



# From Fact to Fiction

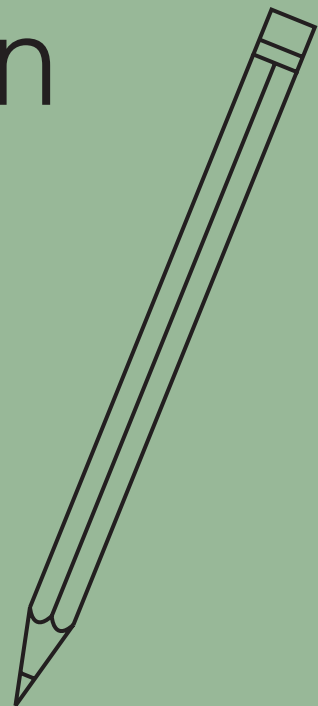
## STUDY GUIDE

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All SFFILM Education materials are developed in alignment with California educational standards for media literacy. SFFILM Education welcomes feedback and questions on all printed study materials.

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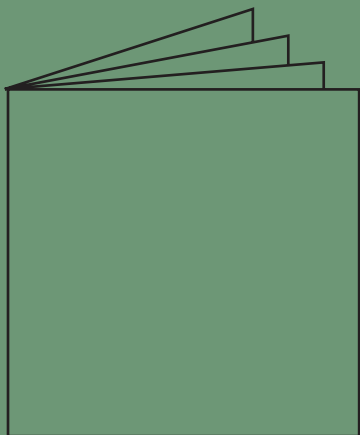






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## About the Films

This striking collection of shorts explores the imaginative and thought-provoking range that film as a medium can showcase. Topics traverse immigration and family secrets, the freedom to choose one's path in teenagehood, and an athlete's Olympic dreams. This selection by brilliant filmmakers telling stories from around the world features narrative, documentary, and animated films utilizing craftful scripts, stunning cinematography, and collaged animation to create a delightful assortment of some of the best that the SFFILM Festival has to offer.

## Teaching the Films

This shorts program shows an eclectic range of stories that include discussing family values and dynamic challenges, advocating for autonomy, and creating unique ideas. From paper to screen, these fictional and nonfictional stories capture innovative filmmaking techniques that are inspiring to see. A screening of this film complements a curriculum in English Language Arts, Social Studies, and Art/Media.

## Subject Areas

- African American Studies
- Art/Media
- Asian Studies
- Coming of Age
- Health
- Immigration
- Middle Eastern Studies
- Muslim Studies
- Peer/Youth Issues
- Religion
- Women and Gender Studies

**Recommended for Grades 6–12**

# FROM FACT TO FICTION

Total Running Time: 70 min

This striking collection of shorts explores the imaginative and thought-provoking range that film as a medium can showcase. Topics traverse immigration and family secrets, the freedom to choose one's path in teenagehood, and an athlete's Olympic dreams. This selection by brilliant filmmakers telling stories from around the world features narrative, documentary, and animated films utilizing craftful scripts, stunning cinematography, and collaged animation to create a delightful assortment of some of the best that the SFFILM Festival has to offer.

*\*Titles are listed alphabetically rather than in order of play.*

## Boat People

(Directed by Thao Lam, Kjell Boersma, Canada, 10 min)

A second-generation daughter conceptualizes her parents' journey from Vietnam through the movement of ants.

## Choices

(Directed by Kameishia Wooten, USA, 12 min)

Under the bleachers of a Los Angeles high school, three friends reflect on their decisions surrounding pregnancy and motherhood, and the freedom to choose their path.

## Don't Look Down

(Directed by Ilanna Barkusky, USA, 8 min)

A serious brain injury dashed Kiana Davis's dream of competing in the Olympics. Who is an athlete when they can no longer perform? Confronted with that question, Davis finds a new dream and sense of purpose.

## Muna

(Directed by Warda Mohamed, UK, 19 min)

*In English and Somali with English Subtitles*

Teenage Muna balances the fear of missing out on adventures with friends with learning how to care for her family as they grieve a lost loved one long-distance.

## Rizoo

(Directed by Azadeh Navai, Iran/USA, 16 min)

*In Farsi with English Subtitles*

New to Tehran, Rizoo feels out of place but as she adjusts to life in a new country, she finds comfort in different moments around town.

## Where Do Ideas Come From?

(Directed by Joysi Olijhoek, Netherlands, 5 min)

Let your ideas run wild as this exploration of found footage and spoken word helps us to make creative connections and playful discoveries.



**Suggested Subjects:** African American Studies, Art/Media, Asian Studies, Coming of Age, Health, Immigration, Middle Eastern Studies, Muslim Studies, Peer/Youth Issues, Religion, Women and Gender Studies

**Recommended Grades:** 6–12

**Program Note:** This program contains brief adult themes.



# Pre-Viewing Topics

**The following themes discussed in these films include:**

- Life and death
- Autonomy of choice
- Forced Migration / Family Displacement
- Sports and Health
- Cultural Heritage

Have your students brainstorm some of these themes so they can draw from their own past experiences and lessons learned as they watch these films.





# Discussion Questions

## **Boat People**

Directed by Thao Lam, Kjell Boersma, Canada, 10 min

1. How does using ants as a metaphor for the Vietnamese diaspora help the story make an impact? Why do you think the director made this decision?
2. What role does animation play in telling this story? Would the impact be different if real ants were used?
3. Has there been displacement or forced migration in your family or community? What emotions come up for you in retelling that story? Which animal would you use as a metaphor to tell your story?

## **Choices**

Directed by Kameishia Wooten, USA, 12 min

1. What role does autonomy play in this story? How is each character practicing autonomy?
2. What happens if choices are taken away from us? Is it possible to have free will if the government is restricting our choices?
3. Who do you think should determine the future of abortion access?

## **Don't Look Down**

Directed by Ilanna Barkusky, USA, 8 min

1. How do you think the field of sports can be more supportive to disabled athletes?
2. Do you think it is easier to overlook the severity of sports injuries because athletes are expected to be tough? Why or why not?
3. What role does community support play in helping people heal from major injuries?

## **Muna**

Directed by Warda Mohamed, UK, 19 min

1. How does grief affect Muna and her mother differently?
2. Do you think Muna and her grandfather would have connected over their love of music? Why or why not?
3. What trip do you think Muna was trying to go on?

## **Rizoo**

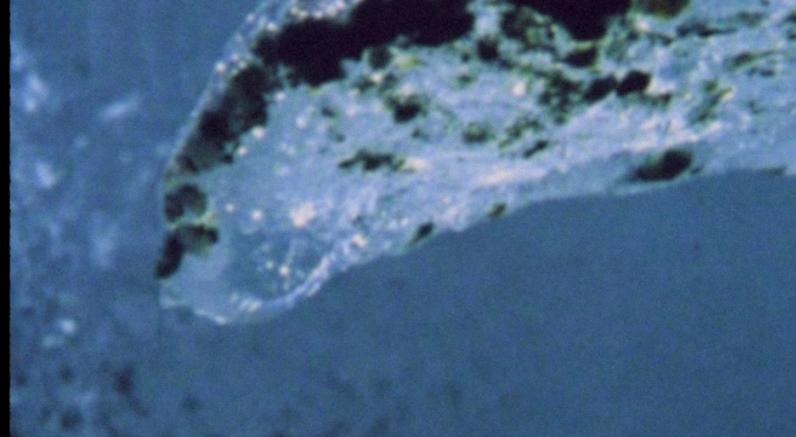
Directed by Azadeh Navai, Iran/USA, 16 min

1. How does girlhood in Iran look different or similar to girlhood in America?
2. How is humor used as a tool in this film?
3. What was the juxtaposition between Rizoo and all the older women in the film? i.e. her teacher, mother, grandmother and the woman in the cafe.

## **Where Do Ideas Come From?**

Directed by Joysi Olijhoek, Netherlands, 5 min

1. Think of the last idea you had, what was it and where do you think you got the inspiration for it?
2. What stood out to you about the way the found footage was paired together? What was your favorite pairing and why?



# Activities

## 1. Found Footage

Taking inspiration from the film **Where Do Ideas Come From?** make a short found footage film using your family's old iPhone or video camera footage. How does the act of combining separate memories together create a new memory?

## 2. Migration Activity

As the film **Boat People** uses ants to tell a story of migration, pick an animal to describe your family's migration journey. Draw out or animate their journey using that animal's habits as a guide.

## 3. Essay Prompt

Write your own response to the prompt given to Rizoo in the film (What Did You Do Last Summer?). Think of what you feel is important to share with the class.

## 4. Connecting Ideas

Have students get in groups of 5. Each student in the group will take a few minutes to think of a specific topic (for example: climate change, music, women's rights). Then together as a group try to combine and connect the ideas in a unique way. Try to find the similarities and connections amongst different topics to combine them into a singular idea. Try drawing it out or even using a mind map to find the connections!





# Beyond the Classroom

1. Boat People
  - a. Continue learning about the interesting and unique habits of ants.  
<https://www.natgeokids.com/uk/discover/animals/insects/ant-facts/>
2. Choices
  - a. Get the facts on Roe v. Wade and learn more about how you can take action.  
<https://www.plannedparenthoodaction.org/issues/abortion/roe-v-wade>
3. Don't Look Down
  - a. The Olympics and Paralympics are in Paris this year! Learn about the history of the Paralympics here.  
<https://www.paris2024.org/en/the-history-of-the-paralympic-games/>
4. Muna
  - a. Muna dreams of playing the Oud, learn about more modern women that play this traditional instrument.  
<https://sheshreds.com/in-the-hands-of-women/?unapproved=503338&moderation-hash=8e0fb410a3feb0d2bac6f9a-9f4473aff#comment-503338>
  - b. An Introduction to the Oud.  
<https://flypaper.soundfly.com/play/journey-east-introduction-to-the-oud/>
5. Rizoo
  - a. This film is dedicated to Mahsa Amini, whose death sparked the Women's Revolution in Islam. Learn more about the Women's Movement in Iran here.  
<https://www.rebelgirls.com/blog/understanding-iran-for-parents>
6. Where Do Ideas Come From?
  - a. This film uses spoken word poetry, which is defined here.  
<https://www.poetryfoundation.org/learn/glossary-terms/spoken-word>



# Media Literacy Resources: Screening with Meaning

We live in a world where technology mediates a large portion of human interaction and the exchange of information. Every projected image, every word published on a page or a website, and every sound from a speaker reaches its audience through the language of the medium. The ability to parse the vast array of media messages is an essential skill for young people, particularly in a mainstream commercial culture that targets youth as a vulnerable, impressionable segment of the American marketplace. Many students already have a keen understanding of the languages different media use and the techniques they employ to inspire particular emotions or reactions, but they often lack the skill or awareness to fully deconstruct the messages they continuously receive. Analysis of a media message, or any piece of mass media content, can best be accomplished by first identifying its principal characteristics:

1. **Medium:** the physical means by which it is contained and/or delivered
2. **Author:** the person(s) responsible for its creation and dissemination
3. **Content:** the information, emotions, values or ideas it conveys
4. **Audience:** the target audience to whom it is delivered
5. **Purpose:** the objectives of its authors and the effects of its dissemination.

Students who can readily identify these five core characteristics will be equipped to understand the incentives at work behind media messages, as well as their potential consequences. Media literacy education empowers students to become responsible consumers, active citizens and critical thinkers.

## MEDIA LITERACY STANDARDS

### MEDIUM

#### All Media Is Constructed.

- What is the message, how is it delivered and in what format?
- What technologies are used to present the message?
- What visual and auditory elements comprise the media content?
- What expectations do you bring to the content, given its medium and format?

### AUTHOR

#### All Media Is Constructed by Someone.

- Who is delivering the message?
- Who originally constructed the message?
- What expectations do you have of the content, given its author(s)?

### CONTENT

#### Media Is A Language For Information.

- What is the subject of the media message?
- What information, values, emotions or ideas are conveyed by the media content?
- What tools does the author employ to engage the viewer and evoke a response?
- To what extent did the content meet your expectations, given the format/author?

### AUDIENCE

#### All Media Messages Reach an Audience.

- Who receives the message?
- For whom is the message intended?
- What is the public reaction to the media content and/or its message?
- What is your reaction to the media content and/or its message?
- How might others perceive this message differently? Why?

### PURPOSE

#### All Media Messages Are Constructed for a Reason.

- Why was the message constructed?
- Who benefits from dissemination of the message? How?
- To what extent does the message achieve its purpose?
- What effect does the message have on the audience it reaches, if any?





# Common Core Standards

CCSS.ELA-LITERACY.SL.6-12.1 Cite specific textual evidence to support analysis of primary and secondary sources (connecting insights gained from specific details to an understanding of the text as a whole, 11-12th)

CCSS.ELA-LITERACY.SL.6-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text (and makes clear the relationships among the key details and ideas, 11-12th).

CCSS.ELA-LITERACY.W.6.1-8C Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.SL.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

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.RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

CCSS.ELA-LITERACY.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-LITERACY.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.