



# FILM-ED 2: GRADES 3-5 PRE-VISIT VIEWING GUIDE

## Make the most of your visit

In advance of your Field Trip to the New York International Children's Film Festival, please utilize this pre-visit guide which aims to prepare your class for the screening.

The screening will consist of an hour long program of nine short films from seven different countries. The films vary in length, story theme and style. In the post-screening discussion, facilitated on site, the group will dig deeper into the films to find connections and contrasts between the films.

With a focus on media literacy, the buzzwords and discussion questions in this guide will encourage your students to think critically about film and form their own opinions or interpretations.

Please remind your students that films, just like the stories found in books, have similar narrative components, such as: a THEME, SETTINGS, CHARACTERS, and so on. Many of these concepts will be familiar to your students, however, this program aims to have students apply these concepts to film.

After your visit, our Post-Visit Discussion Guide will facilitate follow-up conversations with students in the classroom. See the Post-Visit Guide for alignment with NY State Learning Standards.



## buzz words

### Literacy Terms

**ANTAGONIST** - The villain in a story or film. This character opposes the PROTAGONIST.

**CONFLICT** - The problem the characters encounter in a story.

**GENRE** - A specific type of music, film, or writing. There are many different types of GENRES, including DOCUMENTARIES, DRAMAS, COMEDIES, etc.

**NARRATOR** - This character tells the story of events and experiences in a story or film in their own words.

**PLOT** - The entire storyline, including both the CONFLICT and the RESOLUTION.

**PROTAGONIST** - The main character in a story or film.

**RESOLUTION** - The solution to the CONFLICT.

**THEME**  
The main idea of the story, which sometimes teaches a lesson.

### Film Terms

**ANIMATION** - A movie made from a series of drawings, computer graphics, or photos of objects that seem to be in motion because of small changes in each frame.

**DIALOGUE** - The words the CHARACTERS say or the sounds they make.

**DOCUMENTARY** - A nonfiction film which captures real life or investigates an interesting real-life story. Documentaries can "document" history and/or teach something to the audience.

**LIVE-ACTION** - This type of film uses real people, animals, or settings. A live-action film can be non-fiction or fiction. If a live-action film tells a fictional story, this is called REALISTIC FICTION.

**STOP MOTION ANIMATION** - ANIMATION made from still images of physical objects such as paper cut-outs or posable puppets.

**SOUNDTRACK** - The songs or music heard in a film.

**STORYBOARD** - A series of drawings, similar to a comic strip, which act as a plan for what the film will look like.

**SUBTITLES** - Words shown at the bottom of a screen that translate the DIALOGUE when it is in a foreign language.





# FILM-ED 2: GRADES 3-5

## PRE-VISIT DISCUSSION QUESTIONS

1

The short films we will watch use different colors and materials to tell you about the CHARACTERS and SETTINGS.

- What kind of colors would you use to tell a happy part of the story?
- A scary part of the story?
- A part of the story that has lots of action and adventure?

2

The movies we will watch may be categorized into different categories or GENRES, such as DOCUMENTARY, DRAMA, COMEDY, etc. As you watch, think about each short film's GENRE.

- What GENRE of book do you like best? What about for films? Why?
- If you were to make a "short film," which GENRE would you choose? Why?

3

Think of your favorite book, television show or movie, and the CHARACTERS who are in it. Who is the PROTAGONIST? Who is the ANTAGONIST? How can you tell if a CHARACTER is a PROTAGONIST or ANTAGONIST?

- What does the PROTAGONIST / ANTAGONIST look like?
- What does the PROTAGONIST / ANTAGONIST sound like?
- How does the PROTAGONIST / ANTAGONIST act in the story?
- What do other CHARACTERS in the story think of him/her? (e.g., Do they think the CHARACTER is funny, scary, helpful, serious?)
- What are some common characteristics of a PROTAGONIST / ANTAGONIST ?

4

Some of the films we will watch come from other countries. These films will include SUBTITLES in English at the bottom of the screen to translate what the CHARACTERS are saying (their DIALOGUE).

Other films we will watch only use music and sounds to tell a story and make you feel a certain way about the characters and action.

- How would a silly song in a film make you feel?
- How would a slow and quiet song in a film make you feel?
- How would a fast and loud song in a film make you feel?



# FILM-ED 2: GRADES 3-5

## POST-VISIT GUIDE



**Funny Fish**  
Krishna Nair  
France



**The Piñata King**  
Charlie Kwai, Chris Lee & Paul Storrie  
UK



**Sherbert Rozencrantz, You're Beautiful**  
Natalie van den Dungen  
Australia



**If You Fall**  
Tisha Deb Pillai  
Canada



**Cat Days**  
Jon Frickey  
Germany / Japan



**Home**  
MinYung Jung & KyoungJin Kim  
South Korea



**Lucy vs. the Limits of Voice**  
Mónica Herrera  
Mexico



**Piñata Love**  
Joel Ramirez  
USA



**Tiger, Tiger**  
Rhea Dadoo  
USA



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## POST-VISIT DISCUSSION QUESTIONS

1

The program included films that may be categorized into different GENRES – some were funny, some were emotional, some were even a little scary.

- Which film was your favorite? What did you like about it?
- Which film was your least favorite? Why?
- What type of GENRE was your favorite? Why?

2

In some films, like **Home** and **Piñata Love**, there is a clear PROTAGONIST, whose actions or voice NARRATES the story from his or her POINT OF VIEW.

- What thoughts and emotions did the PROTAGONIST deal with in “Home”?
- What thoughts and emotions did the PROTAGONIST deal with in “Pinata Love”?
- Would you consider each of these PROTAGONISTS a HERO? Why or why not?
- How did each of these PROTAGONISTS resolve the CONFLICT in the story? What was the RESOLUTION?

3

Offentimes, characters in a story or film will deal with some sort of CONFLICT. Over the course of the story or film, they try to solve the problem, and find a RESOLUTION.

- What was the CONFLICT in **Cat Days**? What was the RESOLUTION?
- What was the CONFLICT in **Tiger, Tiger**? What was the RESOLUTION?
- Which type of film do you like better – one with a CONFLICT or without a CONFLICT? Why?

4

We saw two different kinds of communities in **Funny Fish** and **The Piñata King**.

- How were these communities similar? How were they different?
- In what ways are these communities like your communities? In what ways are they different?
- How do community members help one another? What do you do to help your community?



# FILM-ED 2: GRADES 3-5

## POST-VISIT ACTIVITIES

1

Imagine you are going to make a short film with no DIALOGUE.

- Write one sentence to describe what your short film is about.
- How would you tell a story using colors, sounds, music and actions?
- What would your opening SCENE look like?
- What would your closing SCENE look like?
- Draw a picture from either your opening or closing SCENE and write a short description.

2

Imagine you are going to make a DOCUMENTARY about your life. This DOCUMENTARY will convey one 'big idea' about who you are.

- What SCENES from your daily life (e.g. getting ready for school, doing homework, hanging out with friends, playing with your pet, etc.) would you need to capture in order to convey this 'big idea'?
- Create a STORYBOARD that outlines 3 to 5 SCENES in your DOCUMENTARY.
- Don't forget to give your documentary a title!

3

Think about which short film was your favorite. Now imagine that you are a character in that film. Write an autobiography from that character's POINT OF VIEW. As you write, think about the following questions:

- What challenges did that character face in the story? What actions did that character take (e.g., helped a fellow fish, made a piñata, searched for her family, etc.)?
- What kinds of feelings do you think that character experienced in the story?
- Describe the settings and other characters from your characters perspective.

### NY State Learning Standards Covered in this Guide

#### **3rd Grade**

MA:Cr1.1.3    MA:Pr7.2.3  
MA:Cr2.1.3    MA:Re9.1.3  
MA:Pr4.1.3    MA:Cn10.1.3  
MA:Re7.1.3    MA:Cn11.1.3

#### **4th Grade**

MA:Cr1.1.4    MA:Re9.1.4  
MA:Cr2.1.4    MA:Cn10.1.4  
MA:Re7.1.4    MA:Cn11.1.4  
MA:Pr7.2.4

#### **5th Grade**

MA:Cr1.1.5  
MA:Cr2.1.5  
MA:Re7.1.5  
MA:Pr7.2.5  
MA:Cn10.1.5