

Educational material

Call Me Sir



CLASS DEPARTMENT RECOMMENDATION: 4th grade
TEACHING AREA: Croatian language, Ethics
TEACHING UNIT: Call Me Sir
CLASS TYPE: Analysis and interpretation of a short documentary film
DURATION OF A TEACHING UNIT: 45 minutes

LEARNING OUTCOMES:

- participates in the Digital Film EDUcation workshop organized by the Croatian Film Association
- attends a lecture in a digital environment
- notices the connection between film and the world that surrounds it
- recognizes feature film as a film genre
- recognizes the characteristics of film language
- expresses personal opinions and attitudes
- connects the theme of the film with everyday life

KEY TERMS:

non-diegetic music, voice-over, leitmotif, archival footage, interview method, shot, documentary film

STUDENT ACTIVITIES:

- expresses personal feelings, attitudes and experiences
- connects previously acquired knowledge
- watches animated films
- expresses impressions after watching the film
- analyzes the film on stylistic and content levels by answering guided questions
- completes a quiz to self-evaluate knowledge

CALL ME SIR

IVKO Amsterdam, The Netherlands, 2024

MOTIVATION

Conversation with the students

1. How would you define discrimination and tolerance?
2. Which social groups are at risk when we talk about discrimination?
3. How can society fight discrimination?
4. Do you know what drag is? Have you ever watched a television series or a film in which drag performers appear as characters?

THE ANNOUNCEMENT OF THE FILM

You will watch a short film Call Me Sir by IVKO Amsterdam from The Netherlands.

INSTRUCTIONS FOR WATCHING

1. Try to identify the leitmotif in the film.
2. Define the characteristics by which we recognize the documentary genre and try to find those characteristics in this film.

WATCHING THE FILM

EXPRESSION OF STUDENT IMPRESSIONS

What do you think of the film? Be sure to provide arguments for your impressions.

ANALYSIS AND INTERPRETATION OF THE FILM

1. How does the film begin?

With non-diegetic music and pink words appearing in the rhythm of the music, forming the question: What does drag contribute to your personal development?

2. What is shown in the following shots? What is the rhythm like?

A fast rhythm achieved by alternating short shots with cuts.

Scenes from the drag world (performances, drag people on the street, makeup and preparation for performance).

3. Does one shot stand out in this sequence?

A close-up of a sad person holding their hands over their eyes.

4. Why are these opening shots important?

They introduce the theme of the film: the drag world and the emotions of the people in it.

5. How does this sequence end?

With news footage about drag people being expelled from an Uber, which rounds off the introduction.

6. What follows after the news footage?

A girl on a bicycle while in voice-over we hear her reflections about drag and whether she would be ready to engage in it. Then follows a shot of another person on a bicycle reflecting on what it means to be drag, whether it is connected to gender, and how people perceive her, raising questions of personal and social identity.

7. What follows after the questions about how people perceive drag performers?

A cut and shots of several people in medium or medium close-up answering the question of what drag is.

8. Who is then introduced as the interviewee?

Drag queen Jennifer Hopeless (real name Richard Keldoulis).

9. How is Jennifer Hopeless presented?

First filmed in a medium close-up as a man, followed by shots of her performance and her nightclub, and then close-ups of Jennifer applying makeup and preparing for a performance.

10. What does Jennifer Hopeless talk about?

Negative experiences she has had as a drag person (for example, the police not protecting them when people threw bottles at them) and a case of abuse.

11. What is the music like when Jennifer Hopeless speaks about these experiences?

Non-diegetic instrumental tense music creating a sense of danger.

12. How does the image accompany her experience when a taxi driver refused to drive her?

Authentic mobile phone footage when Jennifer tries to enter the car, but the doors are locked. She tells the driver that she is a human being.

13. What is achieved by this footage?

A sense of reality and the seriousness of discrimination against drag people. The experience is shown not only through sound but also through image.

14. How does the film transition to the sequence of two young girls searching for their identity?

Jennifer Hopeless says that one simply needs to start being drag if that is how a person feels. Shots follow of the two girls changing their gender identity through makeup and clothing. Close-ups and medium close-ups dominate.

15. In which shots are the girls filmed when they speak about their feelings after becoming drag for the first time?

In medium close-ups in front of a mirror.

16. Why is the mirror a leitmotif in this film?

It reflects the person and their physical appearance. The girls stand in front of the mirror as a way of confronting and accepting their identity.

17. What are their feelings?

Feelings of liberation.

18. What follows after that?

The blonde girl is in her apartment (a wide shot of the living room) while we listen to her voice message

19. What does the voice message say?

That she cannot be drag again because it exhausts her energy.

20. How do space and music in that scene emphasize her state?

A closed, somewhat cramped space filled with books and plants, emphasizing her feeling of confinement and inability to escape the situation.

Non-diegetic melancholic music creating an atmosphere of sadness.

21. What does she do in that space? What is symbolically emphasized?

She pulls the curtain because she does not want to be visible. Pulling the curtain emphasizes hiding, fear and the inability to reveal one's identity.

22. What follows next?

Shots of the other girl in the restroom of the drag club owned by Jennifer Hopeless.

23. What is the camera movement like? In which shot is she filmed?

A close-up to convey emotions. Handheld camera; she records herself on her mobile phone.

24. What are her doubts and feelings?

She is unsure whether she should stay in the club because a strip performance is about to begin; she is underage and unsure if she wants to see it, while Jennifer Hopeless has decided to perform.

She feels fear and discomfort, although she wants to stay and watch the performance.

25. What follows after that?

Several shots of the performance filmed from the audience, followed by close-ups of the second girl saying she decided to stay.

26. How does the film end?

With shots of the girls riding bicycles and arriving in front of the club Church.

A wide shot of the street follows, showing the club on the left, their hug and departure.

27. How does this film unify the experience of a drag person?

At the same time, the protagonist Jennifer Hopeless has already found her drag identity, while the other protagonists, two teenage girls, are still searching for their identity and gradually entering the drag world.

28. Which film genre does this film belong to?

Documentary film.

29. Which characteristics of documentary film are present in this film?

Authentic locations.

Interview method.

Archival footage.

Real protagonists speaking about their experiences.

EVALUATION

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

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