

**CLASS DEPARTMENT RECOMMENDATION:** higher grades, 6th grade

**COURSE:** Croatian language

**TEACHING AREA:** Culture and media

**TEACHING UNIT:** *Thumbs up, Lively, livelier*

**CLASS TYPE:** Analysis of short documentary films

**DURATION OF A TEACHING UNIT:** 45 minutes

#### **DEVELOPMENT OF EDUCATIONAL OUTCOMES (6th grade)**

The student describes the meaning of popular culture texts in the context of everyday life.

The student attends cultural events in a physical and virtual environment.

#### **DEVELOPMENT OF EDUCATIONAL OUTCOMES**

- participates in the workshop of digital Film EDUCATION organized by the Croatian Film Association
- attends a lecture in a digital environment
- notices the connection between film and the world around us
- recognizes documentary film as a film type
- notices features of film language in documentary film
- expresses their own opinion and their own views
- connects the topic of the film with everyday life

#### **EXPECTATIONS OF CROSS-CURRICULAR TOPICS**

Develops communication skills and respectful relationships with others.

The student thinks critically and evaluates ideas with the support of their teacher.

The student self-evaluates the learning process and their results, assesses the progress made and plans future learning based on that.

The student independently and effectively conducts a simple search for information in the digital environment, and a complex one with the help of their teacher.

**KEY TERMS:** documentary film, film shot, film caption, the interview method

#### **STUDENT ACTIVITIES**

- expresses their feelings, attitudes and experiences
- connects previously acquired knowledge
- watches documentary films
- expresses their impressions after watching the film
- analyzes documentary films on a stylistic and content level by answering directed questions from teachers
- solves a quiz by which they self-evaluate their knowledge

## THUMBS UP (ZAG, Marija Jurić Zagorka Elementary School, Zagreb, 2020.)

### MOTIVATION

Conversation with the students

1. What in life is most important to you?
2. Is it money, love, family, health? Why?
3. Do you know who *palčići* (thumbs) are and why they are called that?

### THE ANNOUNCEMENT OF THE FILM

You will watch a short film *Thumbs up* produced by ZAG from Marija Jurić Zagorka Elementary School from Zagreb.

### INSTRUCTIONS FOR WATCHING

How many protagonists do we follow?

Who completes the life story of these protagonists?

Whose opinions and feelings do we also find out about? How does this affect the viewer?

Which medium portrays the protagonist's stay in the hospital and the days immediately after birth?

### WATCHING OF THE FILM

### EXPRESSION OF STUDENT IMPRESSIONS

Did you like the film? Why?

Who are *palčići* (thumbs)?

What did *palčići* (thumbs) have to face, and what did their families face?

What would be this film's message?

### ANALYSIS AND INTERPRETATION OF THE FILM

1. Who is the first protagonist the viewers meet?  
A girl called Lara.
2. How is she presented for the first time? What can be seen and what can be heard?  
She is in her natural environment, in a PE class.
3. What kind of shot is she in?  
A full shot. There is space behind her, but it only serves to indicate where the characters are located while their actions are what is actually important.

**4. How does the viewer decide which of the three girls to follow?**

Through a close-up shot of Lara, which is soon followed by her close-up as she introduces herself.

**5. How is the second protagonist presented? What can be seen and what can be heard?**

We see a photograph of David after his birth, and at the same time we hear the voice of the protagonist talking about his birth (voice-over).

**6. Who are the other interlocutors?**

Family members such as the mother and the grandmother.

**7. How does this affect the viewer?**

This evokes emotions in viewers because the protagonists were unaware of the challenges they and their family members had to face because of their premature birth. While the viewer gets a feeling of carefreeness and childish playfulness from *palčići* (thumbs), they get strong feelings of fear and hopelessness from the adults in the film.

**8. Which medium is used to portray Lara and David's stay in the hospital?**

Photography.

**9. Name the elements of documentary film.**

The use of archive footage (photographs), the interview method.

***LIVELY, LIVELIER* (Rudeš Elementary School, Zagreb, 2020.)**

**MOTIVATION**

Conversation with the students

1. What makes you unique?
2. How would you describe your best friend?
3. Do you know what ADHD is?

**THE ANNOUNCEMENT OF THE FILM**

You will watch a short film called *Lively, livelier*, produced by Rudeš Elementary School from Zagreb.

**INSTRUCTIONS FOR WATCHING**

How many protagonists are there in the film? How are they introduced?

From which perspective does the viewer gain insight into ADHD?

Who speaks about Marin and who about Sanel?

Which method, typical for a documentary, is used in this film?

Where was the film made? Why?

In what kinds of shots is Sanel seen most often?

## WATCHING OF THE FILM

### EXPRESSION OF STUDENT IMPRESSIONS

Did you like the film? Why?

What was particularly interesting to you?

### ANALYSIS AND INTERPRETATION OF THE FILM

**1. What is the first shot of the film?**

A wide shot of the school's hallway.

**2. How many protagonists do we follow in the film?**

Two protagonists – Marin i Sanel.

**3. How is the first protagonist presented?**

He is presented through a film caption of his name, a shot that follows him as he walks down the school hallway, through the opinions of his classmates (*voice-over*) in the shots where the emphasis is on Marin.

**4. Are there shots of interlocutors speaking about Marin? What kinds of shots are they in?**

There is one shot of his classmate saying that Marin has good intentions, but that he can also do things he is not aware of due to his hyperactivity. Marin's classmate is in a close-up shot.

**5. How is the second protagonist introduced?**

He is introduced by a film caption of his name and we see him in medium close-up shots.

**6. Who introduces Sanel?**

Unlike Marin, Sanel is not introduced by his friends. He introduces himself.

**7. In what kinds of shots is Sanel most often seen when he talks about himself directly to the camera?**

In medium close-up shots and close-up shots.

**8. What method is used in this film, and most often appears in documentary films?**

The interview method.

**9. Where was the film made? Why?**

In an authentic location (the school, school hallways, a classroom). In this way, the everyday life of the two protagonists and their integration into the school is shown, regardless of ADHD.

## EVALUATION

- monitoring student activities while watching a film
- checking the understanding of the film by asking directed questions
- teaching sheet (quiz)

**THE TEACHING SHEET (QUIZ)** is available on the Film EDUcation website.