

Educational material

Ideal menu / Portugal



CLASS DEPARTMENT RECOMMENDATION: 6th grade

TEACHING AREA: Culture and media

TEACHING UNIT: *Ideal menu / Portugal*

CLASS TYPE: Analysis of short documentary films

DURATION OF A TEACHING UNIT: 45 minutes

IDEAL MENU

ZAG Film Group, Marije Jurić Zagorke Primary School, 2023

MOTIVATION

Conversation with the students

1. What do you like to eat the most?
2. What should school meals be like?
3. Do you bring your own food to school or eat in the school cafeteria?
4. Are children too picky when it comes to food? Explain.

THE ANNOUNCEMENT OF THE FILM

You will watch a short film *Ideal Menu* produced by ZAG Film Group from Marija Jurić Zagorka Primary School from Zagreb.

INSTRUCTIONS FOR WATCHING

1. Pay attention to who is guiding us through the film. Who is addressing the viewers?
2. Do we always see the person speaking to us? Or do we just hear them?
3. Pay attention to the name of the film and how it is written.
4. Pay attention to the shot the film ends with.

WATCHING THE FILM

EXPRESSION OF STUDENT IMPRESSIONS

Did you like this film? Why?

Does your school waste food?

ANALYSIS AND INTERPRETATION OF THE FILM

1. Describe the beginning of the film until the name of the film appears. What do you see and hear first?

The film begins with an extreme wide shot, through steam we see a cook putting food into a large pot. We hear music in the background whose source we cannot see on screen (it's probably coming from a radio), but it's still diegetic music.

2. How is the name of the film written and what does it suggest?

The title is written in a combination of uppercase and lowercase letters, so the words IDEAL and MENU are emphasized. This design also suggests what the film will be about.

3. What kind of shot is most often used to show food?

Mostly extreme close-up shots are used. An extreme close-up is a kind of shot which shows only a fragment, a small part of an object or a person.

4. Who is the first interlocutor in the film and how are they introduced?

The first voice we hear at the beginning of the film is a female voice that we assume is the cook's. We cannot be sure that it's the cook's voice because the voice is not synchronized with the image. Meaning we hear the voice off camera. While the shots show the cooks preparing food and distributing it to students, the voice talks about the amount of food that is thrown away. Around the 4th minute in the film, the cook is shown talking to the camera and only then are we sure that she is the one who is talking.

5. What other interlocutors are present in the film and how are they portrayed?

The film also introduces children who attend the school and eat school meals as interlocutors. We primarily hear the children's statements off camera, but we don't see them synchronously with the sound. Various children are shown in close-ups eating in the dining room, while some are in wide shots and extreme wide shots. We hear their individual statements.

The film also introduces two professors who give their opinions. They are shown in close-ups, and they speak into the camera. An interesting choice was made not to sign the professors names, so that they symbolize the opinion of all teachers, not just their own individual position.

6. What routine, everyday actions do we mostly see in the film?

We mostly see the cooks preparing and moving food, as well as the children eating in the school cafeteria.

7. At what point in the film do we see food being thrown away?

At the very end of the film, in wider shots, we see the cook carrying a bucket of food outside and placing it in a large barrel full of discarded food. In this way, at the very end of the film, the viewer becomes aware of the large amount of food being thrown away.

8. What is the conclusion about the ideal menu at the end of the film?

The film ends with the conclusion that there is no ideal menu. Both healthy and unhealthy food are being thrown away, even the food that people generally like to eat.

PORTUGAL

Rijeka Youth Home, Rijeka, 2023

MOTIVATION

Conversation with the students

1. What do you know about Portugal?
2. How familiar are you with travelogues as a film form?

THE ANNOUNCEMENT OF THE FILM

You will watch a short documentary film *Portugal* produced by the Rijeka Youth Home.

INSTRUCTIONS FOR WATCHING

1. Pay attention to the kinds of shots used. Determine which one is used most.
2. Pay attention to the editing in the film. Try to determine which editing principle is dominant.
3. Pay attention to the camera states in the film.
4. Pay attention to the sound in the film.

WATCHING THE FILM

EXPRESSION OF STUDENT IMPRESSIONS

Did you like this film? Why?

What would you like to see in Portugal?

ANALYSIS AND INTERPRETATION OF THE FILM

1. **How does the film start? With which angle?**

The film begins with a low angle shot of the Portuguese flag. Angles are the way the camera is positioned, the angle from which the scene is shot. If the horizon line is clearly below the vertical half of the screen, so the objects appear to be above the camera or higher than it, that angle is called a low angle. Immediately after that first shot we see the name of the film, *Portugal*.

2. **What kind of shot is used most in the film?**

The most common is the extreme wide shot. An extreme wide shot is a shot that captures an entity larger than a person.

3. **What are the camera states like in the film?**

The film alternates between static and dynamic camera. Dynamic camera movements are achieved through panning or panoramas in which the camera rotates around its axis, and driving movements where the camera moves towards and away from objects.

4. **Describe a scene that is made up of several kinds of shots.**

On several occasions in the film, the same scene is shown in multiple kinds of shots. An example is an elderly gentleman sitting in a train. In the first shot, we see him in a wide shot with the other passengers on the train, and after a cut, we see the gentleman more clearly in a close-up.

5. **What is the dominant editing principle in film?**

The film is edited so that the exchange of shots follows the rhythm of a song. The whole film is accompanied by non-diegetic music typical of Portugal, with lyrics in Portuguese. The shots are exchanged in rhythm with the music, so we can also talk about rhythmic editing. The shots are grouped by similarity and association, creating a small journey through Portugal.

EVALUATION

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

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