



Schwarzfahrer (Fare-Dodger)

S3 Health and
Wellbeing Unit

BGE Fourth Level Experiences and Outcomes met through activities in this unit

- I am aware of and able to express my feelings and am developing the ability to talk about them. (HWB 4-01a)
- I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. (HWB 4-03a)
- I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. (HWB 4-04a)
- I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. (HWB 4-05a)
- I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. (HWB 4-08a)
- As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. (HWB 4-09a)
- I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. (HWB 4-10a)
- Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. (HWB 4-12a)
- Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. (HWB 4-13a)
- I understand the importance of being cared for and caring for others in relationships, and can explain why. (HWB 4-44a)
- I understand and can demonstrate the qualities and skills required to sustain different types of relationships. (HWB 4-44b)
- I recognise that power can exist within relationships and can be used positively as well as negatively. (HWB 4-45a)
- I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. (HWB 4-45b)
- I know that popular culture, the media and peer pressure can influence how I feel about myself and the impact this may have on my actions. (HWB 4-46b)

Learning with Film: Thinking Critically

- One of the joys of studying film is that there are many possible interpretations of what you see and hear.
- **So, any idea can have value - as long as you can justify it!**
- These questions will help you to use evidence and develop alternative ideas. Use them as much as possible.

What do you think?

Do you have a reason?

Is there another way?

Why do you think that?

Can you say more about that?

How can you be sure?



Before Watching: Graffiti Sheet

- In your groups, position yourselves around the same sheet of paper.
- When each question is put on the screen, you have one minute to scribble down any thoughts and ideas you have.
 1. **What is racism?**
 2. **Where does racism occur?**
 3. **How can we tackle racism?**
- Now look over the sheet together and highlight in different colours:
 - where people have had the **same ideas**;
 - ideas people **disagreed** over;
 - ideas the group feel are particularly **important**.



While Watching: "Tell Me" Grid

- While watching the film, keep in mind these questions and take notes. Be prepared to add your ideas to the "Tell Me" grid after watching the film.
- Remember, there are no right or wrong answers - as long as you can support your opinion, it is a valid contribution.
- **Similarities:** What does the film remind you of?
- **Surprises:** What happens that you were not expecting?
- **Puzzles:** What questions do you have after watching the whole film that remain unanswered?
- **Patterns:** What patterns did you notice?



'Schwarzfahrer'

(Pepe Danquart, 1993)

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A commuter, unable to start his motorbike, jumps on a tram without purchasing a ticket. During the journey, he witnesses a black man sit next to an elderly white woman, who loudly voices her racist views to the rest of the passengers. Will anyone defend this man? And what will happen when the conductor comes along to check the tickets?

This story of “everyday” racism won the Academy Award for Best Short Subject in 1994.



[Schwarzfahrer \(Fare-Dodger\) | Screening
Shorts](#)

Similarities

Surprises

Puzzles

Patterns

After Watching: Similarities and Differences

Culture isn't just about where we are from geographically - we can be talking about the experiences gained through our gender, age, profession, hobbies, family, upbringing, education, nationality, ethnicity, sexuality, political or religious beliefs...

When we expose ourselves to other cultures and examine our shared and different experiences we may find we have more in common than we thought!

1. What did you see in the film that is similar to your life in some way? What did you see that is different to your life in some way?
2. Can you find any similarities with something in the film that seems very different to your life/experiences?
3. Is there a character/setting/event in the film that you can really relate to? Why?
4. Did anything in the film surprise you? In what way(s)?
5. Did anything in the film change your opinion on a previously-held belief?



After Watching: Empathy

- What is **empathy**?
- The ability to put yourself in another's shoes, even if you have never experienced the same things as them.
- Think about the young Black man in the film and complete the table you have been given:
- On the left-hand side, write down words/phrases to describe the man's **behaviour** that you see in the film;
- On the right-hand side, write down what you imagine his **thoughts** might be that.



Behaviour

Thoughts



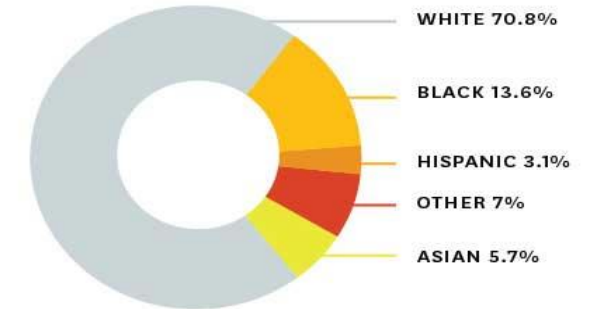
Representations

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- For any film, a director will make certain decisions about how they will show people in order to represent a whole group (e.g. showing women as strong, or elderly people as full of life, or teachers as mean).
- This could be because they want viewers to easily understand elements of the film (e.g. this character is good and this one is bad; this is or is not a good place to live; this was a glorious event; etc.)
- The director might also want to influence the audience into seeing an aspect of the world the same way they do, which can be good - or bad (think of all the films that cast Middle Eastern people as terrorists): [BBC Scotland: The Social | Muslim Representation In TV And Film](#)

Hollywood is still so white



percentage of **under-represented** characters: **29.2%**

25 films have **NO Black or African-American** speaking characters

54 films have **NO Latino** speaking characters

44 films have **NO Asian** speaking characters

Representations: In the Film

Think again about the different groups found in ‘Schwarzfahrer’.

1. What groups are represented in the film?
2. What in their costume, actions, speech, etc. creates the representation?
3. Is it a positive or negative representation of that group? What judgements do we make about the group because of the representation? How do the filmmakers ensure that we feel (un)sympathetic towards that character/group?
4. In what way does this representation change our views about the group?
5. The commuter with the motorbike is highlighted as a key character in the film but seems to have no real role to play in events. Who do you think he represents?



Representations: In the Media

- Look closely at the front pages of six UK newspapers on the following slides.
- How are immigrants represented in each example? Are they positive or negative representations?
- Annotate the pictures or make a list of how words and images have been chosen to create that representation.
- **What are the dangers if we – as the audience – fail to notice the ways in which the media influence our ideas about certain groups?**



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Myths and truth about your eyes

yourhealth - the section you can't afford to miss starts on page 31

ONE IN 5 BRITONS WILL BE ETHNICS



15 years for man who killed wife after a bad dream

ONE in five of Britain's population will be from an ethnic minority by the middle of the century, an explosive report has said today.

THE Sun 40

2-1 WINTER DAYS OUT



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DRAMATIC REPORTS & PICTURES Pages 6 - 11

Reading the Film's Language: Universal Responsibility

- What is **universal responsibility**?
- The filmmakers use different techniques to draw our attention to the general public/other passengers.
- Closely re-watch six the moments of the film listed on the table.
- Discuss what you notice about **how** the filmmakers use camera (shots, angle, movement) editing and sound to highlight the general public and other tram passengers.
- Discuss **why** you think the filmmakers used those techniques. How do they connect to the theme of universal responsibility?



Reading the Film's Language



Moment in film	What do you notice about use of camera, editing or sound?	Why have the filmmakers done this? What does it reveal about universal responsibility?
01:23-01:37 People at the station		
02:05-03:05 People waiting for the tram		
03:23-04:02 Little boy watching the man and woman		
04:03-05:50 Passenger reactions to the old woman		
06:53-07:19 Passenger reactions to the old woman		
10:07-10:45 The tram pulls away		

Creative Tasks

- Using the film for reference, write the young Black man's interior monologue throughout the journey.
- Read the "First They Came..." by Martin Niemöller. Make a decorative poster version of the poem.
- Write your own poem on the theme of racism or inaction.
- Create a playlist of songs dealing with the issue of race. Share it!
- Role play as the old lady and the young Black man, creating a new scene in which another character from the tram intervenes.
- Make a mood board/collage relating to the issue of race.



Creative Tasks: Filmmaking

- Download 'Schwarzfahrer' from the Screening Shorts website and edit together a one-minute trailer for the film.
- Research an event related to racism and civil rights. Create a moving image essay to educate others about this.
- Write the script or storyboard for a film about racism. Film and edit it.
- Show your appreciation for other cultures by making a film in a language other than standard English. Can you add subtitles to it?
- Make an advert for people at your school, advising them on where they can go for help if they're experiencing racism.
- Use found footage to create a new film about the issues explored in 'Schwarzfahrer'.



Credits

Resource developed by Gail Robertson on behalf of Screen Scotland.

Original material taken from [Screening Shorts](#).

For more information on Film Education resources and opportunities, go to [Home | Screen Scotland](#).

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