



FILM-ED 2: GRADES 3-5

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 eight 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: **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.



buzz words

Literacy Terms

ANTAGONIST - The villain in a story or film. This character opposes the **PROTAGONIST**.

CONFLICT - The problem the characters encounter in a story.

FICTION + NONFICTION - Whether a story is made up or based on reality.

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 of events and experiences in a story or film in their own words.

PLOT - The entire storyline, including both the **CONFLICT** and the **RESOLUTION**.

PROTAGONIST - The main character in a story or film.

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

THEME

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

Film Terms

ANIMATION - A film 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 - Nonfiction film structured as a story to record an event, place, or people. 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**.

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.



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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. 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?

2

Two of the films we will watch are DOCUMENTARIES.

- Have you ever seen a DOCUMENTARY?
- What was it about? How did you know that it was a DOCUMENTARY?
- What makes a DOCUMENTARY different from a LIVE ACTION film?
- Not all LIVE ACTION films are NONFICTION. How can you tell if a LIVE ACTION film is FICTION OR NONFICTION? Hint: look at the credits!

3

Think of your favorite book, television show or movie, and the CHARACTERS who are in it. Who is the PROTAGONIST? Who is the ANTAGONIST? How can you tell if a CHARACTER is a PROTAGONIST or ANTAGONIST?

- What does the PROTAGONIST / ANTAGONIST look like?
- What does the PROTAGONIST / ANTAGONIST sound like?
- How does the PROTAGONIST / ANTAGONIST act in the story?
- What do other CHARACTERS in the story think of them? (e.g., Do they think the CHARACTER is funny, scary, helpful, serious?)
- What are some common characteristics of a PROTAGONIST / ANTAGONIST ?

4

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?

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POST-VISIT GUIDE

the
films



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.



Mogu & Perol
Tsuneo Goda
Japan, Animation
Whether their tastes lean umami or sweet, the duo here finds there is simply nothing more delish than a warm friendship.



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



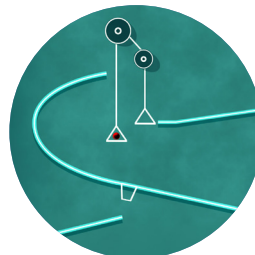
Running Lights
Gediminas Siauyls
Lithuania, Animation
A magical transfer of glowing energy and life is set into motion when one creature departs its earthly form.



FISH
Javier Quintas
Spain, Live Action, Realistic Fiction
The choices we make at mealtime sometimes have a very big impact for a seemingly picky eater with a lot more on his mind.



Spelliasmous
Ben Garfield
Cuba, Live Action, Documentary
The universal language of wizards bridges cultures in this imaginative doc.



Best Laid Plans
John Morena
USA, Animation
Follow twists, turns, lifts, and drops as a Rube Goldberg contraption takes viewers on a glorious ride to a circuitous conclusion.



The Basket
Suresh Eriyat
India, Animation
A devoted daughter works hard to earn enough to repair her father's watch in this busy city short on quick fixes.



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POST-VISIT DISCUSSION QUESTIONS

1

The program included films that may be categorized into different GENRES – some were funny, some were emotional, some were even a little strange or scary.

- Which film was your favorite? What did you like about it?
- Which film was your least favorite? Why?
- What type of GENRE was your favorite? Why?

2

In some films, like **Fish** and **The Basket**, there is a clear PROTAGONIST. The audience experiences the story from this characters POINT OF VIEW.

- What thoughts and emotions did the PROTAGONIST deal with in these two films?
- Would you consider either of these PROTAGONISTS a HERO? Why or why not?
- How did each of these PROTAGONISTS resolve the CONFLICT in the story? What was the RESOLUTION? Do any other CHARACTERS help or support them?
- **Fish** takes place in Spain and **The Basket** takes place in India. Do you think the CHARACTERS experiences would be different if they lived in your country or city?

3

Oftentimes, characters in a story or film will deal with some sort of CONFLICT. Over the course of the story or film, they try to solve the problem and find a RESOLUTION.

- What was the CONFLICT in **Mogu & Perol**? What was the RESOLUTION?
- What was the CONFLICT in **Saturday's Apartment**? What was the RESOLUTION?
- How does the mood of the film change from the beginning to middle and end?
- As a viewer or audience member, how do you feel when a character has a CONFLICT?

4

The films **Spelliasmous** and **Jeszilla** are both DOCUMENTARIES.

- How are the two films similar? How are they different?
- Why do you think a filmmaker decided to make a DOCUMENTARY?
- What do you think would be an interesting subject for a DOCUMENTARY?

5

How did the films you saw in this program compare to the films you usually watch at home or at a movie theater?

- Did they look similar or different? Did they sound similar or different?
- How does watching films in a movie theater compare to watching them at home?

6

In **Best Laid Plans**, **6:1** and **The Basket**, strategy is used to try to achieve a goal or find a RESOLUTION.

- Discuss the challenges and strategies used in each film.
- If the strategy wasn't successful, what do you think would be a good next step?

7

The film **Running Lights** leaves 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 ACTIVITIES

1

Imagine you are going to make a short film with no DIALOGUE.

- Write one sentence to describe what your short film is about.
- How would you tell a story using colors, sounds, music and actions?
- What would your opening SCENE look like?
- What would your closing SCENE look like?
- Draw a picture from either your opening or closing SCENE and write a short description.

2

Imagine you are going to make a DOCUMENTARY about your life. This DOCUMENTARY will convey one 'big idea' about who you are.

- What SCENES from your daily life (e.g. getting ready for school, doing homework, hanging out with friends, playing with your pet, etc.) would you need to capture in order to convey this 'big idea'?
- Create a STORYBOARD that outlines 3 to 5 SCENES in your DOCUMENTARY.
- Don't forget to give your documentary a title!

3

Many of the characters in the films have experiences and conflicts that are true to life. 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.

NY State Learning Standards Covered in this Guide

3rd Grade

MA:Cr1.1.3 MA:Re7.1.3
MA:Cr2.1.3 MA:Cn10.1.3
MA:Pr6.1.3 MA:Cn11.1.3

4th Grade

MA:Cr1.1.4 MA:Cn10.1.4
MA:Cr2.1.4 MA:Cn11.1.4
MA:Re7.1.4

5th Grade

MA:Cr1.1.5
MA:Cr2.1.5
MA:Re7.1.5
MA:Cn10.1.5