



***SHORTS: STEPPING UP* | Curriculum Packet | Grades 1-3**

Dear Educators,

Welcome to the theater! We are thrilled to host you for the full film viewing experience with our Education Screenings. Being in our treasured movie palace allows us at Milwaukee Film to immerse you and your students in our vision of a fully realized and multisensory film-going experience. Thank YOU for taking your students to see this program of short films. Despite the many challenges of these past few years, we believe that engaging with film, in this space together, helps us all engage with each other in impactful ways.

There is something about sitting in the dark of a cinema, cloaked in history and stories, absent the distractions of our routines and screens, that allows us to travel outside of ourselves and learn about the world from others' perspectives. We are engaged. We are educated. We are entertained. We are changed.

Now, more than ever, many children are craving social and emotional connections, and the health and well-being of their communities. Like books, music, and art, film transports us through time, across borders, and into others' shoes, without restrictions. We find humanity and hope in stories brought to life through film. Your efforts to facilitate students' connections to film helps them develop their critical media literacy skills, deepens their awareness, expands their worldviews, and cultivates empathy, understanding, allyship, and action.

Our program this Fall for students in Grades 1-3, is *SHORTS: STEPPING UP*. The short films you and your students will see explore themes of creation, connection, and community. We all bring gifts to this world, and by using those talents and indulging our curiosities, whether through art, music, culture, or community, we forge connections with our ancestors, our peers, and those who are yet to be. The activities in this curriculum guide provide opportunities for reflection, discussion, and further exploration of the themes and content of the shorts program.

I hope our curated collection of films educate, engage, and entertain your students, and demonstrate how impactful the language and medium of film can be.

With Appreciation,

Aliza Werner
Curriculum Writer, Milwaukee Film



Education Screenings are presented by Herzfeld Foundation with additional support from the Greater Milwaukee Foundation Mary L. Nohl Fund and the Gene & Ruth Posner Foundation, and We Energies.



A Note from Milwaukee Film:

Teachers and Educators,

This packet includes several activities and discussion questions that fulfill a variety of Common Core Standards. Feel free to adapt and modify the activities for your own classroom. Students could also simply journal, blog, or write about their experience.

As we continue to sustain this year-round program, we would love for your class to complete at least one activity in conjunction with the screening of *SHORTS: STEPPING UP*. Your participation 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. Please feel free to send evidence of the work you did to integrate the film into your classroom electronically or by mail. This could include: links to online photos or videos, Google Drive folders, scanned material, photocopied or original student work concerning the film/film-going experience or even your own anecdotal, narrative accounts.

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. 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).

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

Milwaukee Film
Attn: Marielle Allschwang, Education Manager
1037 W McKinley Ave #200
Milwaukee, WI 53205

Thank you again for participating in this program, and we look forward to hearing how your trip to the Oriental Theatre and the discussions afterwards impact your students.

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 & Education Director, Milwaukee Film



Education Screenings are presented by Herzfeld Foundation with additional support from the Greater Milwaukee Foundation Mary L. Nohl Fund and the Gene & Ruth Posner Foundation, and We Energies.



Shorts: Stepping Up Curriculum-At-A-Glance

Pre-Screening Activity: Film Detectives at Work

Get ready for your Milwaukee Film Education Screening of SHORTS: STEPPING UP 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.

English Language Arts

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

The Reel Deal: My Favorite Short Film

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

English Language Arts

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, MA:Cr1.1.1, MA:Cr1.1.2, MA:Cr1.1.3, MA:Pr4.1.1, MA:Pr4.1.2, MA:Pr4.1.3, MA:Pr5.1.1, MA:Pr5.1.2, MA:Pr5.1.3, MA:Re7.1.1, MA:Re7.1.2, MA:Re7.1.3, MA:Re8.1.1, MA:Re8.1.2, MA:Re8.1.3

Flying High, Through the Sky, Gotta Try: Writing Poetry to Explore and Express Emotions

This activity is inspired by several of the short films, as we saw many characters face their fears in order to “step up” for themselves and others. 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.

English Language Arts, SEL

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

Be a Starfish Thrower: Practicing Altruistic Actions Toward Others

This activity addresses the social and emotional side of learning centered on the very human challenge of looking out for and stepping up for others. Students will explore the concept of altruism (selflessness), identify small and simple ways to help others, and imagine those concrete actions within their own lives.

English Language Arts, SEL

Common Core Standards – RL1.1-4, RL1.7, RL2.1-4, RL2.7, RL3.1-4, RL3.7, L1.1, L1.2, L1.6, L2.1, L2.2, L2.6, L3.1, L3.2, L3.6, W1.2, W1.5, W1.8, W2.2, W2.5, W2.8, W3.2, W3.5, W3.8, SL1.1-6, SL2.1-6, SL3.1-6



Education Screenings are presented by Herzfeld Foundation with additional support from the Greater Milwaukee Foundation Mary L. Nohl Fund and the Gene & Ruth Posner Foundation, and We Energies.



Pre-Screening Activity: Film Detectives at Work

Teacher Resources

-Activity Sheet: "Film Detectives at Work"

Teacher Note

This activity is intended to be done prior to attending the Education Screening of SHORTS: STEPPING UP. This pre-screening activity introduces the theme and content of the short films to students. Engaging students in a discussion of the films 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 experience with the 2023 Milwaukee Film Education Screenings by actively thinking about storytelling on film, specifically using the short films you'll be seeing, SHORTS: STEPPING UP. Gather students together, and guide the discussion:
 1. Explain to students that they will be attending a Milwaukee Film Education Screening! Activate background knowledge and connections regarding filmmaking, seeing a movie in a theater vs. at home, or watching movies in general.
 2. 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 the United States and all over the world! They represent many different identities and life experiences. Some films may be in English and others may be in another language or subtitled. Allow students to share background knowledge.
 3. Discuss the program's universal themes (STEPPING UP). Ask students:
 - What does it mean to "step up"?
 - What are some examples of ways people can "step up"?
 - What is challenging about "stepping up"? What is rewarding?
2. Use the film stills and synopses that accompany them in this curriculum guide, to lead the next part of the activity:
 1. Share that students will be getting a sneak peek into the films they will see in their Education Screening.
 2. 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, etc.).
 3. Explain that students are going to be "film detectives" to try to make their best predictions of what each short will be about.



Education Screenings are presented by Herzfeld Foundation with additional support from the Greater Milwaukee Foundation Mary L. Nohl Fund and the Gene & Ruth Posner Foundation, and We Energies.



4. 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.
5. 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.



Education Screenings are presented by Herzfeld Foundation with additional support from the Greater Milwaukee Foundation Mary L. Nohl Fund and the Gene & Ruth Posner Foundation, and We Energies.

NAME: _____

Pre-Screening Activity: Film Detectives at Work

FATHEAD



When one of the last free children of Junkyard Paradise has her brother stolen away from her, no Ragamuffin army or vicious beasts will stop her from getting him back.

THE GOOSE



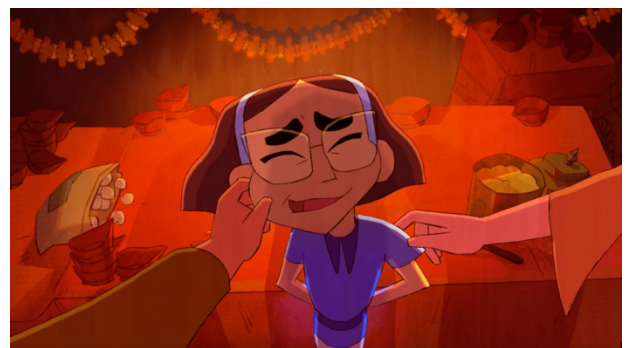
A boy fantasizes about becoming a famous footballer, playing in big stadiums - but first he must win a match in a small backyard against a goose.

SLIPPING AWAY



In a sanatorium by the sea, an old man finds his life transfigured by the arrival of a seagull, that he delicately tames. When the seagull gets wounded, the man takes care of her, and for a brief moment, he returns to boyhood again.

DIYA



An Indian Canadian girl lights a diya while visiting her family's hometown, but the flame runs away because the girl is too ashamed of its color to let it shine.



MILWAUKEE FILM
EDUCATION

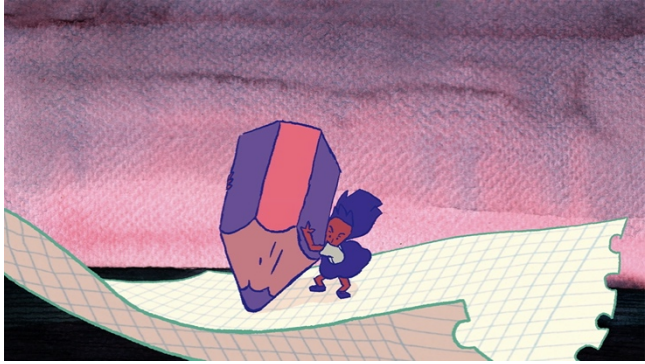
EDUCATION SCREENINGS

Presented in Partnership with:

Herzfeld
Foundation

Additional Support From: Cory & Michelle Nettles,
Gene & Ruth Posner Foundation, Inc.

NO KEY TO POETRY



Confronted with writer's block, a resourceful young girl summons the powers of a chicken pencil. Together they embark on a colorful journey deep into the imagination.

SWING TO THE MOON



Living in the forest, little spider Temi dreams of catching the Moon. For that, she will do anything.

THE DUKHA



In the remote taiga of northern Mongolia live the Dukha, one of the last groups of nomadic reindeer herders in the world. Five year-old Tuvshuu and his sisters help with their family's herd at the summer camp, where there are cool winds and plenty of grass. Their way of life and knowledge of reindeer has been passed down for millennia. With less than 40 Dukha families left in the world, Tuvshuu will have some big decisions ahead.

PHONOS (FONOS)



Chloe bottles up her emotions, along with the sounds that remind her of her beloved grandfather. A songbird shows her how to keep the spirit of his beautiful music.



MILWAUKEE
FILM

Education Screenings are presented by Herzfeld Foundation with additional support from the Greater Milwaukee Foundation Mary L. Nohl Fund and the Gene & Ruth Posner Foundation, and We Energies.



The Reel Deal: My Favorite Short Film

Teacher Resources

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

Teacher Notes

The short films shown at the Education Screenings were united by a theme of "STEPPING UP", but they were enormously diverse in many other ways, namely: format, genre, animation style, subject, storyline, length, 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 down the names of each film, 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 (CGI, hand-drawn, mixed media) 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 and feedback
 - 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 ("The Reel Deal: 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 the examples at the top of the next page:



Education Screenings are presented by Herzfeld Foundation with additional support from the Greater Milwaukee Foundation Mary L. Nohl Fund and the Gene & Ruth Posner Foundation, and We Energies.



- Characters
- Setting
- Plot/Events
- Animation Style (CGI, hand-drawn, mixed media)
- Cinematography (art and technology of using movie cameras and lighting in film)
- Tone/Atmosphere/Ambience
- Music/Score
- 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.



Education Screenings are presented by Herzfeld Foundation with additional support from the Greater Milwaukee Foundation Mary L. Nohl Fund and the Gene & Ruth Posner Foundation, and We Energies.



NAME: _____

The Reel Deal: My Favorite Short Film

Illustration

A large empty rectangular box for drawing an illustration.

My Favorite Short Film's Title: _____

Seven horizontal lines for writing the title of the favorite short film.



Education Screenings are presented by Herzfeld Foundation with additional support from the Greater Milwaukee Foundation Mary L. Nohl Fund and the Gene & Ruth Posner Foundation, and We Energies.



Flying High, Through the Sky, Gotta Try: Writing Poetry to Explore and Express Emotions

Teacher Resources

- Feelings Poem Activity Sheet
- Writing utensils

Teacher Note

This activity is inspired by several of the short films, as we saw many characters face their fears in order to “step up” for themselves and others. 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 many of the films had characters and themes about “stepping up”, which is not always an easy thing to do. Some of the characters had to take risks and face their fears. We saw characters who did this in a number of ways. Ask students to provide examples from the films.
3. Explore: We all experience times when we are fearful, scared, or anxious. 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:
 - o Monsters
 - o Spiders
 - o The dark
4. Now brainstorm for the opposite of scared: BRAVE.
 - o Jumping off the diving board
 - o Performing in front of an audience
 - o Meeting a new friend
5. Reflect: 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



Education Screenings are presented by Herzfeld Foundation with additional support from the Greater Milwaukee Foundation Mary L. Nohl Fund and the Gene & Ruth Posner Foundation, and We Energies.



6. Action: 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. Share as students are willing.



Education Screenings are presented by Herzfeld Foundation with additional support from the Greater Milwaukee Foundation Mary L. Nohl Fund and the Gene & Ruth Posner Foundation, and We Energies.



NAME: _____

Flying High, Through the Sky, Gotta Try: Writing Poetry to Explore and Express Emotions

Scared is _____

Brave is _____

Sad is _____

Happy is _____

Worried is _____

Calm is _____

Mad is _____

Cheerful is _____



Education Screenings are presented by Herzfeld Foundation with additional support from the Greater Milwaukee Foundation Mary L. Nohl Fund and the Gene & Ruth Posner Foundation, and We Energies.



Be a Starfish Thrower: Practicing Altruistic Actions Toward Others

Teacher Resources

-Paper, writing utensils

Teacher Note

This activity addresses the social and emotional side of learning centered on the very human challenge of looking out for and stepping up for others. Students will explore the concept of altruism (selflessness), identify small and simple ways to help others, and imagine those concrete actions within their own lives.

Directions

1. In the film "Slipping Away", an old man who has many challenges of his own, takes risks to save a seagull and tend to its wounds. Some may say "it's only one seagull" or "it's not worth risking your health and safety to help it". However, to this one bird, the old man's actions made all the difference, between harm and healing.
2. Discuss with students: Why do you think the old man decided to save the seagull? What would you have done?
3. Share: This reminds me of a short story called *The Star Thrower*. Let's read this story and listen for ways it is similar to the story of the old man and the seagull. (Read aloud the following short story.)

THE TALE OF THE STARFISH*

A young child was walking along a beach upon which thousands of starfish had been washed up during a terrible storm. When the child came to each starfish, they would pick it up, and throw it back into the ocean. People watched the child with amusement.

The child had been doing this for some time when a man approached her and said, "Little child, why are you doing this? Look at this beach! You can't save all these starfish. You can't begin to make a difference!"

The child seemed crushed, suddenly deflated. But after a few moments, the child bent down, picked up another starfish, and hurled it as far as they could into the ocean. Then the child looked up at the man and replied,

"Well, I made a difference for that one!"

The man looked at the child inquisitively and thought about what they had done and said. Inspired, he joined the little child in throwing starfish back into the sea. Soon others joined, and all the starfish were saved.



Education Screenings are presented by Herzfeld Foundation with additional support from the Greater Milwaukee Foundation Mary L. Nohl Fund and the Gene & Ruth Posner Foundation, and We Energies.



*Adapted from "The Star Thrower" by Loren C. Eiseley, from THE UNEXPECTED UNIVERSE by Loren Eiseley. Copyright © 1968 by Loren Eiseley and renewed 1996 by John A. Eichman, III. Used by permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved.
www.thestarfchange.org/starfish-tale

4. Compare/Contrast: Have students identify the ways in which the starfish story and the seagull story are similar.
5. SEL Practice: Is it important to “step up” when others cannot do it for themselves (seagull caught in a net, starfish washed up on the beach), even though it only affects one? Bring the lesson around to observe that “stepping up” is not always a grand gesture or over-the-top act, but a simple act of kindness and help that positively impacts another.
6. Brainstorm: Ask students to imagine seemingly small and simple acts they can do in their lives to “step up” for others. Perhaps do a mini-brainstorm for various types of people common to all students: adult caregivers/parents, teachers, classmates, friends.
7. Action: Challenge students to take an idea from the brainstorm or their own idea that demonstrates a way they can “step up” for someone else in their lives. Using paper appropriate for your students, ask students to write and/or draw their idea (i.e. clearing the table after dinner for Grandma; helping a sibling with homework).
8. Share as students are willing.



Education Screenings are presented by Herzfeld Foundation with additional support from the Greater Milwaukee Foundation Mary L. Nohl Fund and the Gene & Ruth Posner Foundation, and We Energies.



2023 ESSAY CONTEST

For an eighth year, Milwaukee Film is hosting an Essay Contest in conjunction with our Education Screenings. A judging panel will select the best essay and a runner-up from essays submitted in response to each screening's standard, provided essay prompt. Winners and runners-up will receive an award in the form of a certificate and a gift card to a local bookstore. Submissions will be read anonymously, with name and school information removed from each essay prior to distribution to judges. Judges will assess each essay using a rubric informed by the Common Core State Standards for writing appropriate to the grade band into which the writing falls.

Submission Details:

- You may elect to send all of your students' work or just a selection.
- For each submission, attach a completed and signed release slip (a set of these forms is attached).
- Mail all submissions to:
Milwaukee Film attn: Essay Contest 1037 W. McKinley Ave #200 Milwaukee, WI 53205
- **Submissions must be postmarked by December 31, 2023**
- Teachers of winning entries will be notified by February 28th, 2024 and we will coordinate a date/time to present the award to the student. Due to anticipated volume, we unfortunately cannot inform all submissions' teachers.

4th-6th Grade | *ERNEST & CELESTINE: A TRIP TO GIBBERITIA* | Essay Prompts:

1. *You saw a number of short films at the Education Screenings united under the theme "STEPPING UP". Write a short essay that explains which film was your favorite and why. Use details to explain your reasons. Essays should be a minimum of three sentences and a maximum of ten sentences long.*
2. *You saw a number of short films at the Education Screenings united under the theme "STEPPING UP". Many of the films showcased a character doing something for someone else, even if it was difficult, challenging, or scary. Share a specific example of a time when you stepped up, or helped out, someone else. Essays should be a minimum of three sentences and a maximum of ten sentences long.*

⇒ **TEACHERS!** Feel free to do preparatory work in your classroom to help students do their best writing on this topic. For example, you might use the film guide at the front of this packet to jog students' memories of the films they saw. After students have completed a first draft, feel free to have them workshop their writing and revise/edit their work accordingly. Submissions may be handwritten or typed, depending on your resource.



Education Screenings are presented by Herzfeld Foundation with additional support from the Greater Milwaukee Foundation Mary L. Nohl Fund and the Gene & Ruth Posner Foundation, and We Energies.

MILWAUKEE FILM ESSAY CONTEST RELEASE FORM

Include a completed copy of this slip with each submission for the 2023 Essay Contest. Please type or print legibly.

Student Full Name _____

Teacher Full Name _____

Teacher Email _____

Teacher Phone Number _____

School Name _____

I hereby authorize the above-named child's writing to be submitted for consideration in the Milwaukee Film 2022 Essay Contest:

Parent/Guardian Signature _____ Date _____

Parent/Guardian Full Name (printed) _____



MILWAUKEE FILM ESSAY CONTEST RELEASE FORM

Include a completed copy of this slip with each submission for the 2023 Essay Contest. Please type or print legibly.

Student Full Name _____

Teacher Full Name _____

Teacher Email _____

Teacher Phone Number _____

School Name _____

I hereby authorize the above-named child's writing to be submitted for consideration in the Milwaukee Film 2022 Essay Contest:

Parent/Guardian Signature _____ Date _____

Parent/Guardian Full Name (printed) _____