



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

Make the most of your visit

For the 2019 Girls' POV program, we have selected nine short films from eight 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. All of the films in the program were directed or co-directed by women.

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 begin to analyze the films to find connections and contrasts between them and explore their themes.

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. These films are like the literature read in a book or the art seen in a museum - made by writers and artists with an idea or message that they want to convey. Many of these concepts will be familiar to your students, however, this program aims to have students apply them 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:C3.1.6
- MA:Re7.1.6
- MA:Re7.2.6
- MA:Re8.2.6
- MA:Re9.1.6
- MA:Cn10.1.6
- MA:Cn11.1.6

7th Grade

- MA:Cr1.1.7
- MA:Cr2.1.7
- MA:Re7.1.7
- MA:Re7.2.7
- MA:Re8.1.7
- MA:Re9.1.7
- MA:Cn10.1.7
- MA:Cn11.1.7
- MA:Cn11.2.7

8th Grade

- MA:Cr1.1.8
- MA:Cr2.1.8
- MA:Cr3.1.8
- MA:Re7.1.8
- MA:Re7.2.8
- MA:Re8.1.8
- MA:Re9.1.8
- 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**.

MOCKUMENTARY - A film that takes the form of a serious documentary in order to satirize or make light of its subject.

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.

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 match society's expectations about them. Think about a book you've read where the PROTAGONIST doesn't feel like they measure up.

- 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 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? List examples of books or films in this GENRE that you've enjoyed.
- If you were to make a "short film," which GENRE would you choose? Why?
- Some of the films we will watch are made with ANIMATION while others are filmed in LIVE ACTION. What kind of stories do you expect to see in ANIMATION? How about LIVE ACTION?

4

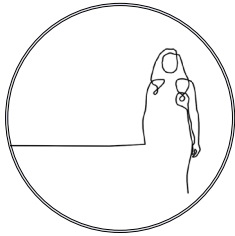
Sometimes, films or books misrepresent individuals, or groups, and even reinforce STEREOTYPES.

- 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



Mega Trick
Anne Isensee
Germany, Animation
Still can't draw a straight line to save your life? Well, you won't need to go directly from point A to point B if you follow this one Mega Trick.



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 supergirl does'."



Jesszilla
Emily Sheskin
USA, Documentary
A pugilist-in-training, Jess has big boxing aspirations, while her father worries and supports her in one-two alternations of his own.



Emily
Marlies van der Wel
Netherlands, Animation
Blooming with artful animation and wistful storytelling, Emily was spotlighted as the Netherlands' entry for Oscar consideration.



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?



Stories Floating on the Wind
Nao Yoshigai
Japan, Live Action
One young woman's free-wheeling ride down the Japanese coast winds along a breezy path through vivid encounters with senses, sensations, and pulsating colors.



My Body
Nicolas Nivesse, Sandralee Zinzen
France, Animation
Sometimes you talk to the mirror, and sometimes it tries to talk back. But your body is your business—and yours alone—and one young woman has had enough.



A Field Guide to Being a 12-Year-Old Girl
Tilda Cobham-Hervey
Australia, Live Action
Who doesn't need A Field Guide to Being a 12-Year-Old Girl—whether you are, have been, or ever wanted to be one—in this wry comedy.



7 Planets
Anne Isensee
U.K., Live Action
A space-obsessed girl realizes that in cosmic matters, it's all about the long game.



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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?

3

In a few of these films, such as **7 Planets**, and **Jesszilla**, the PROTAGONIST perseveres through obstacles and challenges to eventually emerge triumphant.

- What obstacles or challenges did these young women face?
- How did they overcome their obstacles? What kind of training or persistence did they need to achieve this?
- Were the characters encouraged or discouraged along the way? How did this affect their actions or attitude toward their goal?

4

How does filmmaking style affect storytelling? For instance, how did the image and sound choices for **Stories Floating on the Wind**, an experimental film, affect how you experienced and interpreted the film? What do you think the themes of the film were? What do you think about films that do not have a conventional story structure?

- The director said she was trying to capture the sensation of riding a bicycle. Do you think she achieved this?
- As an experimental film, there is room for every viewer to interpret the film in their own way. What did this film make YOU think about?



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POST-VISIT DISCUSSION QUESTIONS

5

The film **My Body** puts a new spin on the "Mirror, Mirror on the Wall" scene from the animated film *Snow White*. Here the antagonist, or villain, is not a wicked witch.

- How would you describe who or what the antagonist is in this film?
- Can the protagonist and antagonist be the same character? Are there other factors to consider?

6

The films **A Field Guide to Being a Twelve-Year-Old Girl** and **Mega Trick** use humor and unconventional storytelling to challenge our expectations about the topic.

- Can you think of other films/books/shows that use humor to challenge norms?
- How do these films feel different from some of the other films in the program?

7

All of the films we saw had a female protagonist. How do these stories and characters compare to the female characters you are used to seeing in movies and television?

- Do they face similar challenges? Do they have similar goals?
- Do they have similar lifestyles?
- Did any of the films reflect your personal experiences?
- Do the films or TV you watch on your own reflect your personal experiences?

8

Many of the characters in the films have experiences and conflicts that represent real issues faced by girls and young women today. Storytelling and filmmaking can be powerful ways to introduce audiences to experiences that are different from their own.

- Pick a film and discuss the issue or issues it addresses.
- Have you or someone you know encountered any of these issues in real life?
- Do you think that others watching this program might learn anything new about what it is like to be a girl today?

9

Focus on Filmmakers.

- Pick a film and consider what the filmmaker might have wanted to say with their film.
- How could you tell?
- What were the visual clues that helped you see their POINT OF VIEW?



FILM-ED: GIRLS' POV POST-VISIT ACTIVITIES

write

Poetry

The films in the program showed that there is no single way to be a girl.

Preschool Poets: Supergirl is based on a poem.

Inspired by the films you saw in **Girls' POV** write a four line poem about your own experience being a girl.

Create four drawings, one for each line of the poem. Break into pairs to discuss your work.

Present work to the class with one person reading the poem and one person displaying the drawings.

draw

Portrait

Inspired by **My Body**, draw two self portraits. The first should be an exaggeration of what you see when you are not feeling good about yourself. For the second portrait focus on what you see when you feel good about yourself and what you love about yourself.

- Write a few sentences to share with the class about your drawing.
- Pick a character from another film and draw a self portrait from their perspective. Based on the film, how do you think that character sees themselves?

create

The Big Idea

Many of the characters in the films have experiences and conflicts that represent real issues faced by girls and young women today. Think about an issue that you care about or that interests you. Create a character and write a short story where the character encounters and overcomes the issue.

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?
- What GENRE and what film style (LIVE ACTION, ANIMATION, DOCUMENTARY) is right for your story?

Form groups to workshop and improve upon your ideas.

Using the feedback from the group, write a SCRIPT or draw a STORYBOARD to show how you might represent this story as a film. Present your ideas to the class and explain your creative choices.

Made possible with support from