**OINK Education Screening | Grades 4-6**

Dear Educators,

Welcome to the theater! We are still thrilled about the return to in-person Education Screenings after such a challenging time during the pandemic. Being back 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 returning with your students for a feature film. 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 feature film this spring for students in Grades 4-6, *Oink* is compelling and entertaining through its brave storytelling, artistic medium, and balance of heart and humor. Created using stop-motion animation, this colorful and creative Dutch film feels inspired by nostalgic human and animal bonds, specifically with pigs, seen in stories like *Charlotte's Web* and *Babe: The Gallant Pig*. And what do we learn from these narratives? We remember our interconnectedness with all other life on our planet. We witness selflessness, friendship, and empathy. We see the kind of love that defies words and crosses species. With a dollop of quirky humor, clever visuals, and sincere dialogue, viewers will be along for the ride on a rollercoaster of emotions.

The activities you will find in this packet, allow students to explore the topics of the film itself, filmmaking elements that help tell a story, and lessons to spark conversation, creativity, appreciation, and action. These activities were created for your grade range and are easily adaptable as you see fit for your students. There are plenty of opportunities for discussion, extension, multimodal engagement and response, critical thinking and analysis, and connections.

It is my hope that when the lights come up, your students’ engagement with this film will launch thoughtful interactions, inquiry, and interest in pursuit of their own, and their community’s, goals.

With Appreciation,

Aliza Werner  
Curriculum Writer, Milwaukee Film
**OINK Curriculum At-A-Glance | Grades 4-6**

**Pre-Screening Activity: OINK**
This activity is intended to be done prior to watching the Education Screening of OINK. It will introduce the concept of the film to students via the film's official trailer. Engaging students in a discussion of the film before seeing the entire feature allows students to gain familiarity with the film, understand the concept of the film, recognize story elements such as character and problem, make predictions, and raise their engagement level as active thinkers while viewing the film.

*English Language Arts*

**Common Core Standards** – RI.4.1,2,3,4,6,7; RI.5.1,2,3,4,6,7; RI.6.1,2,3,4,6,7; W.4.9; W.5.9; W.6.9; SL.4.1-6; SL.5.1-6; SL.6.1-6

**Two Thumbs Up?: Writing a Movie Review**
This activity involves composition of a film review for OINK. By viewing a film, reading various film reviews, and writing their own, students will deeply engage their media literacy and higher order thinking skills.

*English Language Arts*

**Common Core Standards** – RI.4.1,2,3,4,5,7,8; RI.5.1,2,3,4,5,7,8; RI.6.1,2,3,4,5,7,8; W.4.1,4,5,6,7,8,9; W.5.1,4,5,6,7,8,9; W.6.1,4,5,6,7,8,9; SL.4.1-6; SL.5.1-6; SL.6.1-6

**The Head, The Heart, and The Gut: Film Reflection**
Students will reflect on a part of the film that appealed to their “head, heart, and/or gut”? What questions do they still have? What emotions did they experience watching the film? This activity provides the opportunity to express their responses to the film.

*English Language Arts*

**Common Core Standards** – RI.4.1,2,3,4,7; RI.5.1,2,3,4,7; RI.6.1,2,3,4,7; W.4.1,4,5,8; W.5.1,4,5,8; W.6.1,4,5,8; SL.4.1-6; SL.5.1-6; SL.6.1-6; MA:Cr1.1.4, MA:Cr1.1.5, MA:Cr1.1.6, MA:Pr4.1.4, MA:Pr4.1.5, MA:Pr4.1.6, MA:Pr5.1.4, MA:Pr5.1.5, MA:Pr5.1.6, MA:Re7.1.4, MA:Re7.1.5, MA:Re7.1.6, MA:Re8.1.4, MA:Re8.1.5, MA:Re8.1.6

**The Storyteller’s Stories: A Filmmaker Study**
In this activity, students have the opportunity to explore more of the filmmaker’s work with two of her short films for kids. Students consider film elements pertaining to storytelling and cinematic choices, and learn more about the filmmaker’s aesthetic and art.

*English Language Arts, Visual Arts*

**Common Core Standards** – RL.4.1,2,4,5,6; RL.5.1,2,4,5,6; RL.6.1,2,4,5,6; SL.4.1-6; SL.5.1-6; SL.6.1-6

**Mouthwatering Meals: Designing a Vegetarian Restaurant’s Menu**
In this activity, students will consider vegetarian diets by creating a menu for a vegetarian restaurant. While meat will be left off the menus, this activity focuses on vegetarian choices, but does not place a value statement on meat, the industry, nor those who consume it. Think of the vegetables that came out of Babs's mother’s garden as a starting point. Encourage creativity!
As American As...Blueberry Pie?: Exploring Food Origins and Global Food Today
Most students viewing this film get the food they eat from sources such as grocery stores (convenience, bodega), restaurants, markets, meal programs, etc. But where did that food originate? Tracing food origins reveals surprising geographical sources of foods we know and grow today. In this activity, students will explore food origins and how globalization has made us all reliant on regions around the world to fill our plates.

I Bet I Get a Pet!: Persuasion with a Purpose
One of the most common persuasive arguments kids make to their families is for a pet. Leaning towards the practical or the fantastical, students will prepare for and create a persuasive presentation that would up the chances of welcoming an animal into the family. Like Babs, who desperately wanted a puppy, but got a pig, students have a chance to think about what would fit their lives and their family the best.

The P-O-V of a P-I-G: Writing from a Different Point of View
Oink the pig was a central character to the film's story, however, being a pig, he never spoke a word. At times, we were aware of his emotions as he responded to love, having fun, and fear. To dive deeper into Oink's thoughts, students will take the point of view of Oink and write from his perspective in first person. Encourage creativity!
Pre-Screening Activity: *Oink*

**Teacher Resources**
- Official Film Website: [https://oink.levelk.dk](https://oink.levelk.dk) (Trailer also available here.)
- Official Film Trailer: *[OINK]* ([https://vimeo.com/708666888](https://vimeo.com/708666888))
- Film IMDB site: [www.imdb.com/title/tt16445248](http://www.imdb.com/title/tt16445248) (or search title in Dutch “Knor 2022”)

**Teacher Note**
This activity is intended to be done prior to watching the Education Screening of *Oink*. This pre-screening activity introduces the concept of the film to students via the film’s official trailer. Engaging students in a discussion of the film before seeing the entire feature film allows students to gain familiarity with the story, understand the topic of the film, recognize story elements such as character and problem, make predictions, practice reading subtitles, and raise their engagement level as active thinkers while viewing the film.

**Directions**

1. Lead a discussion to get your students ready to make the most of your Milwaukee Film Education Screening by actively thinking about storytelling on film, specifically using the feature film you'll be seeing, *Oink*. Guide the discussion:
   a. Explain to students that they will be attending a Milwaukee Film Education Screening. Activate background knowledge and connections regarding film, seeing a movie in a theater, or streaming at home.
   b. Share the name of the film (*Oink*), which will provide the first clues about the film itself.
   c. Share the film’s website and project (or give access to) so all students can see it. Share the synopsis, which is a brief summary of a film’s storyline, from the official film website. Read aloud or give students time to read the synopsis, and give students time to turn and talk about their thoughts, then share other parts of the website (“The Characters”, “The Team”):

   “When 9-year-old Babs receives a pig named Oink as a present from her grandfather, she convinces her parents to keep it under the condition that Oink follows a puppy training. But her parents are not the biggest threat to Oink because actually her grandfather is secretly taking part in the sausage competition organized by The Society for Meat Products from Fresh Pigs…”

2. Sharing the Film Trailer
   a. Ensure understanding of what a film trailer is (a “commercial” that grabs our interest, shares the big problems/obstacles/challenges characters face in a film’s storyline, and we'll only know how it resolves if we see the film. It also gets our minds making predictions about the whole film.)
b. Prepare to practice reading subtitles. This film is from the Netherlands and voiced in Dutch. English subtitles appear on the bottom of the screen.

c. As a class, watch the trailer for *Oink*.

d. Gather predictions from the class about the film based on the trailer and hold onto that work until after you have seen the film. Revisit them to see how much the film trailer and synopsis helped them make predictions.

e. Also available are short film clips on the film's website, for further engagement.

3. **Behind The Scenes**

a. Show what the set of a stop motion animation film is like by scrolling down to "Behind The Scenes" for six photos that show the animation and filming process.
Two Thumbs Up?: Writing a Movie Review

Teacher Resources
- Activity Sheet: “Two Thumbs Up?: Writing a Movie Review”

Teacher Note
This activity is designed to be completed after the Education Screening so students can construct an informed analysis and critique of the film. This activity involves composition of a movie review for Oink. By viewing a film, reading various movie reviews, and writing their own, students will deeply engage their media literacy and higher order thinking skills.

Directions

Part One:
1. Prompt students to familiarize themselves with various movie reviews. This may be done with partners or small groups. Direct students to the following online resources or print out examples ahead of time:
   - www.rottentomatoes.com
   - www.dogomovies.com (movie reviews by kids for kids)

2. Encourage students to provide their analysis of how the reviews are organized and what components are present in the review. Students should notice that the reviews provide the setting of the film, the characters and how they develop in the film, the storyline/conflict of the film, and the reviewer’s opinion of the film.
3. Discuss where students find reviews in their everyday lives and the different audiences/purposes reviews are aimed for. This will start students thinking about the tone and focus of their own review.

Part Two: Prompt students to record information about Oink to begin development of their own movie review. Answer the questions provided on the accompanying Activity Sheet. This may be done with a partner or small group to strengthen the quality of responses, though opinions and ideas will differ.

Part Three: Have students write their own movie review of Oink. A simple organizational structure for the student movie reviews would be:
   - a brief summary of the film
   - an analysis of a specific moment or character in the film
   - their opinion of the film

NOTE: This activity is adapted from an archived lesson plan developed by Scholastic.
NAME:____________________________________

Two Thumbs Up?: Writing a Movie Review

Part One: Read and consider the sample movie reviews and record your observations about the reviews in the space provided.

1. What do you notice about the type of information included in the movie review?

2. What do you notice about how the movie reviews are organized?

3. What do you notice about the personal opinions provided by the reviewer?

4. Which elements of movie reviews are most important to include? Why?
Part Two: Complete the information for Oink to begin organizing your thoughts for your own movie review.

Who created the film? When was it made?

What are the settings of the film?

Who are some of the characters in the film? Do those characters change or stay the same? Explain.

Summarize the film’s storyline by listing the important events:

Name a key moment (content) or feature (style or technique) in Oink and what it made you think and feel:
What is your opinion of the film?

Who would you recommend this film to and why?

(Part Three on next page)
**Part Three:** Organize your responses from Part Two into a movie review of Oink. Use additional lined paper if needed. A simple organizational structure would be:

1. One paragraph summarizing the film including the setting, characters, and basic storyline.
2. One paragraph analyzing a specific aspect of the film (ex: characters, conflicts, issues).
3. One paragraph explaining your opinion of the film and to whom you recommend it.
The Head, The Heart, and The Gut: Film Reflection

Teacher Resources
- Activity Sheet: “The Head, The Heart, and The Gut: Film Reflection” (Two versions are included—please choose the template that best fits your students’ needs.)

Teacher Note
We encourage students to think about the film, Oink, and how they received it. Namely, which part of the film appealed to their “head, heart, and/or gut”? What questions do they still have? What emotions did they experience watching the film? Students are likely to share their opinions about their “favorite” parts, but also their other thinking, and this activity provides the opportunity to express their responses to a part of the film or the overall film.

Directions
1. Whole group: Discuss and reflect on the film as best fits the needs of your students. Here are some prompts and ideas to get you started:
   ● Discuss personal reactions to the film (what appealed, emotions, observations);
   ● Discuss cinematic elements (tone, lighting, color, camera angles, music/sound)
   ● Discuss what they believe the filmmaker wants us to know or learn
   ● Divide students into partners or small groups to discuss the 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
2. Ask students to pick one part of the film with which they connected. This may be their favorite part, a part that appealed to them for any reason, or evoked an emotion or experience. One way to explain:
   HEAD = Something they learned
   HEART = A part they loved or a part that was meaningful for them
   GUT = A part that stuck with them that elicits a response
3. Using the included activity sheet (“The Head, The Heart, and The Gut: Film Reflection”), ask students to identify a facet of the film on which they can reflect. Encourage students to support their opinion by writing about specific elements and aspects of the film to support their reflections:
   ● Characters
   ● Setting
   ● Obstacles/Challenges
   ● Events
   ● Tone (mood or atmosphere of scenes or film as a whole)
   ● Beginning/Ending
   ● Lessons/Themes/Morals
4. Students should write on topic, appropriate for grade level writing expectations. If needed, students may continue their writing on an additional piece of paper and attach it to the activity sheet. When finished, come back together as a group to share thoughts, questions, and reflections.
NAME:______________________________

The Head, The Heart, and The Gut: Film Reflection

Illustration

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The Head, The Heart, and The Gut: Film Reflection
The Storyteller's Stories: A Filmmaker Study

Teacher Resources
- “Goodbye Mister de Vries” short film: https://vimeo.com/82278384 *
- “Steal” short film: https://vimeo.com/169697352 *

Teacher Note
In this activity, students have the opportunity to explore more of the filmmaker’s work with two of her short films for kids. Students consider film elements pertaining to storytelling and cinematic choices, and learn more about the filmmaker’s aesthetic and art. (*Please note: Provide the direct links to the short films on Vimeo or through a safe search site as the filmmaker also creates films not suitable for children, which appear on her website.)

Directions
1. Get to know filmmaker Mascha Halberstad better with her short biography:

   The director was born in 1973 and attended the ArtEZ art academy in Arnhem, the Netherlands. She has created animation for several feature films including Taking Chances which screened in the 2012 Berlinale Generation section. She has also directed numerous animated short films, series and music videos. With producer Marleen Slot, she created the 600 square-meter Holy Motion animation studio in which her debut feature Knor (Oink) was filmed. She is currently working on King Sausage, a 20-minute prequel to Knor. “I am a director specialized in narrative animation. I love stop motion as a technique the most because it is so honest and transparent. In my work I try to be as analogue and old school as possible.”

2. Watch two of Mascha’s short films made with stop motion animation and track elements of each film to compare and contrast with each other and with Oink. Use the chart provided on the next page or ask students to track on paper or in a notebook.

3. Discuss what students have noticed and learned about Mascha as a filmmaker.
| Characters: | Characters: | Characters: |
| Setting: | Setting: | Setting: |
| Plot Summary: | Plot Summary: | Plot Summary: |
| Storytelling Mode (Dialogue?): | Storytelling Mode (Dialogue?): | Storytelling Mode (Dialogue?): |
| Audio/Sound/Music: | Audio/Sound/Music: | Audio/Sound/Music: |
| Lighting Use: | Lighting Use: | Lighting Use: |
| Tone/Atmosphere/Feeling: | Tone/Atmosphere/Feeling: | Tone/Atmosphere/Feeling: |
| Colors: | Colors: | Colors: |
| Genre (Action, SciFi, Comedy, etc): | Genre (Action, SciFi, Comedy, etc): | Genre (Action, SciFi, Comedy, etc): |
| Themes/Lessons: | Themes/Lessons: | Themes/Lessons: |
| Your Opinion: | Your Opinion: | Your Opinion: |
Mouthwatering Meals: Designing a Vegetarian Restaurant’s Menu

Teacher Resources
- For teacher background/research on menus and arrays of vegetarian foods:
  - Milwaukee vegetarian restaurants (or vegetarian-friendly):
    - Milwaukee Magazine
    - Milwaukee Insider
    - Visit Milwaukee

Teacher Note
In this activity, students will consider vegetarian diets by creating a menu for a vegetarian restaurant. While meat will be left off the menus, this activity focuses on vegetarian choices, but does not place a value statement on meat, the industry, nor those who consume it. Think of the vegetables that came out of Babs’s mother’s garden as a starting point. Encourage creativity!

Directions
1. Discuss: Babs and her family are vegetarians. What does that mean? What is a vegetarian? What foods are vegetarian? Which are not vegetarian? Why do some folks choose to be vegetarian? Some definitions to support discussion:
   - Vegetarian: a person who does not eat meat; someone whose diet consists wholly of vegetables, fruits, grains, nuts, and sometimes eggs or dairy products
   - Vegan: a strict vegetarian who consumes no food (such as meat, eggs, or dairy products) that comes from animals
   - Pescatarian: one whose diet includes fish but no other meat
2. Brainstorm as a class: examples of ingredients/foods that fit into the following categories to jumpstart thinking about menus:
   - Fruits
   - Vegetables
   - Grains
   - Dairy
   - Legumes/Nuts/Seeds
   - Proteins (think: eggs, tofu, tempeh, faux meats, seitan)
3. With a partner or small group, imagine you are opening a vegetarian restaurant. Together, plan a menu that sounds delicious and tempting! Plan the following parts of the menu you want to include, plus any other creative sections:
   - Appetizers
   - Soups and Salads
   - Entrees/Main Dishes (Breakfast, Lunch, Dinner)
   - Sides
   - Desserts
   - Beverages
   - Kids’ Choices
4. Extension: Design the actual menu and/or images of dishes served on the menu.
5. Share menus as a whole class.
As American As...Blueberry Pie?: Exploring Food Origins and Global Food Today

Teacher Resources
- “A Map Of Where Your Food Originated May Surprise You” (NPR, 2016)
- “Where Our Food Crops Come From” (International Center for Tropical Agriculture (CIAT))
- “40 Maps That Explain Food in America” (Vox, 2014)

Teacher Note
Most students viewing this film get the food they eat from sources such as grocery stores (convenience, bodega), restaurants, markets, meal programs, etc. But where did that food originate? Tracing food origins reveals surprising geographical sources of foods we know and grow today. In this activity, students will explore food origins and how globalization has made us all reliant on regions around the world to fill our plates.

Directions
1. Read excerpts (or the whole article) from NPR (linked above) that introduces the idea of surprising food origins. For example, the two largest crops grown in the United States - corn and soybeans - are not indigenous to the modern day country, but from Mexico and Central America, and East Asia, respectively.
2. Explore the CIAT Interactive Map (whole group, partner, or individually) to learn where various foods originated. Discuss together: What surprised you most? Which foods did you expect to come from elsewhere? What foods are missing on the map? Which foods are new to you? What are your ideas on how foods make international treks to take root in other regions of the world?
3. Leading with curiosity about our own country, what does food, its systems, and its stories look like in the U.S. today? Students will choose four (4) maps or more to dive into - to read, analyze, and learn from - to then share back with the class. Students should choose maps that pique their interest, as they cover a range of topics from farmers, agriculture, consumption, preferences, health, etc. Have students jot notes about what they learned from the maps and the captions that go alongside them. Maps are expandable and all data and sources are cited. This should be done in groups no less than two so conversations occur and help evolve understanding.
4. Students share what they’ve learned to the larger group and how they interpret the data’s impacts.
5. Extension: Explore actions individuals and communities can take to respond to the impacts discovered in students’ research, or policies and practices that could be implemented at a systemic level to effect change.
I Bet I Get a Pet!: Persuasion with a Purpose

Teacher Resources
- Paper, digital device, internet connection, and any materials needed to create a presentation

Teacher Note
One of the most common persuasive arguments kids make to their families is for a pet. Leaning towards the practical or the fantastical, students will prepare for and create a persuasive presentation that would increase the chances of welcoming an animal into the family. Like Babs, who desperately wanted a puppy but got a pig, students have a chance to think about what would fit their lives and their family the best.

Directions

1. Discuss: In the film, Babs wanted to get a puppy for a very long time. Instead of a puppy, her grandpa got her Oink, a pig. Kids who want to get pets often have to convince their adults and families that they will be responsible and reliable in caring for the animal. How would you convince your family to get a pet? What are some things to keep in mind or commit to if you get a pet?

2. Students will choose a pet to ask for (it's okay if they already have one or don't want one in reality). Invite students to choose a typical pet (dog, cat, hamster, fish) or take an imaginative and humorous angle to choose an atypical pet (giraffe, shark, hippo, lion, unicorn). Then, students will plan out how they will convince their families to get that pet. Choose how they will present that information: writing, speech, powerpoint, poster, etc. Students may work on their own, with partners, or small groups.

3. Aspects to consider when getting a pet:
   ● Daily routine and how they are implemented (meals, exercise, hygiene, training)
   ● What are ways you are responsible in your life without a pet?
   ● Research: How do you know this pet is right for you and your family?
   ● Expenses: How can you support the costs of a pet? (allowance, neighborhood jobs)
   ● How will owning this pet be positive for your family? Make a list of “pros”.
   ● Anticipate questions adults and family members may ask, or “cons”, and craft a persuasive response.

4. Share presentations with the rest of the class. Get feedback on content and persuasiveness.
The P-O-V of a P-I-G: Writing from a Different Point of View

Teacher Resources
- Student notebooks or paper

Teacher Note
Oink the pig was a central character to the film's story, however, being a pig, he never spoke a word. At times, we were aware of his emotions as he responded to love, having fun, and fear. To dive deeper into Oink's thoughts, students will take the point of view of Oink and write from his perspective in first person. Encourage creativity!

Directions

1. Review and discuss: Oink's visible and inferred emotions and thoughts throughout the film, Oink's lack of dialogue, and what it would be like to hear Oink's perspective in human words.

2. Students will choose one point in the film from which to explore Oink's perspective. These could be his thoughts at the end of the film, or during any other moment a student thinks would be interesting to explore: puppy obedience class, breaking out of his pen, his time at the butcher shop, etc. Giving students a choice of these moments allows them to engage in emotions and plot points that feel safe and resonant to them.

3. Students write creatively from Oink's perspective (first person means "I"/"me") in a way that illuminates Oink's thoughts, feelings, and reflections in that moment. Use as a quick-write/warm-up activity or one that can be revised and polished.

4. Share writing in small groups or with the whole class.
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 | OINK | Essay Prompt:

1. The film you saw at the Education Screenings, Oink, featured a special relationship between a girl and her pet pig. Write an essay about an important bond that you (or someone you know or have learned about) have or had with an animal. It might be a pet, a wild animal, a fictional character, zoo or farm animal, etc. Use specific details from the film to make connections to your own example. Essays should be a minimum of three paragraphs and a maximum of five paragraphs 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.
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) __________________________________________

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