17.04.2019 (Duration of Session 1) (11:11 min)

SA-G1-Ses 1 (School A - Group 1 - Session 1)

Objective of the group work: How much have the pupils understood the main character in the text “He was ashamed of his mother”; What position has the group taken?

MLA (girl) reads the task obtained from the teacher: “Prepare arguments for the debate; defend your position that Joža (main character) did not make a sin, that he must have felt guilt; our task is…” (she pauses a little while reading and puts her hand to her mouth when she paused). MLA (boy) looks at her and at the sheet of paper in turns as she reads, interjects when he notices that MLA (girl) lowers her head down to the paper in order to be able to read and says: “to convince the opposing team that you are right.” (0:08)

HLA (girl): “Let’s do it this way” (looking at all the pupils), “A…. (MLA (girl)) will write, normally…” (reacts like that it is expected of her), “…because D (MLA (boy)) doesn’t want to do that…” (looks and points at him), “…and V (LLA (boy)), MLA (boy) and myself will give ideas.”

(Excerpt 8)

1 MLA (boy): “This is the most difficult task that we’ve got in the group and in my whole life, I...”

2 HLA (girl): “The teacher thinks it’s a good task because we are good and strong pupils... She thinks we’ll do it easily.” (She looks at pupil MLA (boy))

3 MLA (boy) responds resting the chin of his head on his hand: “No, it’s certainly not true.” (0:45)

4 MLA (girl) interrupts the dialogue: “We’ve got nine more minutes.”

5 MLA (boy): “Yes, and the minute goes by like this.” (he demonstrates that with a snap of his fingers)

6 The teacher approaches the desk looking at the sheet of paper: “Yes, you can do it there.” (Thinking of the space where they can write their arguments) “This is why I left empty space for you there.”

7 MLA (boy) speaks to the teacher a little plaintively: “Teacher, why have you given us this task?”

8 The teacher smiles a little: “Let’s get down to business.”(…) ” we have no time for lamentation.”

HLA (girl) takes a pencil, leans towards the sheet of paper and pupil MLA (girl) says: “Write down ‘Arguments’ here.”

As MLA (girl) writes, pupil HLA (girl) quietly comments with a smile: “Who proposed you?”

MLA (girl) does not react but continues to write.

HLA (girl) exchanges looks with MLA (boy): “Look at the ring,” (and she points at the ring on the pupil MLA’s hand)

MLA (boy) very quietly, almost silently through his teeth: “You shouldn’t have said that, the camera is recording.”

MLA (girl) writes and pretends not to have heard anything.

HLA (girl) gets serious and points to the sheet of paper: “Write down ‘Arguments’…”

MLA (boy): “Joža, dash…”

MLA (girl): “We said we would be a little more serious.”

HLA (girl): “Joža was ashamed of his mother because, according to his taste, she was…” (he stops and leans his head) “…I don’t know how to put this.”

MLA (girl): “We have eight more minutes. Ok… What do you say about this? Everyone would do it like that. I would do it and you would do it. I know U (HLA (girl)) almost did it once.”

HLA (girl): “What is it that I would do? What?” (says through a smile), “I would kill D (laughs toward pupil MLA (boy)) Okay?”

MLA (boy): “Indeed, if only you could catch me.”

MLA (girl) smiles and indicates with her both hands: “A little more serious again…” (she thinks a little and continues) “What… Each of us would do it... Ok, maybe it’s the first argument.”

HLA (girl): “Let’s go... For example…”

MLA (boy): “How are we supposed to convince others, the second team, that Joža...”

MLA (girl) interjects waving her hands: “Well, everyone… Each of us would do it.”

MLA (boy) gets up, leans on the sheet of paper and indicates with his finger: “Come on. The first is that any of us would do it.”

At the same time, HLA (girl) also leans to the middle of the desk: “Joža thought… Write it down: ‘Joža thought… thought,” (repeats the same word twice when dictating) “that his... “

MLA (boy): “Come on, hurry up a bit.” (addresses pupil HLA (girl) who dictates) MLA (girl) writes slowly.

HLA (girl) continues: “…comrades, friends, will mock him… because his mother…” (leaning on the desk, she stomps with one leg while sitting on a chair)

MLA (boy) interjects: “But we should have put first… But, okay, we’ll do it otherwise.” (nobody pays attention to what has said)

HLA (girl): “…because...” (at that moment pupil MLA (girl) takes an eraser to erase something) (03:14) (HLA (girl) stomps in place)

MLA (boy), resting his chin on his hand, says: “Can I write?” (no one comments except that MLA (girl) just briefly glanced at him)

HLA (girl): “…because his mother… mother…”

MLA (girl) sighs briefly and looks at HLA (girl) shaking her head briefly as if tired: “Just say one sentence.”

HLA (girl): “…because his mother looks different…”

MLA (boy) continues: “…from others” (no one reacts)

HLA (girl): “…looks different...” (looks away a little as if thinking) “…than city mothers…”

At that moment, MLA (boy) lays down on the desk: “…city mothers… probably different.” (03:35)

HLA (girl) looks at MLA (boy): “…normal city mothers…”

MLA (girl) raises her head: “Hey, I’ve got an idea... He nevertheless decided to take the right path… he nevertheless decided to take the right path at the end…” (she is thrilled while speaking and waves her hands touching one with the other)

MLA (boy) looks at MLA girl, nods his head and repeats the words: “…the right path…” (03:47)

MLA (boy) says looking at her: “Well, it’s ingenious.”

MLA (girl): “…he hasn’t taken the wrong path.”

MLA (boy): “Yes, he could have…” at that moment he is interrupted by MLA (girl) who looks at him all the time: “And you buy me some Chips.”

(MLA (girl) recognizes approval from MLA boy for what she is saying - MLA (boy) repeats parts of the sentence, nods his head, looks at her carefully and she, encouraged by these “signals”, speaks faster and gesticulates with her hands and when she finishes, he says quickly looking at MLA (boy): “And you buy my Chips.”)

Everyone in the group laughs, even pupil LLA (boy) who sits and doesn’t comment anything or get involved in the work throughout that time, and he laughs (03:53)

HLA (girl): “…different from other…”; (MLA (boy) interjects): “…from other…”

HLA (girl): “…from other mothers…”

MLA (boy) and HLA (girl) end the sentence together: “…from other mothers…” MLA (boy) smiles: “And you also buy me Chips.”

MLA (girl) looks at pupils MLA (boy) and HLA (girl) (not pupil LLA (boy)): “…but he nevertheless chose the right path...”

HLA (girl) repeats: “…but he nevertheless chose But nevertheless the chose the right path... Just that.”

MLA (boy) adds: “And write down that most of us in the class would do that... act the same way as Joža…,” (points with his index finger at the sheet of paper) “…and that I cannot blame him for that” (4:35)

HLA (girl): “…choose the right path… but he would choose the right path, then a comma ... but he would admit…”

MLA (girl) nods her head: “Yeees!” (MLA (girl) confirms that and continues to write)

MLA (boy): “And we have to write that it’s not his fault, but the fault of his peers.”

While HLA (girl) looks at the sheet of paper, MLA (girl) listens to what MLA (boy) says: “Yes” (she confirms what he said and continues). “But” (continues looking at the sheet of paper on which MLA (girl) writes) (04:45)

05:08 (MLA (boy)) interjects: “Can V…” (he calls pupil LLA (boy) by his name) “…say something. I somehow feel sorry for him.” (Pupil LLA (boy) looks at pupil MLA (boy) almost surprised)

At that moment, the teacher notes: “You have five more minutes.”

HLA (girl) addresses pupil LLA (boy): “V, do you have anything to say? We’re a bit… D and A went forward a bit.”

MLA (girl) turns to LLA (boy): “Do you have anything…” (taps him on his shoulder a couple of times) (05:18)

MLA (boy): “What do you mean they went forward... Whatever I say, she corrects” (referring to HLA girl while looking at MLA girl)

HLA (girl) looks at LLA (boy): “Do you have anything… (she speaks quickly after hearing what MLA (boy) said) “May I say… We’re wasting time” (LLA boy) looks down at the desk and doesn’t comment.

HLA (girl) points with her finger and leans over the sheet of paper that is in front of MLA (girl): “Write... write... ‘But it’s not him who did it’…”

MLA (boy) adds: “…it’s not mainly his fault...”

HLA (girl) turns to LLA (boy): “V, have you got any?”

LLA (boy): “Well, not really.” (shakes his head in negation) HLA (girl): “You haven’t got any... It’s good.” (she turns around and then realises what she said), “I said…” (she turns to LLA (boy)) “If you do have anything, feel free to say. It’s good doesn’t stand. You should fight for your position like me and D.” (MLA (boy) (gestures with his hands and nods as if to show determination)

LLA (boy) nods his head almost imperceptibly and quietly, “I know.” (05:39-05:51).

MLA (girl) rolls her eyes and turns to LLA (boy); she covers her mouth with her hand and says quietly: “Don’t listen to them.” (05:51)

HLA (girl) notices this while indicating together with MLA (boy) to the sheet of paper and saying what he will write: “His peers are to be blamed.” MLA (boy): “…comma... his peers are to be blamed.”

HLA girl (repeats): “comma... his peers are to be blamed,” and she addresses pupil LLA (boy) again: “If you have anything... feel free to say something… feel free to say…” LLA (boy) looks at her briefly and quietly: “Deal.” (05: 59)

At the same time MLA (boy) turns to MLA (girl) and says: “Come on, just write.” (a little nervously)

MLA (girl) makes a mistake in writing a capital letter and has to take an eraser, but because of the shortness of time, pupils react, show nervousness and urge MLA (girl) to write.

HLA (girl): “It doesn’t matter. Just write… Wriiite!” (and she adds a word on the sheet of paper, stretching to the opposite side of the desk) MLA (boy) grabbed his head and says nervously: “Just write” and sits on a chair holding his head (6:05)

HLA (girl) continues to dictate: “…his peers …p-e-e-r-s” (pronounces the word letter by letter)

MLA (girl): “But we need to write down something in his defence, because he chooses the right path and repented for it sufficiently.” (looking at pupils)

HLA (girl): “Joža repented, because we’re now to defend Joža... but he shouldn’t have…”

MLA (girl): “Uh… That’s not true” (so she pulls back, takes an eraser to erase what is written) (07:19)

MLA (boy): “But what do you mean he shouldn’t have (bounces off the chair and pulls back) “Well, we should not be unfair now... We have two more minutes.”

HLA (girl): “Come on, don’t think about minutes.” MLA (girl): “Ok.”

HLA (girl): “We need to defend Joža” (the three of them think and say out loud suitable words while pupil LLA (boy) just watches what they are doing)

MLA (girl): “Joža proved it… Joža proved it…” (and she closes her palms in front of herself and says louder to be heard by the others)

MLA (boy): “Joža repented and choose the right path.” (MLA girl looks at him as she presents her idea) (07:49)

(07:57) The teacher asks for attention by raising her open palm in the air: “We’re almost at the end.”

MLA (boy): “One more minute.” (looks at the Dictaphone on the desk)

MLA (girl): “Joža repented”… HLA (girl) repeats: “Joža repented” (everyone leaned in the middle of the desk thinking how to finish the sentence)

HLA (girl) addresses MLA (girl): “And what did you say, what did you say?”

MLA (girl) nervously: “I don’t know now. I forgot that.” (08:14) and she tries to remember: “Joža repented and made a just decision.”

MLA (boy): “But… but in the end … corrected…”; at the same time, he presents his idea to HLA (girl): “But... but he stayed strong and didn’t cry.” (he looks at MLA (girl) and doesn’t pay attention to what MLA (boy) says)

MLA (boy) (imperceptibly slaps his hand on the desk, purses his lips and looks at MLA (girl), then puts an eraser on the head of pupil HLA (girl) without her noticing it at first) 08:37

MLA (girl) starts off to write but then leans back in her chair: “Yes.” (decisively)

MLA (boy): “Yes, yes.”

HLA (girl): “Where does it say he cried?” (she moves and the eraser falls off her head from behind)

MLA (girl): “He did crouch on the couch, like this…” (she shows and covers her face with her palms) “…and then he cried.” (08:40)

HLA (girl) gently hits pupil MLA (boy) on the head smiling (08:43)

MLA (boy) tries to reach for the eraser and moves the chair to which HLA (girl) reacts angrily: “You trample me.” (08:55) MLA (boy): “Not me but the chair.”

Visibly nervous, she watches MLA (girl) writing the final sentence on the sheet of paper and then she suddenly gets up and turns the sheet of paper to indicate that she should continue on the next page : “…and he did it…” (09:06)

MLA (girl) suddenly made a facial expression and rolled her eyes looking at MLA (boy), but did not comment.

MLA (girl) adds: “…and did a brave deed.”

HLA (girl) makes a strange expression of her face and turns towards MLA (boy) repeating: “courageous act” (09:18)

MLA (boy): “We’ve got a few more seconds.”

HLA (girl): “But he didn’t do a good thing”; MLA (boy): “He eventually did.”

HLA (girl): “If anyone remembers anything…” (she looks at LLA (boy) first) “…feel free to say that while we’re doing the presentation” 09:54; while MLA (boy) repeats in a changed tone of his voice, imitating her: “…feel free to say.”

HLA (girl): “And what shall we say V (LLA (boy)) did, as he hasn’t had any ideas... We’ll say he contributed with some idea... Okay?" (10:06) (no one said anything to this suggestion and LLA (boy) just looked)

LLA (boy) almost silently pronounced: “It does not really bother me.”

Teacher: “The most important moment follows now, with which we had problems yesterday. We all concluded that. Let’s fix that today... not to warn the team that they are not listening to each other, because it is very important that we listen to each other as to what we’ve worked on, what conclusions we’ve arrived at and that we see somewhere who thinks what, in what way, whether we agree with such an opinion or perhaps we have a somewhat different to say... Shall we try to fix the problems from yesterday, the situation when we don’t listen to each other... I’m pleased that we make agreements in such a superb way… This helps me a lot.”

Pupils respond: “Yes... We will.”

While the teacher speaks, MLA (boy) moves the sheet of paper with the written content before pupil LLA (boy) and, together with pupil HLA (girl), indicates with his finger and says: “You’ll read.” (10:54) MLA (boy) adds, pointing to the heading: “This, too.”