



**DOCLANDS**

**EDUCATION**

**APRIL 30 - MAY 3**

**P L A N C**

**F O R C I V I L I Z A T I O N**

**CURRICULUM GUIDE**  
**GRADES: 9-12**

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Dear Educators,

Thank you for attending the 10th Annual DocLands Documentary Film Festival screening of the documentary feature film *Plan C for Civilization*. We are excited to return in our 2026 spring season with a combination of both in-theater screenings for local schools and online screenings for those of you joining us from afar.

As media educators, we support film as the literature of the twenty-first century. This powerful medium sits in a critical part of human culture, at the intersection of art, industry, technology, and politics. It is a universal language that lets us tell stories about our collective hopes and fears and gives us the opportunity to make sense of the world around us and the people in it. This year, our film selections for school screenings continue to focus on increasingly relevant issues of global empathy and active citizenship, and we believe this film will be a powerful and engaging text to use in your classroom. These curricular materials are designed to get students to engage deeply with the film by the common-core aligned skills of developing an evidence-based interpretation of a text both orally and in writing.

The discussion prompts have been crafted to offer students the opportunity to grapple with questions of ethics and social justice through representations of culture in film. They offer a variety of options for fostering small-group or whole-class dialogue by addressing the film industry in general and this film in particular. If your students are already familiar with a process of writing evidence-based interpretive essays, consider using the suggested essay prompts for a short writing piece, or consider the film review format as an alternative. Additionally, student handouts for a variety of thinking routines are provided for before, during, and after viewing the film with a particular emphasis on social-emotional learning. Extension activities offer further creative opportunities for students to consider the cultural impact of the film as both an art form and a political platform. We have also included a handout that provides some context for the film festival experience, which may help to introduce your screening experience.

Thank you so much for your tireless work! Enjoy the film!

Sincerely,  
The CAFILM Education Team

## ADDITIONAL RESOURCES

### CAFILM Documentary Film Analysis Toolkit

<https://docs.google.com/document/d/192NExBcx7uXqQX1ilKvAVdxibQaRnZzE61Ow2KrdRIA/edit?tab=t.0>

### Doc Society | Plan C For Civilization

<https://docsociety.org/film/plan-c-civilization/>

### SCoPEX, Harvard University: New Frontiers in Climate Change Research

<https://davidkeith.earth/scopex-harvard-university-new-frontiers-in-climate-change-research/>

### Make Sunsets | We Cool Earth With Reflective Clouds

[https://makesunsets.com/?srltid=AfmBOoobCzcM8gk6V1twPdER6B5TgYk3z9\\_vQrul5iov3KT-vBnKJUufP](https://makesunsets.com/?srltid=AfmBOoobCzcM8gk6V1twPdER6B5TgYk3z9_vQrul5iov3KT-vBnKJUufP)

### NPR | Transcript | Greta Thunberg's Speech at the U.N. Climate Action Summit

<https://www.npr.org/2019/09/23/763452863/transcript-greta-thunbergs-speech-at-the-u-n-climate-action-summit>

### Greta Thunberg's Full Keynote Speech at Youth4Climate Pre-COP26 | Doha Debates

<https://www.youtube.com/watch?v=n2TJMpiG5XQ>

### Greta Thunberg to World Leaders | "How Dare You?"

<https://www.youtube.com/watch?v=TMrtLsQbaok>

### Fridays for Future

<https://fridaysforfuture.org>

## ABOUT CAFILM

The nonprofit California Film Institute celebrates and promotes film as art and education through year-round programming at the independent Christopher B. Smith Rafael Film Center, presentation of the acclaimed Mill Valley Film Festival and DocLands Documentary Film Festival, as well as cultivation of the next generation of filmmakers and audiences through CAFILM Education programs.

### Follow the California Film Institute on social media



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# STANDARDS

## Common Core State Standards ELA-Literacy

CCSS.ELA-LITERACY.RI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA.LITERACY.RI.9-10.3

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

CCSS.ELA-LITERACY.RI.9-10.6

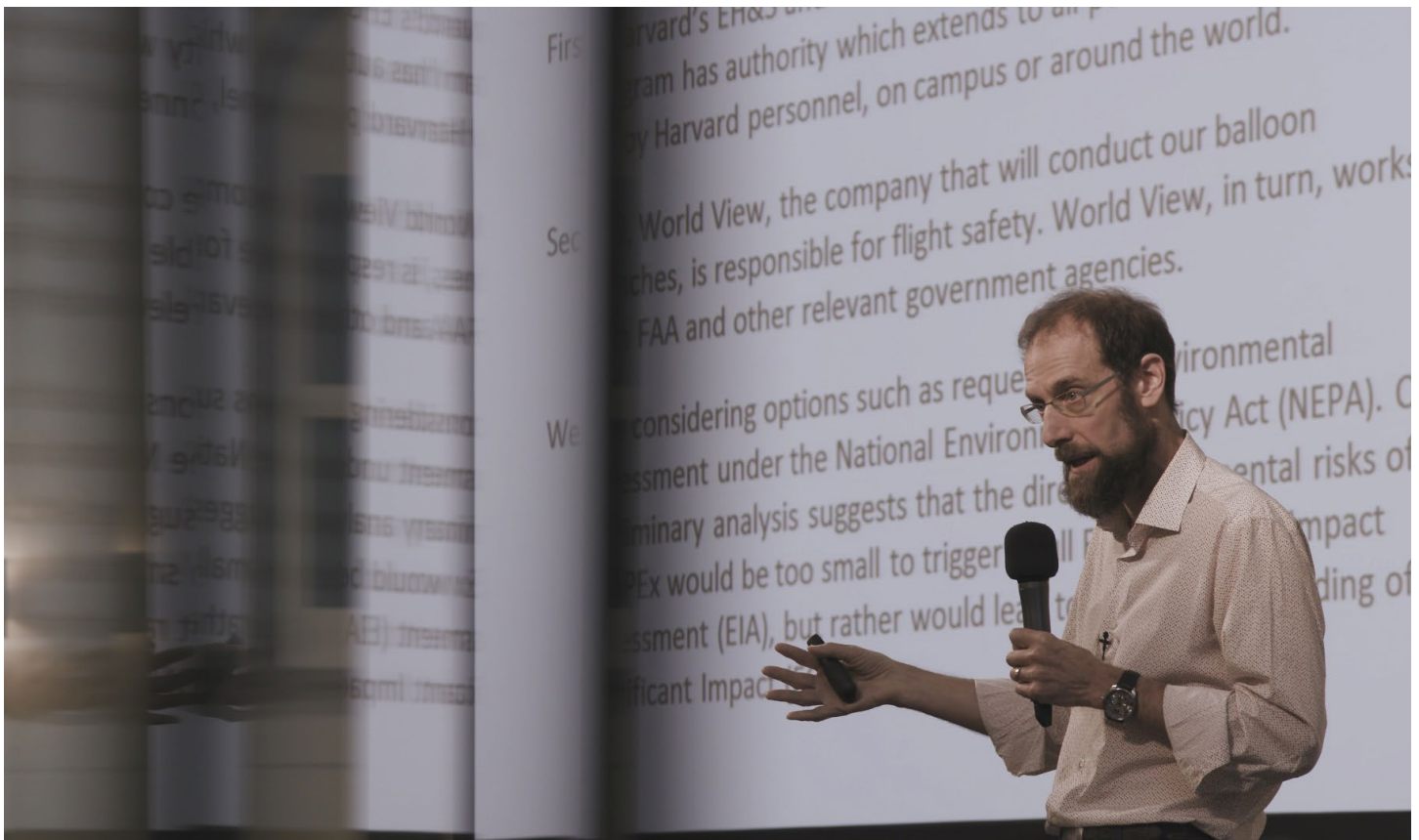
Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CCSS.ELA-LITERACY.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.



Name: \_\_\_\_\_



## LOGLINE

The work of solar geoengineering proponent David Keith exists in a high-stakes terrain where cutting-edge research, environmental activism, public ethics, and global politics collide.

## ABOUT THE FILM

As emissions pour into the atmosphere and world leaders struggle for solutions to a climate emergency, the controversial climate-cooling technology called solar geoengineering is entering the world stage. It's an idea so powerful and full of uncertainty that even the proposal of research itself is seen as a dire risk by leading environmental activists and scientists. But for physicist David Keith, what matters is not what's popular but what could help reduce the harms of a heating planet. And to learn more, he plans to launch the world's first experiment into the stratosphere.

Solar geoengineering is inspired by volcanic eruptions whose plumes of sulfur dioxide circle the planet's stratosphere, creating a shroud of shiny particles that bounce sunlight back into space. Proponents of research believe that we could mimic these eruptions ourselves, reflecting incoming sunlight back into space and cooling the planet. They claim it would be relatively cheap, and fast. But a global deployment could alter weather and precipitation patterns, damage the ozone layer, and provoke war.

Keith and other advocates of research are clear that the risks are serious. But if this technology has the potential to save millions of lives and preserve entire ecosystems, do we not have a moral obligation to explore it? Until now research in solar geoengineering has been confined to the lab and computer models as outdoor experiments like the one that Keith is pursuing have been thwarted by opponents. But in 2023 Luke Iseman and Andrew Song began their own rogue solar geoengineering campaign with their Silicon Valley start-up, Make Sunsets. For \$10 a gram, they will launch a balloon filled with "planet cooling" sulfur dioxide into the stratosphere from atop their Winnebago. Each gram of SO<sub>2</sub> is enough, they claim, to offset the warming effect of 1 ton of CO<sub>2</sub> for one year.

As the Mexican government races to ban them and the FBI pursues them, Luke and Andrew continue their operation without oversight or regulation. Make Sunsets may be a laughable sideshow, but as suffering spreads and patience runs thin solar geoengineering presents a complex but unmistakable hope; what if there was a way to cool the planet - fast?

Plan C for Civilization tackles the promise and peril of solar geoengineering with exclusive verite access to its protagonist David Keith and the SCoPEX project as well as the rogue geoengineers of Make Sunsets. From Bangladesh to Nevada, solar geoengineering is emerging after more than 60 years in the shadows, and with it, a new chapter of the climate change saga.

## EPIGRAPH

(A KEY IDEA TO RETURN TO THROUGHOUT THIS GUIDE)

The work of solar geoengineering proponent David Keith exists in a high-stakes terrain where cutting-edge research, environmental activism, public ethics, and global politics collide.

## ABOUT THE FILMMAKER

### BEN KALINA

Ben is an award-winning director and producer whose work centers on the collision between human nature and the force of nature. In 2020 he produced and directed *Can We Cool the Planet?* for NOVA. His film *Shored Up*, the 2014 Sundance Institute LightStay Sustainability Award winner, explored rising sea levels and the politics of climate change in the U.S. in the aftermath of Hurricane Sandy. He directed and produced the documentary *HOME* for WHYY in Philadelphia in 2017 and produced four episodes of the 2016 PBS/ CPB/OZY Media series *The Contenders: 16 for '16*. He was Associate Producer of *A Sea Change*, broadcast on Discovery's Planet Green in 2009, and *Two Square Miles*, broadcast on PBS' Independent Lens in 2006. His short film *Diorama* won a 2007 Eastman Kodak Award and international grand prize awards at film festivals in the U.S. and Europe. Ben's production company, Mangrove Media, is based in Philadelphia where he is an Assistant Professor in the Film and Television Program at Drexel University.



## FILMMAKER'S STATEMENT

The first time that I heard the word global warming was as a kid growing up in the 1980s, but we've known about the connection between emissions and warming far longer. Swedish Nobel Prize-winning scientist Svante Arrhenius famously and accurately predicted the warming effects of emissions at the turn of the 20th century, so while I've spent the past 40 years wondering if we would solve this problem the obvious way - by cutting carbon emissions - I'm late to the game. In the 1990s governments and politicians began to try, first with the Kyoto Protocol, then with the Paris Agreement. But in 2025 emissions are still rising. And the world is heating – fast.

The first time that I heard about solar geoengineering was 2006, the same year that Al Gore's breakout documentary *An Inconvenient Truth* made the case that humanity must quickly cut emissions to avoid dangerous planetary warming. It was also the same year that a different Nobel Prize-winning scientist, Paul Crutzen, published a landmark essay called *Albedo Enhancement by Sulphur Injections: A Contribution to Resolve a Policy Dilemma?* Until that moment most scientists had stayed far from solar geoengineering research, fearing the controversy and taboo that shrouded it. But when Crutzen, a giant in the field of earth systems science gave it credence, he opened a door.

The first time I met David Keith was in 2010 at the Asilomar International Conference on Climate Intervention Technologies. I'd been working on climate-centric documentaries for years at that point, and becoming increasingly concerned about the gap between the targets scientists suggested we needed to reach in our emissions cuts and what was actually happening in the world. I quickly learned that Keith was not an ordinary scientist. He was bold and outspoken. A contrarian. An iconoclast. He'd been publishing about solar geoengineering since the early 1990s, unafraid of the consequences and unapologetic about his research. At the time that we met his work was entirely rooted in modeling and social science - no outdoor

## FILMMAKER'S STATEMENT CONT.

experimentation had been done in the field. But in 2015 he and his colleague at Harvard, Frank Keutsch, announced that they would launch the first solar geoengineering experiment in the atmosphere and I knew that I might finally have a story to tell. In the ten years since that I've been filming and following Keith and his work many things have changed in science and in the world more broadly but there are at least two things that have not; carbon emissions and temperature continue to rise, and there has never been an outdoor experiment in solar geoengineering.

Whether small scale research or a global deployment of solar geoengineering would be less risky than global heating is not entirely clear. The research is still in its infancy and there are many unpredictable outcomes, both scientific and social. But when it comes to solving the warming problem with our other tools - public policy, energy efficiency, a booming renewable energy industry - we have failed to meet the moment, again and again.

Cutting emissions is and will always be the only true, safe solution to keep the planet from heating out of control. Then it will be essential to remove carbon from the atmosphere in larger and larger amounts for generations to come. Solar geoengineering is no sane person's idea of a good option. It will affect weather patterns. It could further damage the ozone layer. It could cause additional cancer deaths. And perhaps most of all, it would severely test international alliances in an already unstable world. We may decide as a global community that it's a path we cannot and should never go down. But if we value the ecosystems and humanity of this planet, if we believe the fundamental science of the greenhouse effect and we allow ourselves to see and process the change and devastation around us, then how could we ignore any tool with so much power to cool the planet, quickly?



# BEFORE VIEWING ANTICIPATION GUIDE

**Directions:**

The film you are about to watch is about the climate crisis and our role in environmental outcomes. For each statement, decide whether you agree or disagree, then write a one or two sentence explanation for your opinion.

STATEMENT	AGREE/DISAGREE	EXPLANATION
Climate change affects everyone equally.		
It is already too late to stop the worst effects of climate change.		
Humans have the right to use Earth's resources however they choose.		
Individuals have a responsibility to change their daily habits to fight climate change.		
Humans are capable of working together globally to solve the climate crisis.		
Every country should have equal say in global climate decisions, regardless of size or wealth.		
It is ethical to use risky or untested technologies if they might save the planet.		
The question of who controls the planet is more important now than ever before.		

# BEFORE VIEWING

## THE THREE WHYS

### How to Use this Thinking Routine:

This thinking routine is for nurturing the ability to discern the significance of a situation, topic, or issue by keeping global, local, and personal connections in mind.

<p><b>WHY</b> might this topic matter to me personally?</p>	
<p>WHY might it matter to people around me, like family, friends, community, or the nation?</p>	
<p>WHY might it matter to the world?</p>	



# DURING VIEWING

## VIEWING LENSES (For Online/In-Class Viewing)

### How to Use this Thinking Routine:

A lens is a specific focus or perspective. Documentary films ask viewers to dig a little deeper into a social, political, or cultural issue. While viewing your task is to search for specific evidence in each of the categories. You are not summarizing the film but looking for the bigger picture by tracking the details through each of the different viewing lenses.

#### THE ETHICAL LENS

This lens helps students connect to power, responsibility, and unintended consequences. Listen for moral language, not just science.

Ethical Question	Who Raises the Question	Why it Matters or What's at Stake
Should humans control the climate?		
Who decides if geoengineering happens?		
Who might benefit or suffer most?		

#### THE POWER LENS

This lens helps students connect the film to politics, inequality, and global decision-making. Listen for who has influence in the conversation.

Group	Argument, Goal, or Position on the Issue	Level of Power
Scientists		
Governments		
Environmental Activists		
Corporations		
Global Public		

# DURING VIEWING

## VIEWING LENSES (For Online/In-Class Viewing)

### THE EMOTIONAL LENS

This lens helps students analyze the documentary's tone and storytelling. Listen and look for emotional signals within the film and write your response to those moments below.

Moment in the Film	Emotion it Creates	Why the Film Might Include it



# AFTER VIEWING

## DISCUSSION QUESTIONS | LEVELING UP THE CONVERSATION

### How to Use this Thinking Routine:

Select an effective class discussion format to encourage active participation and deepen understanding of the film. Varying formats from small groups to structured whole-class approaches ensure all student voices are heard. Use the notecatcher below to record highlights.

### Level 1: Immediate Reaction - "Lobby Talk"

Objective: To process reactions and surface emotions or tensions.

- What is your initial interpretation of "Plan C?"
- Does geoengineering feel confusing, abstract, or open-ended?
- When humans invent powerful technologies, should we focus more on whether we can or whether we should?
- Does the documentary leave you feeling optimistic, cautious, or alarmed?

### Level 2: Analytical Discussion - Digging a Little Deeper

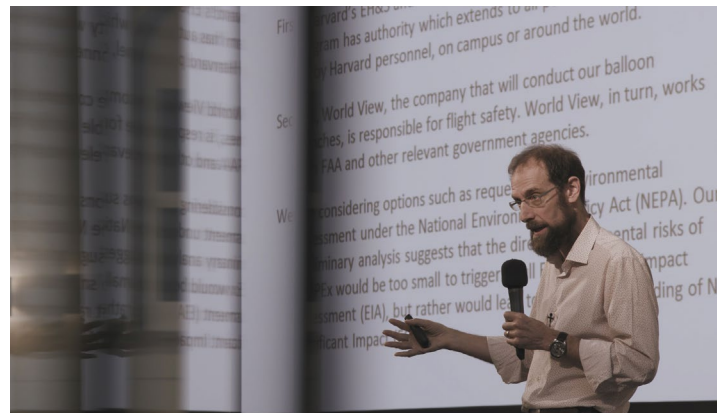
Objective: To move from reaction to interpretation.

- What critique is the film making about modern civilization? What do humans do when our original plan for civilization fails?
- How does the film portray human behavior in relation to systems - technology, environment, power?
- What does "Plan C" suggest about failure, adaption, or survival?
- Could geoengineering create new global conflicts?
- What happens if one country decides to deploy climate technology without global agreement?
- Is the film more pessimistic or hopeful? Does ambiguity or abstraction shape the film's message?

### Level 3: Argument Building - Insight & Analysis

Objective: To push toward arguable ideas.

- Does the film argue that humanity is capable of change or trapped in cycles?
- What responsibility do individuals vs. systems hold for societal outcomes?
- Is collapse presented as failure, inevitability, or opportunity?
- How should we interpret ambiguity in art? Does it deepen meaning or obscure it?



# DISCUSSION NOTECATCHER

**Directions:**

Use this notecatcher to record what you take away from discussing the questions above.

## IDEAS I HEARD DURING DISCUSSION

## MIND-POP IDEAS

Ideas that came to my mind during discussion.

## ONE IMPORTANT THING I LEARNED DURING DISCUSSION

# AFTER VIEWING THE PLAN DEBATE

## How to Use this Thinking Routine:

When does solving a problem become riskier than the problem itself? Is the real challenge finding a better plan, or learning how to live differently on earth? After viewing the documentary, consider how humans move through different plans when facing a big problem.

- **Plan A** = The Original Plan
- **Plan B** = The Backup Plan
- **Plan C** = The Last Resort
- **Plan D** = The Next Idea

Use the notecatcher to address and reflect on each plan.

<p><b>When Plan A Fails</b></p> <ul style="list-style-type: none"> <li>• What signs show the climate crisis is accelerating?</li> <li>• Who believes it is too late for simple solutions?</li> <li>• What emotions show up when people realize Plan A is not enough?</li> <li>• What is the urgency and tone of the documentary?</li> </ul>	
<p><b>What is Plan B?</b></p> <ul style="list-style-type: none"> <li>• What current mainstream solutions can you identify?</li> <li>• Who supports Plan B?</li> <li>• Does the film suggest Plan B is working fast enough?</li> <li>• Who thinks it's working too slow?</li> </ul>	
<p><b>Enter Plan C</b></p> <ul style="list-style-type: none"> <li>• What happens when humanity considers Plan C?</li> <li>• Who supports it? Who fears it? Who seems most hopeful? Who seems most cautious? Who seems most alarmed?</li> <li>• According to the film, what risks should be considered?</li> <li>• Who should decide whether Plan C happens?</li> <li>• When does a solution become too dangerous to try?</li> </ul>	
<p><b>Invent Plan D</b></p> <ul style="list-style-type: none"> <li>• Which plan are we on now?</li> <li>• Should humans develop technologies before they are needed?</li> <li>• If Plan C involves large-scale climate intervention, what might Plan D for Civilization look like?</li> <li>• Which solution feels safest?</li> <li>• Which solution feels most dangerous?</li> </ul>	

# AFTER VIEWING

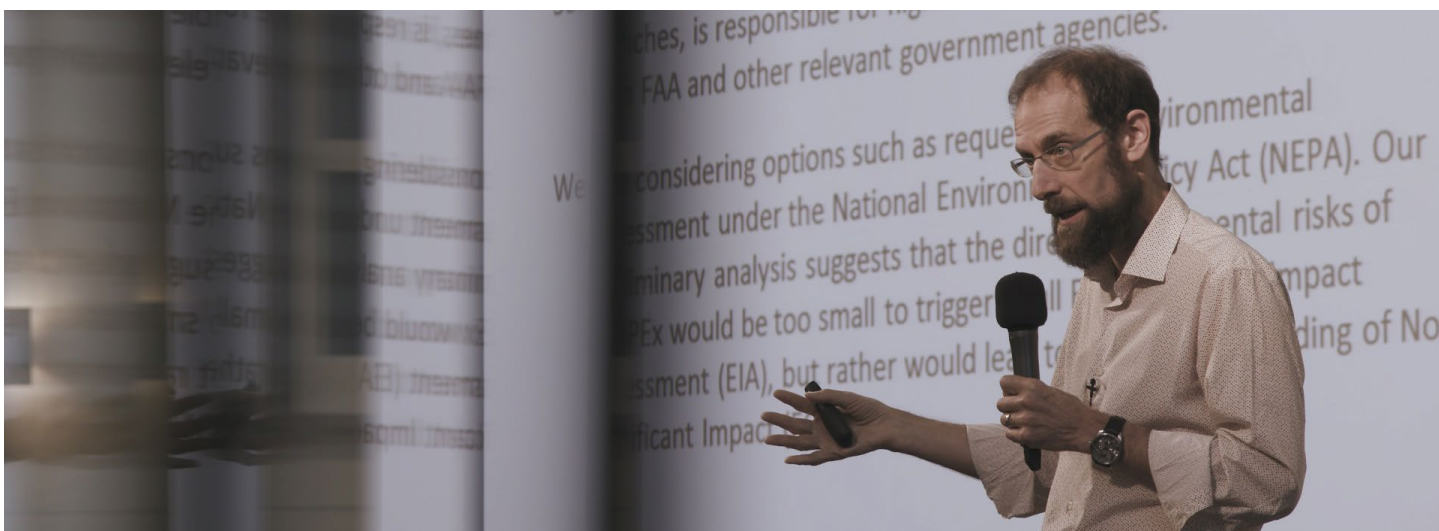
## INTERPRETIVE ESSAY PROMPTS

### Directions:

These interpretive essay prompts offer an opportunity to write a personal, yet evidence-based argument about the film's deeper meaning and themes. Review the prompts and choose the one that offers the most compelling angle for your analysis.

**Individual Choices, Policy, and Environmental Impact.** Who is responsible for climate action? How does Plan C for Civilization illustrate the relationship between individual behavior, government policy, and environmental outcomes? Write an essay in which you argue who bears the greatest responsibility for addressing the climate crisis and creating meaningful change. Use specific examples from the film to support your perspective, including what obligations humanity holds for future generations.

**Awareness and Action in Documentary Storytelling.** Can film be a catalyst for change? In what ways does Plan C for Civilization seek to raise awareness and inspire action? Write an essay in which you evaluate whether the film is an effective tool for motivating viewers to respond to climate change. Use specific examples to analyze how the documentary uses its platform to influence audiences.



# EXIT TICKET

## Instructions:

As a check for understanding and feedback on the film, respond to the following question and write your response (2-3 sentences) in the space provided.

- What matters more for solving the environmental crisis: changes in individual behavior or systemic policy? Why?

ADMIT ONE

ADMIT ONE



# EXTENSION ACTIVITY

## GLOBAL CLIMATE SUMMIT PITCH

### Note to Educators:

For optimal results, this extension activity is designed to span up to two class periods. Providing students with ample time for research, presentations, discussion, and reflection will deepen engagement and support more thoughtful, meaningful outcomes. Adjust pacing as needed to fit your classroom context and instructional goals.

### Scenario:

You are a delegate speaking at a future global summit on climate solutions. World leaders, scientists, activists, and corporations are listening. The stakes are high - your plan could change the future of the planet.

### Student Task:

Form a group of 3-4 people. In your group, choose one plan to pitch.

- **Plan A** - Stick with the original climate plan.
  - Current agreements.
  - Gradual progress.
- **Plan B** - Accelerate existing climate solutions
  - Renewables.
  - Policy.
  - Innovation.
- **Plan C** - Develop geoengineering technology.
  - Large-scale interventions like carbon capture or solar reflection.
- **Plan D** - Invent a new idea for civilization.
  - Reimagine how humans live.

### What Your Pitch Must Include:

1. Why is your plan necessary?
  - What is the biggest climate problem right now?
  - What are current efforts not enough?
  - What will happen if we don't choose your plan?
2. What does your plan actually do?
  - How does it work?
  - What changes are you proposing - technology, laws, behavior, systems?
  - Who is involved in making it happen?
  - Be specific - this is your solution.

# EXTENSION ACTIVITY CONT.

## GLOBAL CLIMATE SUMMIT PITCH

3. What risks does your plan carry?
  - What environmental risks do you foresee?
  - What political or economic consequences do you anticipate?
  - Are there ethical concerns - fairness, unintended harm, control?
  - A strong pitch acknowledges trade-offs honestly.
  
4. Who should control it?
  - Governments? Scientists? Private companies? The public? A global organization?
  - Why is this group the most trustworthy or effective?
  - Think about power, responsibility, and accountability.

### Presentation Format:

- **Length** - 3-5 minutes.
- **Visuals** - Slides, posters, or props.
- **Style** - Persuasive + Professional
  - o TED Talk
  - o UN Speech

### Pro Tips:

- Use ethos, logos, and pathos.
  - o Credibility - facts and research.
  - o Logic - clear reasoning.
  - o Emotion - what's at stake for humanity.
- Anticipate objections and counterarguments.
- End with a memorable call to action.

### Closing Line Challenge:

End your pitch with a powerful final sentence.

- "The future is not something we inherit - it's something we choose."
- "The question is no longer if we act, but how boldly we act."

# EXTENSION ACTIVITY

## CLIMATE CHANGE MUSEUM EXHIBIT

### Introduction:

We are going to be judged by future generations and history. Did we allow this planet to become uninhabitable for humans even when we knew it was happening? This museum exhibit serves as both documentation and warning.

### Student Task:

Create a future artifact from the year 2100 that shows how humans have adapted -or failed to adapt - to climate change and how it has reshaped civilization.

### Your Exhibit Piece Must Include:

- A title + Artifact - image, model, or described object.
- A museum placard (100-150 words) that explains -
  - What the artifact is.
  - What it reveals about life during the climate crisis.
  - Whether it reflects adaptation, failure , or resilience.
  - A "What We refused to See" Section.
  - A "Cost of Looking Away" Section.
  - A current headline connection.
- A warning label (2-3 sentences) to people from the past (us).

### Examples Students Can Imagine:

- A ration card for clean water.
- A cooling center wristband.
- Seeds from a lost ecosystem.
- A mask for extreme air pollution.
- A relocation map of abandoned cities.

**Museum Gallery Walk:** Display the exhibits around the classroom and set up a gallery walk where students experience the museum like real visitors.

### Final Reflection:

- What systems had to change for humans to survive?
- What warnings were ignored?
- What does your piece suggest about human responsibility vs. inevitability?
- If your exhibit was discovered today, what action would it immediately inspire?

# EXTENSION ACTIVITY

## REARVIEW MIRROR LETTER

### Introduction:

We are going to be judged by future generations and history. Did we allow this planet to become uninhabitable for humans even when we knew it was happening? This letter acts as a rearview mirror. It forces you to see the present as history-in-the-making.

### Student Task:

Write a letter from someone living in the future (2050-2100) looking back at our present moment as the time when everything could have changed.

### In One-Page:

- Describe what the world is like now (in their future).
- Explain what people in our time did - or failed to do.
- Identify a turning point decision.
- Reflect on what we saw along the way.
- Leave the reader (us) with a clear warning or plan.
- Acknowledge what people will say about how we failed to act.

### Tone Options - Student Choice:

- Regretful - "We should have acted . . ."
- Angry - "You knew and ignored it . . ."
- Hopeful - "Because you changed, we survived . . ."

### Optional Sentence Stems for Inspiration & Support:

- "We used to think climate change was . . ."
- "Looking back, the moment everything shifted was . . ."
- "You had the data, science, and technology, but . . ."
- "If you are reading this, it means there is still time to . . ."

### Final Reflection:

- What systems had to change for humans to survive?
- What warnings were ignored?
- What does your piece suggest about human responsibility vs. inevitability?
- If your letter was discovered today, what action would it immediately inspire?

# ABOUT FILM FESTIVALS



An opening night screening at the Mill Valley Film Festival.

## What is a film festival?

A film festival is an event in which multiple movies are presented over the course of one or several days. Depending on the size of the festival, all of the screenings may take place in a single theater or may involve multiple venues throughout a city. Festivals also include special events like panel discussions with filmmakers and actors. Typically, filmmakers submit their works to a festival, where a team of curators selects the best entries for inclusion in the festival. For independent and international filmmakers, festivals are often an important way to raise awareness of a film, generate an audience, and/or attract a studio to purchase the rights to distribute a film in a wider release. Acceptance into a major festival can add significant prestige to a film, with some festival awards (such as the Cannes Film Festival's Palme d'Or) considered among the highest honors a film can receive. There are many film festivals throughout the world, with some focusing on

particular themes, such as highlighting LGBTQ films/filmmakers, specific cultural groups, or particular genres. While some of the more famous festivals may be in distant locations, there are hundreds of small festivals spread through every corner of the world and, increasingly, festivals are using streaming access to make it easier for the public to view their curated programs.

## History of DocLands Documentary Film Festival

Presented by the California Film Institute, DocLands is a vibrant celebration of nonfiction storytelling held annually in Marin County, California. Expanding upon the exchange of ideas and inspiration through captivating screenings, networking, and engaging conversations, DocLands strives to foster dialogue, inspire connections, and build an inclusive community around the art of documentary filmmaking. DocLands aims to illuminate filmmakers' diverse perspectives and ignite a passion

for exploring real-world issues by showcasing compelling stories and the thought-provoking insights behind them. Join us as we embark on a journey to discover, connect, and celebrate the power of documentary cinema.



The Smith Rafael Film Center, home of the Mill Valley Film Festival

## Questions to Consider:

What is the purpose of a film festival? What are the benefits for filmmakers? For the audience? For the community? How might the films at a festival differ from the films available to watch at your local movie theater? What qualities do you think festival curators might look for in a film? If you are watching a festival film with a class/school group, what aspects of the film do you think made it appealing to the curators?

## Get Involved!

Many film festivals have student film categories. If you are a filmmaker, explore FilmFreeway ([www.filmfreeway.com](http://www.filmfreeway.com)) for a database of worldwide film festivals where you can submit your film.