

Educational material

Thoughts Don't Help While Walking



Thoughts Don't Help While Walking

CLASS DEPARTMENT RECOMMENDATION: 7th grade

TEACHING AREA: Culture and media

TEACHING UNIT: Thoughts Don't Help While Walking

CLASS TYPE: Analysis and interpretation of a TV report

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:

pre-title sequence, shot, soundscape, television report

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

THOUGHTS DON'T HELP WHILE WALKING

Bartol Kašić Primary School, Zagreb, 2024

MOTIVATION

Conversation with the students

1. What are you afraid of? Do you have any phobias?
2. Are you afraid of heights? How does that fear manifest?
3. Do you know any sports that take place at height?
4. Have you heard of the sport highline? What does it look like? Would you try something like that?

THE ANNOUNCEMENT OF THE FILM

You will watch a short film Thoughts Don't Help While Walking produced by Bartol Kašić Primary School from Zagreb.

INSTRUCTIONS FOR WATCHING

1. Pay attention to the beginning.
2. Pay attention to the soundscape.
3. Pay attention to the characteristics of a television report.

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 this report begin?**
With a medium close-up of a young journalist.
2. **What follows?**
A shot introducing a young girl who “walks on a line,” followed by two wide shots of the waterfalls at Rastoke, and then the film title.
3. **What do we call the part of the film that appears before the title?**
The pre-title sequence.
4. **What is the function of the pre-title sequence here?**
To introduce the theme, present the protagonist and establish the setting.
5. **In which shot are the protagonist and journalist shown after the title?**
In a medium shot, placing them in the setting.
6. **How does the image accompany the protagonist’s speech?**
While she speaks about setting up the line, we see how it is done.
The listing of equipment is presented simultaneously through sound and image.
7. **What does the protagonist talk about?**
About the equipment and setting up the line, her experiences and feelings while practicing the sport, the highest and longest lines, fears while on the line, the beauty of nature, falls and people’s reactions.
8. **Which shots dominate when the protagonist talks about her experiences on the lines?**
Wide shots and long shots, to convey the sense of space and show what the walk looks like.
9. **What were these wide shots and long shots filmed with?**
With a drone.
10. **How does the protagonist connect the sport of highline with life?**
She emphasizes that in this sport people often fall and encounter obstacles, and sometimes lose strength and feel they cannot continue.
She adds that people still get up and move toward their goal, connecting this with life, which is shaped by ups and downs.

Thoughts Don't Help While Walking

11. What does the film's soundscape consist of?

Sound effects, speech and music.

12. Which elements of the soundscape did you recognize?

Sound effects (for example, the sound of the waterfall).

Speech (dialogue between the protagonist and the reporter).

Non-diegetic instrumental music appearing at the end of the film.

13. Which characteristics of a television report did you notice?

Authenticity, relevance, informativeness and audience interest.

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.