



FILM-ED 1: GRADES K-2 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 ten short films from six 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.

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.



Literacy Terms

CHARACTER

A person, animal or object who plays a part in the story’s action and/or has feelings.

CONFLICT

The problem the characters encounter in a story.

PLOT

The entire storyline, including both the CONFLICT and the RESOLUTION.

RESOLUTION

The solution to the CONFLICT.

SETTING

Where and when a story takes place.

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.

LIVE-ACTION

This type of film uses real people, animals, or settings.

STOP MOTION ANIMATION

This type of ANIMATION is made from still images of physical objects such as paper cut-outs or posable puppets.

SOUNDTRACK

The songs or music heard in a film.





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PRE-VISIT DISCUSSION QUESTIONS

1

The movies we will watch are called **short films**. Short films are different than **feature films**, which are much longer. They are also different than **episodes** of a TV show, which tell a story in shorter segments, and are similar to chapters in a book.

- Why do you think a filmmaker would make a short film rather than a longer, feature film?
- If you were to make a "short film," what would it be about?
- What kind of story would it have? Would it be a funny story? Mysterious? Scary? Sad? What makes you say that?

2

What kinds of things do we know about a CHARACTER (e.g., where they come from, what they like to do)? How do we know these things? Think of your favorite book, television show or movie, and the CHARACTERS who are in it.

- How would you describe the main CHARACTER?
- What does the CHARACTER look like? Are they big/small? Wear a uniform? Have wings?
- What does the CHARACTER sound like? Do they speak, bark, sing, shout, rhyme?
- How does the CHARACTER act in the story? Are they silly, sad, bossy, playful, mischievous?
- What does the CHARACTER like to do? Do they like to sing, dance, take photos, etc.?
- What do other CHARACTERS in the story think of the main CHARACTER? Do they think the CHARACTER is funny, scary, helpful, serious?

3

What does the SETTING of a film tell us about the story? What does the SETTING of a film tell us about the CHARACTERS?

- What are some examples of SETTINGS in your favorite book, television show, or movie?
- What makes a SETTING interesting to you?
- Think of different SETTINGS. What kinds of CHARACTERS would live in this SETTING?

4

Many films use music and sounds to help tell a story and make you feel a certain way.

- 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?
- Think about your favorite song. How does it make you feel?
- If you made a short film with your favorite song, what would the story be about?

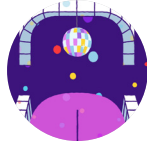


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POST-VISIT GUIDE



Tiniest Man in the World: Chopsticks
Juan Pablo Zaramella
France



Party Mouth
Hunter Gatherer
USA



Two Trams
Svetlana Andrianova
Russia



I Want to Live in the Zoo
Evgenia Golubeva
Russia



Dark, Dark Woods
Emile Gignoux & Mik Lovenbalch Kirchheiner
Denmark



The House
Veronika Zacharova
Czech Republic



Tiger, Tiger
Rhea Dadoo
USA



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



If You Fall
Tisha Deb Pillai
Canada



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POST-VISIT DISCUSSION QUESTIONS

1

The program included films with different kinds of stories – 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?

2

Did any of these stories remind you of a book you've read, a place you've visited, or something you've learned at school? Do any of the CHARACTERS remind you of someone you know?

3

We saw different kinds of families in **Dark, Dark Woods** and **Two Trams** and **If You Fall**.

- How were these families alike? How were they different?
- In what ways are these families like your family? In what ways are they different?
- How do families spend time together? What does your family like to do?
- How do family members help one another? What do you do to help your family?

4

Some films, like **Tiger, Tiger**, have a clear CONFLICT.

- What was the problem in **Tiger, Tiger**?
- How did the characters solve the problem? What was the RESOLUTION?

Other films, like **Party Mouth**, do not have a CONFLICT.

- Which type of film do you like better – one with a CONFLICT or without a CONFLICT? Why?

5

Think about the CHARACTERS in **Sherbert Rosencrantz, You're Beautiful**.

- What do you think the main CHARACTER, Milly, is feeling in the story?
- How could you tell what Milly was feeling?

Think about the CHARACTERS in **Two Trams**.

- What do you think the main CHARACTERS are feeling in the story?
- How could you tell what the Trams were feeling or thinking?



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POST-VISIT ACTIVITIES

create

In **Sherbert Rosencrantz, You're Beautiful**, Milly enjoys taking photographs. Photos, like films, tell a story. What kinds of photos do you like to take? What kinds of stories do they tell?

- Make a collage of your favorite photos. You can do this by gluing or taping pictures to a larger piece of paper. Decorate your collage and hang it up somewhere special in your home!
- Take a look at your collection of photos. Can you tell a story through your photos?

draw

Think about what your life would be like if you lived with animals, like Sasha tried to do in **I Want to Live in a Zoo**.

- Draw a picture of yourself with the animals you would most like to spend time with.
- Why did you choose these animals?
- What do you know about this kind of animal?
- What would you eat?
- How would you play together?

write

If you could choose one CHARACTER from these films to join you on an adventure, which CHARACTER would you choose? Write a short script of a scene from your own film or draw a picture about an adventure with this new friend.

- Where would you go? What is the SETTING?
- Who would you might meet along the way? Who are the CHARACTERS?
- What special sound effects or music would you include in your film?
- What would you eat?
- How would you play together?

NY State Learning Standards Covered in this Guide

Kindergarten

MA:Cr1.1.K MA:Pr7.2.K
 MA:Cr2.1.K MA:Pr7.2.K
 MA:Cr3.1.K MA:Re8.1.K
 MA:Pr4.1.K MA:Re9.1.K
 MA:Pr5.1.K MA:Cn10.1.K
 MA:Pr6.1.K MA:Cn11.1.K
 MA:Re7.1.K

1st Grade

MA:Cr1.1.1 MA:Re7.2.1
 MA:Cr2.1.1 MA:Re9.1.1
 MA:Cr3.1.1 MA:Cn10.1.1
 MA:Pr4.1.1 MA:Cn11.1.1
 MA:Pr5.1.1 MA:Cn11.1.1
 MA:Re7.1.1

2nd Grade

MA:Cr1.1.2 MA:Re7.1.2
 MA:Cr2.1.2 MA:Re7.2.2
 MA:Cr3.1.2 MA:Re9.1.2
 MA:Pr4.1.2 MA:Cn10.1.2
 MA:Pr5.1.2