

BRINGING THE WORLD TO THE CLASSROOM THROUGH FILM

IN PARTNERSHIP WITH SIFF



A RESOURCE PACKET FOR EDUCATORS

COMPILED BY:

MAGGIE ARCHBOLD, LYDIA HOLLINGSWORTH,

AMY LUTTERLOH, & RYAN HAUCK

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USING THIS RESOURCE GUIDE

NOTE: Many of these descriptions were excerpted directly from the source website.



RECOMMENDED RESOURCE



LESSON PLAN



STEM RESOURCE



ENGLISH/LANGUAGE ARTS

IMPORTANT NOTE: Global Classroom staff have not pre-screened all the films/documentaries listed in this packet. We suggest pre-screening the films/documentaries before using in your classroom to determine suitability for your students.



INTRODUCING THE SPEAKERS



DUSTIN KASPAR

Dustin Kaspar has been the Educational Programs Manager at SIFF since 2008. He designs engaging programs connecting filmmakers to school classes, teachers to training to use the crafts of film creatively in their classrooms, and public classes in filmmaking and film appreciation for youth, professional filmmakers, and general audiences. In addition to his education work, he is also a feature and short film programmer with the Seattle International Film Festival specializing in films for youth audiences and the cinema of Sub-Saharan Africa. Before getting involved with SIFF, Dustin was a secondary choir director at Lakewood High School and Middle School and he still keeps one foot in the musical world performing in the Seattle Opera Chorus.



SANDY CIOFFI

Sandy Cioffi has produced and/or directed several films, including the critically acclaimed *Crocodile Tears*, *Terminal 187* and *Just Us*. Sandy has worked extensively with the Hate Free Zone in Seattle, producing films about treatment of immigrants post-September 11th. In 2005-2008, Sandy made four trips to the volatile Niger Delta in Nigeria to film *Sweet Crude*, documenting conditions there and interviewing the region's key stakeholders, including leadership of the armed resistance movement. In April 2008, she and her film crew were detained by the Nigerian State Security Services and held in military prison for seven days. As an educator, Sandy has worked extensively with young people—as an artist-in-residence at many middle and high schools in Washington State, and through the mentor/apprentice film program at the Langston Hughes Cultural Arts Center. Sandy has been on the faculty teaching media at Seattle Central Community College and Cornish College of the Arts.



SIFF PROFILE

SIFF Education offers a direct link to the Seattle International Film Festival, SIFF Cinema, and the local filmmaking community. Celebrating two complementary activities—film viewing and filmmaking—SIFF Education includes compelling, relevant, and enjoyable films alongside meaningful workshops.

"Film is a powerful art form, and it is the experiences we have with film that can transform our lives. SIFF does just that: our mission is to create experiences that bring people together to discover extraordinary films from around the world. It is through the art of cinema that we foster a community that is more informed, aware, and alive."

SIFF Education Programs (<http://www.siff.net/education>)

SIFF Education offers a wide range of programs from digital cinema production trainings, at schools and community organizations, to professional development opportunities for filmmakers. The goal is to engage the audience in a more meaningful way with film; to build a community of film lovers and filmmakers who define and develop, through cinema, their own unique artistic voice. SIFF makes access to art education a priority by working in communities widely acknowledged as severely underserved.

CATALYST provides education programs for filmmakers. Catalyst offers professional development trainings, workshops and forums focused on filmmakers. The aim of Catalyst programs is to support local independent filmmakers in getting to the next level in their career and in their art.

FUTUREWAVE works with schools and community organizations to provide youth with digital cinematic skills that empower and foster the art of storytelling. Programs include:

School Break Filmmaking Camps

Steal That Shot: Learning From the Masters

Crash Kids and Crash Student

FILM4ALL is a program that offers cinema education, discussions, and workshops for the public. Many of the films we screen at SIFF start a conversation, inspire an action, or pose a question. These forums and workshops provide a place for cinema audiences to discuss these issues, as well as learn the basic skills to make a film themselves.

EDUCATORS: SIFF conducts technical trainings for educators throughout Washington. In addition, we collaborate with organizations such as Adobe Youth Voices and KCTS in providing year round media-literacy workshops and support for middle and high school teachers.

SCHOOL SCREENINGS AND VISITS: Throughout the year, we bring more than 100 international filmmakers and industry professionals to Seattle. We have expanded our School Screenings program into year-round opportunities for school classes to realize cinema literacy in their curriculums.



WHY USE FILM TO EDUCATE?

Ten Key Messages about Film Education: 'Integrating Film into Education - Advocacy Report'

<http://www.independentcinemaoffice.org.uk/media/Misc/film-21st-century-literacy-advocacy-report.pdf>

- Film is about active learning. The best film education includes discussion, presentation, critical thinking, team working and filmmaking, as well as watching.
- Film engages young people in learning. Film stretches the most gifted and engages the hardest to reach.
- Film can be used across the entire curriculum. Many teachers find that film can help to raise the profile of their subject within their schools.
- Film teaches young people many skills. The most valuable film education activities enhance critical, cultural, and creative abilities.
- Film is an art form. Film education takes young people beyond Hollywood into world cinema, British independent cinema, or documentaries – but they first need to be introduced to them.
- Film education extends young people's cultural knowledge. Film teaches students about diverse cultures, at home and beyond.
- Film education increases cinema going and DVD sales by creating demand for them, and fosters respect for Intellectual Property. Film education builds the next generation of cinema audiences.
- It has never been cheaper or easier to use the technology connected to film for everyone.
- Film education provides young people with skills employers want. These benefits justify continued public investment.
- Film can help government achieve its educational objectives. Findings and successes of Film: 21st Century Literacy can help shape a national plan for film education that is strategic and cost effective.

Film is NOT "the educational equivalent of TV as babysitter"

Effectively Using Film in the Classroom

<http://cmi.byu.edu/Articles/FilmClassroom.html>

- Used correctly, films can provide a concrete focus for instruction in the classroom; they can provide a new learning experience and a dynamic supplement to traditional lecture or textbook formats.
- English classes can review narrative structure and determine the function of characters.
- History teachers can teach the concept of historiography with both fictional and documentary films.
- People and places can be brought to life for geography lessons.
- Music teachers can point out how music manipulates mood and enhances or subverts the meaning of the visual images in film.
- Art departments can see the value of the various design elements of film, especially animation or formalism.
- Young scientists can explore the processes and systems they are testing in their labs.
- Theatre students can analyze acting techniques and performances.
- Observing and understanding the role of social groups and politics in films can improve even a citizenship mark.
- Film can personalize history and provide a means to study the past as an active participant rather than a passive observer.



<http://workingfilms.org/img/original/Reel%20Education/ReelEducation.jpg>

WHY USE FILM TO EDUCATE?

⇒ TEACHING GLOBAL CITIZENSHIP

Contemporary Voices: Global Issues Educator's Guide

http://onf-nfb.gc.ca/medias/download/documents/pdf/NFB_Contemporary-Voices_Guide.pdf

- Education for global citizenship encourages youth to **develop empathy** for others living across the planet and to realize we all share our environment.
- When educators raise students' awareness of the issues, deepening their understanding and mobilizing them to take action, they are helping students to become more conscious of our **interconnectedness** and **interdependence**.
- Introducing international issues in the classroom empowers students and motivates them to contribute positively to a society that values **human rights, justice, global solidarity, environmental sustainability, global health and peace**.
- Documentaries are powerful tools for educating students about global issues and helping them to understand and change the world they live in on a local and global scale.

Educating for Global Understanding

<http://journeysinfilm.org/for-educators/results-based-methodology/>

Journeys in Film shares the results they've seen from using film to show students the world:

- Increasing positive opinions of other countries
- Increasing willingness to meet people from other countries
- Broadening an understanding of the quality of children's lives in other countries
- Shifting perceptions that American customs are superior to those of other countries



Let your students be the judge: Why use films to educate?

Show your students the Nigerian novelist Chimamanda Ngozi Adichie's TedTalk,
"The Danger of a Single Story"

http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en.

- Ask your students to reflect on whether or not digital media combats the telling of "single stories." In what ways does digital media expand authorship and offer new perspectives?
- In what ways might digital media fall short of opening up a narrative to new voices? (Think in terms of access to equipment, who wields ultimate narrative power in the making of a film? What is the potential for bias and individual agendas to come through in film production, etc.)?
- Consider the quote "The problem with stereotypes is not that they are untrue, but that they are incomplete; they make one story become the only story."
- Does film create the possibility for making the life stories of others more complete in a way that literature does not or are there pros and cons to each?



http://missourifilm.org/wp-content/themes/striking/cache/images/37_old-film-projector-with-dramatic-lighting-960x440.jpg

WHY USE FILM TO EDUCATE?



PBS – Why Study Film in the Classroom?

http://www.pbs.org/wgbh/masterpiece/learningresources/fic_intro.html

PBS explains that their goal is to encourage English teachers to see film not as a guilty pleasure—not as just the "reward" at the end of reading a book—but as a legitimate means to enhance literacy. Contemporary thinkers on media literacy have argued that the same habits that a good reader brings to a written text are those that a critical viewer brings to a visual text; enhancing one effortlessly enhances the other. In both, a critical thinker predicts, makes connections, infers, asks questions, and interprets.



<http://screen.oxfordjournals.org/content/50/1/148/F1.large.jpg>



Five-Minute Film Festival: Developing Global Citizens (11/07/2014)

<http://www.edutopia.org/blog/film-festival-global-education-citizenship-resources>

In our increasingly connected and interdependent world, it's critically important that young people have opportunities to engage with diverse cultural perspectives, build geographic knowledge, grow global competency, and develop the skills and knowledge necessary to consider and address our shared global challenges. How do you teach global citizenship? Check out this video playlist for ideas and inspiration.

A Global View: The Adventure of Kid-Friendly Foreign Films (02/24/2014)

<http://www.edutopia.org/blog/kid-friendly-foreign-films-homa-tavangar>

Next time you're faced with indoor recess or a snow day, movie night or a free period before a holiday, resist the temptation to pop in *Finding Nemo* or *Shrek*, and use the opportunity to take a journey around the world.

Why Use Media to Enhance Teaching and Learning

<http://serc.carleton.edu/sp/library/media/why.html>

Research suggests that people learn abstract, new, and novel concepts more easily when they are presented in both verbal and visual form. Other empirical research shows that visual media make concepts more accessible to a person than text media and help with later recall. Visual media helps students retain concepts and ideas.

Exploring Emigration: Cultural Identity (Grades 6-8)

<https://www.teachingchannel.org/videos/teaching-cultural-identity>

This 8-minute video demonstrates how students can learn about the world from watching film. Karen Daley's 7th grade social studies class in Elkridge, Maryland watches clips from a film about the Lost Boys of Sudan and then discusses culture and how it relates to their own cultures.

Film can have a leading role in education (11/19/2013)

<http://www.theguardian.com/teacher-network/2013/nov/19/film-education-learning-tool-inclusion>

Film can be a powerful educational tool, especially for children with disabilities and from deprived backgrounds. So how can we place it at the heart of young people's learning experiences?

"FILM IS A UNIVERSAL LANGUAGE"



<http://library.illinoisstate.edu/americasmusic/images/Filmstrip.jpg>

HOW TO USE FILM EFFECTIVELY IN THE CLASSROOM

Three steps to keep in mind when sharing a film in class

<http://cmi.byu.edu/Articles/FilmClassroom.html>

- ◆ **Pre-Viewing:** Pre-viewing means to activate the students background knowledge of the film and explain the purposes in showing that particular film or clip. It could include discussing the theme or historical or theoretical context, teaching about genre, or introducing vocabulary used in the film.
- ◆ **Viewing:** Viewing time should be spent completing a specific task given to the students to perform while watching the film. They could follow an individual character, answer questions about content, or compare and contrast aspects of the film.
- ◆ **Post-Viewing:** Post-viewing discussion and assessment is necessary in order to relate the film and its message or theme to the topic at hand, the students' individual lives, or to their understanding of the world in general.

Developing Literate Thinking through Family Film Discussions

<http://cmi.byu.edu/Articles/LitDiscuss.html>

This article provides general techniques to talk to younger children about films and film content as well as simple questions about the film to guide an open discussion.



Cinematic Magic: Using Film in Class

<http://www.nea.org/home/40656.htm>

Choosing the right clip is a challenge. Pick a short, captivating scene and show it as an opener, when class energy is high, or use it to revitalize conversation later on. A clip provides a concrete focal point for discussion and encourages interaction, especially when framed with a thought-provoking question or a pertinent quotation drawn from an assigned reading.

Global View: The Adventure of Kid-Friendly Foreign Films

<http://www.edutopia.org/blog/kid-friendly-foreign-films-homa-tavangar>

Depending on your students' reading level, using movies with subtitles can serve as a **powerful literacy tool**, and with practice won't feel like such a stretch.

Resource also includes: '**6 Foreign Films for Every Classroom**'

Don't be afraid of subtitles!

Did you know?

Education-conscious nations like Finland almost exclusively air subtitled films and TV shows, in order to cultivate a more literate national population.

Possible Discussion Leads

(relevant for almost all films):

<http://cmi.byu.edu/Articles/LitDiscuss.html>

What do you think was the most important moment in the film? Did the film have a turning point? What was it? Was it satisfying or effective for you, or were you disappointed by it? Why?

Did anything about any of the characters remind you of yourself? Were there any characters you identified with? How? Why?

What do you think the filmmakers wanted you to take away/learn from the film? What do you think the point was? Is that a good point? Do you agree/disagree with it? Do you think it's a valuable lesson? Why or why not?

Who do you think the filmmakers wanted to enjoy this film? Do you think they were making it for people like you or for some other group of people? Who do you think the target audience was? Why or why not? What did you enjoy/understand about the film?

How would you explain what happened in the film or what the film was about to someone who hadn't seen it? Can you do it in just one or two sentences?

How would you summarize your response to the movie to someone who hadn't seen it? Can you do it in just one or two sentences and still make it specific?

DEVELOPING LESSON PLANS AND CURRICULUM



National Film Board of Canada Global Issues: Educator's Guide

KWLC: http://onf-nfb.gc.ca/medias/download/documents/pdf/NFB_Contemporary-Voices_Guide.pdf

This guide is designed to help secondary-level educators integrate the NFB's Global Issues film collection into their curriculum. It offers a range of entry points for discussing complex global problems and identifying the role we can play in implementing solutions. Whether used with just one or a selection of films from our Global Issues Film List, this guide will assist teachers in enhancing students' understanding of global challenges, developing their critical thinking skills, teaching them how to voice opinions appropriately and fostering their awareness of global citizenship. Includes general discussion questions that can be applied to any Global Issues film.



PBS Learning Media

<http://www.pbslearningmedia.org/>

PBS LearningMedia™ is your destination for direct access to thousands of classroom-ready, curriculum-targeted, digital resources. PBS LearningMedia builds on the strength of public media and is designed to improve teacher effectiveness and student achievement. Resources are aligned to Common Core and national standards and include videos and interactives, as well as audio, documents, and in-depth lesson plans. You can browse by standards, grade level, subject area, and special collections. You can also favorite, and share resources with your class and colleagues through folders and social media. Best of all, PBS LearningMedia's basic service is free for PreK-12 educators.

Documentary Educational Resource: Creating a Curriculum Guide for your Documentary Film

<http://der.org/resources/curriculum-guide-for-film.html>

Provides guidelines for creating curriculum for K-12 and adult students, including the importance of having clear objectives with purpose, direction, and structure.

Teaching Social Studies through Film

[https://www.educationfund.org/uploads/docs/Publications/Curriculum_Ideas_Packets/Teaching%20Social%20Studies%20Through%20Film%20\(2009\).pdf](https://www.educationfund.org/uploads/docs/Publications/Curriculum_Ideas_Packets/Teaching%20Social%20Studies%20Through%20Film%20(2009).pdf)

The purpose of this idea packet is to further introduce teacher colleagues to this methodology and share a compilation of films which may be easily implemented in secondary social studies instruction.



Create Lesson Plans in Science and Technology from Movies and Film

<http://www.teachwithmovies.org/science-technology-subject-list.htm>

Lesson plans, learning guides, and suggested films for STEM teachers. Includes full lesson plans for teaching the Scientific Method, Astronomy, Physics, Biology, Chemistry, and the Earth Sciences. Also includes learning guides from which lesson plans in Science can be easily created for teaching Astronomy, Physics, and Technology and the Applied Sciences.



Create Lesson Plans for English Language Arts and Literature Classes Based on Movies and Films

<http://www.teachwithmovies.org/literature-subject-list.htm#devices>

Provides lesson plans and learning guides for lessons in British Literature, U.S. Literature, World Literature, Literary Devices, The Hero's Journey, Mythology, Nonfiction, and Social Satire.

What's New on Teach With Movies

<http://www.teachwithmovies.org/whats-new.htm>

Free lesson plans based on the newest movies and films, updated monthly.

Into Film: Resources

<http://www.intofilm.org/schools-resources>

Into Film creates high-quality, diverse and innovative resources that are available for free to all schools and educators. Into Film's resources are designed to make the most of this extraordinary medium of film, to engage children and young people, and to encourage learning.

Introducing Documentaries to Your Students (Grades 7-12)

<http://www.pbs.org/pov/behindthelens/lessonplan1.php>

This lesson helps students understand that documentaries are a type of storytelling that explores factual stories and issues using film or video. By the end of the lesson students should know the difference between fact, fiction, and opinion, and be prepared to watch documentaries.

EDUCATIONAL FILM GUIDES



Contemporary Voices: Films for Global Education, Global Issues Educator's Guide

http://onf-nfb.gc.ca/medias/download/documents/pdf/NFB_Contemporary-Voices_Guide.pdf

This playlist was created to help educators at the secondary level to integrate documentary films about various global issues into their curriculum across several subject areas. It has been developed to suit the curricula of provinces and territories throughout Canada. The films and interactive projects were selected to represent a variety of global issues that fall into seven broad categories, including Environmental Conservation & Sustainability, Human Rights, Social Justice & Globalization, War, Conflict & Peace, and International Development Issues.

Go Project Films

<http://www.goprojectfilms.com/>

Go Project Films is the film production arm of the Global Oneness Project—the award-winning online multi-media educational platform. Our work has been featured on *PBS*, *National Geographic*, *The New York Times*, *The New Yorker*, *The Atlantic*, *TED*, exhibited at The Smithsonian and screened at festivals worldwide. We tell global stories.

ITVS Community Classroom

<http://itvs.org/educators/collections>

Community Classroom is an innovative and free resource for educators, offering short-form film modules adapted from ITVS's award-winning documentaries and standards-based lesson plans for high school and community colleges, NGOs, and youth organizations. Films and lesson plans are easily searchable by categories such as Health and Environment, Arts and Culture, and Democracy and Rights.



75 Documentaries that will Change How You See the World (07/23/2013)

<http://unitedexplanations.org/english/2013/07/23/75-documentaries-that-will-change-how-you-see-the-world/>

There are documentaries that leave you musing and pondering for days, inspiring profound critical thought. This list collects 75 titles that produce this effect, changing the way we perceive the world we live in.

10 Documentaries that will Change Your Perspective on the World We Live In (02/21/2015)

<http://www.collective-evolution.com/2015/02/21/10-documentaries-that-will-change-your-perspective-on-the-world-we-live-in/>

Documentaries hold a power unique to any other type of film. They have the remarkable capacity to shift our understanding of the vast and complex world in which we live, most of the time presenting us with powerfully relevant information, a previously unknown perspective, and hopefully, a new choice to make a difference. The following list of documentaries showcases films that may inspire a new outlook on the world we live in.

Top Documentary Films

<http://topdocumentaryfilms.com/>

As of now there are more than 3,000 documentaries published on TDF (most of them are full length docs), organized in 25 different categories, searchable by keywords, sortable by rating, comments, and titles and most importantly open for discussion.

Girls Thinking Global

<http://girlsthinkingglobal.org/resources/documentaries/>

GTG has initiated a series of documentaries around the key areas of health, education, and well-being specific to adolescent girls and young women. These documentaries serve as a catalyst to provoke thought and discussion and to encourage viewers to more deeply explore key issues affecting adolescent girls and young women around the world.

Teach with Movies

<http://www.teachwithmovies.org/world-history-other-cultures-subject-list.htm>

Table of contents for lesson plans for World History, Science, and English from movies and film.

Global Voices – PBS Video

<http://video.pbs.org/program/global-voices/>

Global Voices offers intimate stories about everyday people. From India to Ethiopia, El Salvador to Iraq, Global Voices offers rare insights and firsthand perspectives from communities and individuals around the world.

EDUCATIONAL FILM GUIDES



Journeys in Film

<http://journeysinfilm.org/for-educators/middle-school-program/>

Aligned with various prominent national initiatives, Journeys in Film believes that helping America's youth develop this kind of worldview and understanding should be a primary 21st century educational goal. Their educational program has proven to be effective in connecting cultures, broadening world-views, teaching for global competency and building a new paradigm for best practices in education. Journeys in Film has selected quality, age-appropriate documentaries and foreign films which offer windows into our world, to the unique traditions, societies, values and humor of various countries, cultures, and even sub-cultures within our own country.

Phil Borges Productions

<http://philborges.com/film-and-photography-projects>

Phil Borges has been documenting indigenous cultures for over twenty five years, with the hope to create an understanding of them and the challenges they face.

Recommended from Phil Borges Productions:

Storytelling for Social Change

<http://philborges.com/film-and-photography-projects>

As part of CARE's campaign to empower women everywhere, Women Empowered reveals how determined women of all ages have effectively turned their struggles into triumphs.



World Channel

<http://worldchannel.org/>

World Channel offers documentaries and shorts pertaining to topics all around the world. Its goal is to develop and provide new content to compliment the issues seen on public television.

Why Poverty?

<http://www.whypoverty.net/films/>

Oxfam has for years embraced video as a storytelling medium. In the age of YouTube, it's inevitable, and it's consistent with the tried and true storytelling mantra: show, don't tell. This is one of the ideas underpinning the campaign Why Poverty?. The campaign commissioned award-winning filmmakers to produce eight documentaries about poverty, along with some new and emerging voices, for a total of 30 shorter films. They're taking on big issues and asking difficult questions through stories that are thought-provoking, nuanced, and utterly creative.



Recommended from Why Poverty?: Welcome to the World: (00:52:47)

<http://video.pbs.org/video/2296684353/>

Every year 130 million babies are born. How much is a child's fate determined by the circumstances and location of its birth? Accepted wisdom has it that much of what happens within 24 hours of a child's birth dictates that child's chances of survival and likelihood of health and ability to thrive in the long-term.

Resources with the film:

<http://www.whypoverty.net/fg-childrens-rights/>

GENERAL DISCUSSION:

- How does poverty affect the children in the films?
- What do you think their future will be?
- What are their chances of escaping poverty?

ACTIVITY: CHILDREN'S RIGHTS

Use The UN Convention on the Rights of the Child as a starting point. (You can download this a PDF). Discuss:

- Which rights of young people are violated in the films?
- Which are the most important rights for children?
- How do we make sure these rights are protected?

Accompanying resources for educators to use alongside Why Poverty:

<http://www.whypoverty.net/educators/>
<http://www.whypoverty.net/films-resources-issues/>

Breaks down films by the issues they discuss, including Gender and Women's Empowerment, Education, Inequality, Land Rights, Children's Rights, Food Security, Governance, Aid and Charity, Reproductive Health Rights, Resilience and Solutions, Foreign Investments, and Natural Resources. Also includes worksheets and resources for teachers on each of the themes.

DOCUMENTARIES, VIDEO CLIPS, AND FILMS

⇒ HISTORY, POLITICS, AND SOCIETY



***The Square* (108 mins, 2013)**

<http://thesquarefilm.com/>

This documentary delves deeper into the revolution and government defiance in **Egypt**. Through the emotional drama and personal stories presented in this film viewers experience a more personal account that is beyond the news.



http://ichef.bbci.co.uk/wwfeatures/624_351/images/live/p01jgv/p01jgvby.jpg



***Activists for Change* (2015)**

Six Short Films and Teaching Resources on Women's Roles in the Arab Spring (Through the New York Times) film vary from 4-10mins in length.

Lesson Plans for *Activists for Change*:

<http://learning.blogs.nytimes.com/2015/06/08/activists-for-change-six-short-films-and-teaching-resources-on-womens-roles-in-the-arab-spring/>

Lesson plans to go with the films; activities include research and debate.



***Forbidden Voices* (96 mins, 2012, **Switzerland**)**

Their voices are suppressed, prohibited and censored. But world-famous bloggers Yoani Sánchez, Zeng Jinyan and Farnaz Seifi persevere to overcome the myriad difficulties facing them in Cuba, China, and Iran in order to continue publishing. They use social media, YouTube, and the Internet in general to denounce what's happening; it's their way of communicating with the world, of getting round the official information put out by their countries.

***An African Election* (89 mins, 2010)**

<http://anafricanelection.com/>

Using the 2008 elections in **Ghana**, this film explores the politics of a developing democratic country as it works to legitimize itself to meet the level of world nations.

***Last Chance* (84 mins, 2012)**

<https://www.nfb.ca/playlists/learning-through-empathy-secondary-and-postsecondary/viewing/last-chance>

This documentary follows 5 asylum seekers who had fled their home country to escape the homophobic violence.

***Tiger Spirit* (78 mins, 2008)**

https://www.nfb.ca/film/tiger_spirit

This documentary explores the emotional divide that occurred between North and South after the Korean War and looks into the modern **Korea** today.

***The Boxing Girls of Kabul* (52 mins, 2011 **Afghanistan**)**

https://www.nfb.ca/film/boxing_girls_of_kabul

Following a group of Afghan women who dream of representing their country at the 2012 Olympics, this film explores their journey of personal and political transformation.

***Aung San Suu Kyi – Lady of no Fear* (58 mins, 2011)**

<http://www.ladyofnofear.com/>

A tribute to the woman at the heart of the rebellion in **Burma (Myanmar)** who later became the symbol of peace and reconciliation. This documentary gives a glimpse into Aung San Suu Kyi's life, her struggle for freedom and democracy, and the consequences she put herself through and her closest friends and family.

14 Protest Videos That Went Viral and Changed the World

(02/14/2014)

<http://www.globalpost.com/dispatch/news/politics/140222/14-protest-videos-went-viral-and-changed-the-world>

Social media has played a direct role in recent civil uprisings around the world.

The videos represented on this site galvanized movements in Iran, Bahrain, Egypt, Libya, Montreal, Syria, and elsewhere around the world.

They captured the world's attention and changed history.

Have students research a contemporary revolution (might be Ukraine, Venezuela, Thailand, Syria, etc.) and consider the role of social media and film in propagating particular ideas and moving people to action.

Discuss the effects of images in generating popular attention, influencing public opinions, engendering empathy, and producing particular results. Do real-life images create effects that literature cannot?



DOCUMENTARIES, VIDEO CLIPS, AND FILMS

⇒ HISTORY, POLITICS, AND SOCIETY



***The Act of Killing* (2hrs 46 mins, 2012)**

<http://theactofkilling.com/synops/>

This documentary won best movie at DocsBarcelona Festival, which portrays genocide in **Indonesia** at the hands of Anwar Congo death squads.

***The End of Poverty* (106 mins, 2008)**

<http://topdocumentaryfilms.com/end-of-poverty/>

A phenomenal discourse on why poverty exists when there is so much wealth in the world. A must see to understand not only the US economic system but the foundations of today's economy.



***Virunga* (1hr 40 mins, 2014)**

<http://virungamovie.com/>

Virunga is the incredible true story of a group of brave people risking their lives to build a better future in a part of Africa the world's forgotten and a gripping expose of the realities of life in the **Congo**.

***Happy* (73 mins, 2011)**

<http://www.thehappymovie.com/film/>

A combination of stories, interviews and research from around the world to answer the fundamental question of, what really makes us happy?

***Beijing Flickers* (1hr 36 mins, 2012 **China**)**

<http://www.imdb.com/title/tt2370394/>

A young man left behind by Beijing's fabulous new wealth experiences moments of euphoria amid despair as he roams the city with other misfit dreamers in this darkly funny, gorgeously gritty portrait of disaffected youth.

***Shyamal Uncle Turns Off The Lights* (65 minutes, 2012, **India**)**

<http://catalogue.globalfilm.org/global-lens-collection/global-lens-2013/shyamal-uncle-turns-off-the-lights.html>

An 80-year-old Kolkata retiree is determined to get the streetlights turned off after sunrise, but finding someone to take him seriously proves a battle against an indifferent bureaucracy and a complacent status quo.

***The Way Home* (80 minutes, 2002, **South Korea**)**

<http://www.imdb.com/title/tt0312841/>

Forced to live with his deaf and mute grandmother in the countryside, a spoiled little boy is forced to learn about compassion as he confronts the culture shock of his new home

Resource for Teachers and Downloadable Lesson Plans for *The Way Home*:

<http://journeysinfilm.org/for-educators/films-and-lesson-plans/discovering-south-korea/>



***The Beautiful Game* (1 hr 28 minutes, 2012, **Africa**)**

<http://www.beautifulgamefilm.com/>

This inspirational film presents the power of soccer in modern Africa, which helps change lives of people, communities throughout the continent. (*Available on Netflix*)



***Once Brothers* (79 mins, 2010 **Croatia**)**

<http://www.imdb.com/title/tt1738398/>

Documentary about Vlade Divac, a basketball player on Yugoslavia's national team, and how his friendship changed with Croatian Drazen Petrovic because of the Balkan War.

***The Trials of Spring* (90 mins, 2015, **Middle East**)**

<http://www.trialsofspring.com/>

Three years. Six revolutions. Nine women fighting for peace.

Lesson Plan for *Trials of Spring*

<http://www.trialsofspring.com/for-educators>

This lesson plan introduces students to this history, the region, and a group of remarkable women whose lives were changed forever by the uprisings in ways large and small. Each student will become a resident "expert" on one of six countries, and will use their expertise to examine the goals of war and the links between women's activism and social change.



DOCUMENTARIES, VIDEO CLIPS, AND FILMS

⇒ HISTORY, POLITICS, AND SOCIETY



***A Short History of the Highrise* (50 mins, 2013)**

<http://highrise.nfb.ca/>

An Emmy-winning, multi-year, many-media, collaborative documentary experiment at the National Film Board of Canada that explores vertical living around the world. Universe Within reveals the hidden digital lives of highrise residents around the world. Trapped in our highrise units, how do we find love, hate, peace, god, or community online?



Resources for Educators:

<http://universewithin.nfb.ca/desktop.html#index>

Includes an interactive guide and activities for exploring life 'through the windows' of residents in Cuba, Brazil, Cambodia, and Canada. This full 6-part Educator's Guide is written to facilitate a meaningful discussion in the classroom about the subjects and ideas presented in *A Short History of the Highrise*, including the topics of communities, urban living, and high-rise buildings, past and present.



***Living on One Dollar* (56 minutes, 2013)**

<http://livingonone.org/livingonone/>

Living on One Dollar is a film and journey that follows four friends as they battle illness, parasites, and hunger in their experiment with living on \$1 a day for two months in rural **Guatemala**. (Available on Netflix)

Did you know?

Living On One was started by two college students, Chris and Zach—Zach is from Seattle!

***Salaam Neighbor* (75 minutes, 2015)**

<http://livingonone.org/salamneighbor/>

Salam (Hello) Neighbor is a film and campaign to connect the world to refugees in **Zaatari Refugee Camp in Jordan**. The film follows the journey of Chris and Zach as the first filmmakers allowed to be registered and given a tent inside of a refugee camp. From meeting Um Ali, a woman struggling to overcome cultural barriers to the street smart, 10-year-old Raouf, whose trauma hides just beneath his ever present smile, Zach and Chris uncover inspiring stories of individuals rallying, against all odds, to rebuild their lives and those of their neighbors.

***Avenue Zero* (52 mins, 2009 **Canada**)**

https://www.nfb.ca/playlists/global-issues/viewing/avenue_zero

This film is a portrait of a dark and sinister trade of sex, drugs, prostitution and human trafficking that flourish in the shadows of the law.

***Children of Heaven* (90 minutes, 1997, **Iran**)**

<http://journeysinfilm.org/films/children-of-heaven/>

This film, shot in and around Tehran, follows the lives of two siblings who are forced to share one pair of shoes after an unfortunate accident. Not wanting to burden their struggling parents, the children must work together and find a solution to deal with this significant loss. The film shows the inner strength we have when faced with adversity.

Resource for Teachers and Downloadable Lesson Plans for *Children of Heaven*:

<http://journeysinfilm.org/for-educators/films-and-lesson-plans/discovering-iran/>



***The Weight of Chains*: (2 hours, 2010)**

<http://www.weightofchains.com/about.html>

This film looks at the role of the US, NATO and the EU played in their involvement in the break up Yugoslavia. With never seen before footage, *The Weight of Chains* creatively looks at why the West intervened in the conflict.

***Defiant Requiem: Voices of Resistance* (85 mins, 2012)**

<http://www.defiantrequiem.org/>

Following the story of Czech Opera choral conductor Rafael Schachter, who was sent to a concentration camp in 1941.

DOCUMENTARIES, VIDEO CLIPS, AND FILMS

⇒ EDUCATION

For teachers: *The Finland Phenomenon*: (60 mins, 2011)

http://www.imdb.com/title/tt2101464/plotsummary?ref=tt_ov_pl

This film explores the keys to success of Finland's educational model and how and why it has been ranked as one of the best in the world for more than a decade. Through interviews with teachers, students, parents and administrators, the surprising factors leading to the Finland Phenomenon begin to surface.

For teachers: *The Race to Nowhere*: (85 mins, 2010)

<http://www.racetonowhere.com/>

Named one of the "10 educational documentaries you don't want to miss" (TakePart.com), this film looks at how we prepare our children for success, sparking conversation to change the nature of **American** schools.

Please Vote For Me (58 mins, 2007)

<http://www.pbs.org/independentlens/pleasevoteforme/>

Following a third-grade class in Wuhan, **China**, this film explores the attempts at democracy among the students in the election for their class monitor.

A Small Act (88 mins, 2010)

<http://asmallact.com/>

A **Kenyan** Harvard graduate and Human Rights lawyer traces his success back to the woman who sponsored him years ago but never met.

Girl Rising (101 mins, 2013)

<http://girlrising.com/>

This film shares the stories of nine girls living in developing countries, working to overcome the obstacles they face to obtain an education. *Girl Rising* works to create a movement to break the cycles of poverty through education.

Schooling the World: The White Man's Last Burden (66 mins, 2010)

<http://schoolingtheworld.org/film/>

Schooling the World takes a sometimes funny, ultimately deeply troubling look at the role played by modern education in the destruction of the world's last sustainable land-based cultures.

Brownstones to Red Dirt (85 mins, 2010)

<http://brownstonestoredirt.com/>

Kids from Brooklyn's Bed-Stuy projects and orphans from **Sierra Leone** have one thing in common: no one gives them a chance. *Brownstones to Red Dirt* tells the story of how these "lost" groups find one another through a pen pal program that not only shapes their lives, but also shows them that even if they can't count on the world, they can count on each other.

Children of the Diaspora for Peace and Democracy (56 mins, 2013)

<http://www.imdb.com/title/tt2923876/>

This documentary follows a generation of students who travel across **El Salvador** as they unearth the history of war and repression. Students ask what does this all mean? What is my role in the transnational Salvadoran community?

He named Me Malala (87 mins, 2015, **Pakistan**)

<http://www.henamedmemalalamovie.com/>

This film looks at events leading up to the Taliban's attack on Malala Yousafzai and her and her family's committed fight for the right to education for girls.

Resources and Downloadable Lesson Plans for *Please Vote for Me*:

<http://journeysinfilm.org/for-educators/films-and-lesson-plans/discovering-china/>

Girl Rising Curriculum Guide

<http://girlrising.com/for-educators/index.html#girl-rising-curriculum>

Discussion guide for *Schooling the World*:

<http://schoolingtheworld.org/film/discussion-guide/>

Teaching with *He Named Me Malala*:

<http://journeysinfilm.org/films/he-named-me-malala/>

Free curriculum guide and lesson plans aligned with Common Core standards and background material for teachers.

See Also: Malala

Yousafzai addresses the United Nations Youth Assembly:

<https://www.youtube.com/watch?v=3rNhZu3ttIU>

DOCUMENTARIES, VIDEO CLIPS, AND FILMS

⇒ CULTURE, RELIGION, AND HUMAN RIGHTS

Cairo 678 (100 mins, 2010 **Egypt**)

<http://www.imdb.com/title/tt1764141/>

Three Cairene women from different backgrounds warily unite to combat the sexual harassment that has impacted each of their lives—and become a citywide plague—but their unconventional response provokes a dogged police hunt.

Half the Sky (Two 2-hour segments 2012)

<http://www.halftheskymovement.org/>

Based off the book by Nicholas Kristof and Sheryl WuDunn, this film introduces women and girls throughout ten different countries (**Cambodia, Kenya, India, Sierra Leone, Somaliland, Vietnam, Afghanistan, Pakistan, Liberia, and the U.S.**) living under and facing the most difficult circumstances imaginable. This film reflects upon viable and sustainable options for empowerment and transformation.

Grace, Milly, Lucy...Child Soldiers (51 mins, 2010)

https://www.nfb.ca/film/grace_milly_lucy_child_soldiers_edu

This film exposes the tragedy of girl soldiers in **Uganda**, and questions their ability to live a normal life again after intensive training to become killing machines. Grace, Milly, and Lucy try to restore meaning into their lives and break the silence surrounding the fate of others alike.

In This World (89 mins, 2002)

http://www.imdb.com/title/tt0310154/plotsummary?ref_=tt_ov_pl

In February 2002 in the Shamshatoo Refugee Camp in the North West Frontier Province in **Pakistan**, there are 53,000 refugees living in sub-human conditions since 1979 with the Soviet Union invasion and 2001 with the USA bombing and invasion of Afghanistan. The family of the Afghan Enayat and his cousin Jamal decides to send them illegally to London to have a better life. They hire coyotes to smuggle the cousins through Iran and Turkey to Italy and finally London hidden inside trucks and containers.



http://exclaim.ca/images/up-in-this_world.jpg

Recommended Reading as accompanying material: 'Message in a Movie'

<http://www.theguardian.com/film/2003/apr/07/artsfeatures.immigrationandpublicservices>

No one could sit through Winterbottom's acclaimed film *In This World* without feeling sympathetic to the Afghan teenager who embarks on an epic journey to London in search of a better life. But will it change anyone's mind about asylum? To find out we sent three leading critics of Britain's immigration policy to see it.



Whale Rider (1 hr 41 mins, 2002, **Maori culture**)

<http://www.whaleriderthemovie.co.nz/>

An old traditional grandfather searches for a suitable successor in his village, not wanting to acknowledge that his own granddaughter is the most capable (**New Zealand**).

Resources and Downloadable Lesson Plans for **Whale Rider**:

<http://journeysinfilm.org/for-educators/films-and-lesson-plans/discovering-maori-culture/>



The Cup (93 minutes, 1999, **Tibet**)

<http://journeysinfilm.org/films/the-cup/>

A monastery must decide how to deal with western influences into its monastic traditions when a young rebellious monk insists on following the World Cup series.

Resources and Downloadable Lesson Plans for **The Cup**:

<http://journeysinfilm.org/for-educators/films-and-lesson-plans/discovering-tibet/>



Me and the Mosque (52 mins, 2005)

https://www.nfb.ca/playlists/learning-through-empathy-secondary-and-postsecondary/viewing/me_and_mosque

Multiple relationships are portrayed showing how Muslim women interact and entertain with the mosque.

Prosecutor (94 mins, 2010)

<http://www.pbs.org/newshour/rundown/the-prosecutor/>

This feature documentary follows the Chief Prosecutor through the first trials of the newly formed International Criminal Court. Luis Moreno-Ocampo investigates and prosecutes some of the world's worst criminals for some of the world's worst crimes. He's a hero to genocide survivors, but has bitter enemies on both the Right and the Left. Is the ICC a groundbreaking new weapon for global justice or just an idealistic dream?

DOCUMENTARIES, VIDEO CLIPS, AND FILMS



⇒ NATURE, ENVIRONMENT, AND HEALTH

***Beat the Drum* (1 hr 45 mins, 2003, South Africa)**

<http://www.beatthedrum.com/>

Orphaned by AIDS, a young boy goes on a journey to help his grandmother and a personal quest for survival, understanding, and community.

Resources and Downloadable Lesson Plans for
***Beat the Drum*:**

<http://journeysinfilm.org/for-educators/films-and-lesson-plans/discovering-south-africa/>



***The Bicycle: Fighting AIDS with Community Medicine* (14 mins, 2005)**

https://www.nfb.ca/film/bicycle_fighting_aids_with_community_medicine

This film follows Pax Chingawale as he bikes from village to village in **Malawi** to fight AIDS with the help of Dr. James Orbinski, who won the Nobel Peace Prize for Medecins Sans Frontieres.

***The Coca-Cola Case* (short version, 52 mins, 2009)**

https://www.nfb.ca/film/coca-cola_case_edu

Coca-Cola may be one of the most visible brands in the world, but there's one part of their operations they don't want you to see. (Available on Netflix)

***Baraka*: (96 mins, 1993)**

<http://www.barakasamsara.com/baraka/about>

This documentary works to show "the evolution of the earth, humanity and their relationship" and the unequal relationship between human kind and nature. "The goal of this film was to reach past language, nationality, religion and politics and speak to the inner viewer."

***Samsara* (102 mins, 2011)**

<http://www.imdb.com/title/tt0770802/>; <http://www.barakasamsara.com/samsara/about>

Filmed over the span of nearly five years and across twenty-five countries, *Samsara* takes us to holy grounds, disaster zones, industrial sites and natural wonders. With the beautiful photography and music from around the world, this documentary works to show the relationship between humanity and nature, all while searching for the force of interconnection that runs through all of our lives.



***Outbreak: Anatomy of a Plague* (86 minutes, 2010)**

https://www.nfb.ca/film/outbreak_anatomy_of_a_plague_edu

This feature-length documentary, based on Michael Bliss's 1991 book *Plague: A Story of Smallpox* in **Montreal**, juxtaposes a hypothetical 21st century pandemic with the 1885 smallpox epidemic that claimed over 2,500 lives in Montreal. A string of fatal errors and mishaps, including a tainted batch of vaccines, fostered panic and mistrust in a city already divided by language, religion and class. *Outbreak: Anatomy of a Plague* addresses renewed fears of bio-warfare and consults contemporary public health experts about the potential implications of a modern pandemic, including social unrest and economic ruin. Pandemics have killed more people throughout history than all wars combined. They are unpredictable—and inevitable. Are we ready for the next big one?

***Cowspiracy: The Sustainability Secret* (1 hr 25 min, 2014)**

<http://www.cowspiracy.com>

A groundbreaking feature-length environmental documentary following intrepid filmmaker Kip Andersen as he uncovers the most destructive industry facing the planet today – and investigates why the world's leading environmental organizations are too afraid to talk about it. (*Available on Netflix*)

***Earth to Mouth*: (41 mins, 2002)**

https://www.nfb.ca/film/earth_to_mouth

Filmed at the Wing Fong Farm in **Ontario**, this documentary follows the tilling, planting, and harvesting of Asian vegetables destined for **Chinese markets** and restaurants. On 80 acres of land, Lau King-Fai, her son and a half-dozen migrant Mexican workers care for the plants. For Yeung Kwan, her son, the farm represents personal and financial independence. For his mother, it is an oasis of peace. For the **Mexican workers**, it provides jobs that help support their children back home.

DOCUMENTARIES, VIDEO CLIPS, AND FILMS

⇒ NATURE, ENVIRONMENT, AND HEALTH



Running dry: Beyond the Brink (82 mins, 2005)

runningdry.org

This documentary examines the impact of drought and water scarcity and its connection to energy, health, agriculture, food supply and international security. An outstanding issue to talk about and this documentary raises the awareness about the worsening global humanitarian water crisis.



Weather Report (52 mins, 2007)

<http://www.bullfrogfilms.com/catalog/wrpt.html>

This documentary shows the real impact of global warming, journeying from the **Canadian Arctic, to northern Kenya, the U.S. and to China and India**, where the climate change has directly affected many lives and livelihoods.



Blue Gold: World Water Wars (89 mins, 2008)

<http://www.bluegold-worldwaterwars.com/>

World water Wars: environmental and political consequences of the decrease in water supply on the planet, including success stories of activists.



Up the Yangtze (93 mins, 2008)

https://www.nfb.ca/film/up_the_yangtze

This documentary follows the Shiu family as their home is destroyed by the consequences of the Three Gorges Project, causing the waters of the Yangtze to rise.



Crapshoot: The Gamble with our Wastes (52 mins, 2003)

[https://www.nfb.ca/film/crapshoot the gamble with our wastes](https://www.nfb.ca/film/crapshoot_the_gamble_with_our_wastes)

Filmed in **Italy, India, Sweden, the U.S. and Canada**, this film explores the mixes of wastes that flushed into the sewer every day, and questions our fundamental attitudes to waste.

Revolution (90 mins, 2012)

<http://therevolutionmovie.com/>

A documentary geared toward teaching young students about the evolution of life, the revolution it has undertaken, and the necessary means to save the future.



Waste Land (1 hr 40 mins, 2010, **Brazil**)

<http://www.wastelandmovie.com/>

"Trash talk" takes on an entirely new meaning in this documentary about the people who work in a landfill outside Rio de Janeiro. Incredibly poor -- but incredibly resilient -- these folks get viewers to see the dignity of people living in poverty.



Racing Extinction (1 hour 30 mins. 2015)

<http://www.racingextinction.com/>

This documentary, by Oscar winning director Louie Psihoyos, is about the extinction of species that will literally change the way you see the world.



Horn of Africa Crisis: Drought Zone (24 mins, 2011)

<http://www.aljazeera.com/programmes/faultlines/2011/12/20111246513425294.html>

The worst drought in 60 years has thrown some 13 million people across the Horn of Africa into crisis. This Al-Jazeera two-part special examines how US policies intersect with drought and hunger, and how the US is responding to the emergency in the **Horn of Africa**.



Recommended Resource for *Running Dry*:

<http://www.runningdry.org/learn.html>

Online data resources discussing the global water crisis from perspectives around the world. Includes articles, data, and proposed solutions. Also offers a variety of classroom activities to facilitate comprehension of the film.



http://www.runningdry.org/press_files/shapeimage_4.png



Recommended Resource for *Revolution*:

<http://therevolutionmovie.com/wp-content/uploads/2013/11/EducatorsGuide.pdf>

Learning materials, including pre-viewing prompts and post-viewing activities .

DOCUMENTARIES, VIDEO CLIPS, AND FILMS

⇒ SCIENCE, TECHNOLOGY, AND MATH

The Theory of Everything (2hrs 3 mins, 2014)

http://www.focusfeatures.com/the_theory_of_everything

This is the extraordinary story of one of the world's greatest living minds, the renowned astrophysicist Stephen Hawking, who falls deeply in love with fellow Cambridge student Jane Wilde. Once a healthy, active young man, Hawking received an earth-shattering diagnosis at 21 years of age. With Jane fighting tirelessly by his side, Stephen embarks on his most ambitious scientific work, studying the very thing he now has precious little of – time. Together, they defy impossible odds, breaking new ground in medicine and science, and achieving more than they could ever have dreamed.



October Sky (1hr, 48mins, 1999)

<http://www.imdb.com/title/tt0132477/>

The story of a young boy growing up in rural Tennessee during the Cold War era who dreams of a better life than working in the coal industry like his father. Thanks to one of his high school teachers, he's inspired to go on to become an engineer and work with NASA.

Teaching Point: This could be a great way to discuss the history of engineering and how historical events like the Cold War affects STEM. It could also be interesting to hear what inspires students and how families influence students and what they study.



Sputnik Mania (1hr, 27mins, 2007)

<http://www.hulu.com/watch/533222>

Sputnik Mania reveals the dramatic and fast-moving story of what happened to America after the Soviet Union's launch of the world's first artificial satellite. Sputnik placed the U.S. and the USSR on a collision-course missile and space race. Perceived as evidence of an imminent attack by the Soviet Union, Sputnik not only created a deep fear among the American public, but also ushered in an era of remarkable educational, social and scientific developments with profound political and national security implications for the United States and fascinating parallels to the present.

Check out filmmaker David Hoffman explaining how the world's fascination with Sputnik contributed to the space and arms race that, in turn, led to an inspirational movement of math and science education in this **Ted Talk**:

David Hoffman: *Sputnik Mania*

http://www.ted.com/talks/david_hoffman_shares_his_sputnik_mania?language=en



Journey of the Universe: An Epic Story of Cosmic, Earth and Human Transformation (Documentary series, 2011)

<http://www.journeyoftheuniverse.org/>

This multi-award winning documentary series narrates the 14 billion year story of the universe's development, from the great flaring forth at the universe's inception to the emergence of simple molecules and atoms to the evolution of galaxies, stars, solar systems, and planetary life of greater complexity and consciousness. This is a story that inspires wonder as we begin to understand such complexity through science and appreciate such beauty through poetry, art, history, religion, and philosophy. It also awakens us to the dynamic processes of evolution that are chaotic and destructive, as well as creative and life-generating.

Recommended Resource for *Journey of the Universe*:

<http://www.journeyoftheuniverse.org/curriculum/>

Curricular materials, including curricular resources on 'The Beginning of the Universe,' 'Our Solar System,' and 'The Origin of the Human.'



Through the Wormhole (TV series, 2010)

<http://www.sciencechannel.com/tv-shows/through-the-wormhole/>

Hosted by Morgan Freeman, *Through the Wormhole* explores the deepest mysteries of existence - the questions that have puzzled mankind for eternity. What are we made of? What was there before the beginning? Are we really alone? Is there a creator? These questions have been pondered by the most exquisite minds of the human race. Now, science has evolved to the point where hard facts and evidence may be able to provide us with answers instead of philosophical theories. *Through the Wormhole* brings together the brightest minds and best ideas from the very edges of science - Astrophysics, Astrobiology, Quantum Mechanics, String Theory, and more - to reveal the extraordinary truth of our Universe.

Imitation Game (1hr 54mins, 2014)

<http://www.imdb.com/title/tt2084970/>

This much-talked about film takes place during WWII, documenting the true story of a mathematician and his discovery that cracked the German's code to help win the war. Similarly to *October Sky*, it paints an interesting picture of how technology and STEM has changed history.

Teaching Content: This film could be a great way to discuss coding and how it has changed over the years. It also would be a good opportunity to learn about other ways STEM has helped win wars or cause significant historical events.



MAKING MOVIES IN YOUR CLASSROOM

Video in the Classroom

<http://edtechteacher.org/tools/multimedia/video-classroom/>

Video projects teach students to plan, organize, write, communicate, collaborate, and analyze. In fact, video has become so prolific that some colleges even include video submissions as part of their application process. As this media further matures, students may need to be able to express themselves as effectively through moving imagery as with the written word.

Animoto: 6 Videos to Use in Your Classroom

<https://animoto.com/blog/education/education-videos/>

Creating videos are a great way to bring vibrancy into the classroom! For teachers, a video shares content in a powerful and engaging way. For students, a video encourages interaction with academic material by hand-picking images, video, music and text. This resource provides 6 video projects you can quickly and easily integrate into your curriculum.

Kids' Vid

<http://kidsvid.4teachers.org/>

Video Production is more than a new toy for students. It helps students create work in a new and exciting way. Kids' Vid is an instructional website to help teachers and students use video production in class to support project-based learning .

7 Ways Teachers can Create Videos Without Installing and Software

<http://www.educatorstechnology.com/2013/05/7-ways-teachers-can-create-videos.html>

A list of 7 simple technologies your students can use to create and edit digital stories, mini-movies, music videos, and animated films.

Lights, Camera, Engagement! Three Great Tools for Classroom Video

<http://www.edutopia.org/blog/using-video-in-classroom-ron-peck>

Consider using Animoto, Common Craft, or Choose Your Own Adventure and review lessons to go along with each technology.

GoAnimate

<http://goanimate.com/>

It's an animation website (wait, don't panic!) that your students can use to create their own short movies. All you have to do is send students to the website on the library or computer lab computers. Have them set up their own free accounts and explain that there are very limited choices for free accounts when it comes to customization of characters, but they are creative enough to work around that. Once they are signed in, they should create an animation in one of the available "worlds" to perhaps summarize a book or short story, deliver a speech they have written, teach a lesson on a particular topic or introduce themselves or their ideas to the class. It's a great way to present student work without having to force students to the front of the room.

Check out Global Classroom's

Animoto video!

<https://youtu.be/ObqoMCo7IRU>



<http://www.populationeducation.org/sites/default/files/student-filmmaking.jpg>

MAKING MOVIES IN YOUR CLASSROOM



Lesson Plan: Movie Making in the Classroom

<http://www.scholastic.com/teachers/lesson-plan/movie-making-classroom>

In this lesson, students create a cell music video as well as an interview with a cell. This lesson is based on two class projects involving teaching cell structure and functions through technology. This lesson layout can be applied to many other content skills and subject areas taught in the curriculum. It can also become a culminating unit of study project in your classroom. The premise is that learning can be extended and improved through multi-media tools. Through recorded learning, we can now support ongoing review and longer retention through hands-on multi-media approach.



Use this online resource as a visual aid and guide for students:

<http://www.cellsalive.com/>

Making Movie Storyboards

<http://www.thirteen.org/edonline/lessons/storyboarding/b.html#close>

5 lesson plans for teaching students how to create cohesive and compelling films, including helping students to identify and then employ types of visual cues filmmakers use to tell a story, two different types of shots (close-up and wide) and how they're used, and how the order of shots can affect a story's meaning.



Use this online resource to help organize and format your storyboards:

<http://www.thirteen.org/edonline/lessons/storyboarding/orga.html>

A Curriculum for Digital Media Creation: Sixteen Lessons, from Storyboarding to Producing a Documentary

<http://www.apple.com/education/docs/Apple-Moviemakingcurriculum.pdf>

The authors of this curriculum are Apple Distinguished Educators with extensive experience in media production. These are not untested projects—they are lessons that the authors use in their classrooms to prepare students for leadership in the digital media production and broadcasting fields. Each project includes a list of tools, estimated time required, tips, evaluation suggestions, additional resources, and more. The "Real-World Connection" section in each lesson explains how the skills learned in that lesson will be valuable in the students' professional lives.



Resource: Teachers Without Border's Bridges to Understanding

<http://www.teacherswithoutborders.org/training-resources>

Lessons Objectives:

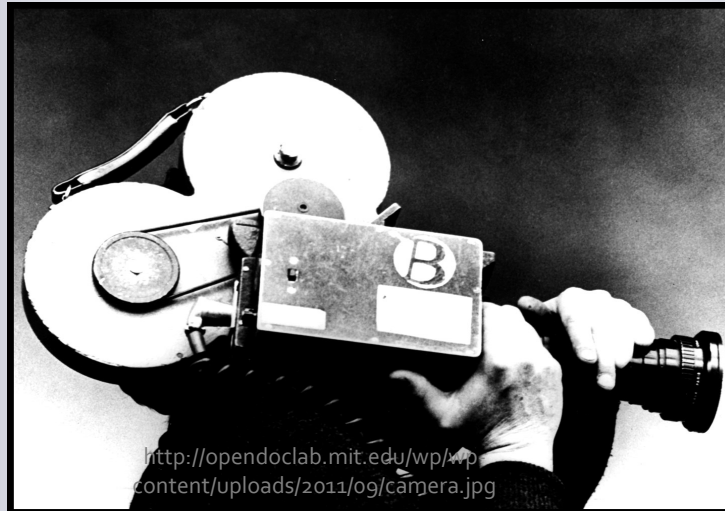
Lesson 6: To prepare students for digital story production by dividing them up in to groups, assigning roles and deciding upon story topics. Establish classroom and project management.

Lesson 7: To help students begin to shape their topics into personal stories.

Lesson 8: To get the students working individually on their role tasks in order to contribute to the group goal of building the story. To set guidelines and teach the rules of copyright and media ethics.

Lesson 9: To help you regroup with your students, assist those responsible for the final assembly of the stories, and to keep the remaining students engaged. This is also a time for reflection and perhaps assessment.

EDUCATIONAL FILM ORGANIZATIONS



Bluescreen

<http://www.globalfilm.org/bluescreen/about.htm>

Bluescreen is an online supplement to The Global Film Initiative's Education Program, which presents free screenings of Global Lens films for students across the United States and Canada. Films presented on Bluescreen are accompanied by innovative educational resources and web-based media, such as film-clips and blog-based discussion, and are part of the Global Lens film series.



The Global Film Initiative

<http://www.globalfilm.org/education.htm>

The Education Program of The Global Film Initiative presents full-length feature films from around the world, in specially-designed programs that encourage students to gain a deeper understanding of different cultural points of view. From the opening scenes of these films, students are transported everywhere from the busy and narrow streets of Kolkata to the magnificent mountainous landscapes of Kurdistan.



PBS Independent Lens

<http://www.pbs.org/independentlens/classroom/lesson-plans/>

Standards-based curricula and film modules accompany Independent Lens films on a broad range of topics: immigration, civil rights, women's rights, religion, the environment, and more.

Teachers Without Borders

<https://vimeo.com/channels/twb>

A collection of Teachers Without Borders' videos about our initiatives, as well as burning issues facing education and international development - with a focus on teachers as catalysts of change. Includes resources for how to teach with film, and how students can create their own digital stories.



The Learning Network: Film in the Classroom

<http://learning.blogs.nytimes.com/teaching-topics/film-in-the-classroom/>

Use this page to quickly find Learning Network lesson plans, Student Opinion questions, crosswords and fill-ins related to film. Includes lesson plans for using film in Language Arts, Social Studies, Science, technology, and the Fine Arts.

TeacherTube

<http://www.teachertube.com/>

An online community for sharing instructional videos. TeacherTube seeks to fill a need for a more educationally focused, safe venue for teachers, schools, and home learners. It is a site to provide anytime, anywhere professional development with teachers teaching teachers. As well, it is a site where teachers can post videos designed for students to view in order to learn a concept or skill.

LOCAL FILM ORGANIZATIONS



http://www.nwfilmforum.org/images/uploaded_images/0001/9736/IMG_4909_feature.jpg

Northwest Film Forum

<http://www.nwfilmforum.org/>

Northwest Film Forum is Seattle's premiere film arts organization, screening over 200 independently made and classic films annually, offering a year-round schedule of filmmaking classes, and supporting filmmakers at all stages of their careers.

- Youth classes (for young people and families)
- Youth summer camps (playful camps for younger kids and immersive programs for older students)
- Every first Monday of the month, NWFF holds open screenings for local filmmakers to show their work
- Every last Monday of the month, they also hold open script reading to get feedback from the audience

Women in Film Seattle

<http://womeninfilmseattle.org/>

Women in Film Seattle is a non-profit organization of professional women in the film, video, new media fields dedicated to helping members through support, education, and professional connection. WIF Seattle promotes, supports, and mentors members by offering a busy calendar of events, programs and classes. An important part of Women in Film Seattle's mission is to provide support and education to their members and to raise the profile in the female film industry. They do this through a variety of special programs; these programs include a professional grant worth upwards of \$10K, scholarships, mentorships which pair working professionals in the industry, and PSA projects for worthy non-profits.



<http://files.ctctcdn.com/415f9ce0101/1b08187f-d10b-41fc-b316-542d468cfb74.jpg>

Reel Grrls

<http://reelgrrls.org/>

Reel Grrls empowers young women from diverse communities to realize their power, talent, and influence through media production. Their mission is to cultivate voice and leadership in girls at a vulnerable age in their development.

When you sign-up for Reel Grrls you will get opportunities to:

- ◆ Meet new friends, and adults that like you for being you! (Inclusive feminist community)
- ◆ Watch videos – and talk about how cool, terrible, or mmeh it was and why you think that (Media Literacy)
- ◆ Take your ideas, and in your voice and creative vision create a story (Storytelling)
- ◆ Make a video that you can upload and share with your friends, family, and the world (Media Making)



<http://reelgrrls.wpengine.com/wp-content/uploads/2015/03/RGHomePhoto1.jpg>



SIFF

<http://www.siff.net/education>

SIFF has been bringing great film experiences to the Northwest for over 40 years! Their mission: to create experiences that bring people together to discover extraordinary films from around the world. It is through the art of cinema that we foster a community that is more informed, aware, and alive. SIFF's year-round programming has three core programs focusing on Education, SIFF Cinema, and Seattle International Film Festival.

Girls Education through the Lens of Documentary Film
by Ryan Hauck, teacher at Glacier Peak High School, Snohomish WA
October 2015

GRADE LEVEL

9-12

KEY QUESTIONS

What are the factors that contribute to gender disparity in education across the world?

What impact does the lack of gender equity in education have on girls, families, communities, and countries as a whole?

What can citizens, communities, nations, and international organizations do to alleviate gender inequality in education and provide education for all?

CURRICULUM CONNECTIONS

Human Rights

Social Justice

Documentary Film/Media Studies

BACKGROUND

Girls' education has become a critical issue in many countries around the world. Despite the 1948 Universal Declaration of Human Rights that established education as a fundamental human right for all children, girls are still facing a myriad of challenges in obtaining a basic education. In 2000, the Millennium Development goals initiated by the United Nations set goals of achieving universal primary education and eliminating gender disparity at all levels by 2015. Even though progress has been made in meeting these goals, girls' enrollment in secondary schools in poverty-stricken countries is very low when compared to high-income countries. The gaps or inequality can be particularly apparent between girls who seek an education in rural areas in comparison to their urban counterparts. There are approximately 75 countries that have failed to eliminate gender disparity in secondary education. What are the factors that contribute to these high numbers and what impact does this have on the quality of life of girls and women living in these countries? In order for students to understand the complexities and consequences of this issue, a thorough and critical examination must be explored.

There are a number of documentary films that have been created recently to bring needed attention to girls' education from a global perspective. Most notably, "Girl Rising" and "He Named Me Malala," have captured the minds and hearts of citizens around the world. Through the authentic voices of girls who have sought their basic right to an education, these films bring their experiences, hopes and dreams, and challenges to millions of viewers. Using documentary film is an engaging learning tool for getting students to thinking critically about this issue. By providing personal stories through these compelling voices, these documentaries will help students explore this contemporary topic and spark student thinking around possible solutions. In addition, this lesson will provide interdisciplinary activities and assessments, both formative and summative, from which students can develop a deeper understanding of girls' education globally and become inspired to take action.

COMMON CORE CONNECTIONS

CCSS.ELA-Literacy.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas

CCSS.ELA-Literacy.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively

CCSS.ELA-Literacy.RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

GLOBAL COMPETENCIES

Investigate the World

Recognize Diverse Perspectives

Communicate Ideas

Take Action

21st Century Skills

KEY TERMS

Gender disparity or gender gap (in education): The differences between girls and boys in terms of school enrollment (may also include other measurements such as literacy rates).

UN Millennium Development Goals: 8 goals intended to reduce poverty, improve education and health care, lower child mortality, etc.

UN Sustainable Development Goals: 17 goals relating to international development that were finalized by member states during the Rio +20 Summit and build on the Millennium Development Goals.

1948 Universal Declaration of Human Rights: A charter adopted by the United Nations that expresses 30 articles pertaining to global rights that all humans are entitled to.

Convention on the Rights of the Child: The most rapidly and widely ratified international human rights treaty in history. The Convention changed the way children are viewed and treated – i.e. as human beings with a distinct set of rights instead of as passive objects of care and charity.

Social Justice: Justice in terms of the distribution of wealth, opportunities, and privileges within a society.

Education for All: A global movement led by UNESCO that aims to meet the learning needs of all children, youth, and adults.

RESOURCES

1948 Universal Declaration of Human Rights

<http://www.un.org/en/documents/udhr/>

UN Millennium Development Goals (See goals 2 and 3)

<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/education-and-the-mdgs/eight-reasons-to-achieve-the-mdgs/>

<http://www.right-to-education.org/issue-page/marginalised-groups/girls-women>

http://www.right-to-education.org/sites/right-to-education.org/files/resource-attachments/CRC_1989.pdf (Article 28 & 29)

Sustainable Development Goals (see goals 4, 5, and 10)

<https://sustainabledevelopment.un.org/topics>

Girls Rising Documentary (2012)

<http://girlrising.com/see-the-film/index.html#about-the-film>

He Named Me Malala Documentary (2015)

<http://www.worldbank.org/en/topic/education/brief/girls-education>

PRE-LEARNING ACTIVITY

Materials

Notebook

Quote - see below

Statistics from UNESCO – see below

Procedure

Writing Prompt: Ask students to respond to the following questions: What basic human rights should be provided for all people around the world? Do you think a right to an education should be included in this list? Why or why not? Give students an opportunity to write their responses on a piece of paper or in their notebook. When finished, please have them share with a partner (Think, Pair, Share strategy). As a large group, discuss student responses and write their ideas on the board.

Quote: Share this quote from Malala Yousafzai and lead a discussion about the issue of gender disparity in education in some countries around the world.

“In some parts of the world, students are going to school every day. It’s their normal life. But in other parts of the world, we are starving for education...It’s like a precious gift. It’s like a diamond.”

Share the following statistics from UNESCO with students and have a discussion about their possible consequences on girls and potential impact on society:

Source: <http://en.unesco.org/gem-report/sites/gem-report/files/girls-factsheet-en.pdf>

PRIMARY SCHOOL:

- There are still 31 million girls of primary school age out of school. 17 million of these are expected never to enter school. There are 4 million fewer boys than girls out of school.
- Three countries have over a million girls not in school: In Nigeria there are almost five and a half million; Pakistan, over three million; and in Ethiopia, over one million girls out of school.

LOWER SECONDARY SCHOOL:

- There are also 34 million female adolescents out of school, missing out on the chance to learn vital skills for work.

SKILLS:

- Slow education progress for children today will have lifelong effects: Almost a quarter of young women aged 15-24 today (116 million) in developing countries have never completed primary school and therefore lack skills for work. Young women make up 58% of those not completing primary school.

LITERACY:

- Two-thirds of the 774 million illiterate people in the world are female.

ACTIVITY

Materials

Video Clips: https://www.youtube.com/watch?v=M3oSC0qj_2c; <https://www.youtube.com/watch?v=06GAEB0U3cs>
- very short clips from “Her Story: Women and Education in Ghana” by Sally Nuamah

1948 Universal Declaration of Human Rights

Millennium Develop Goals - <http://www.un.org/millenniumgoals/>

Article: <http://beijing20.unwomen.org/en/news-and-events/stories/2015/5/woa-afghanistan-habiba-sarabi>
(Optional Reading)

Girl Rising Documentary (2012)

Procedure

1. **Video Clip:** Show the short documentary film clips by Sally Nuamah. Ask students to think about what they have discussed in the pre-learning activity and consider the following: Why has Sally Nuamah chosen to highlight the challenges of girls’ education in Ghana? What challenges do you think she might have faced as a researcher or documentarian? What do you think we can learn from these Ghanaian students? (for more information and insights, see Nuamah’s Ted Talkx – University of Illinois – Chicago <https://www.youtube.com/watch?v=2cgUvqc-GKc>)
2. **Small Group Activity:** Break students into groups of three and provided them with a copy of the Universal Declaration of Human Rights (<http://www.un.org/en/documents/udhr/index.shtml#a28>) and the Conventions on the Rights of the Child (http://www.right-to-education.org/sites/right-to-education.org/files/resource-attachments/CRC_1989.pdf). Have students identify (highlighting key phrases) the articles that address the topic of education. Next, have students examine the information provided on page 2 of the UNESCO briefing on girls’ education. Have students discuss this information and based on all three of the UN documents, each student will write a paragraph of 7 sentences synthesizing what they have learned. In addition, have students come up with two questions they have for future research or discussion.
3. **Documentary Film:** *Girl Rising* – Introduce the film *Girl Rising*. You may choose to show the entire film (It is approximately 102 minutes in length) or focus on certain students shown in the film. There are 9 students featured in the documentary: Sokha (Cambodia), Wadley (Haiti), Suma (Nepal), Yasmin (Egypt), Azmera (Ethiopia), Ruksana (India), Senna (Peru), Mariama (Sierra Leone), and Amina (Afghanistan). During the film, have students write down the personal qualities each student in the film possesses and identify the different challenges they face in acquiring education. Additional discussion questions to consider: What are the similarities and differences between each story in the film? What factors contribute to the challenges facing each of the girls (economic, political, social, and cultural)? What can be done to bring about change and eliminate the barriers to education faced by each of the girls? What is the role of a documentary filmmaker?
4. **Show the Film:** You may wish to stop the film periodically for discussion and to check for understanding.

5. **Post Film Discussion:** Lead students in a discussion of the film (see #3 for key ideas and questions). You may want students to get into groups of 3 or 4 and share their ideas/conclusions from the film. Each student could take a piece of butcher paper and write down their conclusions in one corner of the paper. In the middle of the paper, have students write down the similarities that appeared in all of their responses. Share as a large group.

Additional Handout for discussion: page 3 and 4 (Education Transforms) of UNESCO Monitoring Report: <http://en.unesco.org/gem-report/sites/gem-report/files/girls-factsheet-en.pdf>

6. **Summative Assessment Activities: Choose from these possible assessments:**

- Working in groups, students could research girls' education in one of the countries documented in the film (or an additional country). Upon completion of their research, students could produce a "documentary short film." This could include an overview of the new information they acquired from their research and advocate for specific ways to address this important global issue.
- As an employee of UNESCO in charge of implementing "Education for All," write a policy briefing of the successes of the initiative thus far and what needs to be done (and how) in the next 10 years.
- After researching girls' education in a specific context, write and illustrate a children's book that expresses the experiences of a female student and the importance of girls' education in the first person.

EXTENSIONS

Option 1:

Show the film ***He Named Me Malala*** and discuss how Malala became a champion for girls' education around the world. Explore the challenges Malala faced and how her personal determination has led her across the globe to support the empowerment of women and girls' education. You may wish to have students read her book, *I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban*. Have students identify a cause they would stand up for and write a 1-2 page essay explaining why it is important and how they would address the issue.

Option 2:

Nigeria: This West African country has the greatest percentage of the world's children who are currently out of school – 8.7 million do not attend primary school and the number is higher when secondary education is included. It is especially high in the northern part of the country, where 90% of the out of school children are located – Source: UNESCO Institute for Statistics Database: <http://www.uis.unesco.org/Education/Documents/fs-31-out-of-school-children-en.pfd>

Explore the challenges facing girls' education in Nigeria by examining what happened to the students in Chibok. These are the girls who were kidnapped by Boko Haram. What is the Nigerian government, other nations, or other international organizations doing to help the girls and families victimized in this situation? What similarities and/or differences exist when compared to other contexts where female students have been targeted?

Have students compose a lyrical song that characterizes the challenges and importance of girls' education in Nigeria and other countries around the world. The lyrics should reflect key learnings and inspire others to get behind the cause of achieving Education for All. Choose a song title and create an illustrated cover for your CD "single."

Option 3:

STEM Connection: Have students research economic data that would support an emphasis on girls' education. Select a series of 7 to 10 countries and have students prepare a chart (after completing research) comparing and contrasting economic features (GDP, urban v. rural, etc., for example) with education for girls/women (literacy rates). This article is a good starting point for an overview: <http://www.bloomberg.com/bw/articles/2013-03-07/the-economic-benefits-of-educating-women>

How does girls' education promote growth and development? Take a look at the reasons linking education with economic growth and development:

<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/education-and-the-mdgs/eight-reasons-to-achieve-the-mdgs/>

Compare and contrast girls' education funding and other worldwide statistics showing inequality:

<http://en.unesco.org/gem-report/statistics>

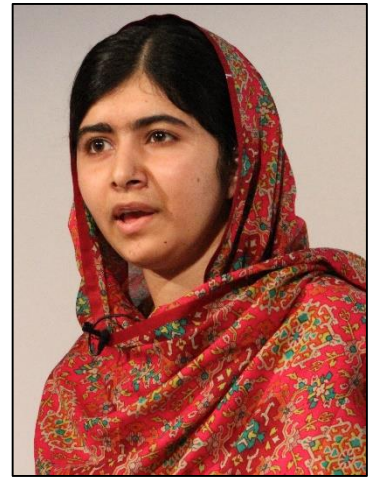
<http://en.unesco.org/gem-report/visuals>

After students have completed their research, write an article for *TIME* Magazine that discusses the economic impact of gender disparity in education. In addition, have students articulate how this economic data affects individuals and society in other ways. Students can include relevant pictures and charts/graphs in their magazine article.

HE NAMED ME MALALA

<http://www.henamedmemalalamovie.com/about>

He named Me Malala is an intimate portrait of Nobel Peace Prize Laureate Malala Yousafzai who was targeted by the Taliban and severely wounded by a gunshot when returning home on her school bus in Pakistan's Swat Valley. The then 15-year-old was singled out, along with her father, for advocating for girls' education, and the attack on her sparked an outcry from supporters around the world. She miraculously survived and is now a leading campaigner for girls' education globally as co-founder of the Malala Fund. The film gives us an inside glimpse into this extraordinary girl's life – from her close relationship with her father who inspired her love for education, to her impassioned speeches at the UN, to everyday life with her parents and brothers.



https://en.wikipedia.org/wiki/Malala_Yousafzai



https://commons.wikimedia.org/wiki/File:Prime_Minister_Narendra_Modi_meets_representative_s_of_the_%22Girl_Rising%22_campaign.jpg

GIRL RISING

<http://girlrising.com/see-the-film/index.html#about-the-film>

From Academy Award-nominated director Richard E. Robbins, *Girl Rising* journeys around the globe to witness the strength of the human spirit and the power of education to change the world. Viewers get to know nine unforgettable girls living in the developing world: ordinary girls who confront tremendous challenges and overcome nearly impossible odds to pursue their dreams. Prize-winning authors put the girls' remarkable stories into words, and renowned actors give them voice.