**Shorts: Going The Distance Education Screening**

Dear Educators,

Welcome back to the theater! We won't even pretend to contain our excitement about the return to in-person Education Screenings. 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 our brand-new shorts program. 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 shorts program this Fall for our youngest students is a curated collection of short films from all over the world in different formats and styles, traditional and experimental, humorous and heavy. Some stories are told and others will be created in the minds of the viewer. We have chosen “Going The Distance” as this screening’s theme. Some films will show this in a literal fashion - flamingos and ostriches sprinting toward a finish line while a turtle on stilts makes strides to win a race, or a local Milwaukee boxer, a teen named Violet, who faces the odds as an athlete, but also as a girl in a male-dominated sport. Other films “go the distance” in more metaphorical ways, showing us that staying the course, chasing a dream, and keeping our eyes on our goals is a necessary practice that takes dedication, willpower, and a whole lot of heart.

The activities you will find in this packet allow students to explore the topics of the films themselves, filmmaking elements that help tell a story, and lessons and ideas to spark conversation, creativity, appreciation, and action. These activities were created for a wide 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 these short films will launch thoughtful interactions, inquiry, and interest in pursuit of their own, and their community’s, goals.
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, 2022.** 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 year (if you would prefer that we not share your students’ work publicly, please let us know).

**There is an Essay Contest in this packet!** Submit writing from your students in response to the standard prompt we offer here by **Friday, December 31, 2022** for consideration. A panel of judges will select the best essay and a runner-up in each grade range to receive a bookstore gift certificate as a prize. See the Essay Contest handout in this packet for more details. Send student work or evidence via email to marielle@mkefilm.org or by mail to:

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

All screenings of *Shorts: Going the Distance* 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

With Appreciation,

Aliza Werner  
Curriculum Writer, Milwaukee Film
Pre-Screening Activity (Shorts: Going The Distance): Film Detectives at Work
Get ready for your Milwaukee Film Education Screening of Shorts: Going The Distance 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*


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*


Wrestling, Wriggling, and Wobbling to Win: Animal Attributes and Anthropomorphism
In this activity, students will consider attributes that helped the animals in *Athleticus: Middle-Distance Race* to excel at their sport, whether naturally (flamingos have long legs for running) or with tools/aids (turtle with stilts/sticks). Have fun with the comedic aspect of this film and imagining how other animals would excel at various sports activities; on their own or with creative assistance. 
*English Language Arts*


Float Like a Butterfly, Sting Like a Bee, Box Like a Champ: Recognizing and Disrupting Gender Stereotypes
*The Warrior Princess*, a film created in and about local residents of Milwaukee, centers on teenage Violet, a talented boxer uncovering what it means to be female in a male-dominated sport. Her access to opportunities is significantly more challenging due to gender imbalance and representation in the boxing world. This activity’s goal is to bring awareness to gender roles, identities, and stereotypes, and to discuss ways to disrupt harmful gendered ways of thinking and gatekeeping. 
*English Language Arts, SEL*

To Infinity and Beyond: What We Wonder About Space
The film *Star Bound* showcased a conversation between an uncle and his nephew, and their mutual love of space. The concept of “space” and its mysteries allow anyone, regardless of age or expertise, to wonder about all that is beyond our planet. Uncle Joey asks, “Why do you like space so much?” of nephew Jerry, and the curiosity is palpable. In this activity, students will demonstrate their knowledge and their wonder.


Souper Duper: Cooking Up Class Creativity
Franzy’s *Soup Kitchen* is an imaginative, fantastical story that is equal parts heart and humor. Franzy cooks up a yummy soup of made-up ingredients, but it’s only when she works together with the creature from another planet that she can stock up on her special ingredient. In this activity, students will tap into their creativity to make a class soup recipe...the catch? All their ingredients must be made-up: What they look like, what they are named, and how they taste. Soup’s on!


Uphill Both Ways: How We Get to School...Adventurously
*Wolf and Cub: A Father and Son's Epic Lunch Journey* turns an everyday narrative into an adventurous tale. A story of a dad and son delivering Mom’s forgotten lunch becomes one worth telling the more imaginative it becomes. In this activity, students will write (and/or illustrate) a more adventurous version of their everyday travels to school.


Zigzag Zines: Responding to Experimental Film with Abstract Art
*Poum Poum!* is an experimental film by artist Damien Tran. Without traditional narrative storytelling, viewers interpret the music, color, shapes, and lines in various ways to make meaning. In this activity, students will embrace the spontaneity and joyful chaos of abstract art by creating their own zine showcasing their interpretations of another short film by the same artist.

Pre-Screening Activity (Shorts: Going The Distance): 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: Going The Distance. 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 2022 Milwaukee Film Education Screenings by actively thinking about storytelling on film, specifically using the short films you'll be seeing in SHORTS: Going The Distance. Gather students together, and guide the discussion:
   a. Explain to your students that they will be attending a Milwaukee Film Education Screening! Activate background knowledge and connections regarding the festival, film festivals in general, seeing a movie in a theater vs. at home, or watching movies in general.
   b. Share that this is a unique opportunity to see films from all over the world that normally are not screened at big movie theaters. The program they will be seeing is a collection of short films from 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 (subtitled). Allow students to share background knowledge.
   c. Discuss the program's universal theme (Going The Distance). Ask students:
      - What does it mean to "go the distance"? (Literally, figuratively)
      - What are some examples of going the distance?
      - In what ways is it challenging to work towards a goal that seems far off?
      - How do people work towards their goals? How do they stick with it?

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

Pre-Screening Activity (Shorts: Going The Distance): Film Detectives at Work

<table>
<thead>
<tr>
<th>LOUIS' SHOES</th>
<th>FRANZY'S SOUP KITCHEN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STAR BOUND</th>
<th>LUPIN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ATHLETICUS: MIDDLE DISTANCE RACE</th>
<th>THE WARRIOR PRINCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>POUM POUM!</td>
<td>WHEN I AM SAD</td>
</tr>
<tr>
<td>KIRI AND LOU: SHINE YOUR LIGHT</td>
<td>WOLF AND CUB: A FATHER AND SON’S EPIC LUNCH JOURNEY</td>
</tr>
</tbody>
</table>
Shorts: Going the Distance Program Guide

This collection of Rated K shorts explores what it means to go the distance, literally and figuratively. How do people work toward their goals? What are the challenges involved, and how does one stick to a goal that may seem far off? This shorts program prompts discussion and creative expressions of these themes, and much more!

TEACHERS! Below are still images from and some information about each of the films screened in the Education Screening program of Shorts: Going The Distance. Use these to remind students about the range of films they saw in order to prompt recollections and further thinking about the films.

<table>
<thead>
<tr>
<th>Louis's Shoes</th>
<th>Louis's Shoes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Louis, 8-and-a-half-years-old and autistic, is about to introduce himself at his new school.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Franzy's Soup-Kitchen</th>
<th>Franzy's Soup-Kitchen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lonely alien Chef Franzy discovers that her special pink soup is not just delicious, but also magical, when she shares it with starving creatures living on a strange planet.</td>
<td></td>
</tr>
</tbody>
</table>
**Star Bound**

When six-year-old Jerry gets together with his uncle Joey, a Mission Operations Engineer at NASA, they have so much—a galaxy’s amount—to talk about.

**LUPIN**

A young wolf ventures out of his burrow for the first time, while his mother is busy hunting. Lost and frightened, he finds a shelter in a garden. Jeanne, Gaston and Louis, the hunters’ children find him, and decide to bring him back to his home.

**Athleticus: Middle Distance Race**

Wild animals compete in athletic events. Today, pink flamingoes are on the starting blocks of a middle-distance race. Amongst them is an odd one.
**The Warrior Princess**

Violet 'The Warrior Princess' Lopez is a 13-year-old, five-time amateur national boxing champion who believes boxing shouldn't be labeled as just a "boys sport." *The Warrior Princess* follows Violet's fight for a sixth national title, and the trials and triumphs that come with her successful boxing career that affirms a girl's place in the ring.

**Poum Poum!**

*Poum Poum!* is a musical animated film which celebrates the simple and childish joy of hitting drums, scribbling on paper using marker pens, splashing paint or making cracked cymbals screech. *Poum Poum!* aims at spreading a spontaneous and joyful creative energy.

**When I Am Sad**

A smile travels through the world of sadness, transformed by emotions and thoughts.
<table>
<thead>
<tr>
<th><strong>Kiri and Lou: Shine Your Light</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kiri and Lou--two silly and sweet prehistoric creatures in the New Zealand brush--fall down a hole into a cave and are guided to safety by singing glow worms.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Wolf and Cub: A Father and Son’s Epic Lunch Journey</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A father and son cross a world of imagination to return a bag of their mother’s forgotten lunch. Conceived by Marvin Bynoe from California Institute of the Arts, materialized by a loving team of animators.</td>
<td></td>
</tr>
<tr>
<td><strong>2022 Milwaukee Film Festival Rated K: For Kids “Kid’s Choice” Award Winner</strong></td>
<td></td>
</tr>
</tbody>
</table>
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 “Going The Distance”, 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:
   - 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.
NAME: __________________________

The Reel Deal: My Favorite Short Film

My Favorite Short Film’s Title: ______________________________________________________________

Why this film spoke to me: ________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
Wrestling, Wriggling, and Wobbling to Win: Animal Attributes and Anthropomorphism

Teacher Resources
- Activity Sheet: "Wrestling, Wriggling, and Wobbling to Win: Animal Attributes and Anthropomorphism"

Teacher Notes
In this activity, students will consider attributes that helped the animals in Athleticus: Middle-Distance Race to excel at their sport, whether naturally (flamingos have long legs for running) or with tools/aids (turtle with stilts/sticks). Have fun with the comedic aspect of this film and imagining how other animals would excel at various sports activities, on their own or with creative assistance.

Directions
1. Gather as a whole group to discuss attributes that helped the animals in Athleticus: Middle-Distance Race. Which animals do they remember? What helped them to play the sport or excel in their activity? Which animals used a tool or aid to assist them?
2. Brainstorm:
   a. "What are some other sports we could imagine animals playing?"
   b. Choose one to model as a class. What skills are needed to excel at that sport?
   c. What tools or aids could be used creatively to compete in the sport?
   d. What animals would fit the challenge? Both for their own physical attributes and with tools/aids.
3. Try It Together:
   a. Model an example of a sport and a non-athletic activity together (see Activity Sheet).
   b. There are no “wrong” answers. Ask students to give evidence to support their ideas.
4. Do It!:
   a. Allow students to work with a partner or small group to creatively think about various activities (sports and non-athletics) and fill out the chart below.
   b. If students need support with idea generation, create a visible bank of ideas as a class they can pull from.
5. Extend:
   a. Students pick one favorite example and illustrate it. For example: a cheetah wearing ice skates and playing hockey.
Wrestling, Wriggling, and Wobbling to Win: Animal Attributes and Anthropomorphism

<table>
<thead>
<tr>
<th>SPORT OR ACTIVITY</th>
<th>SKILLS NEEDED</th>
<th>ANIMAL FOR THE JOB!</th>
</tr>
</thead>
</table>
| Ex: Hockey        | - Skate on ice  
                   | - Good balance    
                   | - Move fast       | - Penguin         
                   |                | - Cheetah on skates |
| Ex: Playing drums | - Sense of rhythm  
                   | - Like loud music | - Octopus         
                   | - Enjoys performing|                   | - Rabbit who thumps  
                   |                | - Woodpecker      |
Float Like a Butterfly, Sting Like a Bee, Box Like a Champ: Recognizing and Disrupting Gender Stereotypes

Teacher Resources
- Activity Sheet: “Float Like a Butterfly, Sting Like a Bee, Box Like a Champ: Recognizing and Disrupting Gender Stereotypes” T-Chart
- Activity Sheet: “________ is For Everyone!”

(For Teachers Only)
- “Toilets, Bowties, Gender and Me” - Audrey Mason-Hyde (TEDxAdelaide)
- GLSEN “Gender Terminology Guide” (click PDF link)
- “Gender Equity in The Classroom” (Edutopia)
- “What Are Gender Stereotypes?” (Learning For Justice – requires creation of free profile)
- “Gender Roles Can Create Lifelong Cycle of Inequality” (Save The Children)
- “What are Gender Roles and Stereotypes?” (Planned Parenthood)

Teacher Notes
The Warrior Princess, a film created in and about local residents of Milwaukee, centers on teenage Violet, a talented boxer uncovering what it means to be female in a male-dominated sport. Her access to opportunities is significantly more challenging due to gender imbalance and representation in the boxing world. This activity’s goal is to bring awareness to gender roles, identities, and stereotypes, and to discuss ways to disrupt harmful gendered ways of thinking and gatekeeping.

Directions
1. Gather as a whole group to discuss The Warrior Princess. What did you learn about Violet? How is she different from other kids her age? What does Violet want to accomplish as a boxer? What challenges has she faced as a boxer, who is also a girl?
2. Activate Background Knowledge:
   a. Students will write and/or draw in each box on the T-chart as you guide them through it, ONE row at a time. This step is done individually.
   b. Using drawing/writing materials, direct students to draw and/or use words to fill in the boxes. They should put down on paper whatever comes to mind first. For example: “Let’s think about how boys and girls look. Think about the clothes, shoes, and hairstyles they wear. In the left box, draw a picture of a boy. (Give time to draw.) Now, draw a picture of a girl in the right box. (Give time to draw.)” and so on. Encourage them to do the best they can, to use any colors, and to sketch, not complete perfectly detailed drawings. Give time to go back and finish.
3. Discuss:
   a. Discuss what students notice about what they have depicted. (There will likely be gendered examples in each box based on stereotypes. That means students may have drawn attributes or ideas typically assigned to a gender within the binary, such
as “pink is for girls” and “blue is for boys”, or “a girl's job is a teacher” and “a boy's job is a firefighter”).

b. Lead the discussion on this essential idea: Whatever they attributed to boys or girls is really for EVERYONE.

c. Ask students to switch the headers by crossing off “BOYS” and replacing it with “GIRLS”, and vice versa, and to consider what they have written and drawn, now with new gender labels. (This is also a point to include nonbinary, multigendered, and folks along the gender spectrum in the conversation, in that gender is not determined by particular attributes or historical practices.)

4. Do It!: Students complete Activity Sheet: “________ is For Everyone!” showcasing a disruption of gender stereotypes. Students choose one facet to focus on (from the T-chart or one of their own) to fill in the blank (i.e. “Pink is For Everyone!” or “Boxing is For Everyone!”) and draw and/or use words to create a visual/poster.

5. Share projects when finished to discuss and reflect.
**NAME:** ____________________________

**Float Like a Butterfly, Sting Like a Bee, Box Like a Champ:**
Recognizing and Disrupting Gender Stereotypes

<table>
<thead>
<tr>
<th>BOYS</th>
<th>GIRLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw a picture of a boy:</td>
<td>Draw a picture of a girl:</td>
</tr>
<tr>
<td>Boys play with...</td>
<td>Girls play with...</td>
</tr>
<tr>
<td>A chore for a boy is:</td>
<td>A chore for a girl is:</td>
</tr>
<tr>
<td>When boys grow up, what is a job they do?</td>
<td>When girls grow up, what is a job they do?</td>
</tr>
<tr>
<td>Color this box a boy color.</td>
<td>Color this box a girl color.</td>
</tr>
</tbody>
</table>
NAME: __________________________

Float Like a Butterfly, Sting Like a Bee, Box Like a Champ:
Recognizing and Disrupting Gender Stereotypes

_________________________________________ is For Everyone!
To Infinity and Beyond: What We Wonder About Space

Teacher Resources
- Activity Sheet: “To Infinity and Beyond: What We Wonder About Space”

Teacher Notes
The film Star Bound showcased a conversation between an uncle and his nephew, and their mutual love of space. The concept of “space” and its mysteries allow anyone, regardless of age or expertise, to wonder about all that is beyond our planet. Uncle Joey asks, “Why do you like space so much?” of nephew Jerry, and the curiosity is palpable. In this activity, students will demonstrate their knowledge and their wonder.

Directions
1. Gather as a whole group to discuss the film Star Bound.
   a. What did you notice?
   b. What did the uncle and nephew discuss?
   c. Why do you think they love talking about space so much?
   d. Do you ever wonder about space?
2. Try It Together:
   a. “What do you know about space?” Write a list visible to students.
   b. “What do you wonder about space?” Write that list.
   c. Reflect on the lists, noting much more could be added.
3. Do It!:
   a. Students get a copy of the Activity Sheet.
   b. In the top section, draw/write “What I know about space”
   c. In the bottom section, draw/write “What I wonder about space”
4. Reflect:
   a. End activity by sharing, discussing, and wondering some more!
NAME: __________________________

To Infinity and Beyond: What We Wonder About Space

What I know about space:

What I wonder about space:
Souper Duper: Cooking Up Class Creativity

Teacher Resources
-Paper and art supplies

Teacher Notes
Franzy’s Soup Kitchen is an imaginative, fantastical story that is equal parts heart and humor. Franzy cooks up a yummy soup of made-up ingredients, but it’s only when she works together with the creature from another planet that she can stock up on her special ingredient. In this activity, students will tap into their creativity to make a class soup recipe...the catch? All their ingredients must be made-up: What they look like, what they are named, and how they taste. Soup’s on!

Directions
1. Gather as a whole group to discuss the film Franzy’s Soup Kitchen.
   a. What did you notice?
   b. What did Franzy learn at the end?
   c. Compare Franzy's soup to any soups that your students might like to eat.
2. Try It Together:
   a. Draw a large soup pot, as if you are viewing it from the top, a bird’s eye view.
   b. Think aloud as you demonstrate imagining ingredients to make your own soup: “First I'll slice up a large wampwoozle. It's really juicy, so I’ll try to get as much liquid in the pot as I can! Next, I’ll chop up three pogalogs. They are a bit spicy, so I’ll dice them up really small...”
   c. Draw for students and describe what those ingredients look like, what their names are (silly, made-up words to get the fun flowing), and how they might taste.
3. Do It!:
   a. Create a class soup: Give students a blank piece of paper or any art materials you wish to use.
   b. Students will create ONE made-up ingredient, labeled with its name, to add to the class soup. Encourage creativity, silliness, and pure imagination.
   c. Everyone brings their ingredient to the class soup pot (this can be a drawn circle, a big piece of paper, an actual bowl, pinned on a bulletin board, etc).
   d. One at a time, students share their ingredient, its name, and describe it. Then, they add it to the soup pot.
   e. Once all students have shared and added their ingredient, name the soup together.
4. Expand:
   a. Assemble the ingredients in the pot (glue, tape, pins, staples...) and display it in your classroom or hallway, and/or snap a photo of it to share.
Uphill Both Ways: How We Get to School...Adventurously

**Teacher Resources**
- Activity Sheet: “Uphill Both Ways: How We Get to School...Adventurously”

**Teacher Notes**
*Wolf and Cub: A Father and Son’s Epic Lunch Journey* turns an everyday narrative into an adventurous tale. A story of a dad and son delivering Mom’s forgotten lunch becomes one worth telling the more imaginative it becomes. In this activity, students will write (and/or illustrate) a more adventurous version of their everyday travels to school.

**Directions**
1. Gather as a whole group to discuss the film *Wolf and Cub: A Father and Son’s Epic Lunch Journey*.
   a. Discuss the settings and elements of the journey to deliver the lunch (climate, environment, temperature, flora/fauna, etc.)
   b. Establish between the factual parts of the story and the exaggerated and imagined ones.
   c. What did you notice about the family, especially the dad and the son?
2. Try It Together:
   a. Ask students how they get to school (bus, car, walk...). Tell them how you get to school.
   b. Now using your imagination, how can you exaggerate the journey to school into an adventure? Model examples, brainstorm ideas with students. (Examples: ride a dinosaur, time travel, fly, trek through a desert...)
3. Do It!:
   a. Students will imagine their own exciting ways to travel to school, writing it in narrative form.
   b. Students illustrate a part of their journey to school.
4. Expand:
   a. Students share their stories with each other.
   b. Display students’ writing and illustrations.
NAME:_____________________________________

Uphill Both Ways: How We Get to School...Adventurously

Illustration of my journey to school:

My journey to school:
________________________________________________________________________________________________________________
________________________________________________________________________________________________________________
________________________________________________________________________________________________________________
________________________________________________________________________________________________________________
________________________________________________________________________________________________________________
________________________________________________________________________________________________________________
________________________________________________________________________________________________________________
________________________________________________________________________________________________________________
Zigzag Zines: Responding to Experimental Film with Abstract Art

Teacher Resources
-Damien Tran's Vimeo site: https://vimeo.com/damientran
-Damien Tran's website: https://cargocollective.com/damientran

Teacher Notes
Poum Poum! is an experimental film by artist Damien Tran. Without traditional narrative storytelling, viewers interpret the music, color, shapes, and lines in various ways to make meaning. In this activity, students will embrace the spontaneity and joyful chaos of abstract art by creating their own zine showcasing their interpretations of another short film by the same artist.

Directions
1. Gather as a whole group to discuss the film Poum Poum!
   a. What did you notice?
   b. How was this film different from all the rest of the films?
   c. Did this film have a story?
   d. Discuss how music, color, shapes, and lines related to each other
2. Explore:
   a. Poum Poum! is an experimental film by Damien Tran. He is an artist who has other short films in a similar style. Explore those: https://vimeo.com/damientran
   b. Students will create their own experimental artistic style by making a zine, like the examples in Damien's video “Fuite en avant”: https://vimeo.com/214312588. Watch it with students and discuss.
   c. Use the video "Comme le canard" as your mentor text for zine making: https://vimeo.com/529298035.
3. Try It Together:
   a. Watch "Comme le canard" together. Discuss (music, color, shapes, and lines).
   b. Model folding paper to make a zine (options: have paper for students prepped ahead of time, simply the folding to folding in half twice): www.readbrightly.com/how-to-make-zine.
   c. Pick a color palette (1-3 colors, markers). For each page of the zine, students will listen and watch "Comme le canard" and create abstract art (shapes, lines), interpreting the music a different way for each page (i.e. 4 page zine = 4 video watch/listens).
4. Do It!:
   a. Students prep or receive zine booklets and choose color palette
   b. Sketch and draw one page for each video watch of “Comme le canard”
5. Share:
   a. Students come together to share their zines and how they were inspired by the elements of the film.
2022 ESSAY CONTEST

For a sixth 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, 2022**
- Teachers of winning entries will be notified by February 28th, 2023 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.

1st-3rd Grade | Shorts: Going The Distance | Essay Prompts (Choose one of the two prompts)

1. You saw a number of short films at the Education Screenings united under the theme “Going The Distance”. 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 “Going The Distance”. The phrase “going the distance” means you stick with something until the end, no matter what. Write a short essay that explains how you “go the distance” in your own life. Give specific examples and describe them. 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 resources.
MILWAUKEE FILM ESSAY CONTEST RELEASE FORM

Include a completed copy of this slip with each submission for the 2022 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) __________________________________________________________________________