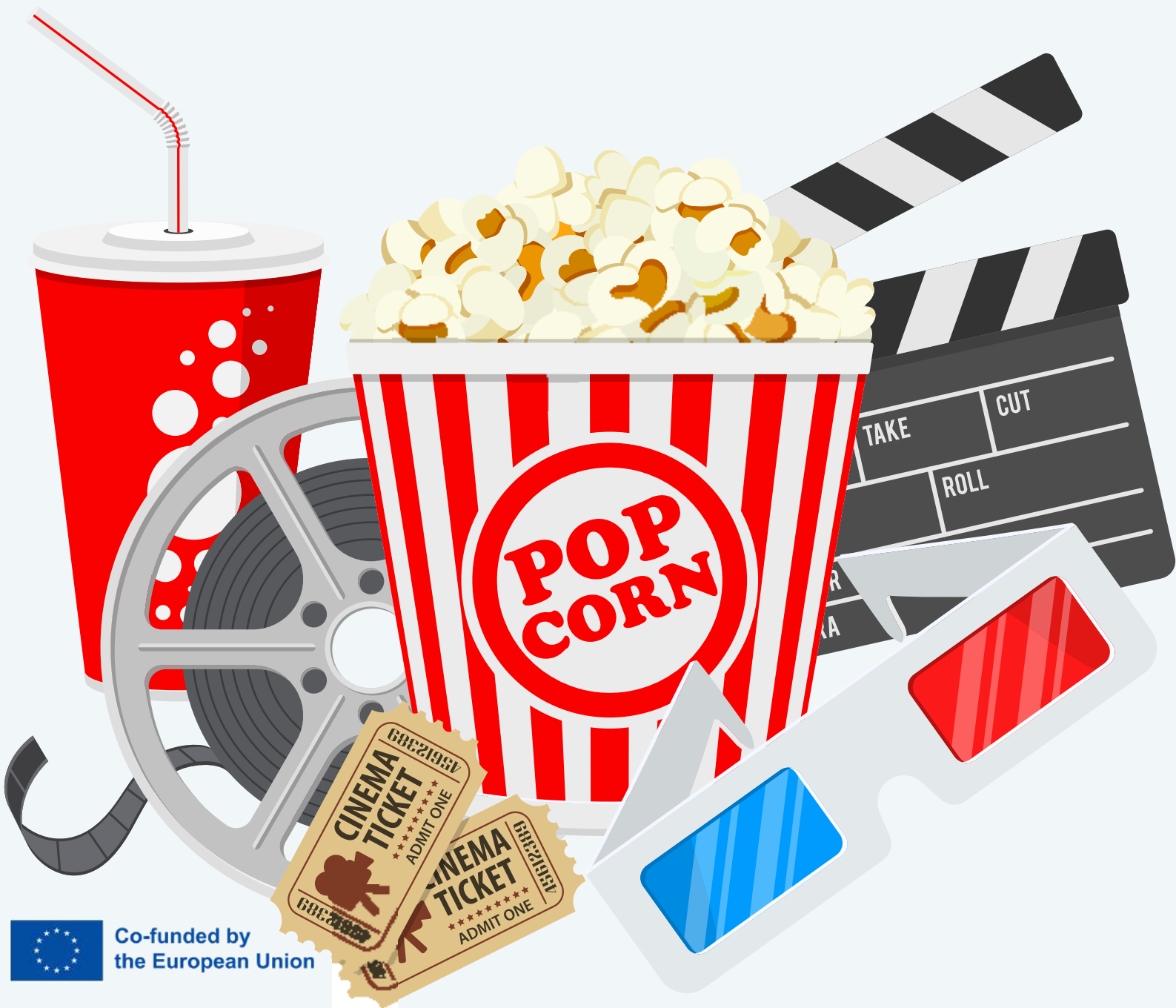




Let's  
MOVIE

# EDUMOVIE KIT



Co-funded by  
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# **Welcome Message**

Dear Educators, Youth Workers, and Enthusiastic Learners,

Step into a world where the magic of cinema meets the power of education! The Let's MOVIE Project is thrilled to present the EDUMOVIE Kit, a wealth of tools created to spark critical thinking and close the gap between classroom learning and the dynamic realities of our world.

**Mission:** Empowering young minds through film-based education.

**Objectives:** Connect, Educate, and Transform through the art of storytelling.

Discover our comprehensive kit for curated films, engaging activities, and real-world insights.

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*Education is the most powerful  
weapon which you can use to change  
the world.*

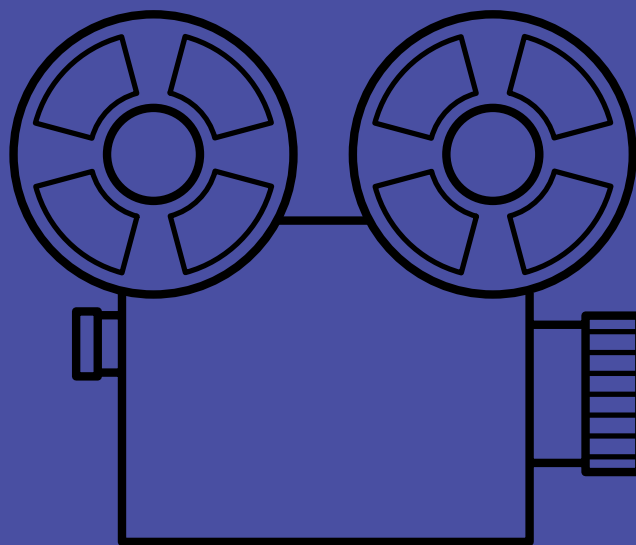
*(Nelson Mandela)*

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# Disclaimer

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



**Scout Society**

Scout Society is a non-governmental organization from Targu-Jiu, Romania. The organization was founded in 2011 with the primary goal of educating members of the local community through non-formal education to become active citizens in their local communities. The vision of our organization is to create a favorable climate for the development of as many people as possible at the level of our local community, our country and across Europe.

**Acd la Hoya**

ACD La Hoya is based on the principles of cooperation, integration, environment protection, solidarity, humanity and universal human values and promotes an environment in which the community will be able to create, think, realize their ideas and build positions and reactions on important issues. Develop activities in the rural community as art, sport and culture, also dedicated to the successful implementation and participation of European projects to bring the youth and senior Europe closer.

**Can you**

Can You Association's mission is to support the development of civil society in Bulgaria in the fields of culture, education and sport. We aim to improve young people's skills while motivating and inspiring them. The association initiates and implements programmes and projects at local, regional and national level that aim to improve the lifestyle and living environment of young people.

**Hodina H**

The main goal of Hodina H is to create an opportunity for the development of children and youth through interesting activities, cooperation with parents, support for active aging, development of the local community. The mission of Hodina H is to obtain and provide information especially for children and youth, to ensure their right to information, to support lifelong learning, personal development, full leisure time, to develop international cooperation and volunteering,

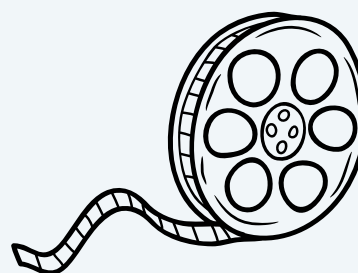
# Introduction

## About the project

The Let's MOVIE Project is a collaborative initiative involving four youth organizations centered on the use of film as a non-formal educational tool for young people aged 14-19 years old. This project aims to address the gap in traditional education regarding contemporary societal issues, including climate change, human rights, citizenship functions, tolerance, European values, and political systems. Through the medium of cinema, the project seeks to provide young individuals with a unique perspective on these complex issues. The focus is on fostering critical thinking and engagement with the ever-evolving realities of the world.

## Mission

Our mission is to create a window to the world for young people, unlocking their potential for critical thinking and providing them with insights into critical societal issues. We believe that by harnessing the medium of cinema, we can bridge the gap between classroom learning and real-world challenges.



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## Objectives

- Establish a network of four youth organizations dedicated to using movies as educational tools, fostering collaboration with schools and community organizations.
- Connect 400 young people from diverse European communities to contemporary societal realities, such as climate change, human rights, citizenship functions, tolerance, European values, and political systems.
- Develop a comprehensive, freely accessible non-formal educational kit that includes carefully selected films and guidelines on incorporating them into activities.
- Promote the richness of European Cinema and the significance of European Film Festivals as platforms for celebrating European identity and community.
- Equip our target group with the digital literacy skills necessary to navigate today's digital landscape with discernment and responsibility.



# Rationale for the Guide

Film possesses a unique ability to transcend cultural and linguistic barriers, making it an accessible and universal language. It has the power to evoke emotions, provoke thought, and immerse viewers in narratives that resonate with real-world issues. Through the lens of film, we can transport young individuals into the heart of contemporary societal challenges, inviting them to walk in the shoes of diverse characters and grapple with complex dilemmas.

The EDUMOVIE Kit, serves as a centralized information source for education, facilitating access to information and methods. This approachable manual provides helpful advice for implementation that is adapted to the various needs of young people between the ages of 14 and 19.

You will find: guidance for choosing films as an educator, streaming tips, a list of streaming services, we will explore societal issues with movie recommendations, we will provide templates for pre-viewing, during-viewing, and post-viewing tasks, real-world examples and insights from partner countries and film recommendations/additional resources.

The EDUMOVIE Kit is designed to be a valuable resource for a diverse range of individuals and groups. This includes the young people who will actively participate in workshops where the kit will be applied. Additionally, young people can independently utilize the kit for their committees and self-organized activities.

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## Objectives of the movie kit

- Ensure that the EDUMOVIE Kit remains accessible and useful as a long-term educational resource, transcending the project's duration.
- Enable young people, youth organizations, schools, and various entities to effectively utilize movies as an educational tool for connecting with contemporary realities and topics
- .- Encourage youth workers and teachers to proactively integrate film into their educational activities, leveraging the guidelines provided.
- Facilitate an increase in the adoption of film as an educational tool in schools, providing young people with more opportunities for engagement.
- Contribute to the growth of digital literacy among young people, equipping them with essential skills for navigating the digital landscape adeptly.



# SHORT FILM

## Rationale for using movies as educational tools

Using films as educational tools offers a range of advantages that transform learning into an engaging and effective experience. They captivate students' attention, making the learning journey enjoyable rather than mundane. Films provide a visual representation of complex concepts, enhancing comprehension and boosting long-term memory retention. Additionally, they spark creativity, inspiring innovative thinking among students. Studies have shown that information presented in movies tends to be remembered better compared to traditional reading, thanks to the combination of visual and auditory elements. Films also serve as windows to diverse cultures, broadening students' horizons and fostering an appreciation for diversity. Emotional connections formed while watching movies simplify the understanding of intricate topics, and movies often depict real-life situations, offering insights into real-world applications of learning.

Post-movie discussions led by educators and teachers stimulate critical thinking and analytical skills, and movies take a multidisciplinary approach, making them versatile tools for teaching various subjects. In today's digital age, their easy accessibility from anywhere at any time further enhances their value as a convenient and effective tool for learning. Incorporating films into education not only makes learning more enjoyable but also deepens understanding and encourages students to think creatively and critically about the world around them.



## Importance of addressing contemporary realities

Movies have a very important role to play in the context of topical issues, as they can be an extremely powerful means of communication and dissemination of information. They influence people's culture, opinions, and attitudes. Movies also convey different perspectives and tell stories that might otherwise remain untold. They function as vital sources of information, offering insights into pressing issues such as climate change, political conflicts, human rights, and social inequalities, with documentaries standing out as influential mediums for this purpose.

Movies also act as platforms for open discussions and heightened awareness, bravely bringing forth issues often considered taboo or overlooked. Furthermore, they enable viewers to empathize with others, especially important in the context of social and humanitarian issues. They can inspire action, challenge cultural stereotypes, and bridge gaps among different communities.

By providing filmmakers with a medium for self-expression, movies can profoundly impact viewers, inspiring creativity, learning, justice advocacy, and personal growth. As sources of entertainment and escape from everyday life, they offer a break while also serving as powerful tools for social change, thanks to their ability to reach broad audiences and influence thinking and behavior, underscoring their deep-rooted significance and influence in our contemporary world.



# Selecting Films and Tips for Streaming



## How to choose the right film for the group? What are the guiding principles?

Selecting the right film for a group of 14-19 year-olds can be a thoughtful process that takes into account their interests, maturity levels, and the educational or entertainment goals you have in mind. Here are some guiding principles to help you choose the right film for this age group.

### 1. Consider Age and Maturity

**Age Range Variability:** The age range of 14-19 is a period of significant growth and change in young people. While it's a relatively small age span, it encompasses the transition from early adolescence to late adolescence and even young adulthood. This means that the emotional, cognitive, and social development of individuals within this group can vary greatly. A 14-year-old is typically at a different stage of development than a 19-year-old, which can influence their preferences and tolerances.

**Cognitive Development:** Young people between 14 and 19 go through substantial cognitive development, including improvements in abstract thinking, problem-solving, and the ability to engage in critical analysis. Older teenagers tend to be more capable of processing complex narratives and themes in films compared to younger ones. Therefore, you may consider age-appropriate films that challenge their intellectual abilities.

**Emotional Sensitivity:** Emotional maturity also varies within this age group. Younger teenagers may be more emotionally vulnerable and sensitive, while older teenagers may exhibit greater emotional resilience. It's important to select a film that does not overwhelm or distress the viewers emotionally, particularly those on the younger end of the age spectrum.

**Social Dynamics:** The social dynamics and peer influences are strong during these years. The choice of film can also be influenced by the dynamics within the group. Consider whether the film will resonate with the collective interests of the group and encourage meaningful discussions among them.

## 2. Genre and Interests:

**Diverse Preferences:** Teenagers within the 14-19 age range often have diverse preferences when it comes to film genres. Some might be drawn to action-packed adventure, while others prefer character-driven dramas, comedies, romance, science fiction, fantasy, or documentaries. Understanding these preferences is essential when selecting a film.

**Engagement and Enjoyment:** The choice of film genre can significantly impact the level of engagement and enjoyment the group experiences. Selecting a film in a genre they are already interested in can heighten their enthusiasm for the viewing experience. Conversely, choosing a genre they dislike might lead to disinterest or boredom.

**Educational Alignment:** Consider whether the film's genre aligns with any educational goals. For instance, if you are trying to teach historical events, a historical drama might be suitable. If the aim is to explore scientific concepts, a science fiction film could be a captivating choice. Matching the genre to the educational objectives can make learning more engaging.

**Cultural and Regional Considerations:** Take into account any cultural or regional differences in film preferences. For example, international films may provide a broader perspective and expose the group to different cultures and storytelling styles. This can be both educational and enriching.

**Broadening Horizons:** While it's important to consider their existing interests, it can also be an opportunity to broaden their horizons. Introducing them to different genres can expand their cinematic literacy and encourage them to explore new types of films.

**Tailoring to the Group:** If possible, engage the group in discussions about their genre preferences or let them vote on a selection of films from different genres. This way, you can involve them in the decision-making process, making them more invested in the film's choice.

**Balancing Variety:** If you have multiple film screenings planned, consider a variety of genres to cater to different interests within the group. This ensures that everyone has a chance to watch something they enjoy.

**Time and Attention Span:** Be aware of the attention span of the group. Some genres lend themselves to shorter, more fast-paced storytelling, while others involve slower character development and more extended narratives. Ensure that the film's length aligns with the group's ability to stay engaged.



### 3.Age-Appropriate Content

**Content Categories:** This principle is centered on ensuring that the film's content is suitable for the age range. It's crucial to consider various content categories when assessing age-appropriateness, including language, violence, sexual content, and mature themes.

**Language:** Pay attention to the language used in the film. Avoid films with excessive profanity or explicit language that may not be appropriate for younger members of the group. Even older teenagers may have parents or guardians who are concerned about language.

**Violence:** Evaluate the level of violence in the film. Some action or thriller films may contain intense and graphic violence. Choose films with violence that is age-appropriate and not excessively disturbing or gory.

**Sexual Content:** Be cautious of sexual content, including nudity and explicit scenes. Ensure that any sexual content in the film is handled tastefully and is suitable for the maturity level of the group.

**Mature Themes:** Consider whether the film addresses mature themes such as drug use, mental health, or complex ethical dilemmas. While these themes can be educational and thought-provoking, they should be handled in a way that is appropriate for the age group.

**Sensitivity to Cultural and Social Issues:** Assess how the film portrays cultural and social issues. Ensure that it doesn't perpetuate stereotypes, is respectful of diverse backgrounds, and promotes a positive and inclusive message.

**Content Warnings:** Look for content warnings or advisories provided by the film distributor, streaming service, or educational resource. These warnings can give insights into specific content issues in the film.

**Review the Film:** It's wise to watch the film in advance or consult reviews from trusted sources to get a clear understanding of its content. This will help you make an informed decision about its appropriateness for the age group.

**Parental and Guardian Consent:** When working with minors, always obtain parental or guardian consent before showing a film. Ensure that they are aware of the film's content and are comfortable with their child watching it.

**Alternative Versions:** In some cases, films may have alternative versions or edited cuts with reduced violence, language, or sexual content. Consider these options if available.

**Discuss Content in Advance:** If the film contains potentially challenging content, consider discussing it with the group in advance. This can prepare them for what they will see and provide an opportunity for conversation.

# Tips for Showing and Streaming Movies and Videos in Your Classroom

Watching videos and interacting with visual media are engaging ways to help students learn!

But you probably have a lot of questions: Will my district allow me to show movies in my classroom? What are the best video streaming services for schools? How does copyright law apply to schools and classrooms? How can I find movies and videos that are appropriate for school? And of course, how can I help my students learn as much as possible from movies and videos?

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## **Follow your school or district's policies.**

First and foremost, check to see if your school or district has policies about streaming or showing movies and video content in classrooms. Every school and district is bound to have its own policies, rules, and norms around using video content for learning.

Advice: Ask an administrator or your technology department for guidance before you get started.

## **Use movies and videos to enhance students' learning.**

Visual media can be great for learning, and not just because it's engaging! From a media literacy perspective, it's important for students of all ages to learn how to think critically about different types of media - including movies and videos. Just as students learn to read and write, being media literate in today's world also demands that students can "read" visual and video-based media. Every time you show a movie, TV show, or video in your classroom, there are opportunities for this kind of learning to happen.

Movies and videos can also be an excellent way to bring diverse stories and voices into your classroom. Through both documentaries and fictional accounts, you can highlight the experiences and perspectives of people from under-represented groups.

## **Watch out for technical issues.**

You're bound to have some technical issues to contend with, and your school building's network speed and bandwidth are the most likely concerns, though internet filters could also be a problem. In terms of network speed, it's best to use a hard-wired connection (instead of Wi-Fi) to get the best streaming speeds.

## **Don't use your personal account, if possible.**

You might be tempted to use your own personal subscription to stream videos in your classroom. This might be OK in some circumstances, but just be aware that a lot of these apps tailor and suggest content to each user. The movies and content you've watched in the past, as well as content recommended just for you, might pop up for anyone in your class to see, and it may not be appropriate for students.

Advice: If you have a classroom-specific account, or if your school provides a shared account for teachers to use, it's probably best to go that route.

## **Be conscious of privacy and advertising.**

It's important to be aware of data privacy any time you or your students use a digital tool in your classroom, including streaming or video content. In most cases, you'll be projecting a movie or video to the front of the classroom for all to see. If this is from a teacher (or school-owned device and account), then students' data privacy probably won't be a concern. However, any time you're asking students to use a personal device -- whether it's school-owned or their own -- it's important to keep data privacy in mind.

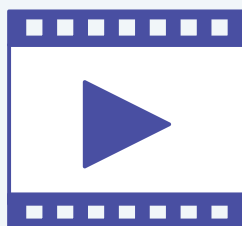
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# **List of Streaming Services**

An over-the-top media service (OTT) is a streaming media service offered directly to viewers via the Internet. OTT bypasses cable, broadcast, and satellite television platforms, the companies that traditionally act as controllers or distributors of such content. Most of these services are owned by a major film studio. Some streaming services started as an add-on to Blu-ray offerings, which are supplements to the programs watched.

Digital streaming is an alternative to file downloading, a process in which the end-user obtains the entire file(s) for the content before watching or listening to it. It acts in a similar way to on-demand television in that the program to watch is selected. But the program is not recorded or stored like it might be on TiVo, etc. Digital video purchases grant a user indefinite access to a show or film, but the terms and conditions vary as to whether the file can be downloaded or must be streamed.

A client end-user can use a media player, computer, smart phone, or smart TV to start and continue playing digital video content before the entire file has been transmitted. Users will need an Internet connection to stream or download video content. Users lacking compatible hardware or software systems may be unable to stream or download certain content.





**Netflix** is an American subscription video on-demand over-the-top streaming service owned and operated by Netflix, Inc. The service primarily distributes films and television series produced by the media company of the same name from various genres, and it is available internationally in multiple languages.



**Disney+** is an American subscription video on-demand over-the-top streaming service owned and operated by the Disney Entertainment division of The Walt Disney Company.[2] The service primarily distributes films and television series produced by The Walt Disney Studios and Walt Disney Television, with dedicated content hubs for the brands Disney, Pixar, Marvel, Star Wars, and National Geographic, as well as Star in some regions. Original films and television series are also distributed on Disney+.



**Amazon Prime Video**, or simply Prime Video, is an American subscription video on-demand over-the-top streaming and rental service of Amazon offered as a standalone service or as part of Amazon's Prime subscription. The service primarily distributes films and television series produced by Amazon Studios and MGM Holdings or licensed to Amazon, as Amazon Originals, with the service also hosting content from other providers, content add-ons, live sporting events, and video rental and purchasing services.



**Discovery+** is an American streaming service owned by Warner Bros. Discovery (WBD). The service focuses on factual programming drawn from the libraries of Discovery's main channel brands, as well as original series (including spin-offs of programs from Discovery's television networks), and other acquired content.

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## Exploring Contemporary Realities Through Films

**What stands as contemporary realities? Why is it important to educate young people on these?**

We as humans live in a global world that is prone to change at any time. This makes us look for an explanation in these changes to find security. The resulting consequences of change lead to the creation of "contemporary realities" that often remain unknown to a large part of the audience because there is a lack of training on these topics. However, understanding contemporary realities is essential for individuals, organisations and societies to navigate and respond effectively to the challenges and opportunities of the modern age.

But what exactly is "contemporary realities"? The simplest definition is "the present state of affairs, as opposed to the past". In order to achieve a broad understanding of the meaning of the underlying theme, we will also provide a more detailed and explained definition.

Contemporary realities - Contemporary realities refer to the current and prevailing conditions, circumstances, and characteristics of the world or a particular context during the present time. These realities encompass a wide range of aspects, including social, political, economic, cultural, technological, and environmental factors that shape our world today. They are the aspects of our daily lives and the broader global landscape that influence our decisions, perspectives, and experiences in the here and now.

**Some examples of contemporary realities are:**

- Economic Inequalities
- Racism and Ethnic Diversity
- Diversity Environmental Issues
- Civic Deficit
- War and Peace
- Mental Health and Well-being
- Technology and Media Influence

There are others, as the topic is extremely broad, but for the sake of concreteness and understanding, we will focus on those mentioned.

Each film has a rating that indicates if the production has restrictions on the age group that can watch it, if it has explicit scenes, language or other inappropriate material. Each film's rating designation serves as an aid for youth workers, educators, and others who will become thoroughly familiar with the EduMovie Kit and use it in their work with youth. In this way they will know which films are appropriate for the age of the target group they are working with.

The rating system is divided into the following categories:

**G – General Audiences**

*All ages admitted. Nothing that would offend parents for viewing by children.*

**PG – Parental Guidance Suggested**

*Some material may not be suitable for children. Parents urged to give "parental guidance". May contain some material parents might not like for their young children.*

**PG-13 – Parents Strongly Cautioned**

*Some material may be inappropriate for children under 13. Parents are urged to be cautious. Some material may be inappropriate for pre-teenagers.*

**R – Restricted**

*Under 17 requires accompanying parent or adult guardian. Contains some adult material. Parents are urged to learn more about the film before taking their young children with them.*

**NC-17 – Adults Only**

*No one 17 and under admitted. Clearly adult. Children are not admitted.*

**NR** - Some of the films do not have a rating, being graded as NR. Such films are generally documentaries or similar.



## Why it is important to educate young people on these?

It is important for young people to be aware of what is going on in the world and the consequences it leads to. Familiarity with contemporary realities results in informed decision-making, active citizenship, global awareness, problem-solving skills, resilience and adaptability, ethical decision-making, career readiness, conflict resolution, environmental stewardship, social cohesion. Educating young people about contemporary realities is an investment in their future and the future of society.

## Suggestion of movies

### Racism and Ethnic Diversity:

- **The Present** -Palestinian short movie directed by Farah Nabulsi - Rated PG - 2020 - The film leaves viewers with a poignant emotional resonance as it portrays the struggles of Palestinians navigating life in the West Bank. Through Yusef and his daughter's quest to purchase a gift for his wife amidst checkpoints and segregated roads, the audience is confronted with the harsh realities and injustices endured on a daily basis. It fosters a profound sense of empathy and frustration, compelling viewers to reflect on the urgent need for systemic change in the face of such adversity.
- **Human** - movie directed by Yann Arthus-Bertrand - NR - 2015 - This collection of stories and interviews from diverse corners of the globe inspires a deep sense of empathy and concern. It leaves viewers with a profound feeling of awareness about the pressing human rights issues plaguing our world, from poverty and war to discrimination. It instills a powerful urge to take action and advocate for positive change, fostering a sense of solidarity with those who are marginalized and oppressed.
- **Elemental** - animation directed by Peter Sohn - Rated PG - 2023 - The animation immerses viewers in a world where water, air, and earth coexist peacefully in the capital, while fire remains marginalized in a marginal neighborhood. This disparity evokes a profound sense of injustice. However, the love story between a fire girl and a water boy transcends societal barriers, leaving viewers with a poignant mix of hope and longing for acceptance amidst prejudice and discrimination.
- **Zootopia** - animation directed by Byron Howard, Rich Moore, Jared Bush - Rated PG - 2016 - The movie leaves viewers with a profound sense of introspection, prompting them to reflect on the parallels between the depicted animal society and real-world experiences of racial injustice. It evokes a mixture of empathy, frustration, and a call to action against discrimination and bias in our own communities.
- **The Hate U Give** - teen drama film directed by George Tillman Jr. - Rated PG-13 - 2018 - The film leaves a lasting impression, evoking empathy and frustration as it addresses the pervasive issue of racial injustice. Through Starr Carter's story, viewers experience a mix of emotions—anguish over the stark disparities in her two worlds, empathy for her struggles with discrimination and pressure to conform, and a compelling call to action against systemic racism in contemporary society.

## Economic inequalities:

- **Slumdog millionaire** - movie directed by Danny Boyle - rated R - 2008 - leaves viewers with a poignant sense of the harsh realities of economic inequality in India. Through the protagonist's quest to win the affections of his love interest by competing on a game show, the film starkly reveals the deep-seated social injustices and disparities in wealth. It leaves a lasting impression of the lengths individuals will go to escape poverty, while also highlighting the urgent need for societal change to address systemic inequalities.
- **Parasite** - Korean Movie directed by Bong Joon Ho - Rated R - 2019 - A movie about two families in South Korea, one very rich and the other extremely poor. The film shows the two extremes of lifestyles according to financial means. As an addition it shows how the poor may start taking advantage of the rich, just like "parasites".
- **In Time** - movie directed by Andrew Niccol - Rated PG-13 - 2011 - The film's depiction of economic inequality, measured in time rather than money, leaves a stark and unsettling impression. It emphasizes the stark divide between the affluent, with seemingly boundless time, and the impoverished, who are constantly racing against the clock. This portrayal prompts reflection on the injustices inherent in such a system, urging viewers to confront societal disparities and consider their own role in addressing them.
- **Please hold** - short movie directed by K.D. Dávila - NR - 2020 -The movie leaves a lingering feeling of empathy and concern, particularly for the working-class Latino protagonist and other marginalized communities. It sheds light on the harsh realities of an increasingly profit-driven penal system, where the burden falls disproportionately on those already marginalized. This narrative prompts reflection on the systemic injustices at play and ignites a sense of urgency to address and rectify these issues within society.
- **Snowpiercer** - movie directed by Bong Joon-ho - Rated R - 2013 - In a future where a failed climate change experiment has killed all life except for the survivors who boarded the Snowpiercer (a train that travels around the globe), a new class system emerges. The new system is based on the price of train tickets, which were bought before the cataclysm, and the poorest struggling for their survival are those who boarded without tickets.



## Environmental Issues:

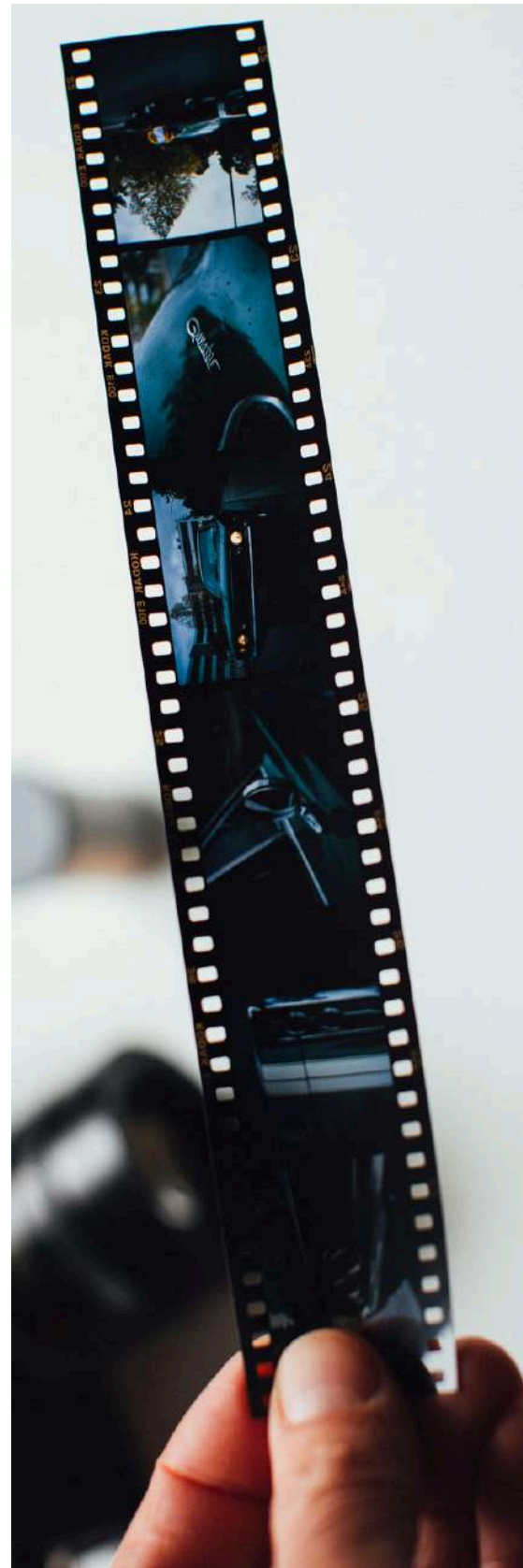
- **Chasing Ice** - documentary directed by Jeff Orlowski-Yang - Rated PG-13 - 2012 - The documentary leaves viewers with a deep sense of urgency and concern as they witness environmental photographer James Balog's relentless mission to document the disappearance of glaciers worldwide. It instills a profound feeling of responsibility to address climate change and protect our planet for future generations.
- **Before the Flood** - documentary directed by Fisher Stevens - Rated PG - 2016 - The film leaves a haunting feeling of urgency and concern, as it portrays the devastating effects of climate change on ecosystems and communities across the globe. It evokes a sense of responsibility and encourages viewers to consider the dire consequences of inaction, while also inspiring hope for collective action and solutions to mitigate further damage.
- **WALL-E** - animation directed by Andrew Stanton - Rated G - 2008 - The film immerses viewers in a haunting future where Earth's abandonment is a consequence of environmental ruin caused by humans. Through the journey of two robots - one striving to fix humanity's damage, the other seeking new life—audiences are left with a poignant mix of melancholy and hope. It evokes reflection on our relationship with the planet and the potential for redemption amidst the wreckage of our past actions.
- **The Lorax** - animation directed by Chris Renaud, Kyle Balda- Rated PG - 2012 - The movie leaves you feeling deeply concerned about the impact of environmental destruction. It urges immediate action to address climate change and protect nature for the sake of future generations.

## Civic Deficit:

- **The Wonderful Story of Henry Sugar** - short movie directed by Wes Anderson - Rated PG - 2023 - Henry Sugar's story inspires with its journey from self-interest to altruism. Initially motivated by wealth, he discovers the power of seeing beyond sight. Transforming his actions, he redirects his efforts towards benefiting society, leaving viewers with a hopeful reminder of personal and communal potential for positive change.
- **Paddington 2** - movie directed by Paul King - Rated PG - 2017 - The film leaves you with a warm feeling, emphasizing the importance of community, kindness, and individual contribution. Through Paddington's character, it shows how small acts of kindness can make a big difference, leaving viewers inspired to spread positivity and compassion in their own lives.
- **Little Women** - movie directed by Greta Gerwig - Rated PG - 2019 - The film evokes a deep sense of empowerment and resilience as it follows the spirited journey of four sisters challenging societal expectations and pursuing their individual aspirations. It leaves viewers feeling inspired and reflective, urging them to break free from gender norms and pursue their dreams with determination and courage.
- **Mulan** - animation directed by Tony Bancroft, Barry Cook - Rated G - 1998 - The film ignites a powerful sense of empowerment as the protagonist challenges gender norms, tapping into her inner strength to rise as a warrior and conquer a world that underestimated her. It leaves viewers inspired and uplifted, reminding them of the resilience and potential within each individual to defy expectations and achieve greatness.

## War and Peace:

- **Flee** - animation directed by Jonas Poher Rasmussen - Rated PG-13 - 2021 - The film leaves viewers with a deep sense of empathy and admiration as it unfolds the remarkable true story of Amin, a refugee torn between his past and his future as he approaches marriage. It prompts reflection on the challenges of displacement and the courage required to confront one's hidden history, leaving a lasting impression of the resilience of the human spirit.
- **Hacksaw ridge** - movie based on a true story directed by Mel Gibson - Rated R - 2016 - The film evokes a profound sense of admiration, portraying a soldier's remarkable refusal to use weapons during WWII. Instead, he finds purpose through acts of compassion as a medic, offering a poignant reminder of the power of peace amidst war's chaos.
- **No man's child** - 2014 - Serbian movie directed by Vuk Rsumovic - NR - A film that shows how a young child is rejected because of the war. Based on a true story, it is set during the break-up of Yugoslavia and the child is rejected from the shelter where he lives in Belgrade, Serbia, because of his Bosnian name. The film leaves a deep sense of sorrow and anger. It highlights the harsh realities of conflict and the desperate measures individuals are forced to take for survival.
- **Capernaum** - Lebanese movie directed by Nadine Labaki - Rated R - 2018 - The film leaves a powerful sense of injustice, revealing the struggle of children whose basic rights are violated as they endure poverty and neglect. The climactic courtroom scene, where the protagonist confronts their parents, amplifies the emotional impact, urging reflection on society's obligations to vulnerable children.



## Mental Health:

- **The Boy, the Mole, the Fox and the Horse**- short animation directed by Peter Baynton, Charlie Mackesy - Rated G - 2022 - The animated short leaves a heartwarming feeling, celebrating the unlikely friendship of a boy, a mole, a fox, and a horse. It beautifully emphasizes self-acceptance and valuing others, evoking warmth and hope in viewers.
- **Soul**- animation directed by Pete Docter, Kemp Powers - Rated PG - 2020 - A middle school music teacher's journey to discover the meaning of life in the small joys resonates deeply, encouraging viewers to appreciate the beauty and richness present in seemingly ordinary experiences.
- **Inside Out** - animation directed by Pete Docter, Ronnie Del Carmen - Rated PG - 2015 - Through the personification of Riley's core emotions as characters in her mind, the movie offers a reflection on the complexities of our inner world. Ultimately, it leaves us with a profound sense of empathy and a renewed appreciation for the importance of acknowledging and embracing our emotions.
- **The Little Prince** - animation directed by Mark Osborne - Rated PG - 2015 - The movie deeply resonates with viewers, emphasizing the importance of imagination, human connection, and embracing childlike wonder for mental well-being. It leaves one feeling nostalgic yet uplifted, reminding us of the value of simplicity and innocence in navigating life's challenges.
- **Song of the Sea** - animation directed by Tomm Moore - Rated PG - 2014 - The film immerses viewers in a deeply emotional journey as they witness the young boy's path towards healing and self-discovery. Through its magical elements, it delicately explores themes of grief, family bonds, and emotional growth, leaving audiences with a profound sense of hope and resonance long after the credits roll.
- **Little Miss Sunshine** - movie directed by Jonathan Dayton, Valerie Faris - Rated R - 2016 - The movie explores the dysfunctional yet endearing dynamics of a quirky family as they embark on a road trip to support their youngest member, Olive, in a beauty pageant. The movie leaves you feeling uplifted and inspired, celebrating the beauty of individuality and the importance of embracing imperfections in the journey towards self-acceptance and pursuing dreams.
- **Look both ways** - movie directed by Wanuri Kahiu - Rated PG-13 - 2022 - The film leaves you with a deep sense of hope and resilience, as it portrays the resilience of a young girl navigating two divergent paths in life. Despite facing unexpected challenges and upheavals, the underlying message is one of eventual alignment and resolution. It instills a belief that no matter the twists and turns, ultimately, things have a way of falling into place for the better.

## Technology and Media Influence:

- **Mainstream** - movie directed by Gia Coppola - Rated R - 2020 - The film leaves a haunting impression, revealing the toll of social networks on individuals who sacrifice their authenticity for fleeting popularity. It evokes a sense of unease as it exposes the detrimental effects that social media and influencers have on impressionable adolescents. There's a lingering feeling of concern and urgency to address the harmful impact of online culture on our society's youth.
- **Truman Show** - movie directed by Peter Weir - Rated PG - 1998 - The satirical comedy-drama leaves a disquieting impression, as it reveals a man living his life as the unwitting star of a reality TV show. This prompts reflection on the surveillance culture and the roles we unknowingly play in society's spectacle.
- **Rone gone wrong** -animation directed by Sarah Smith, Jean-Philippe Vine, Octavio E. Rodriguez - Rated PG - 2021 - The story of Barney and his makeshift robot evokes a sense of poignant nostalgia and empathy. Despite living in poverty, Barney's connection with his unique robot highlights the importance of genuine human connections over technology. The animation serves as a reminder of the powerful impact technology can have on adolescents, while also emphasizing the value of staying true to oneself and fostering meaningful relationships beyond the digital realm.
- **Black Mirror** - Nosedive - season 3 episode 1 \*short- each series is individual and has nothing in common with the others - directed by Joe Wright - Rated R - 2016 - This episode of the acclaimed series leaves a haunting impression, highlighting the overwhelming impact of technology and media on our existence. It paints a chilling picture of a dystopian society where individuals are judged and rated via a mobile app, dictating their social standing and opportunities. It evokes a sense of unease and introspection, urging viewers to confront the potential consequences of our increasing reliance on digital platforms for validation and social validation.

# Designing Educational Activities

Designing educational activities related to film as a non-formal educational tool for young people on contemporary societal issues can be a powerful way to engage them in critical thinking and discussions.

Here's a suggested framework for pre-viewing activities, during-viewing tasks, and post-viewing discussions and reflections:

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## Pre-viewing Activities:

**Brainstorming Session:** Start with a brainstorming session where participants share their thoughts and ideas about the contemporary societal issue you'll be addressing in the film. Encourage them to draw from their own experiences and knowledge.

**Key Concepts Introduction:** Provide a brief overview of key concepts and terminology related to the societal issue. This could include definitions, statistics, and historical context to help participants understand the topic better.

**Icebreaker Activity:** Use an icebreaker activity to create a comfortable and open atmosphere among the participants. For example, you could use a "Two Truths and a Lie" game where each participant shares two truths and one lie related to the issue.



Group Formation: Divide participants into small groups and assign each group a specific aspect or angle of the societal issue to research. They can use online resources or pre-selected readings to gather information.

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Prediction Exercise: Ask participants to make predictions about what they expect to see in the film. What themes, characters, or situations do they think will be portrayed? This can generate interest and curiosity.

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Exploring Current News: Provide participants with a selection of recent news articles or headlines related to the societal issue portrayed in the film. Have them discuss the articles in small groups and identify common themes or trends. Encourage them to share their thoughts on how the issue is currently affecting society.



Think-Pair-Share: Show participants a series of thought-provoking images or quotes related to the societal issue. Have them individually reflect on and write down their initial reactions. Then, pair them up to discuss their thoughts and finally share with the larger group. This can spark curiosity and conversation.

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**Role Play Scenarios:** Create short role-playing scenarios that depict situations or dilemmas related to the contemporary societal issue. Participants can take on different roles and act out these scenarios. Afterward, facilitate a discussion on the emotions and challenges presented in the scenarios.

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**Discussion with Local Experts:** Invite local experts or activists who are working on the societal issue to speak with the participants. They can provide insights, share personal experiences, and answer questions. This firsthand perspective can help set the stage for understanding the issue.

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**Film Trailer Analysis:** Show the trailer of the film without revealing its title or plot details. Ask participants to make predictions about the themes, characters, and conflicts they expect to see in the full film. This activity can generate anticipation and curiosity while prompting participants to think about the film's potential connections to real-world issues.



These pre-viewing activities aim to engage participants' prior knowledge, emotions, and critical thinking skills, preparing them to watch the film with a deeper understanding of the contemporary societal issue at hand.

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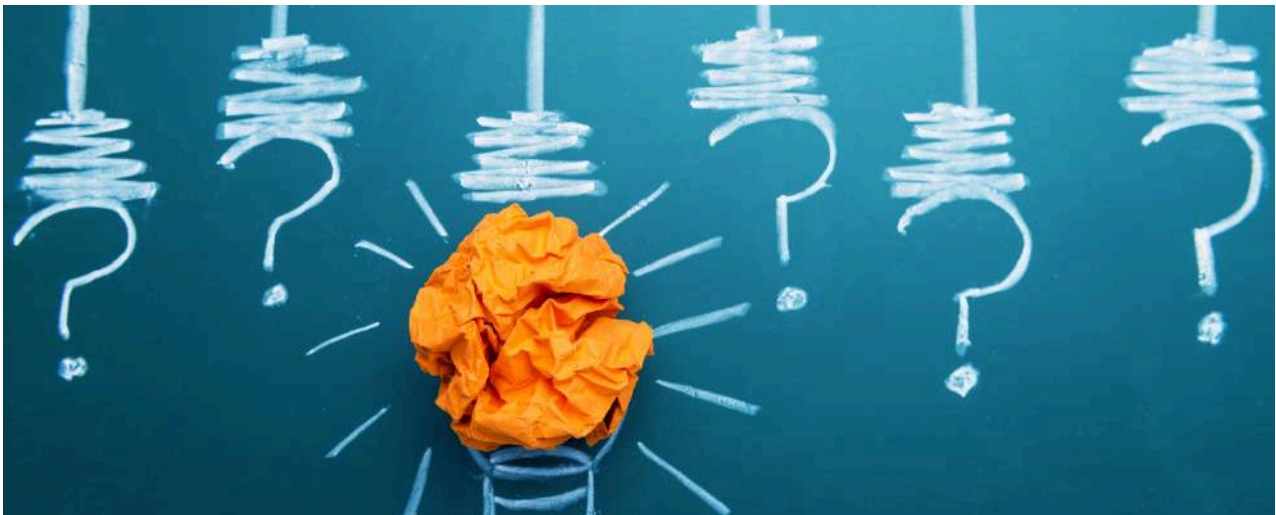
## During-viewing Tasks

**Guiding Questions:** Provide participants with a list of guiding questions to focus their attention while watching the film. These questions should encourage critical thinking about the issue and its portrayal in the film.

**Note-taking:** Encourage participants to take notes during the film, jotting down key scenes, quotes, or moments that stand out to them. This can help with post-viewing discussions.

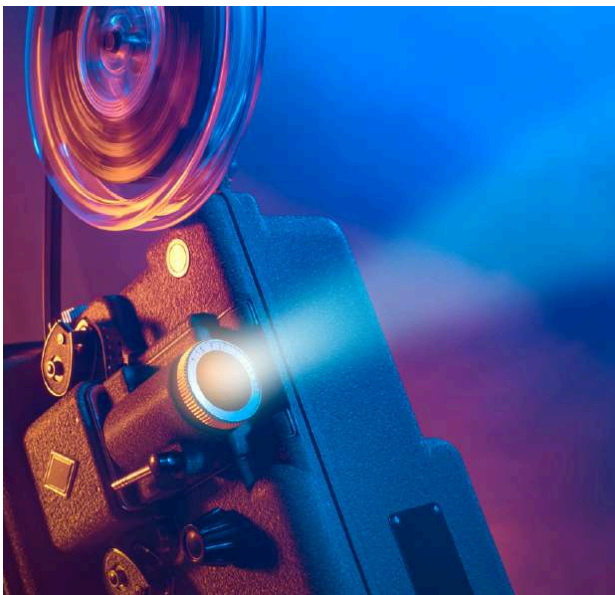
**Character Analysis:** Have participants analyze the main characters in the film. How do their actions and decisions relate to the societal issue? Are there any character transformations? **Pause and Discuss:** Pause the film at key moments to facilitate short discussions or reflections. Ask participants to share their immediate reactions or thoughts about what they've seen so far.

**Note-taking and Symbols Identification:** Provide participants with a note-taking guide or worksheet. Ask them to jot down key scenes, quotes, and symbols that they believe are relevant to the societal issue being portrayed. Encourage them to use symbols to represent underlying themes or emotions.



**Character Evolution Tracking:** Have participants select one or more main characters from the film and create a character evolution chart or timeline. As they watch, they can record how the character's beliefs, attitudes, and actions change in response to the societal issue. Discuss these changes afterward.

**Emotion Mapping:** Distribute emotion cards or charts with various emotions (e.g., anger, empathy, hope) listed. Throughout the film, ask participants to select and hold up the emotion card that best represents their current emotional response to the scenes they're watching. This can lead to discussions about empathy and emotional impact.



**Storyboard Creation:** Encourage participants to create a storyboard of key moments or scenes from the film. They can draw or write descriptions of what they see as significant points in the story. Afterward, ask them to explain the connections between these scenes and the societal issue.

**Discussion Rounds:** Pause the film at predetermined intervals to conduct brief discussion rounds. Divide participants into small groups, and assign each group a discussion topic or question related to the societal issue. After the discussion, groups can share their insights with the whole group.

These during-viewing tasks encourage active engagement, critical thinking, and emotional connection with the film. They also provide structured opportunities for participants to make sense of the themes and issues presented in the movie as they unfold.

## Post-viewing Discussions and Reflections

**Group Discussions:** Bring participants together for a group discussion immediately after the film ends. Use the guiding questions from the during-viewing tasks to structure the discussion.

**Reflection Journals:** Ask participants to write reflective journal entries about their overall impressions of the film and how it relates to the contemporary societal issue. Encourage them to express their emotions, opinions, and insights.

**Debate or Role Play:** Organize a debate or role-playing activity where participants take on different perspectives related to the issue. This can help them develop a deeper understanding of multiple viewpoints.

**Guest Speaker or Expert Panel:** Invite a guest speaker or organize an expert panel discussion on the societal issue, drawing connections between the film and real-world situations. Participants can ask questions and engage in dialogue with the experts.

**Action Planning:** Encourage participants to brainstorm actionable steps they can take to address the societal issue in their communities or personal lives. This could include volunteering, raising awareness, or supporting relevant organizations.

Remember to create a safe and inclusive environment for discussions, where participants feel comfortable sharing their thoughts and opinions. These activities should not only help young people engage with the film but also inspire them to think critically about contemporary societal issues and take meaningful action.

**Socratic Circles:** Organize a Socratic-style discussion where participants sit in two concentric circles. The inner circle discusses their thoughts, feelings, and interpretations of the film, while the outer circle listens attentively. After a set time, participants switch roles. This encourages active listening and thoughtful responses.

**Character Analysis Panel:** Divide participants into small groups, assigning each group a different main character from the film. Have each group analyze their character's development, motivations, and contributions to the societal issue. Then, bring the groups together for a panel discussion where they share their findings.

**Film Critique:** Encourage participants to critically evaluate the film in relation to its portrayal of the societal issue. What did the film succeed in conveying, and where did it fall short? Participants can discuss the film's impact, storytelling, and the message it conveys about the issue.

**Letter to a Character:** Ask participants to choose a character from the film and write a letter to that character, expressing their thoughts, feelings, and advice based on the character's experiences and decisions. This task encourages empathy and reflection on the characters' choices.

Action Planning Workshop: Engage participants in a brainstorming session to identify concrete actions they can take to address or raise awareness about the societal issue. Provide resources and guidance on how to get involved in relevant initiatives or organizations. Encourage them to commit to at least one action.

These post-viewing discussion and reflection tasks are designed to help young people process the film's themes, connect them to real-world issues, and inspire them to take meaningful action or engage in further exploration of the societal issue. They foster critical thinking and active engagement in addressing contemporary challenges.

## **Case Studies and Success Stories in each partner country**

### **Romania**

1. **Bloc Zero** organization Bloc Zero, an association at the intersection of culture, education and community organizing, starts from everyday realities, which it interprets through different but compatible filters and experiences: film and visual arts, anthropology and free discussion, representation and critical analysis. Through their activities, they aim to provide educational, cultural, and social alternatives, actively involving communities in the process. They organize film festivals in the schools in Romania. During the festivals, the students are watching film that are relevant, like education, climate change and human rights. After the movies, they have the possibility to talk with the people involved in the movies and the production team.

The way Bloc Zero approached the subject of climate change during the 2023 Luna.doc Festival is a demonstration of its best practices. The Biggest Little Farm (2018), which depicts the tale of a couple who managed to transform a disastrous farm into a sustainable one, was one of the movies presented during that year's edition, which has as its topic "The\_future\_in\_construction." right after the film's showing, students took part in a conversation with John Chester, the filmmaker of the film. Students had the chance to find out more about global warming and how they may help to solve the issue during the conversation.

<https://bloczero.ro/>

## 2. “Film at school”

The Romanian Ministry of Education launched the "Film la școală" project in 2019. The project's goal is to promote education through movies in the classroom. Teachers from across Romania can take part in the project's film-based education training courses. Following course completion, teachers may plan educational film activities for students to participate in at their schools. A case study of the project's success is the module that was implemented at the National "George Coșbuc" College in Cluj-Napoca. Teachers at this school have planned a number of film education activities for the students as part of the project. These activities included watching documentaries, having conversations with film directors and producers, and participating in filmmaking workshops.

<https://m.facebook.com/events/scoala-gimnaziala-gruia/film-la-%C8%99coal%C4%83-educa%C8%9Bie-prin-film-organizat-de-asocia%C8%9Bia-enkidu/1280423938957457/>



## 3. “Cine-educatie”

The Project "Cine-educatie" was started in 2021 by the Association for Film Education. The project's main goal is to promote film-based education in rural communities. As part of the project, teachers from remote schools are eligible to enroll in film-based education courses. After students finish their courses, teachers might plan educational film activities in the classroom. A successful implementation of the "Cine-educație" project is the module in the community of Măgurele, in the county of Teleorman. Teachers from the Măgurele school have planned a number of educational film activities for the students as part of the project. These activities included watching documentaries, having conversations with film directors and producers, and participating in filmmaking workshops.

<https://romfilmpromotion.ro/en/work/>

# Bulgaria

## 1. CinEd

CinEd is a platform specifically designed to promote the use of film art as a learning tool. The pedagogical method that CinEd develops is adapted to our era, marked by rapid, abrupt and continuous changes in the way we see, receive, distribute and produce images. It is intended for a wide range of participants: teachers at all levels and in all subjects, cultural mediators, professionals in the cinema and audiovisual sector who are willing to work on building European culture and to develop their project on film education for young people. Through its unique and shared pedagogy, CinEd provides access to the richness and diversity of European cinema, developing young people's ability to watch and listen, compare and make connections.

CinEd was created through a project between several European countries and co-funded by the Creative Europe Media Programme of the European Union. The Bulgarian partner in this project is Arte Urbana Collectif, who are helping to create the platform here and to promote film art as a method of education and the acquisition of new knowledge and skills.

The CinEd programme aims to present the richness of European cinema to children and young people aged 6-19, developing their critical and analytical skills as well as their knowledge of cinematic techniques and the language of cinema. CinEd is dedicated to the mission of adequately conveying the seventh art as a cultural object and a prerequisite to analyse the world through it.

To this end, the programme offers a free and user-friendly online platform, on which there is a specially selected collection of European films and pedagogical materials developed for each of them, translated into 8 languages, including Bulgarian.

The platform brings together four resources for teachers that take a transversal approach and help to integrate knowledge and analysis of cinematic works into their practice. The resources are regularly updated and expanded (new topics, updates).

The four main resources are:

- Civic inclusion and gender equality
- Geography and landscapes
- Transmission - Intergenerational relations
- Cinema as cultural heritage Environment, Economy

<https://www.cined.eu/>

## 2. Кинематограф/ Kinematograf Kinematograf

It is an organization that aims to create cinema clubs in every school in Bulgaria. Their primary focus is on presenting short films to students, as short films are provocative, do not require concentration for long periods of time, and allow for flexible programming. The cultural diversity in short filmmaking is enormous.

Classes or gatherings in schools with film screenings and discussions are a globally proven practice for non-formal education, successfully complementing the educational needs of young people. Kinematograf builds on this experience with games, a selection of short films only and a specific approach to communicating with students to develop their analytical thinking, provoke them to be more curious and experience art as something that can enrich them.

## **Their aims are to:**

- Interest in learning - The cinema and the methods that Kinematograf provides as know-how naturally open students to work more actively together and, over time, to feel that learning is not something that begins and ends in the classroom, but that it is an ongoing process for life.
- Analytical thinking - Games, discussions and team activities are a good way to motivate students to look closely at a film, notice details and look for answers to puzzles.
- More understanding - An important saying of the cinema club is that students sit in a circle. Classes are organized so that everyone is motivated to express themselves without embarrassment. Each student is both an audience and an active presenter. The selection of films also includes common conflicts among the students to discuss.

A key element of the project is that it gives students the freedom to self-organise and run the film club without the need for a presenter external to the school. The organisation first finds 2-3 willing students to volunteer at Cinema Club by undergoing training, in which we pass on all the know-how of the club to them. With this, they also receive a certificate of acquired skills in non-formal education. From there, they start planning the films, games and themes of the club on their own and our team provides technical, logistical and administrative support.

<https://kinematograf.bg/>

## **Spain**

### **1. EDUCACINE**

From the union of the film website decine21.com and the educational information newspaper Magisterio comes the Educacine initiative, which aims to be a starting point to promote a whole series of activities related to the world of education and teaching, using films.

Since September 2012, they have been planning and building this Educacine project, which we can now complete with the development of the first Madrid International Film and Education Festival

With this union we manage to combine more than 15 years of experience in the Seventh Art environment, and 140 years of leadership in the world of education, supporting all those involved in this process: teachers, parents and students.

This initiative comprises a series of actions that aim to use the qualities of film to stimulate reflection, dialogue and study. Reaching out to educators - teachers and parents - and pupils is an essential task. Educacine was created with the aim of helping to disseminate fiction and documentary films that work in the field of education, so that they become better known among teachers, students and their families.



The Madrid International Film and Education Festival connects and creates useful bridges between the world of film and the world of education. This is the main goal of the Educacine platform, which aims to change the way in which films are currently present in the classroom, so that the film offer is more accessible, in terms of its performative aspect.

Of particular interest are films that take place within the walls of the classroom and depict the educational challenge faced by teachers. In addition, we intend to cover other films that address the educational issue in various social, cultural and environmental contexts and spheres.

The Festival will become an annual meeting place for film professionals, pupils and educators to enhance the sense of responsibility of the former in terms of the

influence of their work on viewers, and the latter to draw all its pedagogical possibilities from the rich film heritage, which is constantly growing every year.

<https://festivaleducacine.es/peliculas-2022/>



## **2.Cinedfest**

Cinedfest (educational film festival), now in its eighth year, is an innovative educational initiative for pupils of Infant, Primary, Secondary, Baccalaureate, Vocational Training, CEPA, EOI, EASD, Aulas Enclave and Universities, which combines audiovisual training and a festival of short films made by the pupils.

The festival aims to bring audiovisual language to the classroom and introduce film as an educational tool in schools. The educational centres present their audiovisual pieces made by the students, supported by didactic guides and video-workshops

The finalist short films take part in the Awards Ceremonies which will take place in Tenerife and Gran Canaria and will be eligible for more than 70 awards in the different categories. Every year, more than 350 educational centres from all over Spain participate and enjoy all the didactic material that is made available to them in the form of film guides, online video workshops, face-to-face classes, learning situations and constant advice. The festival is mainly sponsored by the Department of Education, Universities, Culture and Sports of the Government of the Canary Islands, the Department of Education and Youth of the Councils of Tenerife and Gran Canaria, the DISA Foundation and the SGAE Foundation. LINK: <https://cinedfest.com/index.php>

### 3. MUESTRA INTERNACIONAL DE CINE INCLUSIVO (MICE)

MICE is defined as a festival where, on the one hand, it allows films made in the classroom to be seen on the big screen, forming a proactive learning process in which young people get involved in the elaboration of their own messages and apply their creativity and concerns to create films.

And on the other hand, as a film exhibition with an educational character where the learning that takes place "watching films" made by other creators from all over the world, serves both to promote artistic education and to cover topics and content that deserve to be addressed. The main purpose of MICE Madrid is to awaken in children the pleasure of enjoying cinema.

Over the years, MICE has expanded and internationalised to other countries and places in the world. We try to promote audiovisual literacy where they lack their own means to do so in collaboration with local entities or associations to provide continuity and self-sufficiency for the future.

They carry out activities throughout the course: workshops, exhibitions, competitions and our festival. For 15 days, we take fun and learning through cinema to every corner of the Valencian territory. With school film screenings and screenings open to the public in more than 25 venues in towns and villages, they become the big screen that showcases the work of our students, as well as a source of exciting educommunication activities.

[https://micefestival.com/es/00\\_2-inicio-cas/](https://micefestival.com/es/00_2-inicio-cas/)



# Czech Republic

## 1. Jeden svět / One world

For over 25 years, the One World Festival has been a vital part of the activities of the Czech humanitarian organization, People in Need. Established in 1999, the festival brings human rights documentaries from around the globe to local audiences, screening them in many towns across the country and at Czech schools. Recognized by UNESCO for its human rights advocacy, One World is now the world's largest festival of its kind. Each year, it welcomes numerous guests, including filmmakers, activists, and protagonists, for discussions that are integral to its program.

The One World team prioritizes openness and accessibility for all attendees, including those with disabilities. Ondřej Kamenický has led the festival since 2017. People in Need, founded in 1992, is now one of Central Europe's largest non-profit organizations, assisting people in 40 countries. Apart from One World, they support marginalized communities in the Czech Republic. What sets One World apart is its decentralized nature. The festival doesn't happen in just one place; it takes place across the Czech Republic, reflecting diverse social contexts and individual personalities. It occurs annually in numerous cities and towns.

Sensitive language is crucial at One World. As society evolves, the festival aims to respect and reflect this change. They strive to use language that is inclusive and considerate in all official communications.

Debates with directors, protagonists, activists, and experts are as important as the screenings themselves. After most screenings, the audience can participate in these discussions, providing valuable insights and perspectives.

## 2. Zlín film festival

The Zlín Film Festival is the world's oldest and biggest festival of its kind. It's internationally highly respected. The festival doesn't take a place in Zlín only, it also takes place in many other towns in the Czech Republic. Every year, they show around 300 films from over 50 countries worldwide. Since 2010, over 95,000 children and adults have attended the festival.

The mission of the Zlín Film Festival is to show modern films for kids and young people in the Czech Republic. It's not just about entertaining young audiences; it's also about educating them and helping them learn about the world through film. Organizers want to develop the sense of beauty, social understanding, and morals. The festival is part of the European Children's Film Association. Lots of other programs are prepared in order to support, help professionals, and donate a charity.

The Zlín Film Festival isn't in Zlín by chance. The idea of having a regular film festival here came from local filmmakers wanting to show their work in their hometown. The first festival was in 1961, exactly 20 years after another festival called Film Harvest (or Zliennale). Even though these early festivals were during the war years of 1940-1941, they were popular with audiences and filmmakers. The Film Harvest had many famous Czech and Slovak film stars attending. The main events happened at Zlín's Grand Cinema, one of Central Europe's biggest cinemas at the time, with room for over 2,500 people!

Zlín has a strong connection with film because of its film studios, started in 1936 by Jan Antonín Baťa who made ads for his shoe company. Elmar Klos, a director and writer, won an Oscar in 1965 for his film *The Shop on Main Street*, made in Zlín. The studios have been making children's films since the 1940s and became the most important place for children's films in Czechoslovakia. Many famous filmmakers worked here, like Karel Zeman, Hermína Týrlová, and Alexander Hackenschmied. Their work made Zlín famous worldwide.

The Zlín Film Festival is special because it combines its long history with filmmaking and its unique location. Every year, it brings together film fans and creators in this special place with such a rich history.



### **3.Ji.hlava International Documentary Film Festival**

The Ji.hlava International Documentary Film Festival started with a group of high school students in Jihlava, Czech Republic, back in 1997. Since then, every autumn, it has brought together thousands of viewers, filmmakers, critics, journalists, and documentary enthusiasts to explore the world of film.

Now, after 26 years, the Ji.hlava IDFF is celebrated as one of Europe's leading documentary festivals and the largest in Central and Eastern Europe. Its main competition, "Opus Bonum," showcases up to 18 feature films from around the world, premiering them on the global stage. Awards are given not only for the best film but also for cinematography, editing, and sound design. Other notable categories include "Fascinations" for experimental films, "Testimonies" for politically or ecologically themed works, and "Short Joy" for the best short documentaries, alongside the traditional "Czech Joy" national competition.

Winners at the Ji.hlava IDFF have the chance to qualify for prestigious awards like the Academy Awards® and the European Film Award. With over 1,000 film professionals attending each year, the festival has become a significant meeting place for the global documentary industry.

The festival's industry programs, such as the Emerging Producers showcase and the Ji.hlava New Visions Forum & Co-production Market, provide a platform for up-and-coming filmmakers to present their projects and connect with industry professionals from around the world. The festival also hosts the Inspiration Forum, where distinguished figures from various fields discuss relevant topics shaping our world and inspiring future documentary films.

Through initiatives like the Ji.hlava Film Fund and the Ji.hlava Academy, the festival supports filmmakers in visual and sound post-production and provides a creative lab for non-fiction storytelling. These activities, along with others, underscore Ji.hlava's commitment to nurturing talent and fostering innovation in the documentary industry.



# Local workshops findings

## Spain

<b>Workshop</b>	Technology and media Influence with Environmental issues
<b>Number of participants</b>	80
<b>Topic</b>	Environmental Issues
<b>Movie(-s)</b>	Pumzi. Our Planet. Episode: How to save our planet
<b>Flow of the workshop-previewing activities</b>	<ul style="list-style-type: none"><li>- Introduction (5 min): Introducing myself (my name, where I'm from, what I study, and why I am doing this session), introduction of ACD la Hoya (what we do daily and explanation of the Erasmus+ programs), and introduction of the project "Let's Movie" (explanation of the objective of the program). Explain the rules of respect.</li><li>- Activities (40 min):<ul style="list-style-type: none"><li>- Introduction to environmental issues. Question 1: Why do they think global warming is a problem? Discuss. (3 min)</li><li>- Reasons: The planet is getting hotter year by year, pollution, respiratory illnesses, etc.</li><li>- Biodiversity: How does global warming affect biodiversity?</li><li>- Loss of ecosystems.</li><li>- Watch the short film: "How to Save Our Planet" (from 2:19 to 4:18, "the problem") (3 min) While projecting the video, I translated aloud what the documentary was saying so that the students could fully understand it.</li></ul></li></ul>

The objective of the session is for students to understand clearly that climate change directly affects our daily lives and that we all have the power to change it through small actions.

- After watching the short film, discuss in pairs: How does the extinction of some species affect our daily lives? Think about the extinction of *Posidonia oceanica*, opossums, and lilac plants.

After 5 minutes of discussion in pairs, share the conclusions.

Everyone talked about the importance of every living being in each ecosystem.

- After discussing their opinions, I explained the main reasons why these species are important for our lives (7 min):

- *Posidonia oceanica*: Creates oxygen in the sea (necessary to sustain marine life), eliminates CO<sub>2</sub> from the sea (necessary to clean the sea and slow down climate change), is the habitat for many types of fish, and helps prevent coastal erosion.

- Opossums: They are pest controllers; they feed on rodents and fleas, and they spread seeds in the ecosystems.

- Lilac plants: Retain water in the soil, preventing erosion and drought.

**Flow of the workshop-during viewing activities**

See the short film "Pumzi: the water war" (how it's 20 minutes long and it has no dialogue I will put it in X2 of velocity) (10 min)

Take notes about:

Q1: What happens with the water?

Q2: Differences between the actual world.

I paused the video twice to ensure they were understanding the short film, and I summarized what we had seen. This way, I also kept the students' attention.

**Flow of the workshop-post viewing discussion and reflection**

Discuss about the notes they have been taken. (10 min)

Q1: They don't have water, everything is dry, the way of paying in that world is through water.

Q2: They cannot work in jobs they want, they cannot leave the building, they do not eat, they generate their own energy, everything is contaminated with nuclear energy and is sterile. They have a museum of nature, just as we have of dinosaurs. They do not speak; everything is technological. They have completely renewable energy, although it is no longer necessary because the world is already destroyed.

There is no nature; everything is synthetic.

-Conclusion (10 min):

Discuss about: How can we get to that point?

With industrial pollution, without taking urgent measures, not recycling, excessive consumption of clothing, and industries like Shein, Temu, Primark, or Amazon. Without using electric cars and without utilizing renewable energy like solar or wind power. If we don't take care of ocean pollution, we will end up in a situation similar to that of the short film.

Discuss about all our current actions that could potentially lead to a world like the one depicted in the short film in the future.

Explanation of the 6R: reduce, reuse, Recycle, recover, rethink, restructure, redistribute.

-Complete the form (5 min).

It was not allowed to take out phones in class to fill out the form, so they could not do it at that moment.

### **Evaluation and feedback**

All good comments, but some suggestions to make the session longer to be able to do more fun activities and have more debate.

### **Most relevant findings from the students**

They liked a lot the way in which the loss of biodiversity affects us. They were especially impressed by the topic of controlling opossum pests, and we also started to discuss some epidemics that could be avoided if we prevent animals from becoming extinct. All of them are important to maintain the world we have

### **Highlights**

The students were very cooperative, and I was surprised by their knowledge about posidonia and the effect of plants in retaining water in the soil to prevent drought. Everyone knew about the effect of posidonia in the seas and of plants on soil.

### **Main conclusions**

Knowing that climate change affects our daily lives and that we must try to prevent it with all our strength to continue living as we do and not reach the situation depicted in the short film Pumzi.



# Local workshops findings

## Spain

<b>Workshop</b>	Economic inequalities and civic deficit
<b>Number of participants</b>	56
<b>Topic</b>	Economic inequalities and civic deficit
<b>Movie(-s)</b>	The Poor Edison
<b>Flow of the workshop- previewing activities</b>	<p>-Introduction (5 min):Introducing myself (my name, where I'm from, what I study, and why I am doing this session), introducing ACD la Hoya (explaining what we do daily and the Erasmus+ programs), and introducing the project "Let's Movie" (explaining the objective of the program). Explain the rules of respect.</p> <p>-Introduction (5 min) to the Economic Inequalities Topic: Begin by asking participants what they think economic inequality is. Explain the dictionary definition. Discuss their answers; they already know a lot about economic inequalities between countries and the definition because they studied it in their history subject. Some of them mentioned that economic inequality can lead to differences in opportunities, so we started discussing what that means.</p>

**Flow of the workshop-during viewing activities**

(12 min) Screen the short film “ The poor Edison”. They have to take notes about the differences between the main character and their lives

**Flow of the workshop-post viewing discussion and reflection**

After watching the short film (10 min): Discuss the differences between them and the main character: their clothes, their housing situation, they don't have cars or shoes, their meals, and basic necessities like electricity and education.

Discuss the following questions:

- Q1: Who was Thomas Edison?
- Q2: Why do you think the short film is titled that way?  
Because the main character is interested in electricity and the light bulb but is poor.
- Q3: Do you think that if Thomas Edison had been poor, he would have invented the light bulb? Why?  
No, because he wouldn't have had the necessary knowledge to invent it.

The short film addresses differences between countries, but the next question is whether they know about differences in opportunities in their own environment. They know there are differences, but they couldn't explain any. I then provided an example to illustrate the point.

Conclusion (15 min): Explain an example of inequality of opportunities related to education: In the EU, we have the right to attend school, but if after classes you must help your parents at work, care for a sibling or grandparent, or even work to support your family, you may not have time to study in the afternoons. As a result, you might not obtain a bachelor's or university degree. In some cases, this demonstrates daily differences in opportunities among students in the same class; some can afford private lessons while others must contribute to their family's financial needs.

At the end of the discuss how we had 10 min more we were discussing about how the inequalities affects women much more than men.

Do the form (5min). They have tablets so they do it at the moment.

**Evaluation and feedback**

Good, some students want a longer Workshop to discuss more about others economic inequalities

**Most relevant findings from the students**

How lucky we are to have electricity, public schools, a comfortable house, etc.

- We do not appreciate going to school and learn.
- The clothes they wear, they have no shoes.
- The mother of the main character doesn't work and stay all the time at home

**Highlights**

I held this workshop with two different classes of students, and in both sessions, they noticed how the family in the film showed subtle (cultural) sexism. They pointed out that the main character's mother stays at home and doesn't work.

One student said that if the main character were a girl, she wouldn't go to work with the father but would stay at home with her mother.

This led a discussion about how various types of inequalities typically affect women more than men. It also reflects the strong education in feminism that students receive at this school.

**Main conclusions**

- Money determines your opportunities.
- It's so difficult to study if you are poor.
- Economic inequality affects women much more than men.
- We are so glad to have the right to study and all our needs covered in UE.

# Local workshops findings

## Romania

<b>Workshop</b>	Economic inequalities and civic deficit
<b>Number of participants</b>	30
<b>Topic</b>	Economic inequalities and civic deficit
<b>Movie(-s)</b>	The Poor Edison Soar
<b>Flow of the workshop- previewing activities</b>	<p>The workshop started with the self introduction of the facilitators. We had 2 people in charge of the workshop. After the introduction, we presented the project, by explaining the aim, objectives, what was done so far, and the final results. We also had a discussion about Erasmus+ programme and what opportunities they can have. Then, we provided an outline of how the workshop will proceed, setting expectations and ensuring the purpose and structure of the activities.</p>
<b>Flow of the workshop-during viewing activities</b>	<p>After the introduction, the young people started watching the two movies. The topics of the movies were Economic Inequalities and Civic Deficit. The young people seemed engaged in the movies and they were paying close attention to them. In order to facilitate easier understanding, we created subtitles in Romanian so all the participants understood what the movie is about.</p>

**Flow of the workshop-post viewing discussion and reflection**

After the movies, we had an open discussion about the topics of the movies and reflecting on the society problems that were illustrated in the movies. The young people had the opportunity to speak their mind and to articulate their thoughts and feelings about the movies. We encourage everybody to share their perspective, fostering introspection and reflection on their emotions. All of the participants said that movies can be a very educational tool to use and it allows them to have both visual and auditory parts which can help with the learning process.

The importance of the reflection was rated with a 4.6, which shows that the participants really valued and benefited from.

**Evaluation and feedback**

As a conclusion, we shared a qr code with the participants which led them to the evaluation form and we had a dedicated time for them to evaluate the workshop. In order to facilitate the evaluation phase we went through the evaluation form together, presenting all the questions and explaining what they mean. The answers were anonymous so the participants could freely share their insights and opinions.

The feedback collected was overwhelmingly positive, with many students expressing that there was little to improve and praising the organization and content of the workshop.

**Most relevant findings from the students**

Overall, students expressed a shared awareness of global inequalities, in particular the fact that some children do not have the opportunity to live a 'normal' life or receive an education.

Several students emphasized the importance of equality and the need to help others.

Students noted the importance of being more aware of global issues and the need for personal and community action to address these issues.

**Highlights**

Some students said they were overcome with emotion to the point of tears.

**Main conclusions**

The workshop was successful in engaging students and raising awareness of important social issues through the use of short films.

# Local workshops findings

## Romania

<b>Workshop</b>	Technology and Media Influence / Environmental Issues
<b>Number of participants</b>	30
<b>Topic</b>	Technology and Media Influence /Environmental Issues
<b>Movie(-s)</b>	Are you okay? Our Planet
<b>Flow of the workshop- pre-viewing activities</b>	The workshop began with an introduction by the facilitators. Two individuals were responsible for guiding the session. Following the introduction, the project's objectives and accomplishments to date were presented, including a brief discussion on the Erasmus+ program and its opportunities. The structure and purpose of the workshop were outlined, setting clear expectations.
<b>Flow of the workshop-during viewing activities</b>	Participants watched the selected movies, focusing on the topics of Technology and Media Influence, as well as Environmental Issues. The students were highly engaged, paying close attention to the content. Romanian subtitles were provided to ensure full comprehension. The relevance of the movies to the workshop's topics was rated highly, with an average score of 4.6 for "Are You Okay?" and 4.4 for "Our Planet."

**Flow of the workshop-post viewing discussion and reflection**

After the screenings, an open discussion was held to explore the issues presented in the movies. Students were encouraged to share their thoughts and feelings, fostering a reflective dialogue about the impact of technology on social dynamics and the urgency of environmental conservation. The importance of reflection in the learning process was emphasized and received an average rating of 4.7, showing that students valued the opportunity to express and develop their ideas.

**Evaluation and feedback**

At the end of the session, students were asked to complete an evaluation form using a QR code provided by the facilitators. The process was guided step-by-step to ensure that all participants understood the questions. Feedback was overwhelmingly positive, with participants particularly appreciating the educational value of the movies and the organization of the workshop.

**Most relevant findings from the students**

Students expressed how technology can showcase social issues like bullying and the critical importance of environmental awareness. Many students highlighted the connection between media influence and real-world behaviors, as well as the necessity of taking immediate action to address environmental challenges.

**Highlights**

The emotional engagement and educational value of the movies were particularly highlighted as strong points.

**Main conclusions**

The workshop effectively engaged students and successfully used films to highlight significant social and environmental issues. The films were well-received as educational tools, fostering both emotional engagement and critical thinking.

# Local workshops findings

## Romania

<b>Workshop</b>	Racism and Ethnic Diversity / War and Peace
<b>Number of participants</b>	30
<b>Topic</b>	Racism and Ethnic Diversity / War and Peace
<b>Movie(-s)</b>	THE BOX - From Playhouse to Lifeboat Purl
<b>Flow of the workshop-previewing activities</b>	<p>The workshop started with the self introduction of the facilitators. We had 2 people in charge of the workshop. After the introduction, we presented the project, by explaining the aim, objectives, what was done so far, and the final results. We also had a discussion about Erasmus+ programme and what opportunities they can have. Then, we provided an outline of how the workshop will proceed, setting expectations and ensuring the purpose and structure of the activities</p>
<b>Flow of the workshop-during viewing activities</b>	<p>After the introduction, the young people started watching the two movies. The topics of the movies were Racism and Ethnic Diversity / War and Peace. The young people seemed engaged in the movies and they were paying close attention to them. In order to facilitate easier understanding, we created subtitles in Romanian so all the participants understood what the movie is about.</p>



**Flow of the workshop-post viewing discussion and reflection**

After the movies, we had an open discussion about the topics of the movies and reflecting on the society problems that were illustrated in the movies. The young people had the opportunity to speak their mind and to articulate their thoughts and feelings about the movies. We encourage everybody to share their perspective, fostering introspection and reflection on their emotions. All of the participants said that movies can be a very educational tool to use and it allows them to have both visual and auditory parts which can help with the learning process.

**Evaluation and feedback**

As a conclusion, we shared a qr code with the participants which led them to the evaluation form and we had a dedicated time for them to evaluate the workshop. In order to facilitate the evaluation phase we went through the evaluation form together, presenting all the questions and explaining what they mean. The answers were anonymous so the participants could freely share their insights and opinions.

The feedback collected was overwhelmingly positive, with many students expressing that there was little to improve and praising the organization and content of the workshop

**Most relevant findings from the students**

The most relevant finding from the students was that we all need to accept ourselves as we are, and that not everyone lives the same peaceful and happy life that we do.

**Highlights**

Many students expressed a new realization of global inequalities, in particular that some children do not have the opportunity to live a 'normal' life or receive an education.

Some students said they were overcome with emotion to the point of tears.

Several students emphasized the importance of equality and the need to help others.

Students noted the importance of being more aware of global issues and the need for personal and community action to address these issues.

**Main conclusions**

The movie had a very big impact on the young people

# Local workshops findings

## Czech Republic

<b>Workshop</b>	Technology and media influence
<b>Number of participants</b>	19
<b>Topic</b>	Technology and media influence
<b>Movie(-s)</b>	Black mirror
<b>Flow of the workshop-previewing activities</b>	<p>We wrote on the blackboard a list of pros and cons about technology and social media nowadays in society. They all agreed that it is really useful to be connected with your friends and family if you are not close to them, but also that it can be really dangerous if you don't use it in the correct way as it is playing with your privacy.</p>
<b>Flow of the workshop-during viewing activities</b>	<p>We made them some questions they needed to answer in a paper while viewing the chapter, the questions were;</p> <ul style="list-style-type: none"><li>- Do you think this can happen in the near future?</li><li>- Do you feel identified with any of the characters?</li><li>- Do you think social media can affect us as badly as in the chapter?</li><li>- What impacted you the most?</li><li>- How would you manage that situation?</li></ul>

**Flow of the workshop-post viewing discussion and reflection**

We made them organize in groups so they could discuss the questions they answered while viewing the chapter so they could have different points of view. They discussed for around 10 minutes and later we all shared the answers to see if we agreed and if not, discuss the different answers.

**Evaluation and feedback**

We gave them google forms that all of them fulfilled and we asked some general questions to see how they were enjoying it, as for example;

- What did you enjoy the most?
- What would you change?
- What was your favorite part?
- Did you learn something new?
- Was it useful?

**Most relevant findings from the students**

They gave us some important ideas in the previewing activity that we didn't expect them to have, as they were more aware about the topic than we thought.

**Highlights**

As we said before, maybe one of the highlights is that they knew quite a lot about the topic and they had very interesting ideas.

**Main conclusions**

We think the activity helped them to be even more aware about the topic and also to think about which problems can appear in the near future.

# Local workshops findings

## Czech Republic

<b>Workshop</b>	Civic deficit
<b>Number of participants</b>	24
<b>Topic</b>	Civic deficit
<b>Movie(-s)</b>	The wonderful story of Henry Sugar
<b>Flow of the workshop-previewing activities</b>	We did a brainstorm about what civic deficit could mean and then, we discussed where this topic is taught.
<b>Flow of the workshop-during viewing activities</b>	We made them some questions they needed to answer in a paper while viewing the movie, the questions were; -What books did Henry Sugar like? - What test did the doctors try on the man who could see without eyes? - What did Imdad do at the show when he got bandaid from the doctors? - Why was cancelled the show?

**Flow of the workshop-post viewing discussion and reflection**

We made them organize in groups so they could discuss the questions they answered while viewing the chapter so they could have different points of view. They discussed for around 10 minutes and later we all shared the answers to see if we agreed and if not, discuss the different answers. Plus we asked them more questions related to the topic and reflection.

**Evaluation and feedback**

We gave them google forms that all of them fulfilled and we asked some general questions to see how they were enjoying it, as for example;

- What did you enjoy the most?
- What would you change?
- What was your favorite part?
- Did you learn something new?
- Was it useful?

**Most relevant findings from the students**

They have interest points of view about civic deficit and who is rightful to define what is ethic and what is not.

**Highlights**

A debate about who should teach civics at school started, mentioning if everyone should learn about it and if it should be compulsory.

**Main conclusions**

We think even though ethics is a skeptic and subjective world everyone should learn about it and figure about what is civic or not.

# Local workshops findings

## Czech Republic

<b>Workshop</b>	Mental health
<b>Number of participants</b>	25
<b>Topic</b>	Mental health
<b>Movie(-s)</b>	The boy, the Mole, the Fox and the Horse
<b>Flow of the workshop-previewing activities</b>	Brainstorming about mental health nowadays in our society (if there's enough help, if there's a lot of mental health problems, if they think there's an specific age where there's more mental problems, if they think it is necessary to go to a professional or that with your friends and family helping it's enough).
<b>Flow of the workshop-during viewing activities</b>	To pay attention and collect all the sentences or moments they consider important.

**Flow of the workshop-post viewing discussion and reflection**

In groups, we asked them some questions about mental health related to the video;

- Did you feel identified with the video?
- When you feel the same as in the video, who do you ask for help?
- Do you have someone who saved you at any time?
- Is it important to ask for help?
- What do you think you can bring to this world that no one else can bring?
- Did you ever feel lost?
- “One of our greatest freedoms is how we react to things” what do you think about that sentence?
- What things would you do if you were not afraid?
- What do you dream about?
- Do you listen more to your dreams or your fears?

We took in consideration that it was a personal topic and that we wanted it to be treated in a really sensitive way, so we made two groups so there would be less people and they could feel more open to share their things and to answer the questions we propose. We were checking all the time how the answers were and how they felt so there were some questions we didn't propose as we knew they won't answer or they won't feel comfortable.

**Evaluation and feedback**

We gave them google forms that all of them fulfilled and we asked some general questions to see how they were enjoying it, as for example;

- What did you enjoy the most?
- What would you change?
- What was your favorite part?
- Did you learn something new?
- Was it useful?

**Most relevant findings from the students**

Some of them didn't take it very serious what sometimes was a barrier for the ones who really wanted to get the help from it, but finally we could feel we really help some of them and they appreciated it.

**Highlights**

They had really nice ideas about mental health that we didn't expect them to have which was really nice.

**Main conclusions**

We think the activity helped them to understand a bit more and how to manage it.

# Local workshops findings

## Bulgaria

<b>Workshop</b>	Technology and media influence/ Environmental issues
<b>Number of participants</b>	25
<b>Topic</b>	Technology and media influence/ Environmental issues
<b>Movie(-s)</b>	Are you okay? Our planet -Episode: How to save our planet
<b>Flow of the workshop-previewing activities</b>	<p>At the beginning of the workshop we introduced the Let's Movie project, the Erasmus+ programme, the partners and the goals we want to achieve.</p> <p>We asked the participants if they knew what contemporary reality meant and they gave their assumptions, but overall they gave the impression that they were not familiar with the concept. After giving them the definition, we discussed again what can be accepted as contemporary reality today.</p> <p>We introduced the themes of the two contemporary realities and discussed the use of films as a learning tool in the respective subjects.</p>
<b>Flow of the workshop-during viewing activities</b>	<p>We first watched the film on Technology and Media Influence and then had a discussion afterwards.</p> <p>We then watched the film on the topic of Environmental Issues and again this activity was followed by a discussion</p>



**Flow of the workshop-post viewing discussion and reflection**

Discussions on both topics were based on participants' perceptions of the films. Questions were prepared for a reflection session, and according to the participants' answers, we modified the questions and added new ones to make this session as useful as possible. We discussed these contemporary realities and why it is important to be aware of them when making decisions in our daily lives. Participants linked the decisions they make, on a daily basis, to the films they watched and expressed their position on whether they thought anything should change following their newly acquired knowledge.

**Evaluation and feedback**

The evaluations of the workshop were high and the participants defined the newly acquired knowledge as useful for them. Regarding feedback, we received that technology also has many positive influences and therefore we should pay attention to them as well, not just the bad ones. For the environment, they pointed out that the problems are much deeper than a film can present, with those for our future being of greater weight.

**Most relevant findings from the students**

Useful findings from the students were that films are a very appropriate means of acquiring knowledge specifically for their age. Interesting was their expression of the view that although the media often have a bad impact on them, their beneficial use is greater as they use it to inform and to connect with other people. Therefore, the positive impact of technology in their lives cannot be ignored. Regarding environmental protection, it was interesting that the participants also focused on the problem of overpopulation of the earth, yet they also looked at other social problems, such as demographic crises, as a consequence of the process of having fewer children per family, which they learned as a fact from the film. They expressed the opinion that although this process would have a beneficial effect on the planet, it would have a bad effect on societies, especially on people of working age.

**Highlights**

Highlighted moments could be the emotions one of the girls expressed during the film about technology and media influence, as she said that often the media has an influence over the adolescent population, which influences badly and lowers people's self-esteem. Again, it was interesting to turn the focus from environmental issues to social problems, with participants pointing out that environmental problems should also be seen as social ones, because changes depend on society and the individual.

## Main conclusions

Conclusions from the workshop is that films are influential as a good learning tool among this age group, influencing them emotionally but also making them think outside the box and discover other related issues in today's contemporary realities.

# Local workshops findings

## Bulgaria

### Workshop

Racism and Ethnic Diversity/ War and Peace

### Number of participants

25

### Topic

Racism and Ethnic Diversity/ War and Peace

### Movie(-s)

Purl  
The Box

### Flow of the workshop- previewing activities

In the first stage of the workshop we talked about the project, its results so far and expected in the future, the Erasmus+ programme and the partners in this project. We discussed the importance of contemporary realities and participants gave examples of such. They even mentioned "war" as an important contemporary reality, which helped us to move smoothly into the two topics. We did a discussion on the use of films as a tool for knowledge acquisition and then introduced the two topics of the workshops.

**Flow of the workshop-during viewing activities**

First we watched the film on Racism and Ethnic Diversity. We had a discussion with the participants where they expressed what impressed them about the topic. We reflected on this contemporary reality and emphasized its importance in today's world. We then moved onto the topic of War and Peace, first watching the film and then again having a discussion about what we had learned and its importance.

**Flow of the workshop-post viewing discussion and reflection**

During discussions about both films, participants expressed the importance of having more classes to educate about these topics, as it is important to know about them as they are part of our world. The group expressed that they considered the films as very appropriate tools for knowledge acquisition and a successful tool among the age of the target group.

**Evaluation and feedback**

Participant evaluations were positive, with 80% scoring the highest on the evaluation form for all workshop facilitation questions. During the discussion they expressed the importance of learning more about contemporary realities and that films are a very appropriate tool for this.

**Most relevant findings from the students**

Participants also found elements of gender equality in the film about racism and ethnic diversity, expressing that this is also an important contemporary reality that needs to be talked about. on the film about war, participants expressed the view that war can be internal to themselves and not just in a conflict-only form as presented in the film. In both situations we should strive to achieve peace.

**Highlights**

Highlighted moments could be identified where several Roma participants expressed their views on ethnic equality and how they are equal to others, although they do not always feel this way.

**Main conclusions**

The main findings from the participants' imagery is that films are indeed appropriate tools to acquire knowledge in the field. Equality was addressed and participants from vulnerable groups felt included and understood. On the topic of war and peace, participants expressed their position that they were against war, in all its forms.

# Local workshops findings

## Bulgaria

<b>Workshop</b>	Mental Health and Well-being, Technology and Media Influence
<b>Number of participants</b>	25
<b>Topic</b>	Mental Health and Well-being, Technology and Media Influence
<b>Movie(-s)</b>	Black Mirror - Nosedive - Season 3 ep. 1
<b>Flow of the workshop-previewing activities</b>	Before we started the film we had a session where we explained about the project, the partners, the objectives and the results. We talked about what contemporary reality means and what types there are. We then introduced the pupils to the theme of the workshop.
<b>Flow of the workshop-during viewing activities</b>	We ran an episode of Black Mirror, namely Nosedive, which is about the impact of technology on a person's mental health. The episode also follows how some people are being excluded because of technology and how that affects their mental health.

**Flow of the workshop-post viewing discussion and reflection**

After the film, the students expressed their impressions and the things that impressed them the most. They expressed important aspects of the topic and a discussion was held about how technology and social networks affect mental health. They gave advice and examples from their personal lives on how one can counteract negative influences and emphasise the positive. We also had a reflective session where we discussed the topic as a contemporary reality that people need to know about.

**Evaluation and feedback**

We gave the evaluation form to the participants and they filled it in, the overall evaluation of the workshop is positive and the feedback is that they found it useful and interesting.

**Most relevant findings from the students**

Students identified the importance of the topic as they themselves said that they spend much of their time on social networks and feel the negative impact on their mental health and well-being. Together, they concluded that in order to reduce the negative effects, less time should be spent on social media and no room for comparison should be created between people on social media.

**Highlights**

The highlights focused on how students feel influenced by technology and social media and that it is important to limit this negative influence as much as possible. Additionally, they found that these types of films are extremely useful in raising awareness of the subject as young people are better influenced by imagery and graphics, which in this case are films.

**Main conclusions**

The workshop was a success and the students loved the topic. They were influenced by the film and found it a useful tool to increase their knowledge of contemporary realities. The students were reacquainted with the company and discovered a need to limit the negative impact of technology on their mental health and well-being.

# Local workshops findings

## Bulgaria

<b>Workshop</b>	Economic inequality + civic deficit
<b>Number of participants</b>	25
<b>Topic</b>	Economic inequality + civic deficit
<b>Movie(-s)</b>	The Poor Edison Soar
<b>Flow of the workshop-previewing activities</b>	Before we started the films, we talked about the project, the contemporary realities, what they mean, what types there are and why they are important. We introduced the students to the topic of using films as educational tools and briefly explained what economic inequality and civic deficit mean.
<b>Flow of the workshop-during viewing activities</b>	We first played the short film about economic inequality, then we had a discussion about it and what the students noticed/what impressed them and why this issue is important. Then we also played the film about civic deficit, which again we reflected on through discussion.

**Flow of the workshop-post viewing discussion and reflection**

We held discussions about the two films separately then combined the discussion into one, focusing on contemporary realities and economic inequality and the civic deficit as central to the workshop. We also conducted an exercise in which we said statements and students had to take a position on whether they agreed, disagreed or were neutral, which reinforced their knowledge of the topics.

**Evaluation and feedback**

The overall evaluation of the workshop was positive and the feedback was that the students found it interesting and useful. During the activities, students said that they felt engaged and free to express their opinions and to think about the topics so that a level of understanding of these contemporary realities could be reached.

**Most relevant findings from the students**

The students found a link between the two contemporary realities, saying that economic inequality is often a consequence of the civic deficit. They also discovered that this is not something that happens on a national level, but all over the world, which helped them better understand the significance of contemporary realities.

**Highlights**

Highlights during the workshop were the exercise in which participants had the opportunity to express their position on the given issues related to the two contemporary realities, thus making them fully aware of their significance and what they have learned with the help of the films.

**Main conclusions**

The main conclusions are that students are well influenced by the films and discussions and the interactive exercises help them to assimilate the newly acquired information more easily.



# Resources and Further Reading

## Recommended films for different societal realities

### Gender

- Boys Don't Cry (1999) - directed by **Kimberly Peirce** - Rated **R** - <https://www.imdb.com/title/tt0171804/>
- Bend It Like Beckham (2002) - directed by **Gurinder Chadha** - Rated **PG-13** - <https://www.imdb.com/title/tt0286499/>
- Suffragette (2015)-directed by **Sarah Gavron** - Rated PG-13 - <https://www.imdb.com/title/tt3077214/>
- Hidden Figures (2016)-directed by **Theodore Melfi** - Rated PG - <https://www.imdb.com/title/tt4846340/>

### Race

- Malcolm X (1992)-directed by **Spike Lee** - Rated PG-<https://www.imdb.com/title/tt0104797/>
- 12 Angry Men (1957)-directed by **Sidney Lumet** -Rated PG-13-<https://www.imdb.com/title/tt0050083/>
- Do the Right Thing (1989)-directed by **Spike Lee** - Rated R - <https://www.imdb.com/title/tt0097216/>
- Get Out (2017)-directed by **Sarah Gavron** - Rated PG-13-<https://www.imdb.com/title/tt5052448/>
- Black Panther (2018)-directed by **Ryan Coogler** - Rated PG-13-<https://www.imdb.com/title/tt1825683/>

### Socioeconomic class

- The Pursuit of Happyness (2006) - Directed by **Gabriele Muccino**- Rated PG-13-<https://www.imdb.com/title/tt0454921/>
- The Florida Project (2017)-directed by **Sean Baker** - Rated R - <https://www.imdb.com/title/tt5649144/>
- Nomadland (2020)-directed by **Chloé Zhao** - Rated R-<https://www.imdb.com/title/tt9770150/>

### Environmental issues

- An Inconvenient Truth (2006)-directed by **Davis Guggenheim** - Rated PG - <https://www.imdb.com/title/tt0497116/>
- A Plastic Ocean (2016)-A Plastic Ocean (2016) - directed by **Craig Leeson**.- Not rated - <https://www.imdb.com/title/tt5203824/>
- Before the Flood (2016)-Rated PG - directed by **Fisher Stevens** - <https://www.imdb.com/title/tt5929776/>
- Cowspiracy (2014)-directed by **Kip Andersen and Keegan Kuhn** - Not rated - <https://www.imdb.com/title/tt3302820/>
- Don't Look Up (2021)-directed by **Adam McKay**- Rated R - <https://www.imdb.com/title/tt11286314/>

### Mental health

- Silver Linings Playbook (2012)-directed by **David O. Russel** - Rated R - <https://www.imdb.com/title/tt1045658/>
- Perks of Being a Wallflower (2012)-directed by **Stephen Chbosky** - Rated PG-13 - <https://www.imdb.com/title/tt1659337/>
- Manchester by the Sea (2016)-directed by **Kenneth Lonergan** - Rated R - <https://www.imdb.com/title/tt4034228/>
- Moonlight (2016)-directed by **Barry Jenkins** - Rated R - <https://www.imdb.com/title/tt4975722/>
- CODA (2021)-directed by **Sian Heder** - Rated PG-13 - <https://www.imdb.com/title/tt10366460/>



## Books

- Teaching with Films by David A. Schwach
- Cinema Literacy: Teaching Film Appreciation in the Classroom by David Bordwell
- Film in the Classroom: A Critical Introduction by Richard Dyer
- Teaching Media Literacy by W. James Potter
- Critical Media Studies: An Introduction by W. James Potter

## Articles

- Using Film to Teach Social Issues by The National Council for the Social Studies
- How to Use Movies to Teach Social Justice by Common Sense Media
- Teaching with Film: A Guide for Teachers by Film Education
- Using Film to Teach Critical Thinking by The New York Times
- How to Use Film to Teach English Language Learners by TESOL International Association

## Websites

- Film Education: <https://filmeducationframework.eu/>
- The Criterion Collection <https://www.criterion.com/>
- Common Sense Media <https://www.common sense media.org/>
- Teach with Movies <https://teachwithmovies.org/>
- Media Literacy Now <https://medialiteracynow.org/>

# Conclusion

This kit serves as a comprehensive guide that navigates the intricate landscape of utilizing films as potent educational tools, particularly tailored to address contemporary realities. As we embarked on this journey, the initial section illuminated the project's essence, mission, and objectives, underscoring the rationale behind the guide's existence. The deliberate choice of films as educational instruments was substantiated by a nuanced exploration of their advantages, emphasizing their unique capacity to resonate with diverse audiences and effectively communicate complex societal issues.

The guide not only underscored the importance of acknowledging and addressing contemporary realities but also provided a strategic framework for selecting films that resonate with young minds. The criteria for film selection, coupled with considerations for age-appropriateness, established a thoughtful approach to ensuring a meaningful and impactful viewing experience. Practical insights on showing and streaming movies in educational settings, along with a curated list of streaming services, equipped educators with the tools needed to seamlessly integrate films into their classrooms.

The heart of the kit lay in the exploration of contemporary realities through films, acknowledging the multifaceted dimensions of economic inequalities, racism, environmental issues, civic deficits, war and peace, mental health, and the pervasive influence of technology and media. Recognizing the transformative potential of cinema, the guide proposed a structured approach to designing educational activities, encompassing pre-viewing, during-viewing, and post-viewing phases. The inclusion of sample activity templates catered to the needs of youth workers, young people, and educators, fostering active engagement and meaningful discussions.

Furthermore, the handbook ventured into the realm of real-world impact by presenting case studies and success stories from each partner country. These narratives, enriched with insights from educators, students, and community leaders, showcased the tangible benefits and effectiveness of film-based education in diverse cultural contexts.

In its final section, the guide provided a valuable repository of resources and further reading, offering recommended films for different societal realities. Additionally, it curated a collection of books, articles, and websites, empowering educators with a wealth of supplementary materials to deepen their understanding and enrich their teaching practices.

In essence, this handbook stands as a testament to the transformative power of film-based education, weaving together theory and practice, and empowering educators to inspire a new generation to critically engage with and contribute to the complexities of our contemporary world.