CLASS DEPARTMENT RECOMMENDATION: higher grades, 5th grade

COURSE: Croatian language

TEACHING AREA: Culture and media

TEACHING UNIT: *Conscience or Fear of Revenge, What Should This One Do?*

CLASS TYPE: Analysis of short fiction films

DURATION OF A TEACHING UNIT: 45 minutes

CONSCIENCE OR FEAR OF REVENGE (Sesvete Primary school, Zagreb, 2020)

MOTIVATION

Conversation with the students

1. Have you ever done something you regretted?
2. Have you tried to redeem yourself? How?
3. How do you react when someone does something bad to you?
4. How do you interpret the saying *Don't do unto others what you don't want done unto you*?

THE ANNOUNCEMENT OF THE FILM

You will watch a short film *Conscience or Fear of Revenge* produced by Sesvete Primary school.

INSTRUCTIONS FOR WATCHING

Pay attention to which shot in the film is repeated.

How is it indicated that some events took place in the past?

Which editing transitions are used?

What is the narrator like?

WATCHING OF THE FILM

EXPRESSION OF STUDENT IMPRESSIONS

Did you like the film? Why?

What is the message of this film?

Do you think the student felt guilty because of what he did or did he just fear revenge?

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ANALYSIS AND INTERPRETATION OF THE FILM

1. **What can we see and hear in the first shot of the film?**
   We see a classroom, and we hear the professor's voice off screen. As she speaks, the camera zooms in on the boy called Mirko sitting in the second row indicating that he is the main character of the film. Then the professor's voice disappears and we hear Mirko's voice-over, saying that he is bored.
2. **Which shot in the film appears multiple times?**
   A shot of the blackboard with *I am watching you* written on it and a shot of an empty blackboard at the end of the film.
3. **How is it indicated that some events took place in the past?**
   With black and white photography.
4. **Which transition is used when Mirko returns to the present from the past and vice versa?**
   Crossfade.
5. **Which shot appears after Mirko remembers all the bad things he has done?**
   The shot of the blackboard with the inscription on it appears again.
6. **Which editing transition is used?**
   Fade out - fade in.
7. **Is Mirko in the past or the present after the fade in? How do we know?**
   In the present because of colour photography.
8. **How does a shift happen?**
   Mirko apologizes and tries to correct his mistakes, enters the classroom and hopes that the inscription on the board which prompted him to apologize is no longer there. However, the inscription is still on the board, but then we hear the teacher's voice saying that that is the topic of the school assignment in the 5th grade.
9. **What kind of shot is Mirko in after he wipes the blackboard clean?**
   A close-up.
10. **What is the narrator like?**
    The narrator is in the first person, we follow the thoughts of the main character through a voice-over, which gives the viewer an insight into Mirko's inner world.

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WHAT SHOULD THIS ONE DO? (Bartol Kašić Primary school, Zagreb, 2020)

MOTIVATION

Conversation with the students

1. How did you get through the lockdown?
2. What did you find the hardest?
3. How did you spend your time during lockdown?

THE ANNOUNCEMENT OF THE FILM

You will watch a short film *What Should This One Do?* produced by Bartol Kašić Primary school.

INSTRUCTIONS FOR WATCHING

How many situations do we follow?

Pay attention to the music.

Pay attention to other audiovisual sources used in this film.

Pay attention to the media used, which has greatly facilitated communication during lockdown.

WATCHING OF THE FILM

EXPRESSION OF STUDENT IMPRESSIONS

Did you like the film? Why? Did you find the film funny?

Were you creative during lockdown?

ANALYSIS AND INTERPRETATION OF THE FILM

1. **How does the film start?**
   The film starts with a film title – *What Should This One Do?*
2. **How do we become aware of the camera?**
   By students speaking into it.
3. **What kind of angle is used in the first situation when the boy plays a spider?**
   A high angle.
4. **What kind of angle is used when the second situation is introduced?**
   A slight low angle.
5. **What is the name of the shot in which two characters are seen talking on the bed?**
   A two shot.
6. **What other audiovisual sources are used in the film?**
   A television broadcast.

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7. **Which devices are used for communication between friends?**
   A phone and the TV.
8. **What is the music like in the film?**
   The music is non-diegetic and dynamic which attributes to the fun atmosphere.
9. **What kind of shot is the girl eating the lemon in?**
   A medium close-up, and we see her facial expressions very clearly.
10. **How many situations do we follow?**
    Eight situations.
11. **What is the structure of this film like?**
    Mosaic.

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.

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