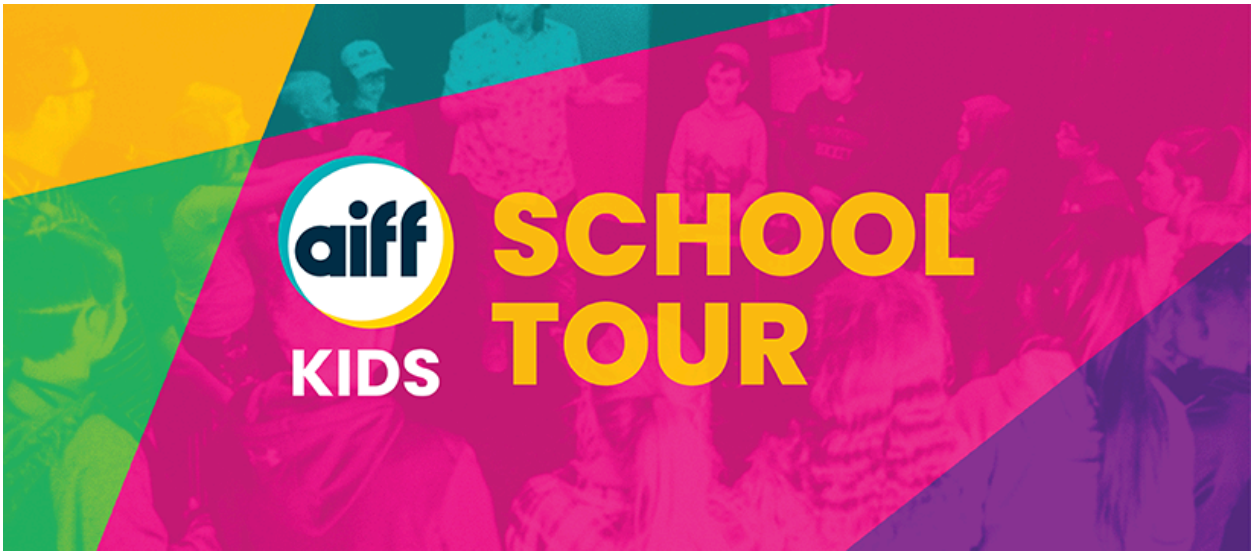


2024 AIFF KIDS ONLINE FILM EXPERIENCE ACTIVITIES

AIFF Kids Activities — Grades P-6

See pages 7-8 of the Program Guide for English film descriptions and pages 14-16 for French.

PRE-SCREENING ACTIVITIES

Make a list of the films in the shorts program you'll view. Divide students into groups and assign each group a film title. Provide groups with the program image for their assigned title. Have students brainstorm ideas and make predictions about the film. Students can record their thinking in words or pictures to be shared with the whole class. Keep students thinking by following up with the accuracy of their brainstorms and predictions (Grades 2-6).

Some films will be subtitled. Ask students if they know what subtitled means. Discuss what they think it will be like to read dialogue and view a film at the same time. Show students some clips of subtitled films to allow practice with the process and build confidence. After practicing, ask students to discuss the experience, successes, and challenges (Grade 3-6).

AIFF Kids films come from various countries around the world. Check each film's origins in the program guide and make a list of the countries they're from. Have students locate the countries on a world map. Ask students to share prior knowledge of each location. If there are countries students do not recognize, research together and share findings (Grades 2-6).

Show students a film preview or clip with the sound muted. Have students watch the scenes and develop a description of what they think is happening based on the setting, visuals, and interactions between the characters. Rewatch the clip with the sound on and ask students to share how their expectations aligned or differed with the actual content of the film (Grade P-6).

Have students listen to a film clip without seeing the images. Have students listen to the scene dialogue and sounds and create visual representations of what they think is happening based on what they hear. Afterward, watch the clip with the sound on. Ask students to share impressions with the class and discuss the effect of images on viewers (Grades P-6).

Seat students in a circle and read the descriptions of each short you'll view. After each description, give individual students the opportunity to share one or two words they'd use to describe a film's theme. After each student has participated, the teacher can facilitate more discussion to better understand themes (Grade P-6; Caring School Communities Program practice).

POST-SCREENING ACTIVITIES

Students will see and connect with films through ideas, experiences, and characters. Have students think about connections (text to self, text to text, text to the world) they made while viewing the films. Discuss connections as a class. Students can also present their connections through writing or pictures (Grades P-6).

Critic Roger Ebert called films "empathy machines" — empathy is a key emotion one experiences when watching films. Discuss empathy with students. Ask them to consider characters and how or why they empathized with them (Grades P-6).

As films come from a variety of cultures and countries, bias and stereotyping is sometimes evident. Review these concepts with students. In groups, ask them to review the film and identify examples of bias or stereotyping they may have seen. As a class, discuss the examples and why the bias or stereotype might exist (Grade 4-6).

Make a list of the short films and brainstorm their main ideas. Following a class discussion, have students choose their most memorable short and create a film review in words or pictures. To assist with ideas, consider the following: What did you like about the film? Who was your favourite character and why? Did you enjoy the music? How did the music affect the way you felt while watching the film? Would you recommend the film and to whom? Students might also make a comic strip of their favourite part of the film to respond to the suggested questions (Grade P-6).

Discuss the film's characters and traits. Ask students to draw or describe one character they relate to, considering personality, actions, relationships, likes and dislikes, etc. With descriptions, have students write a diary entry in the voice of the character, or a description of a "day in the life" of them, or what might have happened to the character after the film ended. If you choose to share student work, have students describe why they chose this character and what they have in common (Grades P-6).

FIlms are often an opportunity to consider or contend with social issues. With students, identify social issues noticed in the films. Choose one or more to research and share findings. Discuss possible causes and solutions for the issues and their relevance in your local community (Grades 3-6).

Characters need props and settings to make them believable and memorable. Discuss which film props stood out to students. Have students work individually or in pairs to create 3-dimensional models of a memorable prop. Students should also write a caption for their model. When finished, create a gallery walk and invite other school members to view the creations (Grade P-6).

AIFF Kids Activities — Grades 7-9

See page 9 of the Program Guide for English film descriptions and page 17 for French.

PRE-SCREENING ACTIVITIES

Ask students about the elements of a story:

- Pivotal character (protagonist)
- Opposing character/force (antagonist)
- Conflict
- Goal

Emphasize the story structure of the films. Have students write a synopsis for the films using their answers to the elements and share synopses. Discuss the similarities between synopses and film predictability. Give each student a few pieces of paper or index cards to write these six prompts:

- A wish to be granted
- A magic object
- An animal that can talk
- Something scary that might appear in a story
- A trick someone might play
- Something good that might happen

Have students write answers to all six then individually choose one of their own answers to expand upon into a short film synopsis. Have students share synopses.

List the short program's film titles on the board. Based on title names, have students suggest what each film might be about. Will it be a comedy? A drama? A documentary?

POST-SCREENING ACTIVITIES

Write a sample interview with a character from one of the films. Write at least 10 questions that give the character an opportunity to discuss their thoughts and feelings about their role in the story. Present the interview as a newspaper or magazine article.

Write a journal entry that one of the story's main characters might have kept before, during, or after the film's events. Remember: the character's thoughts and feelings are very important to a story.

Divide the class into groups of four. Brainstorm scenes from the films in the program. Assign each group the task of acting out a scene that tells the story of their favourite film. Have the other groups try to guess which film was chosen.

Write the list of films from the program your class has seen on the board. Ask students to discuss each film by recounting details of characters and events. Have students choose one character from a film and compare their life to that character. Use a Venn diagram to guide their notes. Have students write two paragraphs describing the similarities and differences between their chosen character and themselves.

AIFF Kids Activities — Grades 10-12

See page 11 of the Program Guide for English film descriptions and page 18 for French.

PRE-SCREENING ACTIVITIES

Begin a discussion about film by asking students the following questions: Why do you go to a certain movie? What attracts you to that film or the cinema? Give an example of a movie you saw recently. What expectations did you have? Did it meet your expectations?

Continue this discussion as students share examples of "blockbusters." Pick one movie that most or all students are familiar with and ask the following questions:

- Why is this movie so popular?
- What makes it appealing to viewers?
- What audience does the movie attract?
- Did the movie have a conflict and resolution?
- Were the events true to life? Did this impact its success?
- Did the soundtrack greatly affect its success?
- Did the movie popularize a band or song?

Have a class discussion about what students think are the most important issues facing teens today. Ask the following questions:

- Do teens face more difficult issues today than those 20 years ago?
- Is life more complicated for teens today than 20 years ago?
- Do teens have more or fewer rights today than 20 years ago?
- What would you say is the most important issue for teens today?

Divide your class into groups. Ask each group to decide upon a top issue for teens today, and have them brainstorm ideas for a film. Have groups share film ideas with the class. Write each idea on the board. Have students pitch ideas by explaining the events in their film. Allow students to question other groups. Have a class vote on which film would be the best choice to develop.

POST-SCREENING ACTIVITIES

Ask students to choose one film from the program and consider the following:

- Does the film's theme make a significant social statement?
- How has the film made direct communication with the audience to produce an emotional response?
- Do we find similar techniques and themes being used in literature?
- What attracts us to a film?
- Consider the content. What's the film's purpose? What ideas are being developed? What's the genre? Who is the intended audience?
- Summarize the story in two sentences, then reduce the text to no more than six words – known as "high concept" in the film world.
- Are there any elements that are striking or memorable, like a symbolic shot, music theme, or a character's signature expression?
- What does the movie allow viewers to experience vicariously that couldn't, or probably wouldn't, be experienced in their own lives?
- Upon reflection, what implausible events, characters, or details are of note?

Using a Venn diagram, have students compare and contrast two of the films from the program. Ask students to write a two-paragraph description of the similarities and differences in the films. Students may look at film style, format or content.

Have students write a one-page review of one film in the program using the following guidelines:

- Begin with your impression of the film, and describe the film, including its theme and whether you feel it accomplished what it intended. Mention the title, director, and main characters.
- Summarize the story.
- Were the actors effective?
- Identify any techniques that contributed to the strength of the film.
- Summarize your review by recommending or not recommending that people see the film. Recap your reasons.