



This Discussion Guide serves as a prompt for Educators to stimulate conversation with learners before and after viewing the short film, “Cleats.”

Lesson Length: This lesson may be as brief as 45 minutes to address select Discussion Questions and Activities from the left column below prior to and/or after viewing the film. The lesson may last as long as 90 minutes with in-depth conversations and learning activities derived from the left column below.

Lesson Target Age Range: The lesson based upon the short film, “Cleats,” may be suitable for any young person in their early teens to early twenties, and into adulthood.

Discussion Questions/Activities After Viewing Film	Desired Responses and Notes for Educators
<ul style="list-style-type: none"> ◆ What can be inferred regarding Ilyas’ financial background? ◆ What can be inferred regarding Emir’s financial background? 	<ul style="list-style-type: none"> ◆ Ilyas appears to have a middle-class financial background; his father is able to pay off Emir’s groceries and purchase new cleats for Ilyas. ◆ Emir appears to be in poverty and not able to afford cleats for the soccer tryout.
<ul style="list-style-type: none"> ◆ Why does Ilyas decide to give his new cleats to Emir? What does this say about his character? ◆ Why didn’t Ilyas buy a new pair of cleats instead of using a bigger size? What does this say about his financial decisions? ◆ What would have happened to Emir had he not received help from Ilyas and his father? ◆ What circumstances does Emir appear to be experiencing? How do his circumstances influence his financial resources? ◆ What seems to be Ilyas’ financial advantages in this film? What specific indicators did you see in the film that reflected your perceptions? ◆ What appears to be observable differences between the financial resources of Ilyas’ father and Emir’s mother? 	<ul style="list-style-type: none"> ◆ For Ilyas, his new cleats are not the ones he had requested; therefore, he decided to attend the tryout with his existing cleats. This decision reflects that Ilyas is open to sharing his possessions and considerate of the fact that Emir cannot afford new cleats. ◆ Ilyas seems to be responsible with his spending and understands that he does not need to buy a second new pair of cleats for the tryout. Instead, he decides to ask the shoemaker for help. ◆ Without help, Emir wouldn’t be able to compete in the tryout, and he would owe money to the cashier. ◆ Ilyas’ father has a vehicle and the financial resources to purchase new cleats. It appears that Ilyas’ father holds more stable employment than Emir’s mother.
<ul style="list-style-type: none"> ◆ What emotions do you sense from Ilyas’ father? ◆ What emotions do you sense from Ilyas? ◆ What emotions do you sense from Emir’s actions? 	<ul style="list-style-type: none"> ◆ Generosity, consideration. ◆ Patience, respect, caring. ◆ Slight indifference in the beginning, followed by gratitude.

<ul style="list-style-type: none">◆ Why do you think Emir considered sacrificing his life to help Ilyas? How could this choice relate to both of their personal financial circumstances?	<ul style="list-style-type: none">◆ Ilyas had helped Emir by being patient and generous with him. Ilyas gave Emir his cleats, paid for his groceries, and gave him a ride home. Ilyas provided Emir support in various ways throughout the film.◆ Emir may have felt a sense of obligation because of the graciousness of Ilyas and his father.
<ul style="list-style-type: none">◆ What would you do if you were Ilyas and had a friend in need like Emir? Be specific. And, state why you would choose to do so for a friend such as Emir.	<ul style="list-style-type: none">◆ Encourage learners to engage in a discussion and explain their answers.◆ Ask for specific examples of when they were in a similar situation.