



MILWAUKEE FILM
FESTIVAL

SEPT. 28 - OCT. 12, 2017

Herzfeld
Foundation



EDUCATION
SCREENINGS

Shorts: Face Your Fears Education Screening

Dear Teachers,

Welcome to the Milwaukee Film Education Screenings! We are delighted to have you and thankful that so many Milwaukee-area teachers are interested in incorporating film into the classroom!

So that we may continue providing these opportunities, we do require that your class **complete at least one activity** in conjunction with the screening of shorts we've given the theme, *Face Your Fears*. Your cooperation ensures that we are able to continue applying for funding to bring in these films and offer them to you (and literally thousands of students) at such a low cost.

This packet includes several suggestions of activities and discussion questions that fulfill a variety of Common Core Standards. Let us know if you need a different file format! Feel free to adapt and modify the activities for your own classroom. Students could also simply journal, blog, or write about their experience.

You can send evidence of the work you did to integrate the film into your classroom electronically or by mail. This could include: links to online content, Google Drive folders, scanned material, photocopied or original student work concerning the film/film-going experience or even your own anecdotal, narrative accounts. **We should receive this evidence of your integration of the film into your classroom by December 31, 2017.** All of what you send us will help us write and fulfill the grants that allow us to bring these films to you and your students at such a low cost. We may also post some of the best work on our website (with students' first names and school only) later in the semester (if you would prefer we not share your students' work publicly, please let us know).

There is an Essay Contest in this packet! Submit writing from your students in response to the standard prompt we offer here by Friday, December 1, 2017 for consideration. A panel of judges will select the best essay and a runner-up in each grade range to receive a bookstore gift certificate as a prize. See the Essay Contest handout in this packet for more details.

Send student work or evidence via email to marielle@mkefilm.org or by mail to:

Milwaukee Film
Attn: Marielle Allschwang, Education Programs Coordinator
229 E Wisconsin Ave, Suite 200
Milwaukee, WI 53202

All screenings of Shorts: *Face Your Fears* with post-screening discussion additionally fulfill the following Common Core ELA Literacy Standards for Speaking and Listening: SL.1.1-4, SL.1.6, SL.2.1-4, SL.2.6, SL.3.1-4, SL.3.6

Thanks again, and we'll look forward to seeing you next year!

Cara Ogburn
Programming & Education Director, Milwaukee Film



MILWAUKEE FILM
FESTIVAL

Additional Support provided by the Greater Milwaukee
Foundation / Carl and Lora Otjen Family Fund and Gene &
Ruth Posner Foundation, Inc.



Herzfeld
Foundation



EDUCATION
SCREENINGS

Shorts: Face Your Fears Curriculum Packet Contents

Shorts: Face Your Fears provides teachers and students an opportunity to explore a variety of issues surrounding facing one's fears. The following activities are designed to connect students' experiences viewing these shorts to other relevant events, texts, and themes while employing high order thinking.

Many of the activities can be completed before the film viewing to get students thinking about the topics and themes the film presents. Whether a film activity is recommended before or after the film screening can be found in the ⇒ **TEACHERS!** section for each activity.

The order provided here is the recommended order for the activities provided in this packet.

Pre-Screening Activity (Shorts: Facing Your Fears): Film Detectives at Work

English Language Arts

Get ready for your field trip to the Milwaukee Film Education Screening of SHORTS: FACING YOUR FEARS by building background knowledge. Students will become "film detectives", looking for clues in the images of the film stills that help them predict what each film may be about. Students will engage in critical media literacy skills prior to seeing the films, build excitement for seeing the films, and prepare for being active thinkers and viewers during the screening.

Common Core Standards: RL1.1, RL1.3, RL1.4, RL1.7, RL2.1, RL2.3, RL2.7, RL3.1, RL3.3, RL3.7, W1.3, W1.5, W2.3, W2.5, W3.3, W3.5, SL1.1-6, SL2.1-6, SL3.1-6

My Favorite Film: The Best of the Best!

English Language Arts

Live action and animation. Humorous and thoughtful. Fiction and documentary. Foreign and American. Students have seen a diverse selection of short films during the screening. One (or more!) will certainly stand out as a favorite. They can tell us what they loved with this activity.

Common Core Standards: RL1.1-4, RL1.7, RL2.1-4, RL2.7, RL3.1-4, RL3.7, W1.1, W1.5, W1.8, W2.1, W2.5, W2.8, W3.1, W3.5, W3.8, SL1.1-6, SL2.1-6, SL3.1-6

Upstander Scenarios: Having The Courage to Stand Up For Others

Guidance/Social Studies/English Language Arts

In many of the shorts, either the main character or secondary characters stand up for others to protect them or befriend them. In this activity students will think about how to be *upstanders*, someone who "speaks up or becomes involved," on behalf of others, by considering scenarios that occur during their school day.

Common Core Standards: RL1.1-3, RL1.7, RL1.9, RL2.1-3, RL2.7, RL2.9, RL3.1-3, RL3.7, RL3.9, W1.3, W1.5, W1.8, W2.3, W2.5, W2.8, W3.3, W3.5, W3.8, SL1.1, SL1.3, SL1.4, SL1.6, SL2.1, SL2.3, SL2.4, SL2.6, SL3.1, SL3.3, SL3.4, SL3.6





Herzfeld
Foundation



EDUCATION SCREENINGS

Focus When Facing Your Fears: Sad, Bad, Scary, Hairy

Guidance/Science/English Language Arts

One way to encourage students to face a challenge is to teach them to be focused, mindful, and in control of their minds and bodies first. In this activity, students will think about their own busy lives, identifying everyday challenges, and how to balance them with simple focus strategies: belly breathing, visualization, and guided mindful meditation.

Common Core Standards: RL1.1-3, RL2.1-3, RL2.1-3, W1.3, W2.3, W3.3, SL1.1-6, SL2.1-6, SL3.1-6

Articulating Emotions With Poetry: Buzzing Mosquitos and Sweet Dreams

Guidance/English Language Arts

Allowing children to name concrete examples of their emotions can help them to share how they are feeling. In this activity, students will explore a range of common emotions and express them through poetry.

Common Core Standards: RL1.1-3, RL1.7, RL2.1-3, RL2.7, W1.5, W1.8, W2.5, W2.8, W3.5, W3.8, SL1.1-6, SL2.1-6, SL3.1-6

Artistic Expression: The Color of My Feelings

Guidance/English Language Arts

Making art can be a therapeutic and effective way for children to express their feelings or cope with their emotions. Students will think how different colors and ways of drawing can represent their emotions and then try it out for themselves in their own artistic expressions.

Common Core Standards: RL1.1-4, RL1.7, RL2.1-4, RL2.7, RL3.1-4, RL3.7, SL1.1-6, SL2.1-6, SL3.1-6

A School Wall Mural: Stark Space to Colorful Canvas

Guidance/English Language Arts

Students will spend time imagining and planning for something they all care about: their school. Students will work individually, in partners, or small groups to plan and design a mural for a wall in their school. Get inspired by Adija's artistry and other characters' pride and dedication to their passions.

Common Core Standards: RL1.1-4, RL1.7, RL2.1-4, RL2.7, RL3.1-4, RL3.7, SL1.1-6, SL2.1-6, SL3.1-6





MILWAUKEE FILM
FESTIVAL

SEPT. 28 - OCT. 12, 2017

Herzfeld
Foundation



EDUCATION
SCREENINGS

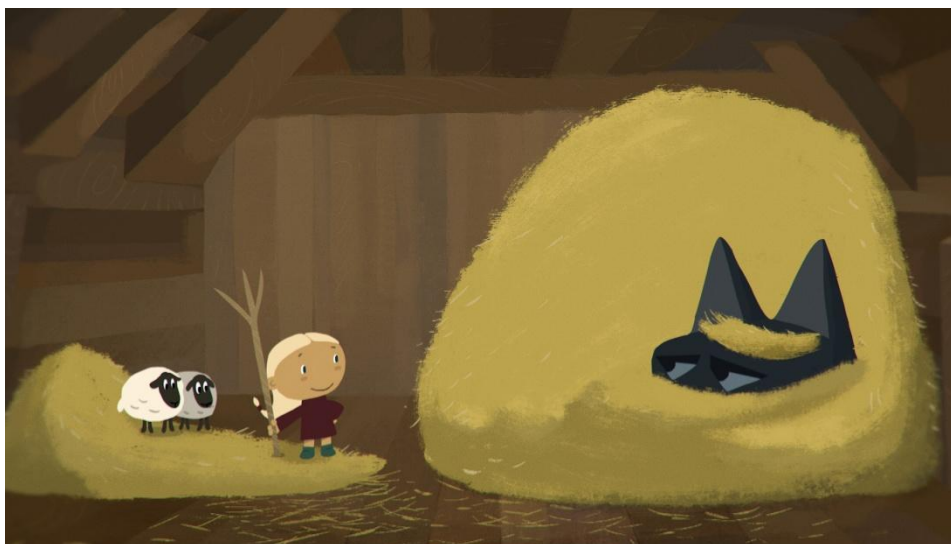
Shorts: Face Your Fears – Program Guide

⇒ **TEACHERS!** Below are still images from and some information about each of the films screened in the Education Screening program of *Shorts: Face Your Fears: A Shorts Program*. Use these to remind students about the range of films they saw in order to prompt recollections and further thinking about the films.



Crush

A girl goes out of her way to pursue her crush, but as the two part ways at the train station, will she be able to finally reveal her feelings?



Cloudberry

A whole village is scared of a big wolf, and while they search for him, a little girl is brave enough to help him.



MILWAUKEE FILM
FESTIVAL

Additional Support provided by the Greater Milwaukee Foundation / Carl and Lora Otjen Family Fund and Gene & Ruth Posner Foundation, Inc.



MILWAUKEE FILM
FESTIVAL

SEPT. 28 - OCT. 12, 2017

Herzfeld
Foundation



EDUCATION SCREENINGS



Driven

Wendell Scott was the first African American inducted into the NASCAR Hall of Fame. Throughout the 1960s and 70s, he poured his heart, soul, and all of his earnings into maintaining his own race car. His son, Frank, remembers what it took for his father to cross the finish line at racetracks throughout the South.



Odd is an Egg

Odd is terrified of his head – until one day he falls in love with Gunn and his life is turned upside down, freeing him from his worries in the most expected way.



MILWAUKEE FILM
FESTIVAL

Additional Support provided by the Greater Milwaukee Foundation / Carl and Lora Otjen Family Fund and Gene & Ruth Posner Foundation, Inc.



MILWAUKEE FILM
FESTIVAL

SEPT. 28 - OCT. 12, 2017

Herzfeld
Foundation



EDUCATION SCREENINGS



Penelope in the Treehouse

When a new stepfather moves in, Penelope escapes to a treehouse above the clouds.



You Look Scary

Sometimes we amplify our fears. Usually, they're not so bad at all.



MILWAUKEE FILM
FESTIVAL

Additional Support provided by the Greater Milwaukee Foundation / Carl and Lora Otjen Family Fund and Gene & Ruth Posner Foundation, Inc.



MILWAUKEE FILM
FESTIVAL

SEPT. 28 - OCT. 12, 2017

Herzfeld
Foundation



EDUCATION SCREENINGS



The Sled

A little squirrel finds something he has never seen before.



Adija

A young girl in the Bronx finds escape from an unhappy family life through her graffiti art.



Litterbugs

Helped by her self-made flying mechanical creatures, a young inventor and a pint-sized superhero defeat the town bullies and find an unexpected friendship.



MILWAUKEE FILM
FESTIVAL

Additional Support provided by the Greater Milwaukee Foundation / Carl and Lora Otjen Family Fund and Gene & Ruth Posner Foundation, Inc.



Herzfeld
Foundation



EDUCATION SCREENINGS

Pre-Screening Activity (Shorts: Facing Your Fears): Film Detectives at Work

English Language Arts

Teacher Resources

-Activity Sheet: Film Detectives at Work

⇒ **TEACHERS!** This activity is intended to be done prior to attending the Education Screening of *Shorts: Facing Your Fears*. This pre-film activity introduces the theme and content of the short films to students. Engaging students in a discussion of the film before seeing the entire program allows students to gain familiarity with the films, understand the common theme that unites the films, learn about the concept of short films, view a variety of animation and live action formats, make predictions, and raise their engagement level as active thinkers while viewing the films.

Directions

1. Lead a discussion to get your students ready to make the most of your visit to the 2017 Milwaukee Film Festival Education Screenings by actively thinking about storytelling on film, specifically using the short films you'll be seeing, *Shorts: Facing Your Fears*. Gather students together, and guide the discussion:
 - a. Explain to students that they will be attending an Education Screening at the 2017 Milwaukee Film Festival, a field trip to the movies! Activate background knowledge and connections regarding the festival, film festivals in general, seeing a movie in a theater, or watching movies.
 - b. Share that this is a unique opportunity to see films from all over the world that normally are not screened at big movie theaters. The program they will be seeing is a collection of short films from all over the world in places such as Russia, England, Norway, and the United States. Locate these countries on a map and allow students to share background knowledge.
 - c. Discuss the program's universal theme, facing your fears. Ask students:
 - What it means to face a fear
 - For examples of a time students faced their fears
 - A time they remember a character in a film who faced his/her fears.

Use the film stills and synopses that accompany them in this curriculum packet, to lead the next part of the activity:

- a. Share that students will be getting a sneak peek into the films they will see on their field trip!
- b. Show the film stills/descriptions to students, ensuring they each have visual access (project images via PDF file, utilize a document camera with a hard copy, make copies and pass out to students).
- c. Explain that students are going to be film detectives to try to make their best predictions of what each short will be about.
- d. Together, go through each film, read the description aloud, and allow students to make predictions. These predictions can be individual, a turn-and-talk with partners, or whole group. Tell students to look for clues in the image and in the description that would give them an idea as to what the film's story might be.
- e. After discussing a film, allow students to make a quick sketch or write a few thoughts on the accompanying Activity Sheet. Revisit these predictions after the field trip for reflection, discussion, and insight.





MILWAUKEE FILM
FESTIVAL

SEPT. 28 - OCT. 12, 2017

Herzfeld
Foundation



EDUCATION SCREENINGS

NAME: _____

Pre-Screening Activity (Shorts: Facing Your Fears): Film Detectives at Work

ADIJA	CLOUDBERRY	CRUSH
DRIVEN	LITTERBUGS	ODD IS AN EGG
PENELOPE IN THE TREEHOUSE	THE SLED	YOU LOOK SCARY



MILWAUKEE FILM
FESTIVAL

Additional Support provided by the Greater Milwaukee
Foundation / Carl and Lora Otjen Family Fund and Gene &
Ruth Posner Foundation, Inc.



Herzfeld
Foundation



EDUCATION SCREENINGS

The Oriental Theatre: A Historic Milwaukee Landmark

⇒ **TEACHERS!** This is a *great* activity to keep students busy and observing everything around them upon your arrival at the Oriental Theatre.

The Landmark Oriental Theatre was built in 1927 on Milwaukee's East Side, and it is the only remaining movie palace in Milwaukee. The mood of the Oriental Theatre is created by its original East Indian décor, including murals, lions, packs of elephants, and even giant Buddhas in the main theatre. Another original feature of the Oriental Theatre is the Kimball Theatre Pipe Organ in the main theatre that rises from the orchestra pit before selected screenings and plays a tune to introduce the film!

Although there is a lot to see and take in when you first visit the Oriental Theatre, see if you can find these prominent features:

1. How many porcelain lions line the Grand Staircase? _____
2. Look up! How many chandeliers hang from the ceiling in the lobby? What colors are in the stained glass chandeliers?
3. Can you spot the 6 larger-than-life Buddhas around the Theatre? Where did you find them?
4. There are hundreds of elephants scattered around the Theatre. Can you find 5 elephants? Where are they?
5. Old movie posters hang in the Oriental Theatre. Write the name of one older movie you have never heard of before here:
6. **Compare and Contrast:** Describe the similarities and differences between the Oriental Theatre and newer movie theaters you have been to.

The Oriental Theatre

- 1.
- 2.
- 3.

Other Movie Theaters

- 1.
- 2.
- 3.





Herzfeld
Foundation



EDUCATION SCREENINGS

My Favorite Short Film: The Best of the Best!

English Language Arts

Teacher Resources

-Activity Sheet: "My Favorite Short Film" (An example writing/illustrating sheet is included—please adapt length to reflect your students' needs.)

⇒ **TEACHERS!** The short films shown at the Education Screenings were united by a theme of "Facing Your Fears", but they were enormously diverse in many other ways, namely: animation style, subject, storyline, and tone. We encourage students to think about each film and how they received it. Which films appealed to them? Which films left them with questions? What emotions did they experience watching each film? Students are likely to share their opinions about their "favorite" films, and this activity provides the opportunity to express their responses to a particular film.

Directions

1. Gather as a whole group to discuss each film that was a part of the shorts screening. It may help to provide a visual (as provided in the Program Guide contained in this packet, for example) and/or write the names of each film on the board, so students can easily refer to particular films. Run a discussion as best fits the needs of your classroom. Here are some discussion ideas to get you started:
 - Discuss personal reactions to each film (what they liked, didn't like, comprehension)
 - Discuss animation styles (stop motion, CGI, hand-drawn) and live-action
 - Review each short film briefly, divide students into partners or small groups to discuss each film, practice listening and responding to each other
 - Students ask questions or voice what they are still wondering about, have other students respond with their ideas
 - Discuss by emotion: "Which films made you feel happy? Which made you feel sad? Were any surprising? Scary? Humorous?"
2. Ask students to pick one film with which they connected. This may be their favorite film, one that appealed to them for any reason, or engaged them in an emotion or experience that was memorable.
3. Using the included activity sheet ("My Favorite Short Film"), ask students to identify that film and to write about why that film speaks to them. Why was it their favorite or why was it so memorable? Encourage students to support their opinion by writing about specific elements and aspects of the film, such as:
 - Characters
 - Setting
 - Plot
 - Events
 - Animation Style
 - Tone
 - Beginning/Ending

Students should write on topic, appropriate for grade level writing expectations. If needed, students may continue on an additional piece of paper and attach it to the activity sheet.

4. Have students complete an accompanying illustration for their writing to show a favorite scene, a character, or something else memorable to the student about that particular film.





MILWAUKEE FILM
FESTIVAL

SEPT. 28 - OCT. 12, 2017

Herzfeld
Foundation



EDUCATION SCREENINGS

NAME: _____

My Favorite Short Film: The Best of The Best!

Illustration

My Favorite Short Film's Title: _____



MILWAUKEE FILM
FESTIVAL

Additional Support provided by the Greater Milwaukee
Foundation / Carl and Lora Otjen Family Fund and Gene &
Ruth Posner Foundation, Inc.



Herzfeld
Foundation



EDUCATION SCREENINGS

Upstander Scenarios: Having The Courage to Stand Up For Others

Guidance/Social Studies/English Language Arts

Teacher Resources

- Scenario Activity Sheet
- Scenario Examples Sheet
- Recommended Mentor Texts: *Be A Friend* by Salina Yoon, *To The Sea* by Cale Atkinson, *Chrysanthemum* by Kevin Henkes, *Each Kindness* by Jacqueline Woodson, *The Invisible Boy* by Trudy Ludwig, *The Recess Queen* by Alexis O'Neill, *Wings* by Christopher Myers, *One* by Kathryn Otoshi, *My Friend Maggie* by Hannah Harrison
- For Teacher Background: www.facinghistory.org (www.youtube.com/watch?v=xtoNUWOT8Cg), www.tolerance.org, www.bystanderrevolution.org (www.youtube.com/watch?v=B4CoWUGZyKI)

⇒ **TEACHERS!** This activity is inspired by several of the short films including: *Cloudberry*, *Litterbugs*, and *Odd is an Egg*. In each of these films, either the main character or secondary characters stand up for others to protect them or befriend them. In this activity students will think about how to be *upstanders*, someone who “speaks up or becomes involved”, especially on behalf of others (Source: Teaching Tolerance).

Directions

1. Gather students together to discuss the shorts program. Take the time to refresh memories, share, and reconnect with the films seen at the screening.
2. Share with students that all of the films had a common theme, or a universal message, about facing your fears. We saw characters who faced their fears in a number of ways. Ask students to provide examples from the films.
3. Tell students that today they will be doing an activity inspired by the films in which characters helped others to face their fears. Review the ways in which children saw this happen in *Cloudberry* (girl cared for the wolf), *Litterbugs* (Captain Stanley tried to avenge Alice while she built drones to face her bullies), and *Odd Is An Egg* (Gunn, the bee girl, helps Odd come out of his shell...literally).
4. Introduce the term *upstander*. Explain that people who stand up for other people when they see they could use help or feel left out are called upstanders. Discussion starters:
 - Can you think of a time you were not treated well by a friend?
 - Have you ever felt lonely or left out?
 - Do you ever see others being treated poorly or teased?
 - How can you be a friend to someone in that situation?
5. At this time, consider using a mentor text to spend time on the concept of *upstanders*. Many picture books fall into this category, but for quick recommendations, please see above in Teacher Resources. Discuss actions of the *upstanders* (and bystanders) in these texts.
6. Discuss how people of any age can be upstanders, including kids like them! It is important to stand up for friends and others when they are facing a difficult situation. “How can you be





Herzfeld
Foundation



EDUCATION SCREENINGS

an *upstander* starting today? Let's practice some ways we can be *upstanders* during our school day."

7. At this time, you will share pre-written scenarios (see accompanying examples sheet) for students to practice what they would do in particular situations they may witness during their school days. Feel free to create original scenarios that speak directly to your students' experiences.
 - Designate one side of the room as the place they will stand if they AGREE with the action, and the other side of the room as the place they will stand if they DISAGREE with the action.
 - Teacher reads the scenario, then the action.
 - Students make their choice if they AGREE or DISAGREE by walking to that space.
 - Have some students from each space share their thinking on it.
 - If students disagree, have them offer other actions that would be a better or equally effective choice.
 - Warm up for this activity with fairly neutral statements to get the hang of AGREE/DISAGREE. Students respond by walking to that space. Examples:
 - Chocolate is the best flavor of ice cream.
 - Winter is the best season of the year.
 - Basketball is my favorite sport.
8. When this activity is finished, comes together as a whole group to wrap up, discussing how they can see themselves as upstanders at school and throughout the rest of their lives.
9. EXTENSION 1: Create an anchor chart with brainstormed ideas of actions upstanders can take at school or otherwise and hang it in the room to refer to throughout the year.
10. EXTENSION 2: Illustrate and write about a time when you were an upstander for someone else, or when someone was an upstander for you. Use the accompanying sheet as a template.





Herzfeld
Foundation



EDUCATION SCREENINGS

Upstander Scenarios: Having The Courage to Stand Up For Others

SCENARIO 1: On the bus to school, your friend sits next to you, but another classmate is always bothering her by kicking her seat, saying mean things about the clothes she is wearing, and poking her. You can see this really bothers your friend, and she is upset with the teasing.

ACTION: One day, you turn around and tell that classmate, "Stop bothering my friend or I'm going to tell the bus driver!" Agree or disagree with this action?

SCENARIO 2: A classmate's birthday is coming up next month and he made a list of all of the kids he is going to invite to his birthday party. He is showing that list to other kids and also laughing about who he is NOT inviting. You happen to see the list, knowing some of your classmates' names are not on the list, which would make them feel left out.

ACTION: When he shows you the list, you take it out of his hands, rip it up and throw it away. Agree or disagree with this action?

SCENARIO 3: At lunch, a classmate is kicking people under the table. Many students have asked her to stop, but she keeps kicking.

ACTION: You raise your hand to tell the adult lunch staff about the situation. Agree or disagree with this action?

SCENARIO 4: At recess, you see two kids chasing each other. At first, it looks like they're having fun, but then they start pushing and shoving each other. One kid falls to the ground and they start yelling at each other.

ACTION: You walk away and go play somewhere else. You don't want to be involved in their conflict. Agree or disagree with this action?

SCENARIO 5: You go to the bathroom and there are two other kids in there playing around with the water on the sink. Some of it is splashing onto the floor and on the walls. You know they should be back in the classroom with their teacher, not playing.

ACTION: You go to a different bathroom and ignore the kids, because you do not want to get in trouble. Agree or disagree with this action?





MILWAUKEE FILM
FESTIVAL

SEPT. 28 - OCT. 12, 2017

Herzfeld
Foundation



EDUCATION SCREENINGS

NAME: _____

Upstander Scenarios: Having The Courage to Stand Up For Others

Illustration



MILWAUKEE FILM
FESTIVAL

Additional Support provided by the Greater Milwaukee
Foundation / Carl and Lora Otjen Family Fund and Gene &
Ruth Posner Foundation, Inc.



Herzfeld
Foundation



EDUCATION SCREENINGS

Focus When Facing Your Fears: Sad, Bad, Scary, Hairly

Guidance/Science/English Language Arts

Teacher Resources

- Recommended Mentor Texts: *I Am Peace: A Book of Mindfulness* by Susan Verde, *I Am Yoga* by Susan Verde, *The Sound of Silence* by Katrina Goldsaito, *Zen Shorts* by Jon Muth

⇒ **TEACHERS!** This activity is inspired by the ways in which several characters acted and responded to challenges and fears in their lives. Some characters, like Alice from *Litterbugs* who took time to create technology that would help her stand up to her bullies and *Adija* who stepped away from her apartment where her parents were arguing to create art on her rooftop, came up with effective ways to face their challenges. One way to encourage students to face a challenge is to teach them to be focused, mindful, and in control of their minds and bodies first. In this activity, students will relate these ideas to their own busy lives, identifying everyday stresses or challenges in their lives and how to balance them with strategies they will brainstorm together. Students will learn about mindfulness, have the chance to try a guided strategy (or a few!), and reflect on their experience.

Directions

1. Gather students together to discuss the shorts program. Take the time to refresh memories, share, and reconnect with the films seen at the screening.
2. Share with students that all of the films had a common theme, or a universal message, about facing your fears. We saw characters who faced their fears in a number of ways. Ask students to provide examples from the films.
3. Tell students that today they will be doing an activity inspired by characters like Alice and Adija (see Teacher Note above). These characters took the time to be focused and in control when facing their challenges. Alice built the drones and Adija created art. They could have easily reacted immediately, but they each took the time to think through their situation. Taking time to think and focus before reacting is important for kids and adults every single day. It can be hard to calm down and work through challenges in the moment. Like Alice and Adija, we all face challenges, but there are real things we can do when we need to feel calm and peaceful.
4. Let's explore the question: *What can we do to calm our bodies and minds when we are mad, sad, worried, or scared?*
5. As a class, have students brainstorm situations or things that can be scary or worrisome in their lives. Examples might include:
 - Thunderstorms
 - Insects/Animals
 - The dark
 - Bad dreams
 - Doctor Visits





Herzfeld
Foundation



EDUCATION SCREENINGS

- Friendships/Relationships
- Worries about their community or country

Note: Sharing examples from your own life will encourage students to share. It is important to ensure this is a safe environment for students to share ideas that may be very personal to them. Use your own discretion to lead this activity.

6. Choose an idea that many students can relate to and share with them what you would do in that situation to face it calmly. Have them think of strategies they use to calm their bodies and/or minds in that same situation. Examples may include:

- Deep breathing
- Go for a walk
- Read
- Listen to music
- Making art
- Talk to a friend
- Exercise
- Think positive thoughts
- Aromatherapy
- Play a game
- Meditation

7. Share: Today, we are going to learn a few strategies we can try to have calm bodies and minds that get us ready for our day and to face our challenges. When we take the time to practice these strategies, we are being mindful, which means we are thinking and in charge of our bodies and minds. Mindful strategies can be simple and only take a few minutes to have positive effects. We will learn how to (use any number or combination):

- Do belly breaths
 - “Belly Breathe” with Elmo, Colbie Caillat, & Common: <http://bit.ly/2vQH5QF>
- Use visualization
 - GoNoodle “Bring It Down”: <http://bit.ly/2uqsdIB>
 - GoNoodle “Rainbow Breath”: <http://bit.ly/2vPXzYu>
- Do guided mindful meditation
 - The Chopra Center: <http://bit.ly/2vQNGuc>
 - Cosmic Kids Yoga: <http://bit.ly/2fucok4>

NOTE: Resources and links are simply suggestions to use for each of these techniques. Feel free to use other websites and apps. Several now offer free use for classrooms. See the following resources to learn more:

- Calm: <https://www.calm.com/schools>
- Smiling Mind: <http://smilingmind.com.au>
- Headspace: <https://www.headspace.com>

1. Afterward, allow students time to reflect with each other to discuss what they noticed or how they felt, or on their own in writing. Students can be encouraged to try something like this the next time they need to bring a calm moment into their lives.

2. At any time, consider using a mentor text to spend time on the concept of mindfulness or calming strategies. Many picture books fall into this category, but for quick recommendations, please see above in Teacher Resources.





MILWAUKEE FILM
FESTIVAL

| SEPT. 28 - OCT. 12, 2017

Herzfeld
Foundation



EDUCATION
SCREENINGS

3. EXTENSION 1: Create an anchor chart of calming techniques brainstormed or learned during this lesson for students to access year-round.
4. EXTENSION 2: Continue to make time for a daily mindful meditation or calming strategies with your class and confer with students on how they feel it benefits their lives.
5. EXTENSION 3: "Take It Home" – Ask students to extend their classroom discussion to home. Assign students to ask an adult at home: "Tell me about a time when you faced your fears." Ask students to prepare to share some of these stories the next day. Students may draw, write, record (audio/video), or simply orally retell the story back in class. Adults at home may also want to write/record their stories to share with the class, as well.



MILWAUKEE FILM
FESTIVAL

Additional Support provided by the Greater Milwaukee Foundation / Carl and Lora Otjen Family Fund and Gene & Ruth Posner Foundation, Inc.



Herzfeld
Foundation



EDUCATION SCREENINGS

Articulating Emotions With Poetry: Buzzing Mosquitos and Sweet Dreams

Guidance/English Language Arts

Teacher Resources

- Feelings Poem Activity Sheet
- Recommended Mentor Texts: *Jabari Jumps* by Gaia Cornwall, *What Are You Glad About? What Are You Mad About?: Poems for When a Person Needs a Poem* by Judith Viorst, *The Quiet Book* by Deborah Underwood, *The Feelings Book* by Todd Parr, *My Many Colored Days* by Dr. Seuss

⇒ **TEACHERS!** This activity is inspired by several of the short films, especially *You Look Scary*, *Adija*, and *Odd is an Egg*. In these films, characters were overwhelmed with feelings of fear, anxiety, and worry. Allowing children to name concrete examples of their emotions can help them to share how they are feeling. In this activity, students will explore a range of common emotions and express them through poetry.

Directions

1. Gather students together to discuss the shorts program. Take the time to refresh memories, share, and reconnect with the films seen at the screening.
2. Share with students that all of the films had a common theme, or a universal message, about facing your fears. We saw characters who faced their fears in a number of ways. Ask students to provide examples from the films.
3. Say: "Some characters had emotions that took over all other feelings. Odd was very fearful of cracking his egg-head. The rabbit dentist and alligator patient were scared of each other. Adija was sad that her parents were arguing. We all experience times when we are fearful, scared, and sad. Can you think of a time you were scared of something or to do something? What do you think of when you hear the word scared? What things can be scary?"

Brainstorm aloud or jot down ideas from students. Examples:

- Monsters
 - Spiders
 - The dark
4. Now brainstorm for the opposite of scared: BRAVE.
 - Jumping off the diving board
 - Performing in front of an audience
 - Meeting a new friend
 5. Looking at all of this thinking, show how they have named emotions and experiences around those emotions. People sometimes like to express their emotions through poetry. That way, they can share what they are thinking and how they are feeling without having to explain it in a lot of words. The brainstorming from "scared" and "brave" becomes the first two lines of the poem that will serve as a mentor poem for students to write individual poems. Share an example from the group brainstorm:

Scared is being alone in the dark

Brave is jumping off the diving board for the first time





Herzfeld
Foundation



EDUCATION SCREENINGS

6. Explain to students that they will write their own opposite feelings poems, just like the class did together. As this is poetry, students can be as concrete or abstract as they wish to be. If needed, do an entire class poem together to serve as the mentor poem, and then guide students to write their own. Use the accompanying sheet for students to write a final copy.

Here's an example of a finished poem:

Scared is being alone in the dark

Brave is jumping off the diving board for the first time

Sad is losing my lucky penny

Happy is an extra cookie for dessert

Worried is buzzing mosquitos

Calm is sweet dreams

Mad is hot sauce

Cheerful is a rainbow after a storm

7. At any time, consider using a mentor text to spend time on the concepts of exploring feelings and using poetry. For recommendations, please see above in Teacher Resources.





MILWAUKEE FILM
FESTIVAL

SEPT. 28 - OCT. 12, 2017

Herzfeld
Foundation



EDUCATION
SCREENINGS

NAME: _____

Articulating Emotions With Poetry: Buzzing Mosquitos and Sweet Dreams

Scared is _____

Brave is _____

Sad is _____

Happy is _____

Worried is _____

Calm is _____

Mad is _____

Cheerful is _____



MILWAUKEE FILM
FESTIVAL

Additional Support provided by the Greater Milwaukee
Foundation / Carl and Lora Otjen Family Fund and Gene &
Ruth Posner Foundation, Inc.



Herzfeld
Foundation



EDUCATION SCREENINGS

Artistic Expression: The Color of My Feelings

Guidance/English Language Arts

Teacher Resources

- Artistic Expression: The Color of My Feelings Activity Sheet
- Recommended Mentor Texts: *Maybe Something Beautiful* by F. Isabel Campoy, *Niko Draws A Feeling* by Bob Raczka, *I Don't Draw, I Color!* by Adam Lehrhaupt, *Ish* by Peter Reynolds, *What's Your Favorite Color?* by Eric Carle, *Swatch* by Julia Denos, *My Many Colored Days* by Dr. Seuss

⇒ **TEACHERS!** This activity is inspired by the emotions and feelings of the many characters we met in the short films. Making art can be a therapeutic and effective way for children to express their feelings or cope with their emotions. In this activity, students will think how different colors and ways of drawing can represent their emotions.

Directions

1. Gather students together to discuss the shorts program. Take the time to refresh memories, share, and reconnect with the films seen at the screening.
2. Share with students that all of the films had a common theme, or a universal message, about facing your fears. We saw characters who faced their fears in a number of ways. Ask students to provide examples from the films.
3. (At any time, consider using a mentor text to spend time on the concepts of exploring feelings, art, and color. For recommendations, please see above in Teacher Resources.)
4. Remind them of the film *Adija*, in which a young girl escapes her parents' arguing by filling her drawing journal with pictures of how she experiences her family. Recall that Adija's drawings only had a few colors: green for dad and purple for mom. When she imagined them together happily in her spray painting, the picture was bursting with color.
5. Explain that artists choose their colors carefully to represent the feeling they want to share with their audience. If they want to show certain feelings in their drawings, which colors might they use? Examples:
 - Blue: Sadness
 - Yellow: Happiness
 - Red: Anger
6. Using crayons, colored pencils, or markers, show students how you can express a feeling with one color, drawing concretely or abstractly. For example: Tell students you want to represent the feeling of being calm. Using a navy blue crayon, sketch rolling ocean waves to bring color and feeling together. Observing the sketch, ask students how the color makes them feel as a viewer of the art.
7. Now students have their turn. Instructing them to use one color only for each feeling, they will interpret what their feelings look like in color (use the accompanying sheet). They may sketch concretely or abstractly. Share that there is not a wrong way to choose a color for their feeling. For some, red may indicate anger, while others may interpret it as joyful.





MILWAUKEE FILM
FESTIVAL

SEPT. 28 - OCT. 12, 2017

Herzfeld
Foundation



EDUCATION SCREENINGS

NAME: _____

Artistic Expression: The Color of My Feelings

HAPPY	SAD
MAD	CALM
EXCITED	CHOOSE A FEELING!: _____



MILWAUKEE FILM
FESTIVAL

Additional Support provided by the Greater Milwaukee
Foundation / Carl and Lora Otjen Family Fund and Gene &
Ruth Posner Foundation, Inc.



Herzfeld
Foundation



EDUCATION SCREENINGS

A School Wall Mural: Stark Space to Colorful Canvas

Guidance/English Language Arts

Teacher Resources

- Recommended Mentor Texts: *Maybe Something Beautiful* by F. Isabel Campoy, *Sky Color* by Peter Reynolds, *Radiant Child* by Javaka Steptoe, *Keith Haring: The Boy Who Just Kept Drawing* by Kay Haring

⇒ **TEACHERS!** This activity is inspired by the determination and tenacity displayed by many of the characters in the short films. Characters such as the fox in *The Sled*, Alice in *Litterbugs*, Adija in *Adija*, and Wendell Scott in *Driven* all spent time on the things they cared most about. Each of the characters faced their challenges seeing them through with some level of success. In this activity, students will spend time imagining and planning for something they all care about: their school. Students will work individually, in partners, or small groups to plan and design a mural for a wall in their school.

Directions

1. Gather students together to discuss the shorts program. Take the time to refresh memories, share, and reconnect with the films seen at the screening.
2. Share with students that all of the films had a common theme, or a universal message, about facing your fears. We saw characters who faced their fears in a number of ways. Ask students to provide examples from the films. Remind them of the examples above, showing how even though those characters faced challenges, they did not give up working on what they cared about the most.
3. At any time, consider using a mentor text to spend time on the concepts of community art and dedication despite challenges. For recommendations, please see above in Teacher Resources.
4. Share task: Imagine that there is a big, blank wall in our school, and it is desperately in need of some artwork. We are going to pretend our principal has asked our class to create a mural, which is a big painting on a wall, because she knows we care so much about our school. Just like Adija imagined her family at their best in her mural, we are going to represent our best in our mural. If you could create a mural to welcome everyone into our school, what would you design?
5. Brainstorm together some ideas of words/images to include on this mural (school name, reading, science, diversity, love, teachers, students, etc.).
6. Send students off individually, in partners, or in small groups to design what this mural would look like, channeling Adija's artistry, and taking pride in creating art for their school. Have them create a final design, in color, on a large piece of paper, if possible.

