KEYWORDS CLOUD

(ages 11-18)

Each person, in 2 minutes, identifies a list of keywords related to the film they have seen and its historical period. All keywords identified by students are transcribed on a sheet of paper or on the board. Finally, through a free online keywords cloud gene rating program, it is possible to compose a keywords cloud for each of the historical periods (e.g. https://monkeylearn.com/blog/word-cloud-generator/).

PICTURES CLOUD

(11-18 years)

Each student, through a search on the web, collects a series of images related to the film and the historical period analyzed, providing for each of them a brief caption, prints them and brings them to school in both printed and digital format. Then, all the images are placed on a cloth on the floor and are divided according to criteria to be established each time (for example: all the images that contain people; all the images that contain landscapes; all the images that contain objects; etc.). The class is divided into groups, each group is given a group of images and each group has to make a board with all the images, reconstructing (or inventing) the episodes to which they are connected.

IMPOSSIBLE INTERVIEWS

(11-18 years old)

Following the viewing of the video lesson, the linked film and the reading of the analysis sheet, students identify a series of characters connected to the film/historical period, research them and develop a series of questions that they would ask them in an imaginary interview. Next, students are divided into groups and perform this...impossible interview together!

ANOTHER LIFE

(11-18 years old)

From those featured in each film/historical period, students choose a few characters, the ones that seem most interesting to them. After doing some research on them, each one chooses one of these characters and tries to imagine, in a short text, what that character might have been like in another era of his or her life (as a young person, as an old person, as a child, etc.). The texts written by each student, which can optionally be accompanied by a drawing, are then read together at the end of the exercise.

AND THEN!!!

(ages 11-18)

Choose one of the films you have seen, consider only the opening (i.e., the beginning) and eliminate everything else. After researching the life of that character, write a short text trying to imagine an alternative life for that character compared to the one the story told us: what would have happened if that character as a young man had made this or that choice? How would his or her life have changed? And how would the course of the story have changed? Or how would the plot of the movie have changed?

REVIEW

(ages 11-18)

After watching all or part of the video lectures and/or films and reading the analysis sheets, each student chooses a film and writes a review of it. Before writing the review, it is desirable to learn more about the genre of the review through resources on the web (here is an example: https://www.museocinema.it/sites/default/files/downloads/recensione\_di\_un\_film.pdf). The reviews are then read by the students and voted on. The highest rated will win a fantastic prize!

CREATE THE POSTER

(ages 11-18)

After watching all or part of the video lectures and/or movies and reading the review sheets, each student chooses a movie and makes their own version of the playbill. The playbills are then voted on by the students. The one with the most votes will win a great prize!

COMPARE WITH ASSOCIATED CLIPS

Each of the films from each time period has associated clips, which you can find on the portal and view online. Look at the main clip and the associated clips and try to make some reflections on that comparison. What theme do the clips deal with? Do they treat it in the same way? Or do they treat different aspects of the same theme? How do the clips tell the story of the same historical period, though in different ways?

COLLECT AND GROUP SHOTS FROM THE FILMS.

(14-18 years)

Review a film and/or video lesson you have worked on. Choose the shots you like best and, using the "snapshot" tool, capture the frames that seem most beautiful, interesting to you. Send your collection of frames to your teacher and so will all your classmates. All photos are downloaded to a pc and printed. Then, they are spread out on a cloth on the floor and divided according to view criteria that will be decided on the spot. The class is then divided into groups and each group takes a block of photos thus divided and creates a poster, in which all the images contribute to creating a "visual atlas".

POINTS OF VIEW

(ages 14-18)

Divide the class into pairs. With the help of a cell phone or a camera, in turn, each student in the pair must take 15 pictures of his or her partner, always framing him or her in a different way (from a distance, up close, from behind, on the face, a detail of the body, from the back, from the front, etc.). Next, it will be the student who was photographed earlier who will take pictures of his or her partner. After this brief exercise, which takes about half an hour, all the photos are downloaded onto a pc and printed. Then, they are spread out on a cloth and divided according to points of view that will be decided on the spot (for example: all the photos from a distance, close up, from behind, on the face, a detail of the body, from the back, from the front, etc.). The class is then divided into groups and each group takes a block of photos thus divided and creates a poster, analyzing the use of that specific point of view in the films seen.