

AT&T PROUDLY SUPPORTS

TRIBECA
YOUTH
SCREENING
SERIES®

INOCENTE

A FILM BY
SEAN FINE,
ANDREA NIX FINE
AND SHINE GLOBAL

STUDY GUIDE



TRIBECA
FILM INSTITUTE®

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HOW TO USE THIS GUIDE

Whether you're an educator, administrator, parent, student, or just someone who wants to learn more about media literacy, you can use this guide as a way to discuss the themes in the film. Lessons are aligned with time-coded video modules, and 'Resources for Students and Teachers' offers further reading, further watching, and a list of local and national arts organizations. Above all, we understand that educators are multifaceted artists in their own right, so we encourage you to utilize your own artistic experiences to spark dialogue.

A PDF of this and other creative, incisive Tribeca Film Institute® Educator Guides can be found at TRIBECAFILMINSTITUTE.ORG

ABOUT THE FILM

In San Diego, a young teenage girl's eyes stare into a compact mirror. She paints a dramatic black swirl around her eye. She never knows what her day will bring, but she knows at least it will always begin with paint. *Inocente* is an intensely personal and vibrant coming of age documentary about a young artist's fierce determination to never surrender to the bleakness of her surroundings. Hers is not just a story of survival, but of resilience.

At 15, Inocente refuses to let her dream of becoming an artist be caged by her life as an undocumented immigrant forced to live homeless for the last nine years. Color is her personal revolution and its extraordinary sweep on her canvas creates a world that looks nothing like her own dark past—a past punctuated by a father deported for domestic abuse, an alcoholic and defeated mother of four who once took her daughter by the hand to jump off a bridge together, and an endless shuffle year after year through the city's overcrowded homeless shelters.

ABOUT THE FILMMAKER



SEAN FINE & ANDREA NIX FINE

DIRECTORS

For the last decade, the Academy Award® and three-time Emmy award-winning directors have been producing, directing and shooting documentaries for the finest outlets in television and film. They have worked in over thirty countries, from dangerous war zones to the Arctic Circle, to bring unknown human stories to the screen. The Fines collaborated with Shine Global on the film *WAR/DANCE*, which was nominated for the 2008 Academy Award for Best Documentary Feature. *Inocente* won the Academy Award® for Best Documentary Short in 2013.

SHINE GLOBAL

PRODUCER

Shine Global is a 501(c)(3) non-profit film production company dedicated to ending the abuse and exploitation of children worldwide through the production of films that raise awareness, promote action and inspire change. All contributions to Shine are used to produce films and are tax deductible. Net profits are returned to the children they document through local non-governmental agencies.

ABOUT THE CURRICULUM WRITER

Vee Bravo is the Education Director at Tribeca Film Institute®. A New York native by way of Chile, Bravo has documented hip-hop and youth culture over the past two decades. From 2002 to 2010 Bravo spearheaded a hip-hop and media literacy initiative at Rikers Island through a partnership with the New York City Department of Corrections, and in 2009 he co-produced his first feature length film, the PBS documentary *Estilo Hip Hop*. Bravo is also one of the co-founders of Stress Magazine, widely recognized as the first lifestyles publication to fuse hip-hop and politics during the late '90s.

FILM IN CONTEXT

In 2012, we witnessed an eclectic coalition of young people from across the country who identified as undocumented and LGBTQ come forward in support of the national Dream Act. In retrospect, their strategic pairing reframed illegal immigration as a parallel movement between intersecting political identities. This created new entry points to discuss citizenship beyond the traditional definitions of physical borders often prescribed by nation states. Similarly, the story of Inocente Izucar, a fifteen-year-old homeless and undocumented youth with an unstable home life, places us at the intersection of violence against women and immigration—the former, a contentious issue that is seldom explored within the mainstream's

infrequent depiction of undocumented working-class Latinas. *Inocente*, the 2013 Academy Award Winner for Best Documentary Short is a poignant look at the complex experiences of a young woman, among many things, attempting to validate her existence through the arts while struggling in earnest, to develop the social tools to help her navigate her relationship with her mother, herself a victim of violence, poverty, and displacement. This film can provide eager educators with multiple opportunities to process with students the formation of identity and the therapeutic role of the arts in inspiring self-determination and healing.

KEY WORDS

HOMELESS YOUTH

Young people with no shelter or place to go who survive on a daily basis by living on the street and relying on social services. According to www.dosomething.org, there are approximately 1.7 million homeless teens in the US, with 39 percent of the homeless population comprised of young people under 18.

UNDOCUMENTED IMMIGRANT

A foreign-born person currently residing in a foreign country without legal status. According to a Pew Research study, the number of undocumented immigrants rose to an estimated 11.7 million in 2012.

DOMESTIC VIOLENCE

Domestic violence and emotional abuse are behaviors used by one person in a relationship to control the other. Domestic violence can take many forms, including physical aggression or assault, threats, and controlling behavior. According to the Alabama Coalition Against Domestic Violence, children who witness domestic violence in the home often believe that they are to blame, live in a constant state of fear and are 15 times more likely to be victims of child abuse.

DISCUSSION PROMPTS

HOMELESS YOUTH

A 2012 National Alliance to End Homelessness Report found that an estimated 637,017 people experienced homelessness in the U.S. on a given night. Of this number, 37% were families with children, which equates to an estimated 236,181 people. How do you think you would balance school and your responsibilities to your parents and siblings if your family were homeless?

FAMILY & RESPONSIBILITY

Inocente helps her mother care for her younger siblings which presents several challenges for their family as Inocente and her mother attempt to negotiate their own emotional needs while balancing the responsibilities they have to each other. The mother assumes the role of provider and caretaker while Inocente grows into the role of nurturer and conduit to the larger society via the arts. How can parents and children support one other without putting unwarranted pressure on themselves?

FACILITATING CONFLICT

In the film, we learn that both Inocente and her mother are victims of domestic violence. The mother bore the brunt of the husband's violent ire, which resulted in his deportation and the subsequent break-up of the family. As the mother assumed the responsibilities of a single parent she too resorted to violence in her desire to discipline Inocente. How do you ensure that a family conflict doesn't escalate to violence? What types of tools would you use to help turn a conflict into a resolution?

ART AS THERAPY

As with any injury, whether physical or emotional, there is a healing process. In Inocente's case, art becomes the tool she uses to self-medicate, which includes among many things, creating alternative living environments for herself. Her "The Lost Planets" painting offers Inocente a safe and colorful sanctuary to process her young life. Where do you retreat to when you're feeling down? How do you express your struggles to yourself, your family and your community?

VIDEO MODULES



SELF-IDENTIFICATION

(01:04 - 02:23)



HOMELESSNESS

(02:43 - 07:02)



"WHERE WE LIVE NOW"

(09:08 - 10:55)



THE LOST PLANETS

(11:02 - 15:14)



SELF-DETERMINATION & HEALING

(15:19 - 18:23)



"I WISH WE HAD A BETTER RELATIONSHIP"

(18:25 - 21:17)

PRE-SCREENING LESSON 1

THE MEANING OF YOUR NAME

Time: 60 minutes (2 sessions)

Tools: Internet, Paper, Markers/ Colored Pencils/ Pens, Masking tape

Goal: This activity focuses on the meaning and relevance of someone's given name or nickname. Through this activity, students will think about the relationship between their given names or nicknames and their personalities.

PART 1 WHAT'S IN A NAME? (30 MINUTES)

Select images of the names of historical and/or contemporary figures readily accessible to students. Examples can include "J.F.K," "M.L.K," "Malcolm X," "FDR," "Mandela," "Oprah," "Obama." Tape or glue these names unto a large sheet of construction paper and place them on your classroom board.

Ask students if they recognize the names. Ask a few volunteers to approach the board and write the characteristics they attribute to each name. Then engage students in a group discussion about how they reached their interpretations.

Guiding questions:

- What values do we associate with each name?
- What type of power do we associate with each name?
- What type of feeling or emotion does each name evoke?

Discuss:

- How does history provide us context to understand the lives of these figures?
- Why do these names resonate so much with people over long periods of time?

Homework:

- Students have to interview their family members about the history of the names or nicknames that they were given
- They should identify three positive characteristics that influenced their family members decision in selecting their name

PART 2 THE MEANING OF YOUR NAME (30 MINUTES)

Provide students with paper and markers. Ask each student to take out their homework, and call on a few volunteers to share. Emphasize the positive attributes that characterize the names given to students by parents and legal guardians. Proceed to ask every student to draw their names in bubble or straight letters along with a background that's indicative of the history of their names, as recanted by their parents. Post the drawings on the board and invite students to do a gallery walk.

Discuss

- How does physical space affect your relationship to home?
- What elements from your initial drawing/ free write would you be able to hold onto in a limited physical space such as this?
- What would you do, and what would you need, to maintain your connection to home?
- Do you think it is ethical to keep a person locked up in these conditions?

PRE-SCREENING LESSON 2

HOME WITHOUT HOUSE

Time: 40 minutes

Tools: Internet, Paper, Markers/ Colored Pencils/ Pens, Masking tape

Goal: This lesson will help students explore the social and physical elements that define a home. Is a nice physical house a precursor to a healthy home life? Can a homeless family provide care, love and support for its members? Does the stability of a physical home impact the manner in which care, love and support manifest themselves among family members?

Prep: Assemble sheets of construction paper with tape.

PART 1 MAPPING YOUR HOME

Guiding questions:

- What makes a healthy and loving family function?
- What type of communication exists between family members who love and support each other?
- What type of relationships between family members make for a loving and supporting environment?

Activity (Refer to HOME handout):

- Break up students into 2 - 3 small groups. Ask each group to collectively draw a “home”, which can be left up to their interpretation i.e. house, apartment, block, neighborhood, etc.
- Instruct students to write within the interior of the home all the characteristics of a loving, healthy, and supportive family. On the outside of the home, ask students to write the names of all potential family members and their main responsibilities in upholding a loving family life.
- Once they complete both exercises, ask students to draw connecting lines between each individual family member and the defining family characteristics on the interior of the home.

Discuss:

- What type of responsibilities do parents bear in maintaining a loving home?
- What type of responsibilities do children bear in maintaining a loving home?
- What are the commonalities between the responsibilities of both parents and children?
- What are the commonalities between the type of relationships that exist in a loving home and the responsibilities of individual family members?

PART 2 MAPPING YOUR HOME WITHOUT A HOUSE

Goal: In this lesson students will assume the role of being homeless while balancing school.

Teacher's Note: *Discussing home life is a sensitive topic and can uncover many uncertainties worthy of specialized support services. In preparing for this lesson we encourage you to speak with guidance counselors and other teachers at your school and inform them of your pedagogical approach. Discuss the existing legal protocols by which to address sensitive information that may surface and require a response outside the realm of your jurisdiction as an educator.*

Guiding questions:

- If you were homeless, what do you think you would need to prioritize in order to survive?
- In order to survive how would you prepare yourself, pragmatically and emotionally?

Activity: On Your Own Budget & Daily Survival Plan

- Explain to students that they will be tasked with assuming the role of being homeless on their own. They will have the responsibility of: 1) securing food, clothing and shelter, and 2) attending school full time. Each student will have to come up with a week-long action plan to survive. They will be provided with the “On Your Own” Budget and Daily Survival handouts that they will use to plan out their week.
- Before they begin the activity, have students read A Bold Strategy to End Youth Homelessness in the District of Columbia.
- Once students are done with the assignment, engage them in a discussion about their process.

Note: Implore students to use the Internet to search for the costs of services in the neighborhoods where they reside.

POST-SCREENING ACTIVITY 1

SELF-IDENTIFICATION

Time: 40 minutes

Tools: DVD or Internet Access, Pens, Pencils, Paper, Glue, Magazines, Newspapers, Video Module 1: 01:04 – 02:23 “Self-Identification”

Prep: Cue up Module 1 01:04-02:23

Goal: In this lesson students will explore the power of self-identification as a means to share a message with society.

Guiding Questions:

- Why might Inocente choose to paint her face?
- What do we assume about her stylistic choices?
- What might she be interested in communicating to others through her make-up and art?
- What does Inocente mean in English?

Activity:

Write the following sentences on the board:

I feel most self-confident when _____.

I am distinct because _____.

Provide students with several magazines and newspapers, along with a sheet of construction paper, scissors, tape and/or glue. Using pictures, images, and typography within the source material ask students to create a magazine-style cover story that depicts their lives and personalities. Mimicking a cover story, ask students to include as lead story sentences their answers to the two questions on the board.

Share Collages & Discuss:

- What tends to give us self-confidence?
- Why is recognition important to us?
- How can our physical appearance communicate a deeper understanding of who we are?

POST-SCREENING ACTIVITY 2

HOMELESSNESS

Time: 40 minutes

Tools: DVD or Internet Access, Roots-Consequence-Impact worksheet, Video Module 2: 02:44-07:02, Video Module 3: 09:08 – 10:55

Prep: Cue “Homeless” module; and the National Alliance to End Homelessness Report here: <http://www.dc-aya.org>

Goal: In this lesson students will explore their own perceptions of homelessness and debate root causes

DO NOW: Hand out stat sheet from National Alliance to End Homelessness. Ask students to answer the following question: Why does homelessness exist in our society?

Discuss:

- What contributes to homelessness?
- Where does it start?
- Who does it affect?
- Who bears responsibility?

PART A SCREEN “HOMELESS” MODULE

Inform students that they will watch the section where they meet Inocente’s family and learn about their homeless plight. Following the module students will be given the Roots-Consequence-Impact worksheet where they will explore and debate their perceived notions of the root causes that lead families such as Inocente’s toward homelessness.

PART B ROOTS-CONSEQUENCE-IMPACT WORKSHEET

Divide the class into groups of 2 and have students complete the worksheet. Students should be prepared to discuss their answers.

Discuss

- How does being homeless influence the way in which one sees him/herself? How does it influence Inocente’s view towards school, the world?
- In what manner does Inocente’s mother dispel commonly held beliefs about homeless people?
- How does being undocumented impact the stability of a working family? How does it impact Inocente’s family?

Teacher’s Note: Due to the sensitive nature of this topic, you may want to establish discussion parameters and encourage students to practice respect and healthy debate, avoid personalized comments, and share in the listening and speaking.

POST-SCREENING ACTIVITY 3

DOMESTIC ABUSE & HOMELESSNESS

Time: 40 minutes

Tools: DVD or Internet Access, Pens/pencils, notebooks, Video Module 4: "The Lost Planets" 11:02 – 15:14

Prep: Cue up "The Lost Planets" scene, 11:02

Goal: In this lesson students will explore the relationships between domestic violence against women and homelessness.

PART A Explain to students that Inocente is sharing her story through voiceover, a common technique in documentary filmmaking. Screen "The Lost Planets" scene and end on 12:31, right after the part where Inocente recalls that her father became upset that she didn't follow his instructions. Ask students to take out a pen and paper and using a first person narrative approach, write what they perceive will happen next, as if they were Inocente.

Share Student Writing & Discuss:

- What are some of the options Inocente has in responding to her father's anger?
- How can a parent defuse a potentially violent situation at home?
- Who bears responsibility for the crisis?
- Who should be involved in helping the family process the conflict?

PART B Screen the last part of "The Lost Planets" 12:31-15:14

Discuss:

- How did your end to the story differ or was similar to what actually happened to Inocente's family?
- In what ways does the father's deportation impact the family, both positively and negatively?
- How does domestic violence impact the relationship between parents and their children?
- What are the options for children who are caught in the middle of a verbally abusive and violent relationship among parents?
- What type of support do you think parents and children within a violent family setting need in order to survive and be safe?

POST-SCREENING ACTIVITY 4

SELF-DETERMINATION & HEALING

Time: 40 minutes

Tools: DVD or Internet Access, Pens/pencils, notebooks, Video Module 5: 15:19-18:23, Video Module 6: 18:25-21:17

Prep: Cue up module 15:19-18:25

Goal: Inocente's quest for self-discovery amidst homelessness domestic violence includes the use of art as form of therapy and healing. In this lesson, students will explore the role of the arts in inspiring self-determination, autonomy, and personal growth.

PART A SELF-DETERMINATION

Screen Module 5 for the class

Discuss:

- How does the content of Inocente's art reflect what she has experienced in life?
- What is she trying to accomplish in entering the art show?
- In what ways does her art foreshadow the future that she sees for herself?
- How do the people in her artistic environment support her?

Activity: Mapping your dreams

Give students blank slips of paper or index cards. Ask them to write one corresponding adjective for each of the following:

- Your defining positive personal characteristic i.e. "studious," "caring," "artistic"
- Your dreams i.e. "impactful," "adventurous," "inspiring"
- Your challenges i.e. "distracted," "bored," "misunderstood"

Inform students that they will be asked to share their work with the class.

Write the following sentences on the board:

I can take charge of my own life because I am a person who is _____.

Achieving my dreams is dependent on being able to feel that I am _____.

To achieve my dreams I need help with _____.

One day you will see me successfully working as a _____.

Ask students to write a paragraph using the above sentences and work in the adjectives they came up with for personal positive characteristics, dreams, and challenges. Ask three volunteers to share their work, and read out loud.

POST-SCREENING **ACTIVITY 4** (CONT.)

Discuss:

- How are our positive personal characteristics important to your dreams?
- How do our dreams relate to your personality?
- In order to overcome challenges in achieving your dreams what type of support do you need?
- What type of commonalities do you see between your dreams and challenges and those of Inocente?

PART B HEALING

In the film, Inocente's mother shares with us that she once contemplated suicide, and while she chose against it, this incident fractured her relationship with Inocente. She also states: "I don't know how to tell her...I love you very much"...give her the kisses I stopped giving her since she was six years old." Inform students that you will be discussing a very sensitive topic and you will be exploring healing as an emotional process of recovery.

Play second module 18:25-21:30

ACTIVITY 1: Ask students to list all the beautiful things they love about life that they want to share with someone they care about

Discuss:

- How often do we share with people the things that we love in life?
- Why is it valuable to share the things we love about life with people we care about?

ACTIVITY 2: Ask student to write a letter to someone close to them they might have hurt in the past, and couldn't find the words to express their empathy. Inspire them think of all the beautiful things they want to share with that person with the goal of healing.

Discuss:

- How does writing help you process your feelings and emotions?
- How do you think the person reading this letter will react?
- What would be the next logical steps, after the letter?

RESOURCES FOR STUDENTS & TEACHERS

FURTHER READING

IF YOU ARE INTERESTED IN LEARNING MORE ABOUT SOME OF THE ISSUES PRESENTED IN THE FILM, CHECK OUT THESE BOOKS.

We Are Americans: Undocumented Students Pursuing the American Dream by William Perez

Through the inspiring stories of 16 students—from seniors in high school to graduate students—Perez gives voice to the estimated 2.4 million undocumented students in the United States, and draws attention to their plight, revealing what drives these young people, and the visions they have for contributing to the country they call home.

Made in America: Immigrant Students in Our Public Schools by Laurie Olsen

Made in America describes Madison High, a prototypical public high school, where more than 20 percent of students were born in another country and more than a third speak limited English or come from homes in which English is not spoken. Through interviews with teachers, administrators, students, and parents, Olsen explores such issues as the complexities of bilingual education and the difficulties of dating for students already promised in marriage at birth.

Street Kids: Homeless Youth, Outreach, and Policing New York's Streets by Kristina E. Gibson

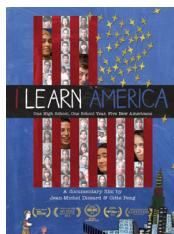
Street Kids opens a window to the largely hidden world of street youth, drawing on their detailed and compelling narratives to give new insight into the experiences of youth homelessness and youth outreach.

Writing for Donuts: A Collection of Writing by Butte County's Homeless Youth

A compilation of poems, short stories, songs and laments by the homeless youth of Butte County, CA. This book gives voice to the struggles of young people living their lives on the streets of an otherwise quiet Northern California college community.

FURTHER WATCHING

IF YOU LIKED THIS FILM, YOU MIGHT ALSO LIKE SOME OF THESE OTHER FILMS.



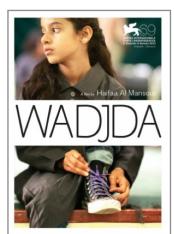
I Learn America

At the International High School at Lafayette, a Brooklyn public high school dedicated to newly arrived immigrants from all over the world, five teenagers strive to master English, adapt to families they haven't seen in years, and create a future of their own while coming of age in a new land.



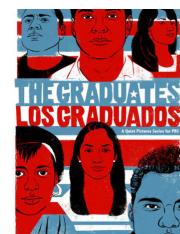
Last Train Home

The debut film from Chinese-Canadian director Lixin Fan, Last Train Home draws us into the fractured lives of a migrant family caught up in the movement between city and countryside, both driven and damaged by economic realities beyond their control.



Wadjda

The debut film from Haifaa Al Mansour, the first Saudi woman director, depicts the story of an enterprising Saudi girl who signs up for her school's Koran recitation competition as a way to raise the remaining funds she needs to buy the green bicycle that has captured her interest.



The Graduates / Los Graduados

Two-part, bilingual documentary by Bernardo Ruiz explores pressing issues in education today through the eyes of six Latino and Latina adolescents from across the United States, offering first-hand perspectives on the barriers they have to overcome in order to make their dreams come true.

RESOURCES FOR STUDENTS & TEACHERS (CONT.)

GET INVOLVED

CRAVING MORE HANDS ON EXPERIENCE? CHECK OUT THESE ORGANIZATIONS.

Dream Activist

DreamActivist.org is a multicultural, migrant youth-led, social media hub borne out of the movement to pass the DREAM Act and pursue the enactment of other forms of legislation that aim to mend the broken immigration system.

www.dreamactivist.org

Arts Education Partnership

AEP is a national coalition of more than 100 education, arts, business, cultural, government, and philanthropic organizations. It serves as the nation's hub for individuals and organizations committed to making high-quality arts education accessible to all U.S. students, improving arts education practice, and researching how art influences and strengthens American education.

www.aep-arts.org

New York State Leadership Council

The NYSYLC is a youth led, membership led, organization that empowers immigrant youth to drop the fear and challenge the broken immigration system through leadership development, grassroots organizing, educational advancement, and a safe space for self-expression.

www.nysylc.org

National Network for Youth

The National Network for Youth is working to create a system of agencies, people and resources to champion the needs of homeless and runaway youth, to ensure that opportunities for growth and development be available to youth everywhere.

www.nn4youth.org

ON YOUR OWN BUDGET WORKSHEET

	DAILY	WEEKLY	MONTHLY	TOTAL
Cost of Transportation				
Cost of Living Accommodations • Apartment Rental • Room Rental • Hostel • Shelter • Other				
Cost of Food • Breakfast • Lunch • Dinner				
Cost of Clothing				
Cost of School Supplies				
Cost of Medical and Dental Visits				
SUBTOTAL				

DAILY SURVIVAL PLAN

FOOD, SHELTER, & EDUCATION

Monday - Friday

5 - 7 AM: _____

7 - 9 AM: _____

9 - 12 PM: _____

12 - 3 PM: _____

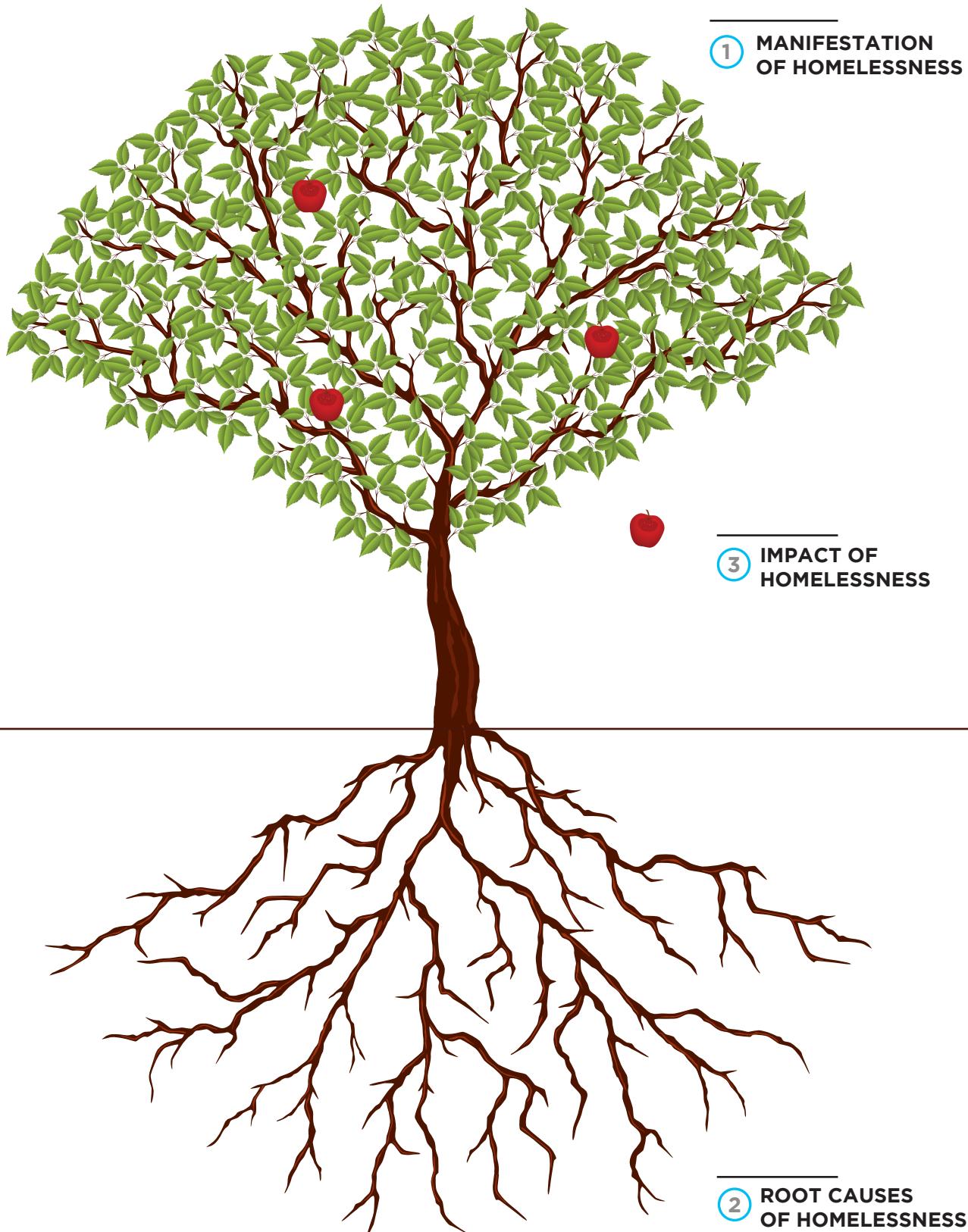
3 - 6 PM: _____

6 - 9 PM: _____

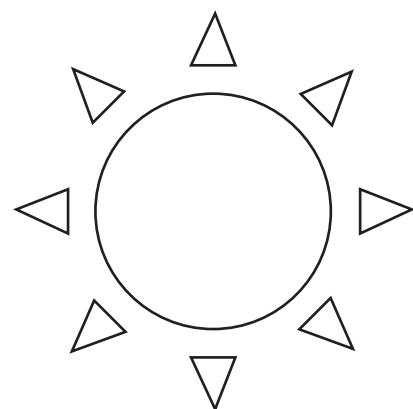
9 - 12 AM: _____

12 - 5 AM: _____

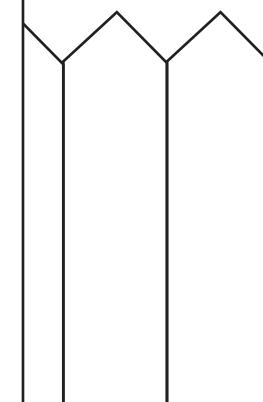
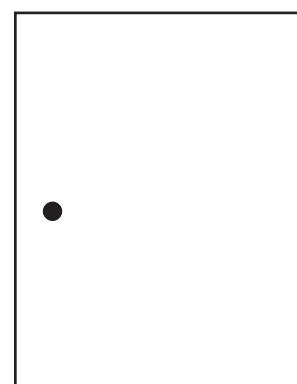
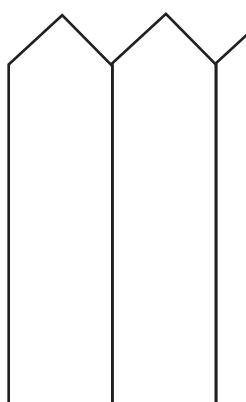
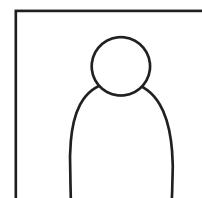
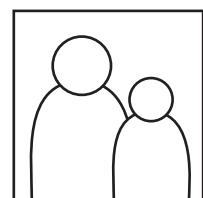
ROOT CAUSES WORKSHEET



HOME



+ ELEMENTS



- ELEMENTS

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ABOUT TRIBECA YOUTH SCREENING SERIES®

Tribeca Youth Screening Series® is a media literacy program begun in 2006 by the Tribeca Film Institute®. The academic year is divided into two series, screened from September through June in partnership with national and neighborhood partners. These screenings are augmented by in-class sessions led by a Tribeca Teaching Artist, who works with a film-specific curriculum written and edited by a team formed through Tribeca Film Institute®. Schools are selected based on relationship, location, and need; in 2012 we will be working in eight schools in New York and New Jersey. Connect and download free curricula at TRIBECAFILMINSTITUTE.ORG

ADDITIONAL PROGRAM SUPPORT PROVIDED BY:



Honorable Margaret S. Chin,
New York City Council



The Tribeca Film Institute® (TFI) is a year-round nonprofit arts organization that empowers working filmmakers through grants, professional development and resources, while also helping New York City students discover independent film and filmmaking.