



### ***Homes & Families: A Shorts Program* 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 *Homes & Families: A Shorts Program*. 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 me 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, 2016.** 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 me know).

**There is an Essay Contest in this packet!** Submit writing from your students in response to the standard prompt we offer here by November 21, 2016 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 [cara@mkefilm.org](mailto:cara@mkefilm.org) or by mail to:

Milwaukee Film  
Attn: Cara Ogburn, Programming and Education Director  
229 E Wisconsin Ave, Suite 200  
Milwaukee, WI 53202

All screenings of *Homes & Families: A Shorts Program* 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!

A handwritten signature in black ink, appearing to read "CARA".

Cara Ogburn  
Programming and Education Director, Milwaukee Film



Additional Support provided by the Greater Milwaukee Foundation - Grace G. Horn Fund, Gene & Ruth Posner Foundation, Woman's Club of Greater Wisconsin Foundation, and Anonymous.



## ***Homes & Families: A Shorts Program Curriculum Packet Contents***

*Homes & Families: A Shorts Program* provides teachers and students an opportunity to explore a variety of issues surrounding homes and families of all shape and sizes. 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.

### ***Before and during the screening:***

#### **The Oriental Theatre: A Historic Milwaukee Landmark**

#### ***Homes & Families: A Shorts Program – Program Guide***

### ***After the screening:***

#### **Best of the Best!: My Favorite Short Film**

English Language Arts/ Visual Art

*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 English Language Arts (CC-ELA) Literacy Standards: RL.1.1-4, RL.1.6, RL.1.7, RL.1.9, W.1.1, W.1.5, SL.1.1-6, L.1.1-2, L.1.4-6, RL.2.1-7, W.2.1, W.2.5, SL.2.1-4, SL.2.6, L.2.1-6, RL.3.1-7, RL.3.9, W.3.1, W.3.4, SL.3.1-3, SL.3.6, L.3.1-6*

#### **Exploring The Theme of Home: There's No Place Like Home**

Social Studies/Guidance/English Language Arts

*We've all heard the expressions "home is where the heart is" and "there's no place like home." Home is more than a building. It's a feeling of love and security. Students explore their notions of home through poetry and their five senses.*

Social Studies/Guidance/English Language Arts

*Common Core English Language Arts (CC-ELA) Literacy Standards: RL.1.1-4, RL.1.6-7, RL.1.9-10, RL.2.1-4, RL.2.6-7, RL.2.9-10, RL.3.1-4, RL.3.6-7, RL.3.9-10, W.1.5, W.2.5, W.3.5, SL.1.1-6, SL.2.1-6, SL.3.1-6*

#### **Cultural and Personal Identity: A Bite, A Slice, A Taste of Who I Am**

Social Studies/Guidance/Art/English Language Arts

*The foods that we prepare, share, and eat with our families tells a story of who we are and our traditions. Students will reflect on their own experiences with traditional, cultural, or special occasion foods within their own families and communities.*

*Common Core English Language Arts (CC-ELA) Literacy Standards: RL.1.1-3, RL.1.7, RL.1.9, RL.2.1-3, RL.2.5-7, RL.3.1-3, RL.3.5-7, W.1.8, W.2.8, W.3.8, SL.1.1-6, SL.2.1-6, SL.3.1-6*



Additional Support provided by the Greater Milwaukee Foundation - Grace G. Horn Fund, Gene & Ruth Posner Foundation, Woman's Club of Greater Wisconsin Foundation, and Anonymous.

## **A Living Connection: More Than Just A Fireman's Hat and A Pair of Ballet Slippers**

Social Studies/Guidance/Art/English Language Arts

*Your favorite shirt. The photograph on your nightstand. A well-worn and well-loved stuffed animal. Objects that represent special memories are important keepsakes. Students will think about their connections to special objects and the memories they associate with them.*

*Common Core English Language Arts (CC-ELA) Literacy Standards: RL1.1-3, RL1.6-7, RL2.1-3, RL2.5-7, RL3.1-3, RL3.5-7, W1.3, W1.5, W2.3, W2.5, W3.3, W3.5, SL1.1-6, SL2.1-6, SL3.1-6*

## **Creating a Photo Album: Making Memories Visual**

Guidance/Art/English Language Arts

*Say cheese! There are so many reasons people take photos: to document memories, create art, express emotions, and share moments and stories with others. Students will create an imagined photo album of moments, places, and memories from their own lives to share with others. Selfies encouraged!*

*Common Core English Language Arts (CC-ELA) Literacy Standards: RL1.1-4, RL1.6-7, RL2.1-3, RL2.5-7, RL3.1-3, RL3.5-7, W1.8, W2.8, W3.8, SL1.1-6, SL2.1-6, SL3.1-6*

## **Unplugged Imagination: A Little Red Wagon and A Big Red Helmet**

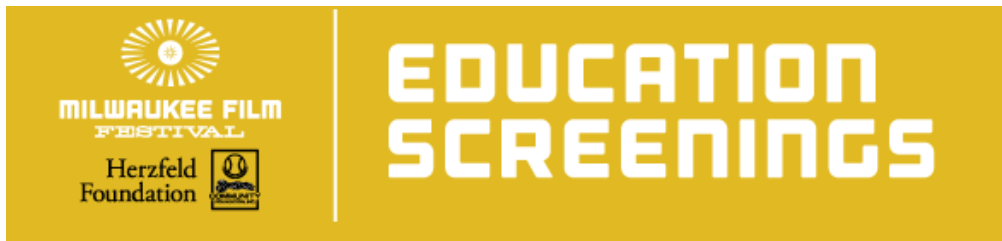
Art/English Language Arts

*Some of the best adventures happen in our imaginations! When everyday objects like a wagon and a football helmet turn into an airplane and an aviator hat in our minds, the fun and creativity is boundless. Students will use their imaginations to turn ordinary objects into extraordinary ones.*

*Common Core English Language Arts (CC-ELA) Literacy Standards: RL1.1-4, RL1.6-7, RL2.1-3, RL2.5-7, RL3.1-3, RL3.5-7, W1.3, W1.5, W1.8, W2.3, W2.5, W2.8, W3.3, W3.5, W3.8, SL1.1-6, SL2.1-6, SL3.1-6*

## **Essay Contest**

*Submit your students' writing to be considered for prizes! Writing for the Essay Contest will fulfill Writing Standard aims.*



## 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.

## *Homes & Families: A Shorts Program – Program Guide*

⇒ **TEACHERS!** Below are still images from and some information about each of the films screened in the Education Screening program of *Homes & Families: 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.



### *My Grandfather was a Cherry Tree*

This is a movie-memory, narrated by a young boy about his views on life and death. It's also a story about an unusual grandfather, who could listen to the trees breathing and believed that "a person can't die if someone still loves him."



### *Tiny's New Home*

When a little girl's new goldfish Tiny keeps jumping out of its bowl, she tries everything to make him happy. After trying music, gourmet fish food, a Hawaiian hula girl, you name it; she decides to enlist her neighborhood friend and together they go on a quest to find Tiny a new home.





### ***Taking Flight***

*Taking Flight* is a short film inspired by Antonio Pasin, inventor of the Radio Flyer wagon. In this fictional tribute to Pasin's legacy, what begins as a small boy's boring day with Grandpa turns into a larger-than-life journey, narrowly escaping wild monkeys and battling aliens to save the universe.



### ***Crowley – Every Cowboy Needs His Horse***

What boy doesn't dream of being a cowboy? For 11-year-old Crowley it's just a part of life, he lives on a ranch in America with his father. But one must learn a lot and sometimes show courage to become a "real" cowboy. For Crowley this starts with a wild horse he is told to tame.



### *Perfect Houseguest*

A house is visited by a clean, organized, well-mannered guest.



### *MOOM*

Every forgotten object has a memory with its previous owner still attached. This is a story of Moom, one of those memories stuck in this world. One day, Moom meets another memory just like him.



### ***Bear & Bird***

*Bear & Bird* is about two best friends, a laid back brown bear and an overly excited cardinal, in a standoff over Bear's hygiene, or lack thereof.



### ***RICEBALLS***

Since the passing of his Australian wife, Kenji has been doing his best to bring up his only son, Josh. While he is in two minds whether to move back to Japan with Josh, Kenji starts making clumsy Japanese riceballs for his son, with the hope he will remain connected to his cultural heritage. Eventually, those riceballs strengthen their bond and help them overcome the pain of losing their loved one.





## The Best of the Best!: My Favorite Short Film

### 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 homes and families, 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
  - Animation Style
  - Setting
  - Tone
  - Plot
  - Beginning/Ending
  - Events

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.



# EDUCATION SCREENINGS

NAME: \_\_\_\_\_

## My Favorite Short Film

### Illustration

My Favorite Short Film's Title: \_\_\_\_\_

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Additional Support provided by the Greater Milwaukee Foundation - Grace G. Horn Fund, Gene & Ruth Posner Foundation, Woman's Club of Greater Wisconsin Foundation, and Anonymous.



## Exploring The Theme of Home: There's No Place Like Home

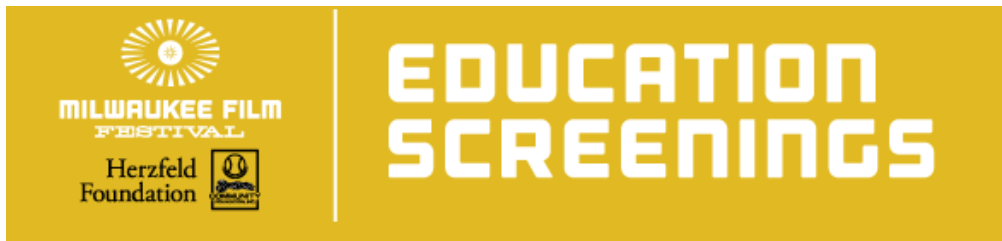
### Teacher Resources

- Home Is... Poem Sheet
- Mentor Text Recommendation: *Home* by Carson Ellis

⇒ **TEACHERS!** This activity is inspired by several of the films in the shorts program, and focuses on the theme of home. Students will discuss and explore what makes a place a home. While some may think about it literally, many will discover that home is more than the walls of a house. Poetry is an expressive format for students to share their thoughts on what home means to them.

### 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 almost all of the films had a theme, or all around subject and message, about what home means to people and their families. We saw people in these films that came from many different types of homes all over the world. Provide examples from the films. (At this time, consider using a mentor text to spend time on the concept of home. Many picture books fall into this category, however, a recent outstanding favorite to recommend is *Home* by Carson Ellis.)
3. Ask students to turn and talk on the following question: "What makes a place home?"
4. Return to the whole group and ask students to share. Some responses will likely be literal, referring to the actual structure of a house/building. Push students' notion of "home" by asking: What makes a place *feel* like home? When you think about home, what do you see/feel/smell/etc.? Model ideas from your experience of home. What reminds you of home?
5. Explain that home is more than just a building or a place. What makes a place a home is the people who are there, the memories that are made there, and all the special sights, sounds, smells, and tastes there. Home might be the place you live, or a place where you just feel comfortable, safe, and happy.
6. Today, students will share their ideas and feelings on what home means to them in poetic form, inspired by an "I Am" poem. Their "Home Is..." poem contains prompts for each line. It is up to the students to creatively and thoughtfully fill them in. It is important that students can write both literally and figuratively. If they have been taught poetic language devices, such as simile, encourage students to use those ideas. Younger students may benefit from teacher modeling, by creating a class poem, as practice and inspiration.
7. Use the accompanying "Home Is..." sheet for students' poetry. The first and last line repeat, but students may choose to write two different lines to begin and end with in their poem, as well.



**Exploring The Theme of Home: There's No Place Like Home**      **NAME:** \_\_\_\_\_  
HOME IS... POEM SHEET

Home is \_\_\_\_\_

Home looks like \_\_\_\_\_

Home smells like \_\_\_\_\_

Home sounds like \_\_\_\_\_

Home tastes like \_\_\_\_\_

Home feels like \_\_\_\_\_

Home is \_\_\_\_\_





## Cultural and Personal Identity: A Bite, A Slice, A Taste of Who I Am

### Teacher Resources

- Family Food Plate Template

### Teacher Note

This activity is inspired by the short film *RICEBALLS*. Food plays a very important part in the storyline of this film, and is hugely significant in the way the little boy identifies culturally. Time spent over shared meals can be very meaningful to families and communities. Food is a way for people to connect to their culture, religion, family, and community. People's experiences with traditional, cultural, or special occasion foods can produce powerful memories and strong representations of identity.

### Directions

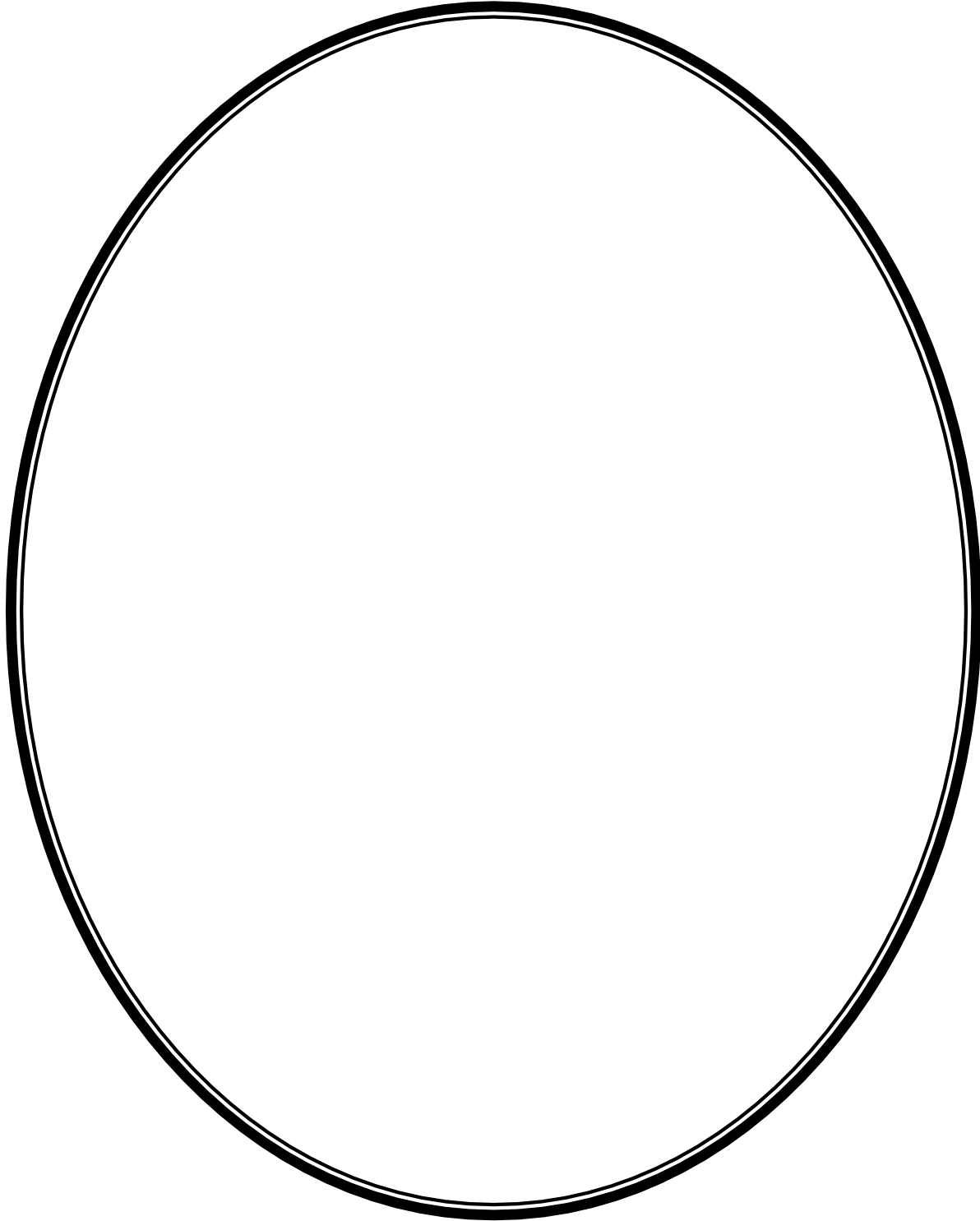
1. Gather students together to discuss the shorts program. Take the time to refresh memories, share, and reconnect with the films seen at the screening.
2. Share with students that you've been thinking a lot about the film *RICEBALLS*, in which a young boy with a Japanese dad and an Australian mom (who has passed away) is struggling with his cultural identity and missing his mom, too. In the film, food plays a large role in the storyline. The boy's mom used to make him Vegemite sandwiches. Explain that Vegemite is a food paste made with brewers' yeast, vegetables, and spices. This is a common food in Australia and has a very distinct taste. Vegemite reminds the boy of his mom and is part of his Australian identity. His dad, on the other hand, makes riceballs for him. Explain that riceballs are very simply made with white rice, and hand-formed into a ball or other shapes. They are often filled with pickled plums, meat, or fish. Some people like to get creative by forming them into different shapes, sculpting them into creative objects.
3. The boy was embarrassed to open his bento box (Japanese lunch box) at school lunch because he thought the other kids would make fun of him. Ask students their thoughts on this. Why do they think the boy would be embarrassed? As the dad started making the riceballs into fun shapes and animals, more and more of the boy's classmates were impressed, even asking to learn how to make riceballs. The film ends with the dad taking a bite of a riceball his son made, filled with Vegemite...the perfect celebration of both the boy's cultures.
4. The Vegemite and the riceballs were a powerful cultural representation of the boy's identity. Food and the act of gathering and eating can be a strong part of families' cultural heritage and personal traditions. Share with students that many families make and eat foods that are special to them. Some eat them for special occasions, like holidays and birthdays, and others eat them often or daily (like the boy in the film).



5. Model an example of a special food made and eaten in your family. Think:
  - Special occasion food: birthday cake, Thanksgiving turkey
  - Cultural dish: Jambalaya, kimchi, jerk chicken, tamales
  - Religious inspired food: matzo, Friday fish fry
  - Family tradition foods: Grandma's chicken soup, dad's BBQ ribs
6. Brainstorm with students about the special foods they may eat with their families. Remember, this may include everyday family meals or special occasion/cultural food. Every student will have different ideas to share.
7. Ask students to think about a meal in which some of these foods would be served. Students will now have a chance to share that meal on the accompanying Family Food Plate Template. Students may use any drawing materials available. Encourage students to colorfully fill up their plate with their meal. Some may want to label the foods.
8. When students are finished, allow them a chance to share their plates with other students as they make community, cultural, and family connections with their classmates.

NAME \_\_\_\_\_

## FAMILY FOOD PLATE TEMPLATE





## A Living Connection: More Than Just A Fireman's Hat and A Pair of Ballet Slippers

### Teacher Resources

- For Teacher Reference/Background Knowledge on MOOM concept and creation:
  - Making of *MOOM* Part 1: <https://www.youtube.com/watch?v=d21OUorLY48>
  - Making of *MOOM* Part 2: <https://www.youtube.com/watch?v=A07fruhVvFk>  
(There are a total of 5 parts in this "Making of Moom" series.)

⇒ **TEACHERS!** This activity is inspired by the film *MOOM*. The character Moom is a stuck memory, not yet ready to let go of the object to which it is attached. In the meantime, he assists and sets free other memories. Through this activity, students get to explore the many different memories they associate with objects in their school or at home. Students will discuss and think about why people attach themselves to special objects by learning about the Japanese cultural concept that there is a spirit and a connection between people and their beloved, if sometimes forgotten, objects.

### 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 many of the films they saw told a story that discussed memories. Some of the memories were shared through photographs, part of the storyline, or the central theme. The film *MOOM* was all about memories (the colorful blobs) that were still attached to their objects. Moom was a stuck memory, one that wasn't ready to let go of his object (fireman's hat).
3. Share with students: "This movie was created in Japan and based off of a Japanese children's book (refer to a map, so students understand where Japan is located). There is a belief in Japanese culture that everything has a spirit, or memories attached to it, even things like stones and trees. They believe there is a living connection between objects and people. So that means that something that belongs to you, like a stuffed animal or a baseball glove, is special because it has stories and memories you think about when you use it. That's why it can be difficult to give away or pass along objects that we outgrow or are worn out. They aren't just any old objects, they are special and meaningful to us."
4. To build background and to model this idea, the teacher should prepare for the lesson by bringing in an object, sharing a photograph, or telling a story about an item to which you attach memories. It could be something from childhood or adult life, i.e. your first bicycle, a wedding ring, a stuffed animal. Explain why this object is more than just any old object because of the memories attached to it. Draw the parallel to the film: your object is like Moom's fireman's hat, your memories attached to it are Moom himself.





5. Today, students will explore memories that they have that are attached to objects. There are three different ways you may work on this activity with your students. Feel free to choose the way that works best with your students and school. The three options are listed below.
  - a. This option can be done entirely at school. Each student will create their own Moom, perhaps give it its own name, that will represent a memory that student has attached to a person (teacher, principal), place (library, classroom, playground), or object (book, musical instrument) within the school. Ask students to think about one person, place, or thing that has a strong memory attached to it for them. Brainstorm examples together. Give each student a piece of blank paper and instruct them to create a Moom-like character of their own. It may look like the colorful “blobs” of the film, or a completely creative idea. They may personify it with facial features and color it in, as was done in the film. On the back or on a separate sheet of writing paper, have students write about the memory. Prompt with “My memory...” or “This memory...”. As an extra step, hang those memories up around the school in their place (i.e. A memory from art class can be hung on the art room door).
  - b. Create a class Moom (out of paper, a stuffed animal). This can be prepared ahead of time by the teacher. The goal is to send the Moom home with a student each night, and have it returned daily. Students will write about the memories made with their class Moom as it spends time with each of them. They can write about whatever was happening that day in their lives. Did the Moom go to sports practice with them? Did the Moom help cook dinner? Take the dog for a walk? Play with siblings? Each of their pieces of writing can be displayed or compiled into a class book.
  - c. In this option, each student takes a Moom (memory) home for a week. Students will each create their own Moom (see ideas in Part A above) at the beginning of the week. Students will take their Moom-like character home with them and back to school each day. At the teacher’s discretion, students may take class time to record and write (or draw) about what their memories were each day and for the week with their Moom. At the end of the week, students will have recorded lots of ways their Moom was part of their everyday lives: daily routines, extra-curricular activities, school experiences, etc.



## Creating a Photo Album: Making Memories Visual

### Teacher Resources

- Photo Album Sheet

⇒ **TEACHERS!** This activity is inspired by several of the films in the shorts program, which feature a character or characters who find or share photographs or family photo albums. The photographs are important elements in the films' storytelling, inviting the audience to discover and feel family connections alongside the characters. Photographs are a powerful representation of memories, family history, and moments, both extraordinary and mundane. Students will share some of their own memories and moments by creating their own hand-drawn "photographs" in a photo album.

### Directions

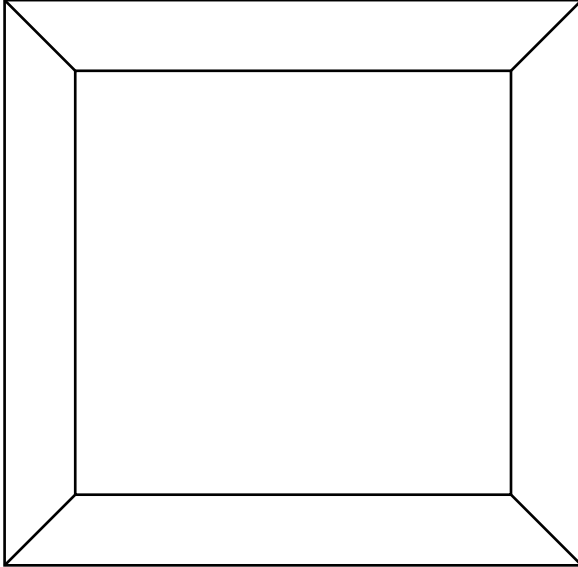
1. Gather students together to discuss the shorts program. Share that in several of the films, characters found or shared a photograph or a photo album as part of the story. In *Taking Flight*, the young boy spots a box on a high shelf filled with family photos, particularly one of his dad in a red wagon with his grandpa. In *My Grandfather is a Cherry Tree*, the grandparents shared a photo album with their grandson. In *Perfect Houseguest*, the mouse straightens family photos on a wall. In *RICEBALLS*, a father and son have a photo of their late wife/mother on display.
2. Discuss why people take photographs and why they make photo albums. How did they see characters in the films using and reacting to photographs? What did those photographs mean to characters in the film? Discussion ideas about why people take photographs:
  - Document family memories
  - Share moments with others
  - Capture emotions or feeling
  - Make art
  - Express emotions
  - Learn about something
  - Create a visual story
  - Partake in a hobby
3. Elicit ideas and anecdotes of a time when students have taken photographs, posed for a photograph, or seen others' photographs. "Why was that photograph taken? What did it mean to you? Was it shared in a photo album, on social media, framed, etc?"
4. Tell students that today they are going to create a photo album of memorable moments in their lives. Students will draw how they imagine a photograph would look from that moment in their lives. Prompt students to think about time, place, people, items that might appear in the photograph, and the emotions behind it.



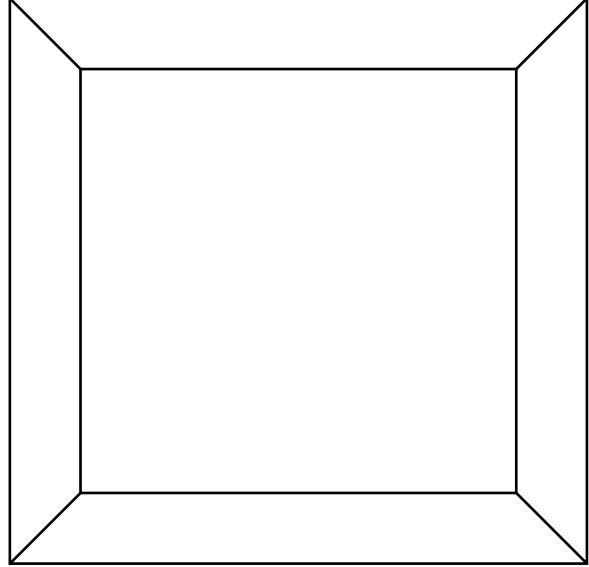
5. Together, brainstorm ideas that may inspire students to remember moments in their lives they would capture in a photo album. This is also the time to mention that not all photographs need to include people. They may include objects or landscapes (think: sunsets, trees, houses). The photographs can also range in emotion. Not all photographs express happiness. Students may choose to remember a sad or scary moment to include in their photo album. All emotions and moments are acceptable and encouraged. Some ideas for “photographs” to include may be:
  - Special occasion: birthday, holiday, family reunion
  - Family members
  - Participating in a favorite activity
  - Places in the neighborhood
  - Vacation memories
6. Students should use the accompanying Photo Album Sheet (see Teacher Resources) for this activity. Students may use any coloring supplies to create the “photographs” and write a caption that describes their drawing.
7. Allow students time to share their photo albums with each other at the end of this activity.

NAME \_\_\_\_\_

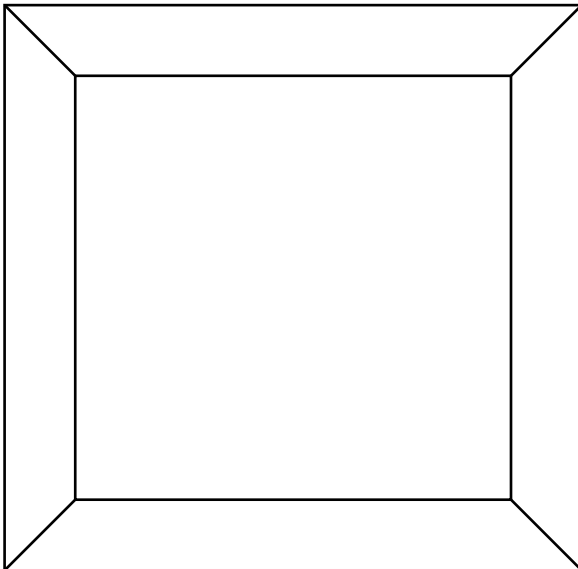
## PHOTO ALBUM SHEET



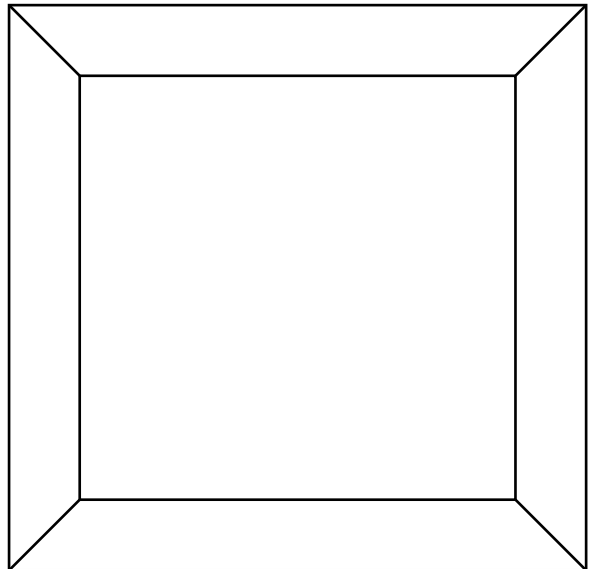
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## Unplugged Imagination: A Little Red Wagon and A Big Red Helmet

### Teacher Resources

- Unplugged Imagination Writing Sheet
- Unplugged Imagination Drawing Sheet

⇒ **TEACHERS!** This activity is inspired by the film *Taking Flight*, about a little boy who visits his grandfather and is prepared to be bored all day. It's not long before the boy and his grandfather are using their imaginations to have a fun and adventurous day. This activity asks students to use their imaginations just like the little boy did in the film, taking everyday objects, like a wagon and an old helmet, and turning them into a spaceship and astronaut helmet, amongst other things. Students may choose to take a more realistic approach or a completely fantasy-based route.

### 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: "I have been thinking more about the film *Taking Flight*, in which the little boy spent the day with his grandfather. After finding his dad's old red wagon, the boy and his grandfather used their imaginations to visit a jungle, fly a plane, fight off aliens, and visit the moon."
3. Share a personal memory of a time that you used your imagination as a child. Did you turn household items into magical objects? Build a fantastical fort? Pretend and role play? Share details such as who played and imagined with you, why you enjoyed using your imagination, and what inspired that imaginative play.
4. Share with students: "It was so much fun to see the boy's and grandfather's imaginations at work! Did you notice during a few scenes, when they were rolling down the sidewalk in the wagon, there was a little girl sitting on her front porch who didn't notice them? (Students will likely nod and respond.) Do you remember what she was doing?" Students will remember the girl had headphones on and she was engaged with a tech device (phone/mini tablet) at the time. There was a humorous moment in which she looked up, as if she had heard something, then returned her attention to her device.
5. Ask students why they think the little girl was part of this film. Responses will vary (Both the little girl and the little boy were engrossed/engaged/absorbed/"lost" in their own worlds, but in two different ways.). Connect this to their lives:
  - Who enjoys using tech devices (phone, tablet, computer)?
  - What are your favorite things to do on those devices?
  - What do you do most on your device? Watch, make, connect, play, learn?
  - What are some things you can do on a device that you can't do without one?



6. Share with students: “There are so many things we can do to learn and have fun using technology. If you have a favorite app you like to use or a game you like to play on a device, someone had to invent it and create it so that you could enjoy it. Before that, the inventor had to use his or her imagination to come up with ideas first! Using your imagination is so important for kids (and grown-ups, too!).”
7. Today, students will use their imaginations to pretend that they, like the boy, have a red wagon and a helmet that turns into a different vehicle and gear in another setting:
  - Wagon/Helmet
  - Boat/Safari Hat
  - Airplane/Aviator Hat & Goggles
  - Spaceship/Astronaut Helmet & Ray Gun
8. Ask students to use their imaginations to choose a type of vehicle (real or fantasy, i.e. train or time machine) and consider the gear they may need for their adventure. It may help to model this for the students first (Example: pick a vehicle, gear, setting: train, conductor’s hat, tracks on the side of a tall mountain). At the teacher’s discretion, decide how students will best show their imagination and thinking. Consider having them do a visual art piece (draw, collage, paint) and writing to describe or storytell their adventure. Use the accompanying writing and drawing sheets to capture their imaginations!





# EDUCATION SCREENINGS

NAME \_\_\_\_\_

DRAWING SHEET



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