



FILM-ED 3: GRADES 6-8

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 five different countries. The films vary in length, story theme and style. While the characters in these films are unique and compelling in their own right, they all show how the human experience is similar across the world.

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.



NY State Learning Standards Covered in This Guide

6th Grade

MA:Cr3.1.6
MA:Pr4.1.6
MA:Pr5.1.6
MA:Pr7.1.6
MA:Pr7.2.6
MA:Cn10.1.6

7th Grade

MA:Cr3.1.7
MA:Pr4.1.7
MA:Pr5.1.7
MA:Re7.1.7
MA:Re7.2.7
MA:Cn10.1.7

8th Grade

MA:Cr3.1.8
MA:Pr5.1.8
MA:Re7.1.8
MA:Re7.2.8
MA:Cn10.1.8





FILM-ED 3: GRADES 6-8

BUZZ WORDS

Vocabulary: Film

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.

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**.

POINT OF VIEW (for film) - A point of view shot (also known as POV shot, or first-person shot) is a film scene that is shot as if the viewer were looking through the eyes of a specific character.

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.

VOICEOVER - Recorded dialogue, usually narration, which comes from an unseen, off-screen voice, character or narrator.

Vocabulary: Storytelling

ANTAGONIST - The villain in a story or film who opposes the **PROTAGONIST**

CONFLICT - A problem that characters encounter and set out to solve in a story.

CLIMAX - The exciting part of a story where the main conflict is resolved.

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

FORESHADOWING - Details that hint at upcoming events in the 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 in their own words.

POINT OF VIEW (for storytelling) - Refers to who is telling, or **NARRATING**, the story or film. Authors and filmmakers use **POINTS OF VIEW** to express the emotions of either themselves or their **CHARACTERS**.

PROTAGONIST - The main character in a story or film.

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

SYMBOLISM - The use of symbols or images to represent ideas or qualities.

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

Important Terms

CULTURE - The social traits, beliefs and other characteristics of a group of people. This could be a religious group, racial group, ethnic group, political group, or even a group of people living in a certain geographic region.

IDENTITY - The qualities, beliefs, etc. that make an individual or group of people unique.

LEADERSHIP - This is the art of leading a group of people to achieve a common goal. Leaders inspire and motivate others.

PERSEVERANCE - To persist and maintain one's purpose, especially in the face of difficulties or obstacles; to not give up.

PREJUDICE - An unfair feeling of dislike towards a person or group based on race, gender, religion, etc.

STEREOTYPE - An unkind generalization about a person or group, based on untrue or outdated ideas.



FILM-ED 3: GRADES 6-8

PRE-VISIT DISCUSSION QUESTIONS

1

The movies we will watch may be categorized into different GENRES (e.g., DOCUMENTARY, DRAMA, COMEDY). 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?

2

A few of these films have PROTAGONISTS who don't feel as though they fit in. Think about a book you've read where the PROTAGONIST doesn't feel like they fit in.

- How could you tell the PROTAGONIST felt this way?
- How do other characters in the story behave towards the PROTAGONIST?
- What does the PROTAGONIST do in response to this feeling?

3

The films we will watch take place in diverse settings, including other countries. Films are often a reflection of the CULTURE and/or community where they were made.

- What is the value of watching films about a CULTURE/community with which you are unfamiliar?
- Have you seen a film about your CULTURE/community that didn't feel authentic, or true to your experiences? Why?

4

Sometimes, films or books misrepresent individuals, or groups, and even reinforce STEREOTYPES.

- Have you ever read a book or seen a film that you felt misrepresented a group of people?
- What could the author or filmmaker have done to avoid this?
- As a media maker, how would you make sure that you are accurately representing diverse peoples, communities, and CULTURES?

FILM-ED 3: GRADES 6-8

POST-VISIT GUIDE

the
films



Fired Up!
Dan Fipphen & Elyse Kelly
Colombia / Israel / USA



Iron Hands
Johnson Cheng
USA / China



Scent of Geranium
Naghmeh Frazaneh
USA



The Fancies
Stephen Neary
USA



Game
Jeannie Donohoe
USA



Superperson
Philip Watts
Australia



Poles Apart
Paloma Baeza
UK



Albert & Aidan Sykes
Richard O'Connor
USA



Samedi Cinema
Mamadou Dia
Senegal

POST-VISIT DISCUSSION QUESTIONS

1

Like books and stories, each film has a THEME or 'big idea'. Several short films we watched as part of this program have similar THEMES.

- With a partner, compare and discuss the THEMES of each short film.
- What trends do you see? Is there an overarching THEME or THEMES for this film program?
- Choose two films that address a similar THEME. What style was this film made in? Which film was more effective in communicating this THEME? Why?

2

Experiences inform how we define ourselves. A few of the short films we watched capture these identity-forming experiences. Reflect on an experience that shaped your identity.

- Which experiences have led you to become the person you are today?
- What experiences did the characters in this film program have? How did these experiences impact their lives?



FILM-ED 3: GRADES 6-8

POST-VISIT DISCUSSION QUESTIONS

3

How does filmmaking style affect storytelling? How would the story change if it had been told with ANIMATION, rather than LIVE-ACTION or in a DOCUMENTARY?

- What kinds of stories are best told through ANIMATION?
- What kinds of stories are best told through LIVE-ACTION?
- What kinds of stories are best told through a DOCUMENTARY format?
- What styles or styles are you most interested in? Why?

4

Many of the films we watched were set in other countries, like **Samedi Cinema**, which is set in Senegal. Films are often a reflection of the CULTURE and/or community of the place where they were made.

- What similarities does your CULTURE/community share with the CULTURE/community in **Samedi Cinema**?
- What differences do you see in your CULTURE/community versus the one in the **Samedi Cinema**?

5

In a few of the films, like **Scent of Geranium** and **Iron Hands**, the PROTAGONIST faces an internal CONFLICT, struggling with inner thoughts and emotions.

- What challenges, or internal CONFLICTS, are the PROTAGONISTS facing in each of these films?
- Do these protagonist's internal conflicts remind you of someone you know? Perhaps you've seen or heard about this kind of challenge in a book you've read, or in a film/TV show you've seen. If so, describe these characters and their inner conflict.

6

Other films, like **Poles Apart** and **Albert & Aiden Sykes**, hint at broader, societal issues.

- What do you think the filmmakers of **Poles Apart** and **Albert & Aiden Sykes** were trying to convey?
- Were the filmmakers successful in conveying their message?
- Who do you think the filmmakers were trying to reach with these messages?

7

Game and **Supersperson** highlight the common saying, "Don't judge a book by its cover." Both films reveal that the PROTAGONISTS are not quite what they first appeared to be.

- Why do you think A.J. Green in "Game" and the Supersperson chose to disguise their true identity?
- Have you ever made assumptions about a person that were later proven false? Describe what happened and how you learned from that experience.



FILM-ED 3: GRADES 6-8

POST-VISIT ACTIVITIES

write

Autobiography

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:

- What challenges did that character face in the story?
- What actions did that character take in response?
- What was the character feeling in the story?
- Describe the setting and other characters from your character's perspective.

draw

Symbolism

Scent of Geranium used geraniums to symbolize how challenging it was for the NARRATOR to emigrate from Iran to the United States. Imagine creating a film based on your life's story.

- What symbols would you use? Why?
- Draw and describe the symbol or symbols and why it is significant in your life.
- Pick a character from another film and draw a symbol to represent their story. What did you pick and why?

create

The Big Idea

Filmmakers use a variety of filmmaking techniques to convey an important message, or THEME, to their audience. Think about a message or theme you'd like to convey via film (e.g., challenging a STEREOTYPE, or championing a cause important to you). Write a short SCENE for your film (in whichever GENRE you prefer) and STORYBOARD your ideas. Here are some questions to guide your work:

- What are you trying to tell your AUDIENCE?
- What do you want your AUDIENCE to learn from your film?
- Are you trying to change their mind about something?