

# 2011 Flagstaff Mountain Film Festival

## Student Program Activities

### Film Line up:

Chasing Water - 19 minutes

Chimaera - 7 minutes

Green Waste - 16 minutes

Paola The Good Layer - 5 minutes

Seasons Winter - 5 minutes

Truck Farm - 48 minutes

Star Peacemaking - 26 minutes

Students will be viewing documentaries brought to you from local middle and high school filmmakers as well as those from outside the United States. The focus of these films is environmentalism, sustainability, indigenous voices, and sports. Students can use the questions for viewing during the festival as well as post-viewing discussions in the classroom. See below for a short description of the films.

### Chasing Water

Photojournalist and Colorado native Peter McBride sets out to document the flow of the Colorado River from source to sea. His simple desire is to find out where the irrigation water of his youth went after his ranching family used it, and how long it took the water to reach the ocean. Writer John Waterman joins McBride on this 1,500-mile journey, one that shows how the thirst of the 30 million that the Colorado River supports takes an unhealthy toll.

### Chimera

Chimera is a utopia, a dream, or a fantasy. Mythologically, it references a fusion of forms that is the personification of winter. By slowing down our perception of reality we get a unique look at a skier's life. Filming locations included Chile, Canada, Morocco, Alaska, and California.

### Green Waste

Local documentary film created by high school students in the emerging filmmaker program sponsored by the Flagstaff Mountain Film Festival on recycling issues in Flagstaff. "Green Waste" takes an in-depth look at the process of recycling and waste management in the community of Flagstaff. From recycling plastic bags, to re-using glass bottles, from recycling hazardous waste to the efforts of local businesses, the film shows how every contribution, no matter how small, can collectively make the difference for a better tomorrow.

### Paola The Good Layer

An animated short film created and directed by 50 school children in Belgium, produced by Jean-Luc Slock. The film focuses on Paola a hen that works in an egg factory. Her cousin, who lives in the country, sends her a postcard and Paola leaves the egg factory for a journey to visit her bringing along a cow as well. The poignant story shows the harsh treatment of hens in an egg factory and cows on a milk farm.

### Seasons Winter

Narrated short documentary featuring Brian Ward kayaking in the winter as he discovers an unexpected and new-found love of water in its frozen and expanded form. Beautiful cinematography of the water and a passion for kayaking in extreme weather conditions as Brian focuses on the thrill of the ride.

### Truck Farm

A whimsical, musical documentary about the quirky world of urban agriculture. After filmmaker Ian Cheney plants a garden in the back of his pickup truck, he sets out to explore the rooftops, barges and windows that represent New York City's newest edible oases. Featuring time machines, Victorian dancers, physicists, nutritionist Marion Nestle, chef Dan Barber, and explorer Henry Hudson, "Truck Farm" ponders the future of urban farming, and to consider whether sustainability needs a dose of fun and whimsy to be truly sustainable. The Truck Farm travels in the spring and summer to schools and communities showing thousands of young people that growing a bit of food can be fun, easy, and rewarding!

### Star Peacemaking

This documentary was filmed onsite at the STAR charter elementary school, 30 miles east of Flagstaff that services a student population who live in the Southwest corner of the Navajo Nation. The school is the countries first off grid, solar/wind-powered charter school. An Educational Documentary in which STAR (Service To All Relations) School Students and Staff Demonstrate how Navajo Peacemaking is Taught and Implemented to Create a Compassionate and Responsive School Environment. Made by STAR School Media 7th / 8th grade students Keanu Jones, Kira Butler, Taylor McCabe, and Kristen Jones under the direction of Ms. Rachel Tso. Based on "The Manual for Peacemaking" by Dr. Mark Sorensen and Thomas Walker Jr.

**Learner Outcomes/Objectives:** Students will learn about environmental issues, sustainability, indigenous voices and sports themed documentaries retaining strong mental images of these topics that broaden and add current knowledge of these topics for the learner.

**Rationale:** Knowledge of current global issues facing the environment and sustainability are important for any student of the world today. How the environment is being treated today effects the tomorrow of all people

concerned. Additionally, the fair treatment of all peoples, and the ability to negotiate and successfully overcome conflict with dignity and honor is demonstrated by the students of the Star Peacemaking documentary, is an invaluable tool for getting along with one's friends and neighbors here and around the world.

### **Pre-Viewing Questions:**

- What is a documentary? Have you seen a documentary before? What in your opinion defines a well-done documentary?
- Do you think documentaries are all factual or does the filmmaker create what she/he wants you to believe in a documentary? Could a documentary be both true and not true?
- If you could pick one topic for a documentary, what would you choose and why? How would you make a storyteller's voice in a documentary come to life? What special techniques would you use to make your film come to life?
- How do you think you begin to create a documentary? What steps would you need to follow if you were the filmmaker and creator of a documentary? Would you do it by yourself or ask others to join you in the crafting of your film?
- Interviewing people can be an important part of a documentary. What type of interview questions could you create that would help with your topic?
- Why are there many environmental topics for documentaries and do you think people need to be made aware of them? What environmental topic would you bring to the viewers attention if the camera was in your hand and why?

### ***Questions for Chasing Water:***

<http://www.mountainfilm.org/film/chasing-water>

1. What was the theme (main meaning, message, or moral) of this film?
2. How has the use of water changed from 100 years ago as noted in the film?
3. How can we be more careful in the consumption of Earth's water?
4. How does the filmmaker strengthen his view of conserving natural water supplies?
5. If you were to go on a journey like Peter McBride, what part of the environment would you focus on and why?

### ***Questions for Chimaera:***

<http://www.zapiks.com/chimaera-sounds-of-winter-fr-1.html>

1. How did the filmmakers use sound in this film?
2. What special effects were used in the film and did it make the film better?
3. Do you think the film was stronger because of the intense visuals and no words to accompany in the film? Would you use this technique in a film you were crafting? Why or why not?
4. What are some advantages of the special effects used in the film?

### ***Questions for Green Waste:***

What were the strengths of these student films?

1. What was it like to see some of your classmates/people your age from Flagstaff on the big screen?
2. Have you ever thought about making a film?
3. If there is another Student Film Maker Program would you like to be involved?
4. Is recycling an important part of your life? Why or why not?

### ***Questions for Paola The Good Layer:***

<http://www.cultureunplugged.com/play/7565/Paola-Poule-Pondeuse--Paola-the-Good-Layer->

1. How did the students portray the lives of hens in egg laying factories? Cows in milk factories? How did it make you feel to see their lives?
2. How would you change the lives of the hens and cows to be more humane?
3. What do you think is the most important message of the film?
4. How was the use of animation to bring the lives of the factory hens and cows effective?

### ***Questions for Seasons Winter:***

<http://www.canoekayak.com/mantle/video-seasons-winter-from-the-banks-mag/>

1. How did the filmmakers use sound in this film?
2. What did the narrator mean by his metaphorical statement: "Even in the darkest season of the year there is light to be found"?
3. Have you ever kayaked before?
4. Was Brian following his passion in life? If so, how?

### ***Questions for Truck Farm:***

<http://truck-farm.com/>

1. Do you think urban agriculture is possible in our community? What ideas would you have for your own urban agriculture?
2. How do you think sustainability can be fun and rewarding adventure? How would you get your friends involved in a local sustainability project?
3. What was the strongest feature of the film and why?
4. If you could have changed an aspect of the film, what would you change to make it a stronger film?

### ***Questions for Star Peacemaking:***

<http://www.starschool.org/video>

1. What is the main message of this film?
2. Do you think the Navajo peacemaking techniques outlined in the film can be used in your school?
3. How would you implement the peacemaking techniques in your school if you were in charge?

### **Post-viewing activities:**

- In small groups have students discuss which film was their favorite and why. (5-10 min)
- In larger group ask students to share positive aspects of each film. (5-10 min)
- Answer the following questions (15-20 min) consider breaking questions into groups and then reviewing as a big group or have everyone answer the questions individually and then go over them as a group depending on what is appropriate for your learning community.
- In small groups have students discuss which film they learned the most from and why. (5-10 min)
- In larger group ask students to share what they learned from each film. (5-10 min)
- Have students complete the assignment and share their drawings and ideas in small groups. (20-25min)
- Have students create a poster for one of the films.

In a small group create an idea for your own film. What would be the beginning, middle and end? Where would you film it? Would you use special effects?

FILM IDEA:

BEGINNING:

MIDDLE:

END:

SETTING:

IDEAS FOR FILMING:

SPECIAL EFFECTS:

CHARACTERS: