

CLASS DEPARTMENT RECOMMENDATION: 2nd grade

COURSE: Croatian language

TEACHING AREA: Culture and media

TEACHING UNIT: *Lost Boy*

CLASS TYPE: Analysis of a short fiction film

DURATION OF A TEACHING UNIT: 45 minutes

***LOST BOY* (Denmark, 2020)**

MOTIVATION

Conversation with the students

1. Did you have an imaginary friend when you were little?
2. What were your favourite animated films/cartoons when you were little?
3. When does childhood end and adulthood begin? When did you realize you were no longer little kids?
4. What symbolized your childhood? Was it an object? Or a feeling?

THE ANNOUNCEMENT OF THE FILM

You will watch a short film *Lost Boy* from Denmark.

INSTRUCTIONS FOR WATCHING

What motif in an extreme close-up shot at the beginning of the film indicates that we're seeing a child's imagination, and is associated with an animated film? When does that connection to a Disney film reappear?

Pay attention to the scene where we first begin to suspect that something is wrong.

Pay attention to the use of high and low angles.

Pay attention to the music and how it contributes to the atmosphere in the film.

Which shot follows the scene on the lake? What does that shot suggest? What can we hear?

Pay attention to the separation scene. How is that scene directed and what do we call the shots in which we see through the eyes of a character?

WATCHING OF THE FILM

EXPRESSION OF STUDENT IMPRESSIONS

Did you like the film? Why?

Have you ever encountered a similar situation in which you had to give something up?

How do you interpret the film's ending?

ANALYSIS AND INTERPRETATION OF THE FILM

1. Which two shots does the film begin with? What kinds of shots are these?

The film begins with extreme wide shots of the forest.

2. While the mother is tidying up Daniel's toys in his room, which character from a Disney film do we see? In what kind of shot?

We see an extreme close-up of a poster of Peter Pan from a film of the same name.

3. How is that film related to the topic of this film?

The film deals with growing up and children's imagination. One of the characters, Daniel's imaginary friend, is named Peter, and Peter Pan is an animated character that refuses to grow up.

4. When does that motif appear again?

Towards the end of the film when we learn that Peter is Daniel's imaginary friend and that he is actually Daniel's teddy bear. Daniel looks at the Peter Pan poster and sees Peter Pan's face in an extreme close-up. That is Daniel's subjective shot and in that moment he becomes aware that everything was a delusion and he simply has to grow up.

5. After Daniel hides in the closet, what kind of shot appears?

A subjective shot in which the viewer sees the mother through Daniel's eyes as she's taking away the box with his old toys.

6. Which shot follows the two boys running away with the toys?

After a cut we see an extreme close-up of muddy sneakers.

7. What kind of shot are the clouds in? From which angle were they filmed?

They're in a subjective shot because we see them through the eyes of the boy. They're filmed from a low angle.

8. What kind of shot is Daniel in when Peter decides they should travel by boat?

Daniel is in a close-up. A close-up is used to portray Daniel's emotions. He is hesitant about taking a boat, and in this way his growth is emphasized because he shows awareness of danger, is not completely carefree and tries to be responsible. Daniel's close-ups are constantly repeated in order to show that he is torn between his imaginary friend who represents childhood and the fact that he should be responsible and careful, which is a characteristic of adulthood.

9. Which shots follow after Peter falls into the lake?

A close-up of a worried Daniel, an extreme close-up of a life jacket and then a black *blank* shot that maintains the tension, while dramatic non-diegetic music and the sound of water are heard.

10. Which shot follows the scene on the lake and the scene in the water?

An extreme close-up of Daniel's eye opening.

11. When do the viewers find out Peter is actually an imaginary friend?

In the moment when Daniel looks for Peter, and his mother gives him a stuffed teddy bear. Peter is actually a stuffed animal.

12. How do the shots in which Daniel plays with Peter and then plays with his teddy bear alternate?

First we see a shot of Daniel and Peter sitting on a tree trunk, followed by a shot of a leaf, and then a shot of Daniel playing with a teddy bear on the trunk. When the boys play with swords, it is a continuous shot in which the camera moves to the right over a tree, and then we see Daniel playing by himself again.

13. What does Daniel decide to do at the very end of the film?

He decides to give his teddy bear to his cousin.

14. How was Peter and Daniel's separation filmed?

We see a close-up of Peter in the trunk of a car begging Daniel not to leave him, the camera is static as the car pulls away, and it's clear that that is Daniel's subjective shot because after the shot of the departing car we see a medium close-up of Daniel looking sadly at in that direction and then a shot of the car again.

15. What is the music like in the film?

The music is non-diegetic and one melancholy melody is often repeated throughout the film (a leitmotif).

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.