TRIBECA YOUTH SCREENING SERIES®

EDUCATOR GUIDE

THIS TIME NEXT YEAR

A FILM BY
JEFF REICHERT
FARIHAH ZAMAN

AT&T PROUDLY SUPPORTS
ABOUT THE FILM

This Time Next Year tracks the resilience of the Long Beach Island, NJ community for one year as they rebuild after 2012’s Hurricane Sandy. Using a mixture of verité, first-person accounts, and the residents’ own footage This Time Next Year is a poetic documentation of a shore community as they battle local politics, cope with personal tragedy, and band together in the face of transition.

JEFF REICHERT DIRECTOR

Jeff Reichert’s first feature film, Gerrymandering, premiered at the 2010 Tribeca Film Festival where it was named one of the best of the festival by New York Magazine. His second feature film, Remote Area Medical, had its world premiere at the 2013 Full Frame Documentary Film Festival and has won numerous awards and screened at festivals across the U.S. It is slated for theatrical release in Fall of 2014. His short, Kombit, premiered at the 2014 Sundance Film Festival, and he recently premiered his third feature, This Time Next Year, at the 2014 Tribeca Film Festival. He is the co-editor of the popular online journal Reverse Shot.

FARIHAH ZAMAN DIRECTOR

Farihah Zaman is a Brooklyn-based filmmaker, critic, and programmer. Her diverse background in the film industry includes working as the Acquisitions Manager at indie distribution company Magnolia Pictures, and serving as the Program Manager of The Flaherty Seminar, organizing their historic, contentious annual event and launching a monthly screening series at Anthology Film Archives. She currently writes for Reverse Shot, Huffington Post, Filmmaker Magazine, and AV Club, among others. Her first feature film is the award winning documentary Remote Area Medical, which was followed by the short Kombit (2014 Sundance Film Festival) and second feature This Time Next Year (2014 Tribeca Film Festival).

ABOUT THE FILMMAKER

ABOUT THE CURRICULUM WRITER

Allison Milewski has over 15 years’ experience in arts and media education and international and domestic program development with a focus on gender equality, human rights, and youth empowerment. She has managed integrated arts programs for over 20 New York City public schools and has developed arts and media curricula for organizations such as Independent Television Services (ITVS), Latino Public Broadcasting, PBS, and Tribeca Film Institute. Allison is also the founder of PhotoForward.org, which she launched in 2004 to empower artists of all ages to tell their own stories in photography, film, and mixed-media and engage with their communities as citizen artists.

ABOUT THE CURRICULUM WRITER

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
NOTE FOR TEACHERS ABOUT THE LESSON

This lesson and the accompanying film module from This Time Next Year address the impact and aftermath of Hurricane Sandy. Teachers should prepare for the lesson by reading all the materials thoroughly and watching the complete film to determine if this topic and lesson are appropriate for their class. Teachers should also brief students on what they will be viewing in advance and identify students who might be personally or adversely affected by this material. Prior to launching the lesson, please contact your school counselor or social worker to provide students with support where appropriate.

FILM IN CONTEXT

This Time Next Year begins just before Christmas 2012 and ends one year later. It tracks the resilience of the island’s inhabitants during their slow rebuilding process. The small triumphs of individual families able to finally return to their homes are set against the larger political issues surrounding the slowly released state and federal aid monies and questions of how to survive in a beloved but unpredictable environment. The altruism of Island residents from this middle class community who worked tirelessly after the storm to help bail out their neighbors, for free, are against

the actions of those inhabitants who, in the name of protecting their privacy, fought against government-run dune replenishment programs that helped save large swaths of the island from utter destruction.

Using a mixture of personal interviews, verité and the aforementioned footage taken by residents during the storm, This Time Next Year aims to create a poetic document of a community undergoing major transition and capture the psychic aftereffects of a once-in-a-lifetime weather occurrence.

KEY WORDS

ARMY CORPS OF ENGINEERS
This government agency develops and maintains the nation’s waters through the construction and operation of infrastructure, including dams and levees.

AFTERMATH
The period of time after a bad and usually destructive event.

BARRIER ISLAND
Long, thin offshore ribbons of sandy dry land that run parallel to the coast, like walls. They shield coastlines from the force of ocean storms, and shift and move in response to wind and waves. When people cover barrier islands with roads, parking lots and buildings, they block the natural flow of sand and that makes these islands erode more easily. More than 1.4 million Americans live on barrier islands.

DEMOGRAPHICS
Measure of a population based on factors such as age, race, sex, economic status, level of education, income level and employment.

EASEMENT
An easement gives another person or institution the right to use your property for a specific purpose. A “dune easement” allows the government to replace or engineer the beach and dunes to protect the property owners and their local community against damage from erosion or storms.

DISCUSSION PROMPTS

RESILIENT COMMUNITIES
In the aftermath of Superstorm Sandy, it became clear that the devastation was caused by a combination of natural forces and human-made failings. Following the storm, then Mayor Michael Bloomberg of New York City stated that Hurricane Sandy “made all too clear how vitally important it is to build stronger and more sustainable infrastructure that can withstand extreme weather events.” Tragedies like Hurricane Sandy, Hurricane Katrina, and the 2010 earthquake in Haiti highlight the need to address the social and economic inequalities that lead some communities to suffer more during natural disasters as a result of poor construction and failing or neglected infrastructure. The current focus on building “resilient communities” highlights the need to create social systems (buildings, roads, and emergency resources) that serve communities equitably and help them to survive, adapt, and grow in the face of natural and human disasters. What makes a community resilient? How can communities like Long Beach Island or New Orleans bounce back after such destructive storms?

HURRICANE SANDY AND ENVIRONMENTAL RACISM: WHAT DO RACE AND CLASS HAVE TO DO WITH A NATURAL DISASTER?
The term “environmental racism” refers to the intentional or unintentional targeting of minority communities or their exclusion from decision-making groups like community boards, local government, or businesses that impact the environment. It also includes racial discrimination in the enforcement of laws that negatively affect a community’s environment, safety, and health.

During and after Hurricane Katrina, racial inequalities within New Orleans made the outcome for minority populations much worse. Racial segregation of neighborhoods meant that minority and low-income communities were more likely to live in low-lying areas that were least protected from the hurricane. It also left those communities without the resources to evacuate to safety and recover/rebuild after the storm. Although the demographics and the aftermath of Hurricane Sandy differ from Katrina, in middle-class communities like Long Beach Island, New Jersey, the impact was felt by families who are also struggling with the long-term effects of the financial storms that have eroded income growth and public services since the early part of the 21st century. In New York City, lower-income and minority communities in areas such as Red Hook in Brooklyn and the Rockaways in Queens were among the hardest hit by Hurricane Sandy and have sustained the most devastating long-term damage. Recovery resources for thousands of people in both communities were and are slow to arrive and hundreds of families continue to be displaced.

FEMA
The Federal Emergency Management Agency (FEMA) is a government agency that coordinates the response to disasters in the United States.

OCCUPY SANDY
A grassroots disaster relief network that emerged to provide mutual aid to communities affected by Superstorm Sandy.

INFRASTRUCTURE
The basic equipment and structures (such as roads and bridges) that are needed for a country, community, or organization to function properly.

SEA LEVEL
The level of the ocean’s surface. Sea level at a particular location changes regularly with the tides and irregularly due to conditions such as wind and currents.

STATE OF EMERGENCY
A situation of national danger or disaster in which some functions of the government change or are halted for a period of time. A state of emergency alerts citizens to change their normal behavior and orders government agencies to implement emergency plans. A government can declare a state of emergency during a time of natural or man-made disaster.
DISCUSSION PROMPTS

TEMPEST IN A TEA CUP? GLOBAL WARMING, CLIMATE CHANGE, AND THE ONGOING DEBATE ABOUT THE SCIENCE OF WEATHER

There is a lot of debate about the changes that are happening to our planet and what (or who) is to blame. Are recent storms the result of natural changes in the Earth’s atmosphere or caused by human activities like industry and the rising demand for energy? What is the difference between Global Warming and Climate Change, and what does all of this have to do with me? According to the Environmental Protection Agency, Climate Change refers to any significant change lasting for a long period of time. In other words, climate change includes major changes in temperature, precipitation, or wind patterns that occur over several decades or longer. Global Warming, however, refers to the recent rise in the average global temperature near Earth’s surface caused by increasing greenhouse gases (like carbon dioxide) in the atmosphere. Global warming is causing climate patterns to change, including more frequent storms and unusually cold or warm winters and summers.

The debate about the cause of climate change is divided into two major sides: one side argues that global warming (which influences climate change) is caused by human factors, while the other side insists it is occurring because of natural forces. The majority of scientific research shows that human activities contribute to today’s climate change. The argument is that humans are changing the Earth’s atmosphere by releasing huge amounts of greenhouse gases, most of which comes from burning of fossil fuels. Even though most scientists think human activity is the main cause of climate change, they also recognize that natural changes will cause temperature fluctuations. Two natural forces that some argue are the causes of climate change are new activity on the sun’s surface and changes in the Earth’s orbit.

Why does it matter? If the changes to our climate are from natural causes, some fear that making efforts to limit greenhouse gasses could unnecessarily damage our economy. If climate change is being caused by human activity, however, it is critical that individuals and governments act quickly to decrease greenhouse gases and find alternative sources of energy. Failing to take action could mean even worse consequences in the future like rising sea levels and more frequent and stronger storms.


MIDDLE CLASS

The “middle class” is a commonly used, but often unclear, label that describes individuals and communities in relation to their wealth or social and economic position in society. According to the Encyclopedia Britannica and Merriam Webster Dictionary, the middle class is as a social class that occupies a position between the upper class and the working class and is composed mainly of business and professional people, government officials, education professionals, farmers, land owners, and skilled workers.

There is no universal agreement about the amount of wealth or social power that a person must have to be labeled as middle class. In South East Asian and Central and Southern African countries, an individual with an income of $2 per day or more is identified as middle class by the Asian and African Development Banks. While in the U.S., a 2013 poll by the Wall Street Journal and NBC indicated that most Americans defined the annual income of a middle class individual as between $30,000 to $100,000. That poll also confirmed what has been observed by many social scientists, that a majority of Americans identify as middle class, despite the vast differences in their incomes, access to resources, social identities, and geographic locations.

WE LIVE ON A SANDBAR...

(48:29 - 50:15)

HOW DID YOU HELP?

(4:34 – 6:15)

I KNOW NOW WHEN SOMEONE NEEDS HELP... I’M GOING TO GO THERE AND PHYSICALLY DO SOMETHING

(21:29 – 23:33)
WHAT DO WE KNOW ABOUT HURRICANE SANDY

Time: 45 minutes
Tools: Internet, Paper, Markers/ Colored Pencils/ Pens, Masking tape
Materials: Writing Paper, Craft Paper, Washable Markers, Pens/Pencils, Whiteboard

SUMMARY: Hurricane Sandy had a substantial impact on the East Coast of the United States and was a major news story around the world. How we understand the events of Hurricane Sandy and what this disaster means to each of us is influenced in part by the impact it had on our individual lives. This activity will be used as a “diagnostic” to assess the student’s understanding and experience of Hurricane Sandy. They should return to their responses after the screening and activities to review the impact of the lesson on their knowledge and feelings about the event.

PART A: Idea Webs

• Divide the class into pairs and ask each group to write the words “Hurricane Sandy” in the center of a blank piece of paper.
• Tell them that they have three minutes to brainstorm as many words as they can that relate to the event. When adding their words, they should use the style of a crossword puzzle or Scrabble® and build off the original phrase as well as the words they added. Their words can include facts, ideas, feelings, places, people, etc. – anything about Hurricane Sandy that is meaningful for them.
• When three minutes is up, ask volunteers to share a few of their responses.
• Instruct the pairs to join with others together to create groups of 4-6 students. Give each group a sheet of kraft paper and markers.
• Using their brainstorming activity as a resource, each group should combine their words and ideas about Hurricane Sandy to create an idea web. (A selection of idea webs and graphic organizer styles can be found on the Eduplace website: http://www.eduplace.com/graphicorganizer/)
• Once the groups have completed their idea webs, hang them on the walls and ask the students to circulate around the room to review each other’s responses.
• Discuss briefly as a class or in groups:
  - Do you notice any patterns emerging?
  - What surprised you most about the activity so far?
  - What changes, if any, would you make to your idea web?

PART B: What Don't We Know?

• Instruct the groups to draft a brief, one-paragraph summary describing what Hurricane Sandy means to them using the idea web and group discussion as a guide. (Note: This can also be an individual activity.)
• Ask a volunteer from each group to share and discuss their summaries with the class. Encourage active and constructive feedback during the discussion and note any common themes, patterns, or ideas that are emerging. During the discussion, ask students to challenge themselves and each other about the “facts” they have included in their summary using the inquiry, “What do I know and how do I know it?”
• Based on the discussion notes, create a collective summary describing Hurricane Sandy and what it means to the class.

PART C: What Don't We Know?

• Ask the class to consider and share questions about Hurricane Sandy that they do not know the answer to.
• Collect the questions on the board or a piece of craft paper and revisit them throughout the lesson.
• Optional: Use unanswered questions as the launch pad for further individual or group research.
PRE-SCREENING ACTIVITY 2

UN-NATURAL DISASTER: CLASS, RACE AND THE POLITICS OF HURRICANES

Time: 90 Minutes
With Internet Access

SUMMARY: Hurricane Sandy and Hurricane Katrina are generally referred to as “natural disasters”, but the devastation that occurred during and after both of these events was caused, in part, by a failure in social systems and structures. Although these two events are unique in themselves, by comparing and contrasting some of the causes and consequences of each disaster it is possible to gain a greater understanding of the social, economic, and environmental forces at work. This activity will help students better understand the impact and aftermath of Hurricane Sandy through an exploration and comparison with Hurricane Katrina, including the roles that humans played in the disaster and recovery efforts.

Teacher’s Note: If you do not have access to computers or the Internet in your classroom, you can print the documents needed for this activity ahead of time and distribute to your students.

PART A: Info and Graphics

• Divide the class in to “Home” groups of six students and explain that they will be comparing and contrasting the impact and aftermath of Hurricane Sandy with Hurricane Katrina to better understand the roles that humans played in the disaster and recovery efforts.

• Each group member will be assigned as either a specialist on Hurricane Katrina or Hurricane Sandy in one of the following topics: “Demographics (What Communities Were Most Affected and Why?)”, “Human Error and Effort”, and “Costs and Casualties”.

PART B: Understanding the Numbers

• Reorganize the class into small groups where every member is working on the same specialist subject for the same hurricane.

• Each specialist group will work together to research their topic on the Internet and create a Fact Sheet about their subject. (Note: Each member of the specialist group should record their own version of the Fact Sheet to take back to their original team.)

• Instruct each group to use the Internet for research, including the following reports, fact sheets, editorials, and infographics:
  - Brooklyn Quarterly: Living on the Edge By Tristan Snell
    http://brooklynquarterly.org/living-on-the-edge/
  - New York Times: Hurricane Sandy vs. Hurricane Katrina
  - Huffington Post: Hurricane Sandy vs Hurricane Katrina
  - Fast Company: The Demographics of Hurricane Sandy

PART C: Drawing Conclusions

• Using their research and discussions, have the groups complete the activity by designing and creating an infographic that illustrates the similarities and differences between these two events with a focus on the specialist topics identified for the activity.

• Resources and teacher tutorials for creating digital and analog infographics can be found on the following websites.

Infographic Design Resources:

• GlogsterEDU http://edu.glogster.com/
  A tool for educators and students to create digital multimedia papers with text, photos, videos, infographics, sounds, drawings, data attachments and more.

• Piktochart http://piktochart.com/
  A resource to create infographics, share, and get results in 3 steps. No design experience needed (users must create an online account)

  A tool to create and share visual ideas online (users must create an online account)

Infographic Educator Tutorials:

• A Picture is Worth 1,000 Gigabytes: Creating InfoGraphics
  http://www.freetech4teachers.com/2012/07/picture-is-worth-1000-gigabytes.html#.UzwyeMeUBJM

• InfoGraphic Designs: Overview, Examples and Best Practices
**Post-screening Activity 1**

**This Land Is Your Land, This Land Is My Land**

**Time:** 90 minutes  
**Module:** A "We live on a sandbar..." 47:45- 50:31  
**Materials:** Writing Paper, Craft Paper, Washable Markers, Pens/Pencils, Whiteboard, Computers with Internet Access, Multi-Media Projector Or DVD Player

**Summary:** There is a national debate over whether or not the government should replenish beaches and reinforce dunes in flood-prone areas in order to protect communities from future storms. Long Beach Island is one such community. In order to replenish the dunes, the owners of the beachfront property will have to sign an "easement" giving the government the right to make necessary changes. Opponents say dune replenishments will take away their rights as homeowners, block their view and access to the beach, and provide only a temporary solution. Supporters argue that areas where the dunes were replenished and reinforced suffered far less damage from the storm and that the decision not to replenish the dunes is dangerous not only for the owners of beach-front property but for all of the homes and neighborhoods behind them. In this activity, students will research the facts related to dune easement in Long Beach Island and develop an argument for or against.

**Part A: Think-Pair-Share**

- Screen Module A "We live on a sandbar..." 47:45- 50:31
- Ask students to think about what some of the dangers of living on a barrier island might be. Though it is not expressly stated in Module A, what are some potential concerns facing returning homeowners post Hurricane Sandy?
- Review the definition for the term "easement" with the class. You may choose to post the definition on the board.
- As a class, read the following article on the controversy of easements on the New Jersey Shore:  
- Ask the students to think silently for one minute about the possible arguments for and against signing the easement and consider which side they most agree with. They should then choose a side of the argument and free write for two minutes in support of that opinion. Encourage students to reference facts, information, and quotes from the article and their research.
- Have the students partner with a neighbor and take turns sharing their opinion about the issue. They can read exactly what they wrote or summarize their argument. Encourage the pairs to provide each other with active and productive feedback.
- Ask for volunteers to share their point of view on the topic with the class and discuss briefly.
- Discuss the idea that an essential part of this issue is the debate between whether the rights of the individual are more or less important than the rights of the community. Ask them to keep that idea in mind as they continue the activity.

**Part B: Fact Finding**

- Draw three columns on the board labeled: “Facts”, “Opinions” and “What we don’t know”. Ask the class to share all of the facts about the dune easements that they learned from the article. Finally, review the facts and opinions and consider what additional information is needed to understand the debate about dune easements in New Jersey. List their questions in the “What we don’t know” column.
- Divide the class into small groups and have them research the dune easement debate and record their answers to the “What we don’t know” questions.
- When the groups complete their research, ask for volunteers to share their findings with the class and discuss the results.

**Part C: Letter to the Editor**

- Have the class revisit their response to the free-writing activity and think about how their opinion has or has not been altered by their research. Based on the facts and the arguments they have read and heard, do they feel that, in this case, the rights of the individual should carry more weight?
- Ask students to imagine they are characters from the film, and ask them to write a “Letter to the Editor” for a local Long Beach Island, New Jersey newspaper from that person’s point of view. Students should support their opinion with the facts from the newspaper article and from their research.
POST-SCREENING ACTIVITY 2

OCCUPY THE HURRICANE

Time: 90 minutes
Materials: Writing Paper, Craft Paper, Washable Markers, Pens/Pencils, Whiteboard, Computers with Internet Access, Multi-Media Projector Or DVD Player

SUMMARY: When Joe Mangino’s family home was damaged by the storm, he said “When you get knocked down, get back up and bring some other person up with you.” This idea was his motivation for co-founding S.T.A.R.T. to help rebuild his neighborhood in Long Beach Island.

Far Rockaway is another barrier-island community devastated by Sandy where community organizing has also been critical during the storm’s aftermath. In this neighborhood, damaged transportation lines isolated residents and the government response was slow and inadequate. The lack of access to electricity and clean water compounded the damage and the danger. The Occupy Sandy movement emerged to address the immediate and long-term impact of the storm, but unlike the S.T.A.R.T. campaign, Occupy’s participants were primarily from other communities around New York. Students will work together to examine the impact and aftermath of Hurricane Sandy on Long Beach Island and Far Rockaway with a focus on the similarities and differences in the demographics of each community, the impact of the storm, and the respective community-based responses: Stafford Teachers and Residents Together (S.T.A.R.T.) and Occupy Sandy.

PART A: A Story of Two Barrier Islands

• Screen Module B and Module C and instruct students to note statements, information and quotes that illustrate the Long Beach Island (LBI) community response to Hurricane Sandy.
• Discuss students’ reactions to the impact of Sandy on LBI and its residents as well as their response to the storm.
• Divide the class into groups of six or more students and explain that they will work together to compare the impact and aftermath of Hurricane Sandy on Long Beach Island to that of the New York City barrier island community of the Far Rockaways. Their research will focus on the demographics of each community, the impact of the storm, and the respective community-based responses: Stafford Teachers and Residents Together (S.T.A.R.T.) in LBI and Occupy Sandy in Far Rockaway.

(No1e: this activity uses the research strategy from Pre-Screening Activity 2)
• Each group member will be assigned as a specialist for Long Beach Island or Far Rockaway in one of the following topics:
  - Community Demographics
  - Costs and Casualties
  - Community Response

PART B: Understanding the Information

• Reorganize the class into one or two groups for each specialist subject. Each specialist group will work together to research their topic on the Internet and create a Fact Sheet about their subject. (Note: Each member of the specialist group should record their own version of the Fact Sheet to take back to their original team.)

POST-SCREENING ACTIVITY 2 (CONT.)

• Reorganize the class into one or two groups for each specialist subject. Each specialist group will work together to research their topic on the Internet and create a Fact Sheet about their subject. (Note: Each member of the specialist group should record their own version of the Fact Sheet to take back to their original team.)
• When the research is complete, ask the specialists to return to their home group to share and discuss what they have learned.

Discussion Prompts:
- What are the geographic similarities and differences between Long Beach Island and Far Rockaway?
- What are the demographic similarities and differences between the two communities?
- What was the damage for each community?
- Following the storm what were the biggest challenges that each community faced/are still facing?
- What government resources were available? Was it the same for both communities? Why or why not?
- What was the community response in each area? What factors made the community response necessary?
- Who were the community responders? Where do they come from? What relationship do they have to the community and the survivors?
- What are the similarities and differences between the S.T.A.R.T. response and Occupy Sandy?
- What are the benefits and challenges of each approach?
- What factors do you think shaped the nature these two community responses?

PART C: Weather Emergency Safety and Community Organizing

• Students may have some anxiety after watching the film, so it is useful to have the opportunity to develop a plan of action and to understand the available resources and individual and community rights.
• Using the S.T.A.R.T. campaign and Occupy Sandy movement as inspirations, have students work in groups to create a Weather Emergency Safety Plan that is responsive to the threats in their region (hurricanes, tornadoes, earthquakes, etc).
• The plan should include individual and community supplies and resources that can be prepared ahead of time, evacuation routes that are accessible from school and home, and evacuation safety zones around the city where students can reconnect with community members and family.
We Are the Weather Makers: The History of Climate Change by Sally M. Walker

This book explains the science behind global warming, provides worldwide reactions from industry and local governments while assessing the value of using renewable resources, and 25 practical tips for living a greener lifestyle at home and in the community.

Wave by Sonali Daraniyagala

On the morning of December 26, 2004, on the southern coast of Sri Lanka, Sonali Daraniyagala lost her parents, her husband, and her two young sons in the tsunami she miraculously survived. In this brave and searingly frank memoir, she describes those first horrifying moments and her long journey since.

Managing Spontaneous Community Volunteers in Disasters: A Field Manual by Lisa Orloff

While history has identified a need for improved coordination during emergencies, it has also demonstrated that community volunteers positively impact their neighborhoods during times of crisis. Laying out the rationale and process by which emergency managers, community leaders, and non-governmental aid organizations can effectively collaborate and integrate citizen response.

CLASSROOM RESOURCES

New York Times Learning Collection
Provides NYT coverage of Sandy with prompts for teachers to use in their classrooms.

Resources on Environment and Food from Zinn Education Project
A variety of resources at all grade levels for teaching about environmental justice from a critical perspective
http://zinnedproject.org/posts/category/explore_by_theme/environment-food

Royal Society - Climate change

Hurricane Sandy: An SEL Lesson in Responding to Calamity
Providing students and parents with the SEL (social emotional learning) skills they will need to get through the tragedy of losing all their personal and impersonal items. All grade levels and teachers
www.edutopia.org/blog/social-emotional-learning-disasters-Maurice-Elías

Displaced Students Rights Flier by NYS-Teachs
A fact sheet for New York City students who have been displaced by a natural or man-made disaster. Includes information about rights to school services, transportation, enrollment and hotline numbers. http://nysteachs.org/media/Hurricane%20Ed%20Rights%20flier%202012%20v2.pdf

GET INVOLVED

CRAVING MORE HANDS ON EXPERIENCE? CHECK OUT THESE ORGANIZATIONS.

Sandy Storyline
Sandy Storyline is a participatory project, building a community-generated narrative of the storm and its aftermath and features audio, video, photography and text stories — contributed by residents, citizen journalists, and professional producers — that are shared through an immersive web documentary and interactive exhibitions.
www.sandy�能ine.com

RESOURCES FOR STUDENTS & TEACHERS (CONT.)
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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 April 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 2014 we will be working in ten schools. Connect and download free curricula at TRIBECAFILMINSTITUTE.ORG

ABOUT TRIBECA FILM INSTITUTE®
Tribeca Film Institute® champions storytellers to be catalysts for change in their communities and around the world. Each year, we identify a diverse and exceptional group of filmmakers and media artists and empower them with funding and other resources to fully realize their stories and connect with audiences. Through hands-on training and exposure to socially relevant films, our educational programming helps young people gain the media skills necessary to be productive global citizens and creative individuals.

SUPPORTED BY:

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Honorable Margaret S. Chin,
New York City Council

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