



FILM-ED: GIRLS' POV PRE-VISIT VIEWING GUIDE

Make the most of your visit

For the 2018 Girls' POV program, we have selected eight short films from six different countries that capture the unique perspectives of girls living around the world. POV is an acronym for 'point of view,' and this collection of films highlights how girls, with determination and inner strength, face and overcome challenges. Using different filmmaking techniques, these filmmakers articulate important messages about girlhood, including: identity, empowerment, leadership, self-confidence and perseverance.

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 short films. The films vary in length, story theme and style. In the post-screening discussion, facilitated on site by a NYICFF educator, 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 literary 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.



NY State Learning Standards Covered in This Guide

6th Grade

MA:Cr1.1.6
MA:Cr2.1.6
MA:Cr3.1.6
MA:Pr4.1.6
MA:Pr5.1.6
MA:Pr7.1.6
MA:Pr7.2.6
MA:Pr9.1.6
MA:Cn10.1.6

7th Grade

MA:Cr1.1.7
MA:Cr2.1.7
MA:Cr3.1.7
MA:Pr4.1.7
MA:Pr5.1.7
MA:Pr7.2.7
MA:Pr9.1.7
MA:Cn10.1.7
MA:Cn11.2.7

8th Grade

MA:Cr1.1.8
MA:Cr3.1.8
MA:Pr4.1.8
MA:Pr5.1.8
MA:Pr7.2.8
MA:Cn10.1.8
MACn11.2.8





FILM-ED: GIRLS' POV

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.

MONOLOGUE - This is a long speech by one person in a play, film or broadcast program.

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 - 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: GIRLS' POV

PRE-VISIT DISCUSSION QUESTIONS

1

We will watch several short films that tackle issues of IDENTITY. Think about how identity is formed. To what extent are we defined by our talents and interests? Our gender? By our membership in a particular ethnic group? By our social and economic class? By our religion?

- What aspects of your identity are most important to you? Is this how others see you?
- How do our identities inform our values, ideas and actions?
- How do we label ourselves, and how are we labeled by others?
- Who defines our identity?

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: GIRLS' POV POST-VISIT GUIDE

the
films



Superperson
Philip Watts
Australia



Scent of Geranium
Naghmeh Frazaneh
USA



Sleepover
Susana Casares
Spain



If You Fall
Tisha Deb Pillai
Canada



Tough
Jennifer Zheng
UK / China



Game
Jeannie Donohoe
USA



Black Barbie
Comfort Arthur
Ghana



Fly Lady Fly
Lucien Flores & Michela
M. Smith
USA

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 filmmaking techniques did each film use to convey this **THEME**? 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?



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POST-VISIT DISCUSSION QUESTIONS

3

Many of the films were set in other countries, like **Black Barbie** (Ghana) or **Tough** (China). These films capture the POINTS OF VIEW of two young women from two different countries.

- Did seeing a film from the POV of a girl in a different country affect your ideas about that country?
- Based on these two films, how do you think girls are seen in Ghana and China? Is this similar or different than your country's culture?
- Compare your CULTURE/community with the CULTURES/ communities in "Black Barbie" and "Tough."

4

How does filmmaking style affect storytelling? We saw some non-fiction stories told with animation, like **Black Barbie** and **Tough**, and we saw some fictional stories told through live action.

- What kinds of stories are best told through ANIMATION?
- What kinds of stories are best told through LIVE ACTION?
- What film style would you use to make a film about your life? Why?

5

In a few of these films, such as **Game**, **Fly Lady Fly**, and **Scent of Geranium**, the PROTAGONIST perseveres through obstacles and challenges to eventually emerge triumphant.

- What obstacles or challenges did each of these young women overcome?
- How did they overcome their obstacles? Did anyone help them?

6

In many of these films, girls play leadership roles in their families and communities.

- How did these girls' actions positively impact their groups of friends, families, or communities?
- Can you think of someone who has positively influenced your life or your community?

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: GIRLS' POV 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?