

INTO FILM

Film literacy activities

Our resources are designed to be used with selected film titles, which are available free to download at www.intofilm.org

See, think, make.
Imagine

intofilm.org



Introduction

This literacy pack provides a range of worksheets for analysing the storyline and characters within any film. There are also worksheets to help young people to develop their personal analysis and interpretation of the film in addition to a section on filmmaking tasks. The final section contains worksheets to promote extended writing to develop the learning from any film.

How to use this resource

This pack can simplify the preparation for an Into Film club leader as the worksheets can be photocopied in advance of a film club session with members. We would recommend using the 3Cs and 3Ss Literacy Tool to develop an understanding of the different elements of film. They are available to download for free at <https://www.intofilm.org/resources/127>

Selecting films for your club

You can use the curated film lists available on the Into Film website that provide a programme of films of different mediums, styles, decades and countries to challenge your film club members: <https://www.intofilm.org/films/filmlist/all>

We would suggest watching the films prior to screening them with your group to make sure they are suitable. Information is provided within the Guidance section for each film in this resource to prepare you, and support can also be found on the British Board Film Classification website (www.bbfc.co.uk).

Safeguarding

Information on each film's age certification is detailed on our website and in our resources. You should watch the films and the relevant clips prior to delivering the activities in class, to ensure content is appropriate for your students. We also recommend you view content on external links in advance of sharing these with students as we are unable to accept responsibility for the content which may change, move or become unavailable without our knowledge.

Review

Get young peoples' voices heard by starting an Into Film Club and writing reviews at www.intofilm.org. Into Film's Creating Effective Film Reviews resource provides guidance for young people on how to produce a film review: <https://www.intofilm.org/resources/108>

To support young people who cannot access written reviewing facilities, the **Symbol Reviewing resource** features 70 picture exchange communication symbols that can be used for review writing and film discussion. www.intofilm.org/resources/225

About Into Film

Supported by the BFI and the film industry, Into Film is one of the world's most extensive and fastest growing film education programmes for 5- to 19-year-olds. It reaches over a million young people each year through its UK-network of film clubs, providing vibrant learning resources, training opportunities and online content. Using film as a powerful tool for learning, the organisation offers support and CPD training to schools, colleges and youth groups, helping to raise attainment and encourage deep and active learning. The organisation also hosts the UK's biggest annual free film festival. Visit www.intofilm.org for more information.

Character

The worksheets in this section will help young people to analyse and consider the character in any film.

- **Where I live** will help members to think about how a character's environment affects the way that they act.
- **Circles of influence** guides young people to consider how they interact with other characters in the film.
- The **Role on the Wall** worksheet will help them to consider the internal and external factors that affects a character's actions and emotions.
- The **Axis of Emotion** builds on the **Role on the Wall** activity by asking members to consider how that character's emotions changes during the course of the film and the reasons for this change.
- The **Speech and thought bubbles** can be used as an extension to the **Role on the Wall** activity to create tableaux showing the external and external views of characters.
- Both the **Consequence wheel** and the **Character crossroads** sheet can be used to debate what actually happened in the film and what could have happened if characters had taken a different turn in the film.
- In **Show, don't tell** young people will consider how the actions of a character on screen can reveal what they are thinking internally.

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Character crossroads	11
Show, don't tell	12
Character show and tell	13

Story

The worksheets in this section will help members to understand how the story was structured in the film and how to create their own story.

- The **Storyboard template** can be used to recall the events in the film in the correct order. This could be differentiated by providing stills from the film for members in need of more support or by asking students to recall the events from a minor character's perspective for added challenge.
- The **Story mountain** can be used to plot events in the film according to the conventional story structure.
- **Planning your story: Story mountain** can be used to help members to plan their own film or a piece of extended writing based on the themes or characters from the film watched during a club session such as the sequel to the original film.

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Personal interpretation

The worksheets in this section help young people to structure their personal response to the film.

- The **Film viewing mind map** can be filled in by children as they watch the film so that they can refer to it in group discussions and before writing their film reviews.
- The **Film poster template** gives members the opportunity to create their own film poster based on their views and personal response to the film.

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Film poster template	18

Filmmaking

These worksheets will help young people to plan their own narrative films and to develop their use of filmmaking terminology.

- The **Storyboard template** can be used by members to plan their own film.
- The **Film pitch template** can help them to consider how to sell their film idea to others.
- The **Poetry shot list** will help students to breakdown any poem into a set of shots using the **Camera shots worksheet** for reference which can then be developed into a filmed piece.
- The **Key shots worksheet** will help students to explore music, dialogue and images that might accompany each shot in their films.

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Extended writing

The worksheets in this section are designed to be used for extended writing tasks using the film screened as a stimulus.

- Members can use the **Newspaper article template** to write an article based on the events in the film using the 5Ws of article writing.
- If you would like students to create a leaflet advertising a product or location based on or inspired by the film the **Leaflet template** can help them to create the piece.
- The **Scriptwriting template** is an exemplar of how to structure a film script which children can refer to when producing their own film script.

Worksheet title	Page
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Leaflet template	25-26
Scriptwriting template	27



Where I live worksheet

Fill out this sheet in role as a character from the film that you have just watched.

...explore this

...film/photograph this

...see this

...swim here

...eat/drink this

...watch this

...play this

...visit here

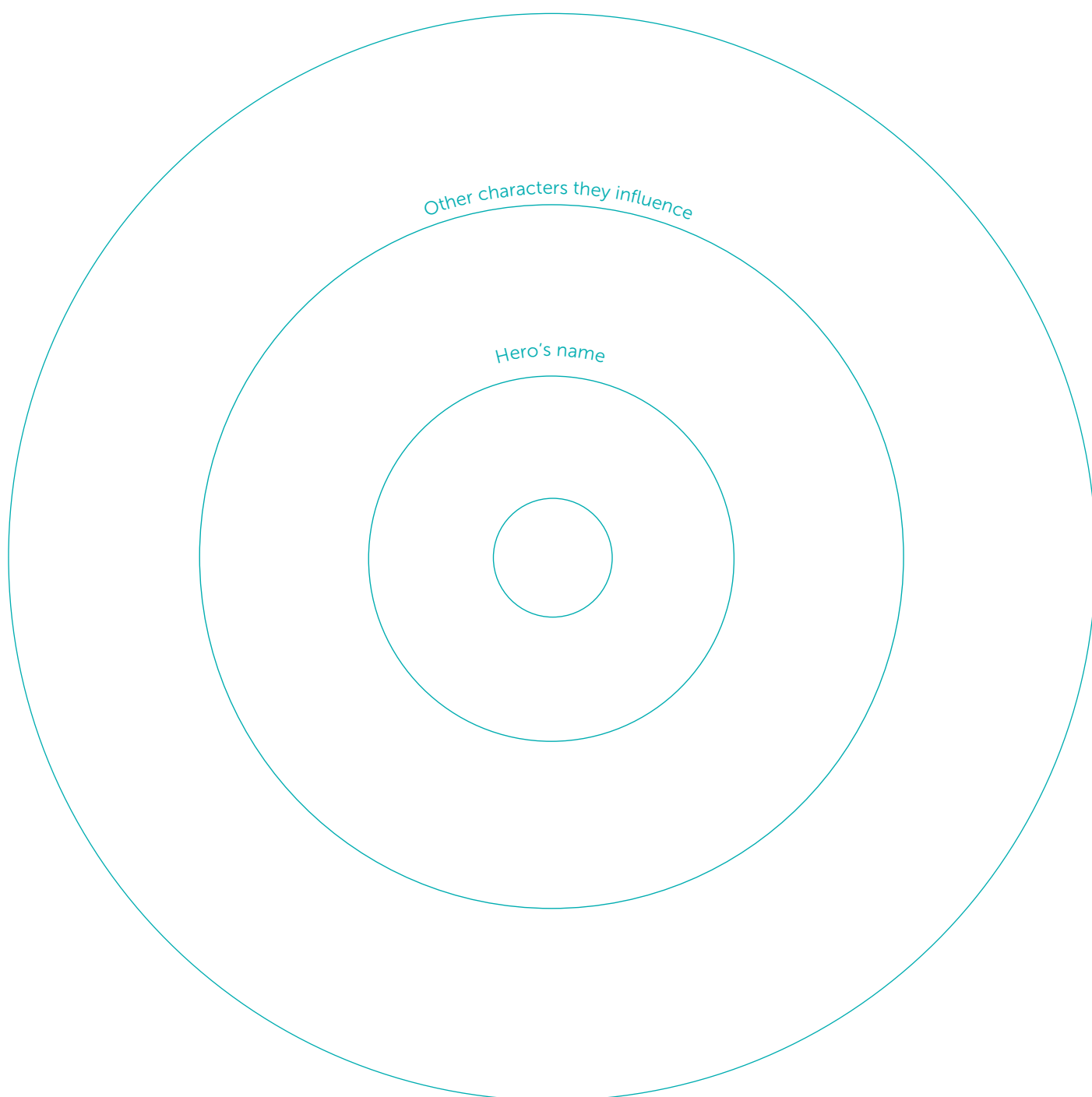
If my friend or relative were to visit my area for the first time, I would recommend that they should...



Circles of influence worksheet

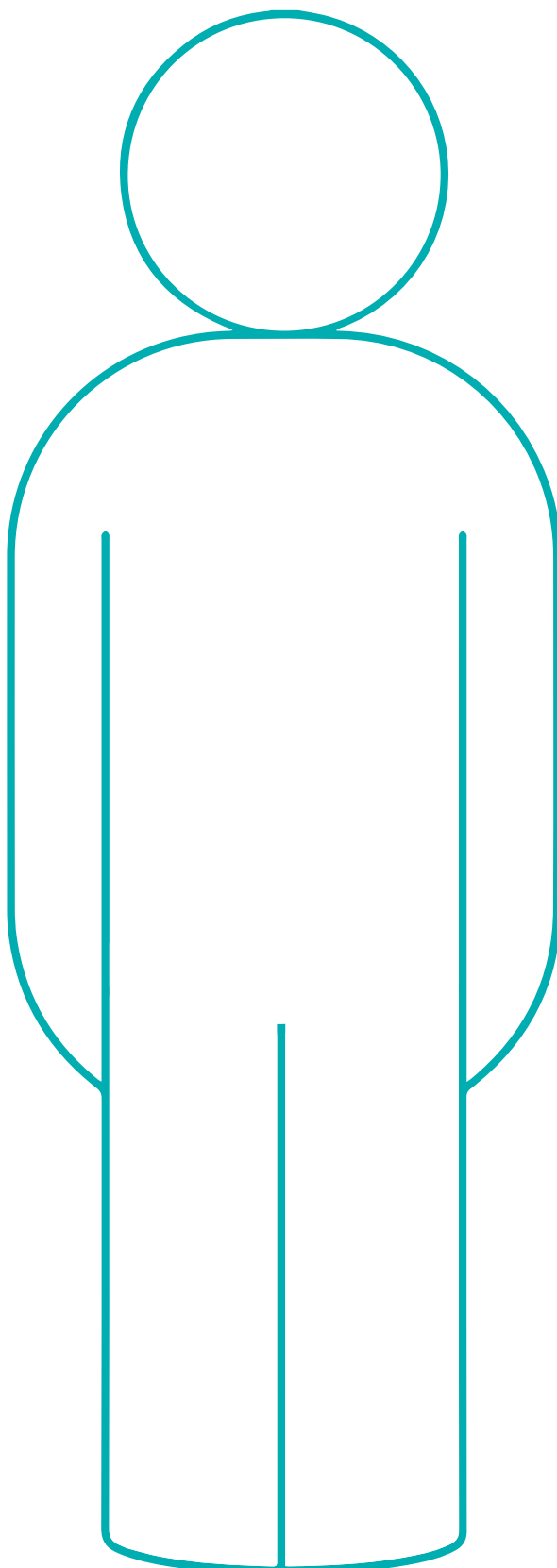
In the film, in what ways did the actions of the hero impact on society and individuals?

- Put the name of the hero in the middle
- Write the names of the character(s) they have most influence on in the nearest circle, and place other characters further out or closer in depending on how close or distant they are to the hero



Role on the Wall template

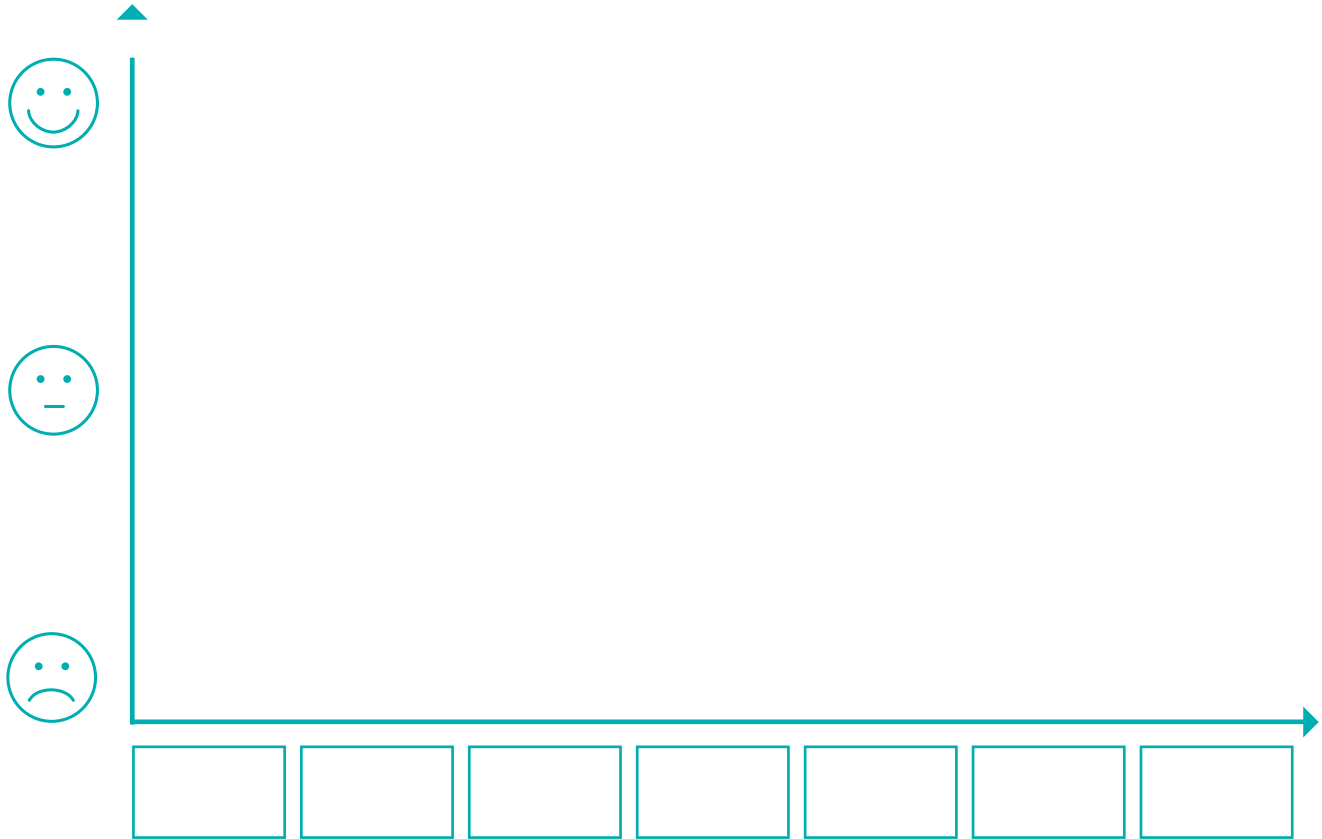
Annotate with what the character is thinking in the head, how he/she feels in the body and what others think around the outside.





Axis of Emotion template

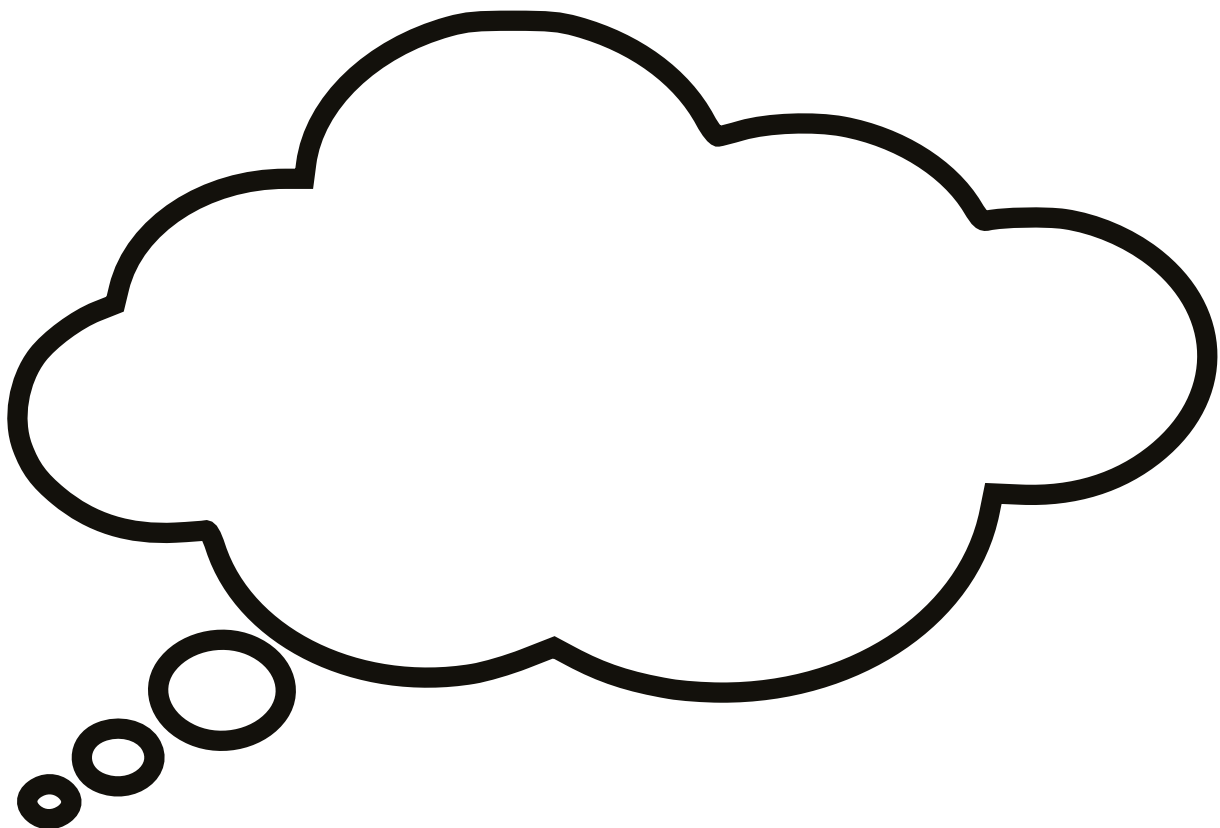
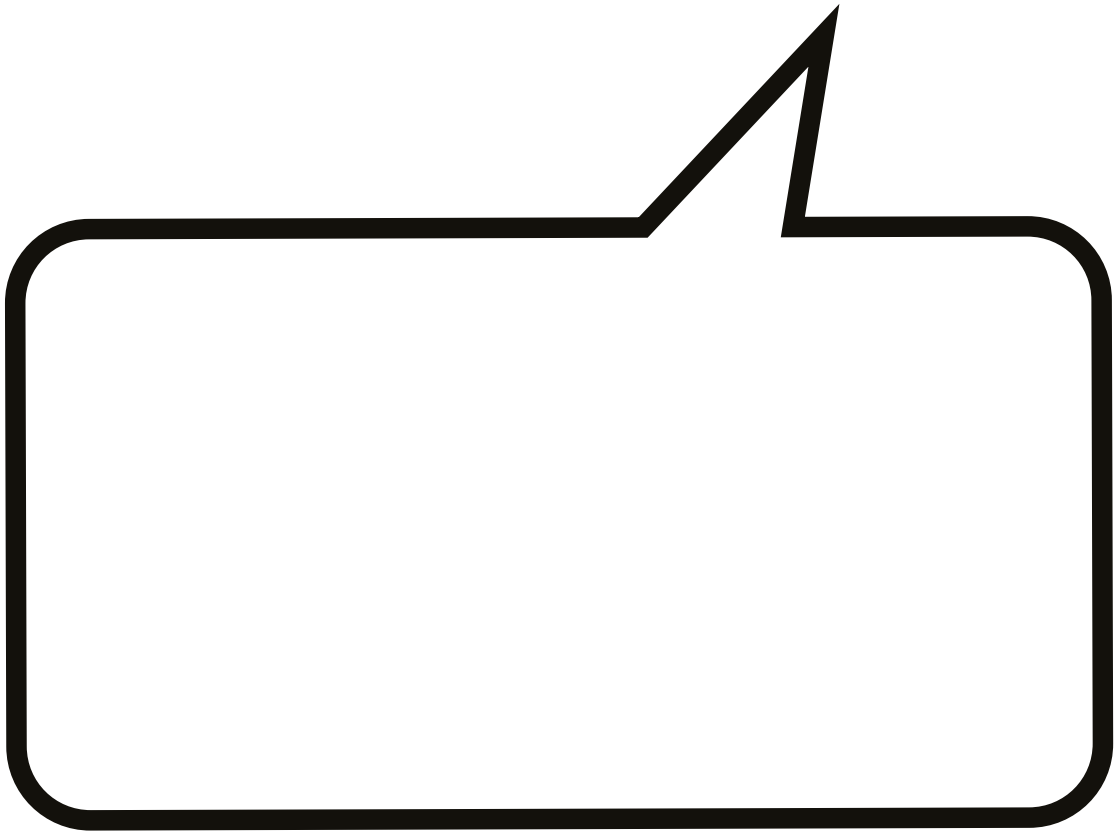
1. Write the seven key points of action from the film in the boxes below the graph.
2. Plot a character's emotion at different points during the film.



Plot
Emotions
here

Plot significant
scenes here

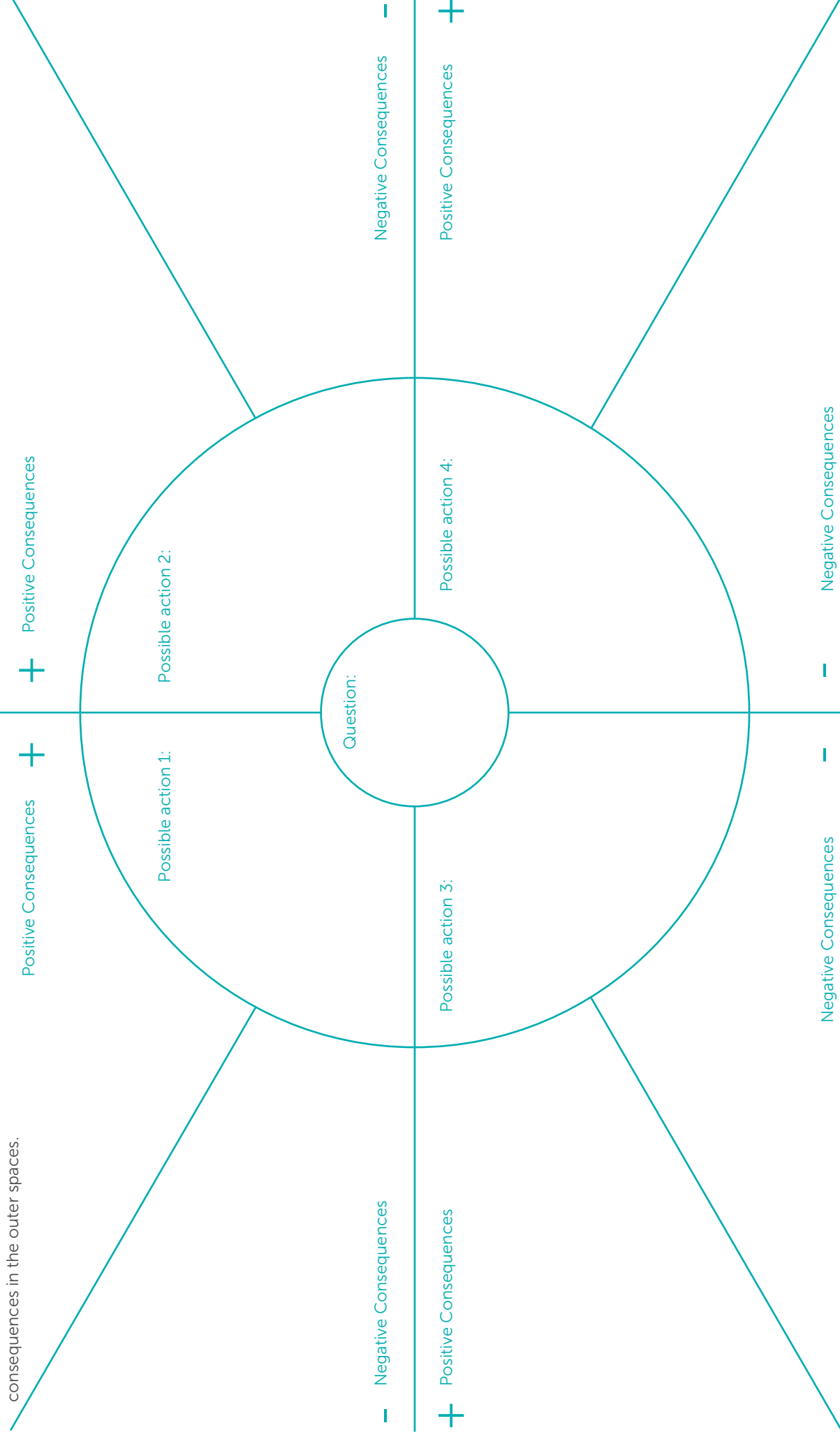
Speech and thought bubble templates





Consequence Wheel template

Write a question in the centre circle, such as 'did she make the correct choice?' Write possible actions in the spaces around the circle before thinking about and writing the possible consequences in the outer spaces.



Character crossroads worksheet

Key 'crossroads' moment in the film

Explain the choice a character has to make.

The decision... What does the character decide? Did they follow social norms or their own personal values?

Effect on the story - at the time What happens? How does the choice affect this character and others?

Effect on the story - later on What happens? How does the choice affect this character and others?

The alternative... What other decision could the character have made at this point?

Effect on the story - at the time What difference might this change make? Think about how this alternative choice could change things for this character and others.

Effect on the story - later on What things might change later in the story?



Show, don't tell worksheet

Visual storytelling is where stories are told through action rather than dialogue. For example, instead of a character shouting "I am so ANGRY!" they can be shown slamming a door.

Your challenge is to write some action that could replace the following pieces of dialogue in a script:

"I'm hungry!"

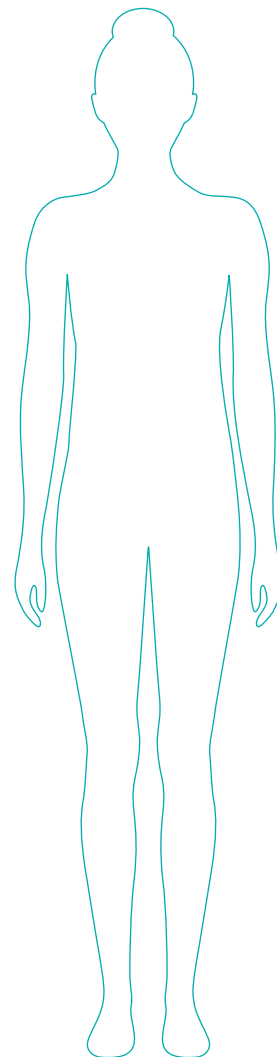
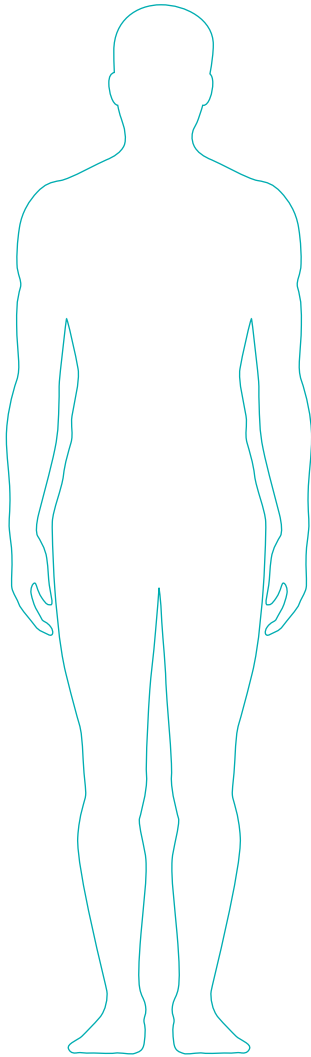
"I've lost the cat!"

"I'm so tired!"

"I'm late for school!"

Character show and tell

Who is your main character? What personality will they have? Filmmakers have to give clues to an audience to show them about a film character, rather than just tell them. Think about the way your character dresses, acts and talks and what this will show and tell your audience. Annotate the figure below with your ideas.



Personality type

Typical actions/gestures

Emotional state

Voice

Costume

Personality type

Typical actions/gestures

Emotional state

Voice

Costume

Storyboard template

Notes	Notes	Notes	Notes
Notes	Notes	Notes	Notes



Story mountain

Fill in the boxes with the events that happened in the film.

Suddenly

Problem:

Then

Build up:

Next

Resolution:

One day

Introduction:

Lastly

Ending:



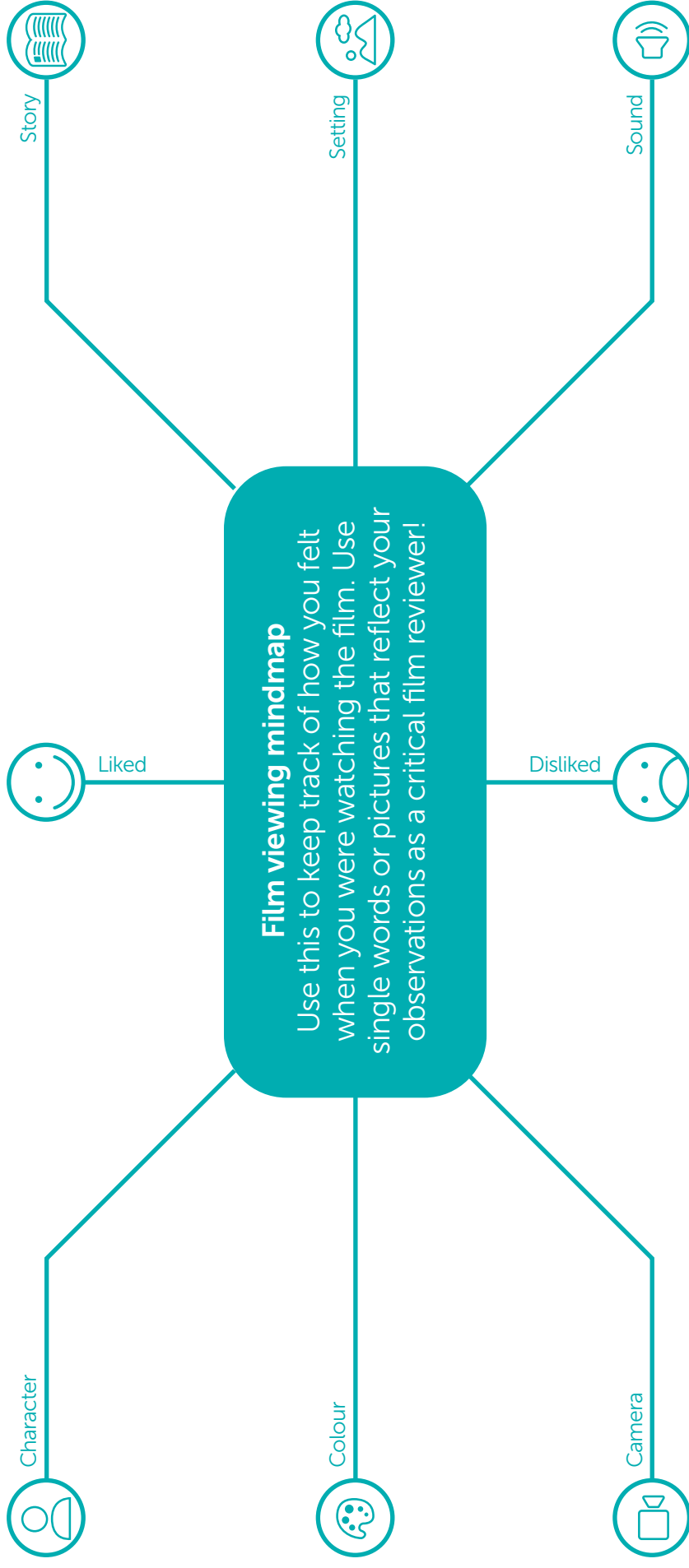
Planning your story: Story mountain

1) The Beginning Introduce the main characters and describe the setting. What will your first sentence be?		2) The Build-Up What things happen? What clues are there? What is said? How do you build up the excitement?		3) The Problem Things might go wrong! Is there a mystery, or do terrible things happen? Are there any disagreements?		4) The Resolution How are things going to be sorted out? Problems must be solved. Think about every step.		5) The Ending Does the story end with everyone happy? What have people learned? Have characters changed?	
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Film viewing mind map

The 3Cs and 3Ss are an effective tool for organising your thoughts about a film. Use the film viewing mindmap below to make notes while you watch a film.



At the end of the film give it a rating out of five by colouring in the stars. Briefly explain why you have given it this rating.





Film poster template

The film poster will usually have one promotional photograph or still image from the film as a background for the entire poster.

The film title will be bold and noticeable with the lead cast members credited above, and the date of release below.



At the bottom you will find credits for: the studio name, producer, scriptwriter, lead actors , 'film title', music composer, costume design, editor, production design, cinematographer, executive producer, producer, story writer, screen writer and director...usually always in that order.

Storyboard template

	Notes				
	Notes				
	Notes				
	Notes				



Film pitch template

Your pitch should be a maximum of three minutes long and must include the following:

Film title:

Genre:

An explanation of the storyline of your film:

A list of characters in the film, and your choice of actors for each main role:

Setting:

Opening sequence description:

You should also plan for:

- A persuasive poster to advertise the film
- A performance of a 30-second trailer to give a 'sneak peek' into what the film is about

Success criteria

- ✓ Try to make your idea as interesting as possible and include all your group's best suggestions.
- ✓ Think carefully about the actors that you will use and be prepared to explain why you have chosen them.
- ✓ Make sure that your poster will appeal to your chosen audience.
- ✓ Your trailer should be fun, fast-paced and informative.



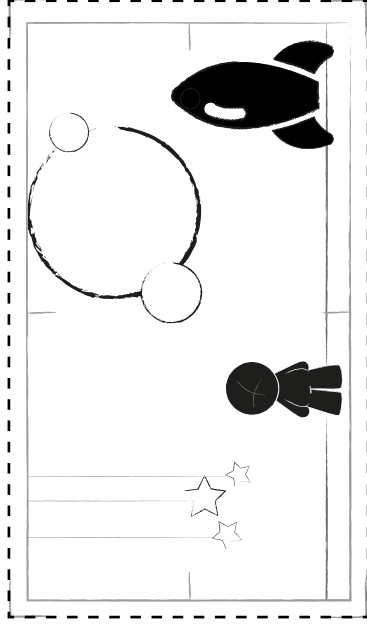
Poetry shot list

Use the table to plan the type of camera shots you would use for each line of a poem.

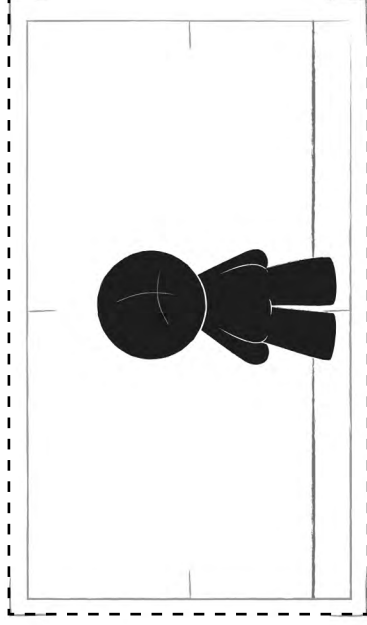
Line	Shot Title	Shot Notes / Description



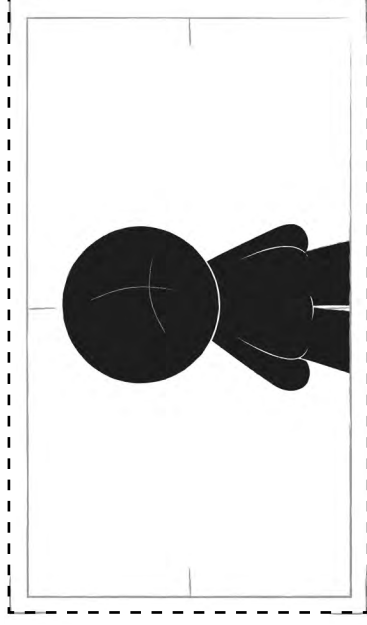
Camera shots worksheet



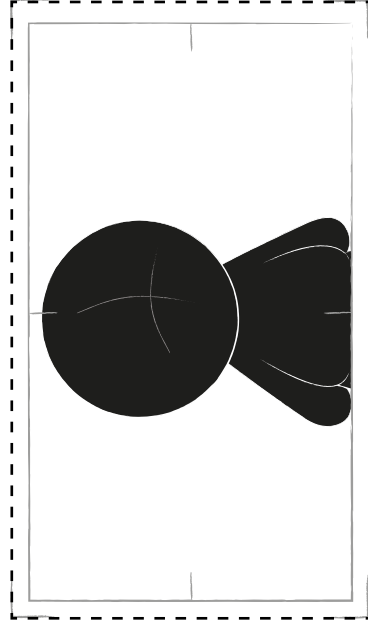
Establishing shot



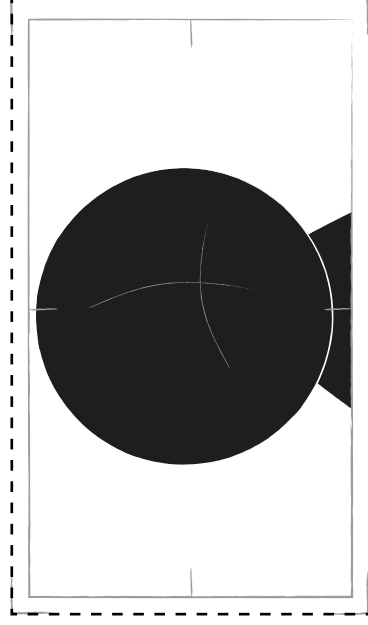
Long shot



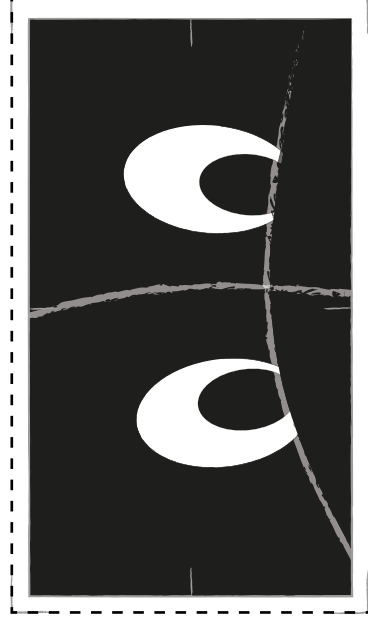
Medium long shot



Mid shot



Close up



Extreme close up



Key shots worksheet

Shot type	Shot type	Shot type
(Draw your shot here)		
Dialogue (Write a key quotation here) :	Dialogue	Dialogue
Director's notes (Give reasons for your choices) :	Director's notes	Director's notes

DAILY NEWS

Image:



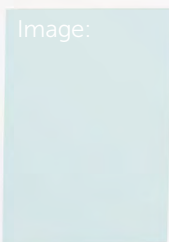
Main headline:

Sub headline:

Story:

Main headline:

Image:



Sub headline:

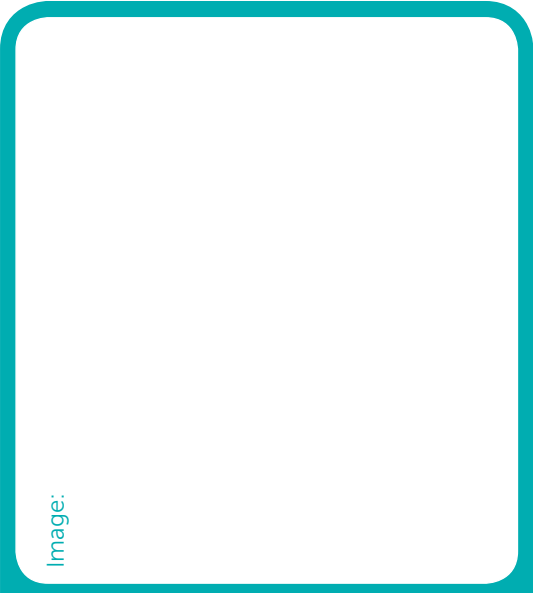
Story:



Header:

Image:



Image: 	12 horizontal lines for writing.	12 horizontal lines for writing.
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Film script example

SCENE 1. INTERIOR. CLASSROOM. DAY

MR GRANGER

(middle-aged and balding, enters and approaches the whiteboard.
He writes the words 'Take on the Long Take' on the whiteboard.
He turns to face the class of 30 Year 6 pupils).

Good morning class. I have some exciting news.
We are going to take part in Into Film's Take
on the Long Take challenge.

OSCAR

What's a long take, sir?

MR GRANGER

Good question Oscar. When making
a film, a long take is a continuous film
shot without any cuts.

(Oscar considers this response briefly before raising his hand again
to ask another question).

OSCAR

When we made the zombie film, we had to use
editing software. Will we use this again?