



SCHOOL PROGRAM 2023

LESSON PLAN

ABOUT US

HELLO, AND WELCOME TO REGENT PARK FILM FESTIVAL'S 2023 SCHOOL PROGRAM!

REGENT PARK FILM FESTIVAL (RPFF) IS A NON-PROFIT CULTURAL AND EDUCATIONAL MEDIA ARTS ORGANIZATION. WE'RE TORONTO'S LONGEST-RUNNING, FREE COMMUNITY FILM FESTIVAL, AND IS THE SOLE COMMUNITY FILM FESTIVAL IN CANADA'S LARGEST AND OLDEST PUBLIC HOUSING NEIGHBOURHOOD. RPFF IS A STAPLE IN THE COMMUNITY. IN ADDITION TO OUR ANNUAL FESTIVAL IN NOVEMBER, WE OFFER YEAR-ROUND SCREENINGS, OUR ANNUAL SCHOOL PROGRAM, WORKSHOPS AND COMMUNITY EVENTS AT NO COST.

RPFF IS DEDICATED TO SHOWCASING LOCAL AND INTERNATIONAL INDEPENDENT WORKS RELEVANT TO PEOPLE FROM ALL WALKS OF LIFE. THE KEY COMMUNITIES WE SERVE ARE BLACK, INDIGENOUS AND PEOPLE OF COLOUR (BIPOC) COMMUNITIES, PEOPLE WITH LOW-INCOME, PEOPLE WHO LIVE IN PUBLIC HOUSING, AND REGENT PARK RESIDENTS. THE FILMS WE PRESENT BREAK STEREOTYPES AND SHOW THAT NO ONE PLACE OR PERSON HAS JUST ONE STORY.

THIS YEAR WE ARE EXCITED TO PROVIDE A SELECTION OF FILMS FOR THE SCHOOL PROGRAM THAT ADDRESS THEMES OF MENTAL HEALTH, COMMUNITY BUILDING, CULTURAL DIVERSITY, AND MUCH MORE. WE HOPE THIS PROGRAM WILL PROVIDE AN ENTRYWAY INTO HAVING NUANCED CONVERSATIONS ABOUT BIG CONCEPTS AND IDEAS WITHIN THE LANGUAGE ARTS AND SOCIAL STUDIES CURRICULUM, AMONG OTHERS.

NOTE: EDUCATORS ARE REQUIRED TO REVIEW ALL FILMS AND LESSON PLANS BEFORE SHARING THE CONTENT WITH THEIR STUDENTS. IT IS ALSO THE RESPONSIBILITY OF ALL EDUCATORS TO PROVIDE INFORMATION ABOUT THE CONTENT AND THEMES OF THE FILMS TO PARENTS, IF SO REQUIRED BY THEIR SCHOOL OR SCHOOL BOARD.

LESSON PLAN

TO THOSE WHO SPARK CHANGE

GRADES 4-6 FILMS



The Mountain of Sgaana, 10 mins

Directed by Christopher Auchter

The Mountain of Sgaana spins a magical tale of a young man who is stolen away to the spirit world, and the young woman who rescues him. Haida filmmaker Christopher Auchter's dream-like gem entwines traditional animation with formal elements of Haida art, which are brought to life by a rich, evocative palette and stylized effects.



Ampe: Leap into the Sky, Black Girl, 18 mins

Directed by Claudia Owusu and Ife Oluwamuyide

Ampe: Leap into the Sky, Black Girl is a rhythmic love letter to Black girlhood through the lens of the Ghanaian jumping and clapping game, Ampe. Ampe is a high-energy game played by girls in Ghana, West Africa. It includes jumping, clapping, and an all-around cheer as two teams select a stepping pattern and face off.



Rachel, 3 mins

Directed by Toko Shiiki

Animator, Rachel Reid, exudes joy as she talks about being an animator, encouraging others to follow in her footsteps.

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Spirit Bear: Fishing for Knowledge, Catching Dreams, 22 mins

Directed by Amanda Strong

Follow Spirit Bear as he travels from Carrier Sekani territory to the unceded lands of the Algonquin Peoples, learning about traditional knowledge, the history of the residential school system, and what First Nations schools are like today.



PFFF, 2 mins

Directed by Susan Wolf

A revolution is kicked off when one little cloud has enough of the sun's tyranny. Produced as part of the 8th edition of the NFB's Hothouse apprenticeship.



Adore, 11 mins

Directed by Beth Warrian

Luci, a queer Peruvian-Canadian woman, gives her beloved nephew the Christmas gift of his dreams: a beautiful sequined dress. But when he tries to show the rest of the family, Luci finds herself enacting the very restrictions and shaming she hopes to protect him from.

Content Note: Conversations about queer identities.

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THIS PROGRAM INTRODUCES US TO EVERYDAY PEOPLE WHO ARE BREAKING BARRIERS AND SEEKING COMMUNITY TO HELP THEM DO IT. WHETHER THEY'RE NAVIGATING THE SPIRIT WORLD, EXPLORING THEIR GENDER IDENTITY, OR LEADING JOYFUL GAMES, CREATING CHANGE IS AN ADVENTURE THAT KNOWS NO BOUNDS.

DEFINITIONS AND TERMS

Elder: A term of respect for an Indigenous person. Elders are not defined by their age. They have earned the respect of their community by sharing their wisdom, spiritual knowledge and overall guidance. An elder's role may be different in different cultures.

Gender Roles: How we're expected to act, speak, dress, and behave based on our gender. Gender roles are unequal and unfair rules that are based on what society considers normal.

- Example: Boys are expected to be strong. Girls are expected to know how to cook.

Tradition: A belief or activity that's popular within a group and is shared from one generation to another. Traditions have a special meaning to their community and often have significant origins.

- Example: The school yard games we play have been taught from one grade to the next.

Strategy: A plan or method that people use to solve a problem or achieve something. We use strategies when we're playing games or doing work to figure out the best way to win or solve a problem.

Diaspora: A large number of people who do not live in their country of origin, but hold onto their culture in a new country.

- Example: The Jamaican community in Canada is an example of the Jamaican diaspora.

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TO THOSE WHO SPARK CHANGE GRADES 4-6 FILMS

DEFINITIONS AND TERMS CONTINUED...

Community: A group of people living or working together in the same area. People in communities might go to the same schools, shop in the same stores, enjoy doing the same things, or come from similar backgrounds.

Culture: The traditions, art, and beliefs of a particular nation or group of people. These things are passed down from generation to generation and can change over time.

Residential Schools: Boarding schools that Indigenous children were forced to attend in order to fit in with white Canadian society. Ran by Christian churches and the Canadian government, more than 150,000 Indigenous children were taken away from their families to stay at these schools, forced to give up their cultures and faced abuse from the adults. The effects of residential schools lasted long past the last one was closed in 1997.

- Resources for teachers / students:
 - Watch:
 - [Intergenerational Trauma: Residential Schools](#), Historica Canada
 - Read Alouds: [Stolen Words](#), [Secret Path](#), [When We Were Alone](#), [I am not a Number](#) (content note: hot bedpan plan on child's hands at 10:00 mark), [Heritage Minutes: Chanie Wenjack](#)
 - Read:
 - [Reina's story on intergenerational trauma & spirituality](#), Kids Help Phone
 - [10 books about residential schools to read with your kids](#), CBC
 - [94 Calls to Action in child friendly language from Spirit Bear](#)
 - [Remembering the Children Educational Package](#), Canada's History
 - [Healing Conversations: A Learning Journey from the Heart](#), Elementary Teachers' Federation of Ontario
 - [How to Talk with your kids about residential schools](#), CBC
 - [Residential Schools Land Memory Atlas](#)

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DISCUSSION AND ACTIVITY PROMPTS

- What are some of the problems in the world or in your community that you think should be solved? What small steps do you think you can take to help improve the situation? Why is this issue important to you?
- Do you think young people have or should have a role to play in improving social issues?
- If there was a law you could create to help your community, what would it be? What kind of knowledge or resources would you need to create it? Why do you want to help your community in this way?
- What communities do you belong to and why? What makes them unique or different from others?
- Find a partner and tell each other about a cultural practice/game you enjoy taking part in!
- In Adore, why does Aunt Luci tell Carlos that their family “they can’t see you”? What did Luci mean by that? Why do you think it was important to Carlos to be seen by their family?

Further reading for teachers: Ten Ways to Support Transgender Students and Educators, Elementary Teachers' Federation of Ontario

- In Rachel, Rachel says “I never thought that I would be breaking barriers.” What do you think Rachel means by that? Have you ever defied barriers that people (teachers/family/society) impose on you?