



# 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 consists of an hour long program of eleven 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.

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: 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.

**FICTION + NONFICTION**

Whether a story is made up or based on reality.

**NARRATOR**

A CHARACTER who tells the story in their own words.

**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 often 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 records a real life event, people and/or place.

**FILMMAKER**

Like the author of a book, a FILMMAKER creates a film.

**LIVE-ACTION**

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

**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.





# FILM-ED 1: GRADES K-2

## 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, like chapters in a book. They are also different from a movie trailer which shows highlights of a longer film.

- Have you ever seen a short film? Where did you see it? What was it called and what was it about?
- If you were to make a "short film," what would it be about? Who would the characters be?
- 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?

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 about a slow and quiet song? Fast and loud?
- 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?

5

One of the films we will watch is a DOCUMENTARY.

- Have you ever seen a DOCUMENTARY?
- What was it about? How did you know that it was a DOCUMENTARY?

6

We'll be travelling to a movie theater to watch the films.

- Have you ever been to a movie theater? What did you see there?
- How is watching a movie in a theater different than watching a movie at home?

# FILM-ED 1: GRADES K-2

## POST-VISIT GUIDE

the  
films



**Belly Flop**  
Jeremy Collins, Kelly Dillon  
*South Africa, Animation*  
One girl is determined to make a very big splash, but will she have the buoyant courage to pull it off?



**Small Spark**  
Nicolas Bianco-Levrin  
*France, Animation*  
You've heard of night owls and bookworms? Well both perfectly describe this mouse, who must find a way to continue his exciting bedtime reading when it's lights out.



**The Man with Birds**  
Quentin Marcault  
*France, Animation*  
Seasons turn and spring is sprung when a boy flies the coop but lands the flock.



**The Pig on the Hill**  
Jamy Wheless, John Helms  
*USA, Animation*  
Pig may be up high, but his nimble new neighbor, Duck, shows how the most important spot of all is one next to friends.



**KUAP**  
Nils Hedinger  
*Switzerland, Animation*  
If you've ever been the youngest of the group, you'll sympathize with the little tadpole who always falls a tad behind in the charming KUAP.



**Slurp**  
Florent Hill  
*France, Live Action*  
Grandma's table manners drive one boy bananas until he devises a clever fix.



**The Pen Licence**  
Olivia Peniston-Bird  
*Australia, Documentary*  
Brushing up on penmanship is the name of the game if you want to graduate from pencils.



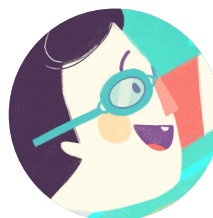
**Racoon and the Light**  
Hannah Kim  
*USA, Animation*  
Nighttime is a breeze for a nocturnal creature, but a spotlight shines in more ways than one in this Student Academy Award®-Winner.



**6:1**  
Sergei Ryabov  
*Russia, Animation*  
Checkers may seem a game of child's play, but can a losing cat nab a comeback?



**Saturday's Apartment**  
Jeon Seungbae  
*South Korea, Animation*  
Banging, jumping, wailing, pounding—noisy neighbor mayhem rules the day until this ultimately loveable bunch of apartment dwellers find a way to hammer it out together.



**Preschool Poets: Supergirl**  
Nancy Kangas, Josh Kun  
*USA, Animation*  
Poet Penny sums it up best when she says "I would like to kick! 'Cause that's what a super-girl does'.



# FILM-ED 1: GRADES K-2

## 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

Just like a book is written by an author, each film was made by a filmmaker. Pick a film and think about what the filmmaker might have been thinking or feeling that made them want to make the film.

- What is the main character in **KUAP** feeling?
- What might the filmmaker be trying to say to someone feeling this way?

4

The films **KUAP**, **Belly Flop** and **The Pen Licence** all have characters who feel like they are not good enough.

- Compare how these characters feel in the beginning of the film versus in the end.
- What changed?

5

The Films **Pig on the Hill** and **Saturday's Apartment** both have characters who are grumpy about their neighbors.

- How do the different characters react to their neighbors?
- Do they feel differently by the end of the film? What changes?

6

A few of the films, **Raccoon and the Light**, **Slurp**, **Small Spark**, did not have any DIALOGUE. How were you able to tell what the characters were feeling or experiencing?

7

How was your experience watching the films in a movie theater?  
How was it different from watching films at home on a TV, computer or phone?



# FILM-ED 1: GRADES K-2

## POST-VISIT ACTIVITIES

### draw

Create a character that is inspired by a feeling or experience that you have had or someone you know has had.

Draw the character and consider the following:

- Facial expression
- Costume - what colors do they wear?
- Setting - where are they?

Write some details about the character

- What do they like to do?
- Who are their friends?

Make up a story about the character and share it with the class.

### create

**The Pen Licence** is different from the rest of the films we watched because it is a DOCUMENTARY.

The people in the films are speaking to us about their real feelings and experiences.

Imagine that you are going to make a DOCUMENTARY about your friend.

Write five questions and interview a partner to act out your DOCUMENTARY.

What did you learn about your partner?  
What would you call your DOCUMENTARY?

### write

The films we saw today were all made by filmmakers who wanted to share something with the viewer. **Preschool Poets: Supergirl** is an ANIMATED film based on a poem, which is NARRATED by the POET, Penny.

Think about a subject or experience that is meaningful to you.  
Break up into pairs and write a three line poem about your chosen subject.

Next, make three drawings; one for each line of the poem.  
Present them to the class with one person reading the poem while the other displays the illustrations, the way one would share a picture book.

### NY State Learning Standards Covered in this Guide

#### Kindergarten

MA:Cr1.1.K    MA:Re7.2.K  
 MA:Cr2.1.K    MA:Re8.1.K  
 MA:Cr3.1.K    MA:Re9.1.K  
 MA:Pr6.1.K    MA:Cn10.1.K  
 MA:Re7.1.K

#### 1st Grade

MA:Cr1.1.1    MA:Re7.1.1  
 MA:Cr2.1.1    MA:Re7.2.1  
 MA:Cr3.1.1    MA:Re9.1.1  
 MA:Re6.1.1    MA:Cn10.1.1

#### 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:Re6.1.2    MA:Cn10.1.2