



# INTO FILM



Film has become the cornerstone of our school's literacy curriculum. Whether we're focusing on English, PSHE or humanities, film works brilliantly for each and every student. We've succeeded in taking away one of the key barriers to their learning; it means everyone can get involved and no one feels left out.

SARAH, TEACHER, YSGOL BRYN CASTELL, WALES

# INTO FILM

## WE ARE INTO FILM

Into Film puts film at the heart of children and young people's educational, cultural and personal development.

Our mission is to inspire dynamic ways of learning with and about film, and connecting with cinema, that reach the widest possible youth audience across the UK.

Over half of UK schools engage with our programme of Into Film Clubs, teaching resources, teacher training and cinema screenings. Alongside rich content for young audiences, this provides 5–19 year olds with inspiring opportunities to learn about and with film, and to develop a passion for cinema.

Into Film runs two flagship events across the year. The Into Film Festival enables over 450,000 children and young people to access cinema for free. Our Into Film Awards celebrate the filmmaking and learning achievements of educators and pupils from across the UK.

Into Film is an education charity supported principally by the British Film Institute (BFI), through the National Lottery, Cinema First and Northern Ireland Screen.



LOTTERY FUNDED





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# OUR YEAR AT A GLANCE

Across the UK educators and young people have continued to embrace the opportunities Into Film provides for teaching and learning through and about film.



**8,158**  
INTO FILM CLUBS



**143,736**  
TEACHING RESOURCES  
DOWNLOADED



**256**  
FILMS SUBMITTED  
BY YOUNG PEOPLE



**4,184**  
EDUCATORS TRAINED



**28,000+**  
SUBSCRIBERS TO OUR  
GET INTO FILM CHANNEL



**439,154**  
INTO FILM FESTIVAL  
ATTENDEES

Educators welcome the service that Into Film provides and recognise the benefits that film can have for young people's academic, cultural, social and personal development.

# A NOTE FROM OUR CHAIRMAN AND CEO

**As we reflect on another year at Into Film we can be even firmer in our belief that film has an invaluable role to play in children and young people's lives and learning.**

These are challenging and confusing times for the country as a whole, for schools and educators, and for our young people. Stories told on film can help them to explore and make sense of the complex world around them, and to find their place within it. Their own stories told through the films they make give them a powerful voice to express and define themselves, and to explore issues that concern them.

Into Film's programme reaches schools and youth settings across the entire length and breadth of the UK. 75% of our 8,128 actively engaged film clubs are located

beyond London and the South East of England; over 40% in schools with a higher than average take-up of Free School Meals (or comparable indicator).

When evidence suggests that arts and creative subjects are being squeezed in many schools, film clubs provide access, in an extracurricular setting, to one of the most influential art forms of the last hundred years. In our annual survey, 98% of film club leaders stated that their club broadens its members' cultural education and 100% said that Into Film's programme helps to develop creative skills.



Eric Fellner  
CHAIRMAN



Paul Reeve  
CEO

Our classroom-focused work to support teaching and learning in subjects across the curriculum is vital to the achievement of our goal to embed film education in schools. There's a growing body of evidence to demonstrate its positive impact. In an independent evaluation report on our 2108/19 programme we were pleased to note the finding that teaching through film is particularly effective with students facing challenges in their literacy learning.

This year over 4,000 UK teachers and educators participated in our training and professional development programmes, which

equip them with approaches and tools to teach with and about film. 98% deemed the quality of the training they received to be good or excellent. Nearly 117,000 downloads of our online teaching resources further highlight that schools value film as a powerful medium within education. Further realising that educational potential is central to our future plans and ambitions.

An important part of that potential lies in creating opportunities for children and young people to participate in the creative process of filmmaking. This year we created the Moving Minds project which, through partnerships with agencies including local Child and Adolescent Mental Health Services, enabled young people dealing with mental health challenges to work alongside professional filmmakers to make short films. Evaluation of the project showed that it achieved profound outcomes for both the young participants and the partners. The films themselves were extraordinarily

powerful, communicating personal perspectives and experiences regarding mental health and wellbeing, and they were subsequently used to stimulate discussion by other young people.

The annual Into Film Awards at the Odeon Luxe, Leicester Square showcased the remarkable talent of young filmmakers and we were struck by the way that entries shone a light on issues that really matter to them, such as online safety, food poverty and bullying. Shortlisted nominees came from all four UK nations and winners received their awards from an array of industry talent including Lily James, Eddie Redmayne, Luke Evans and Amma Asante.

We have no doubt that some of the young people whose work featured in the Awards will go on to enjoy successful careers in the screen industries. As part of our work to inspire others to do so and raise awareness of the myriad job roles



**OF FILM CLUB LEADERS STATE THAT INTO FILM'S PROGRAMME HELPS TO DEVELOP CREATIVE SKILLS**

required to bring a story to the screen, we were delighted to be invited to deliver the pilot of ScreenWorks, a new work experience initiative for 14-19 year olds in Northern Ireland. Funding has subsequently been awarded to roll the programme out further during 2019/20.

With content now being accessed in an increasing number of ways, we continued to deliver an extensive programme to enable young audiences to experience film in the 'gold standard' setting of the cinema. The sixth Into Film Festival attracted 439,000 bookings for 2,500 screenings and events in 550 venues across the UK. 30,000 of the young attendees were making their first ever cinema visit.

Looking to the future, a central and ongoing challenge will be to encourage and enable schools, teachers and young people to engage with film learning when the vast majority have no statutory imperative to do so. We must therefore ensure that the opportunities we offer are relevant to their needs. We will listen to and consult with them even more extensively, including through our recently expanded Educator Ambassador groups and Youth Advisory Councils; and we must respond to what they tell us. A new four-year Film for Learning programme in Bradford, Bristol and Northern Ireland schools, with a principal focus on teacher development, will provide us with further invaluable insights into how we can maximise the educational value of film in both classroom and extracurricular settings.

With time being such a precious commodity for teachers, and so many competing demands on it, we also have to make our online activities – which drive the achievement of our extensive reach – as easy to access and use

as possible. This is a major reason why we are working to introduce a Video on Demand service and a Learning Management System that will enable us to present curated films, online learning and training opportunities in exciting new ways. We believe these new developments will significantly strengthen a rich film education 'offer' that can benefit every school and eligible youth setting in the UK.

It's a huge privilege to be able to make the bulk of that offer free of charge to state schools and this would not be possible without the support and partnership of our funders (listed below). In particular, we would like to thank the BFI for its partnership and the UK's Lottery players who enable the BFI to support us with National Lottery funding. We also extend thanks to Cinema First for its ongoing support for initiatives including the Into Film Festival; to Northern Ireland Screen for its continued support and for entrusting us this year as its delivery partner on ScreenWorks; to TPICAP for enabling us to create Moving

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We want to pay tribute to the thousands of educators, youth club leaders and volunteers who run Into Film Clubs, and teach with and about film

Minds; and to the Paul Hamlyn Foundation for investing in our work to develop new approaches to supporting teachers' use of film.

Finally, we want to pay tribute to the thousands of educators, youth club leaders and volunteers who run Into Film Clubs, and teach with and about film: and to our staff and Trustees for their expertise and tireless commitment to enriching young people's lives through the wonderful medium of film.





96%

OF CLUB LEADERS SAY  
THAT INTO FILM CLUB  
INCREASES THEIR STUDENTS'  
MOTIVATION TO LEARN

## INTO FILM CLUBS

Throughout 2018/19 Into Film Clubs have continued to offer a safe and inclusive environment for thousands of UK children and young people to develop skills and explore their love of film.

Into Film Clubs enable educators to inspire a passion for film and film learning among young audiences, with 63% of clubs in 2018/19 meeting on a weekly basis.

Educators were able to choose from a diverse catalogue of free films and popular titles included new-release favourites *Paddington* and *Coco*, as well as more specialist animations and documentaries including *Mary and the Witch's Flower* and *They Shall Not Grow Old*. 65% of titles ordered by Into Film Clubs were either British, Independent or specialist.

Thousands of educators used Into Film Clubs to reinforce curricular learning, develop transferable skills and increase pupil motivation. 94% of clubs took time to discuss

topics raised within the films they watched, while 79% of club members developed literacy skills by writing reviews of the films they had seen.

Our funding by the Department of Communities through Northern Ireland Screen helped us enhance our delivery in Northern Ireland by providing an increased level of face-to-face teacher support and pupil engagement in some of the most disadvantaged areas of the UK.

Club membership was further enhanced with a range of benefits such as priority booking for exclusive screenings and events, CPD sessions and the Into Film Festival, as well as the opportunity to meet and learn from industry talent.

In partnership with London's Screen Archives and using its travelling cinema-in-a-van (KinoVan), Into Film visited clubs in the capital to deliver a series of archive screenings and workshops to mark the centenary of the Representation of the People Act. The Courage and Communities project, coordinated by the Mayor of London and funded by Heritage Lottery Fund, also included partners such as the Royal Albert Hall, the BFI and the Museum of London.

## SHAPING YOUNG LIVES THROUGH FILM

Our Into Film Club has been established here for eight years. It enables our young people to come together and watch films from differing genres, including films that may not ordinarily be accessible to them.

Presently we have 18 members aged between 13 and 15. They meet weekly after school and ten of them also meet most lunchtimes. Working with a small number allows for deeper exploration of themes and the development of literacy skills.

I also use our club to promote Moving Image Arts, taught here at GCSE and Post 16. Many students have progressed to study film at university. Students who have attended Into Film Club from Year 8 have tended to choose the subject for GCSE. Their knowledge and understanding of film are at a higher level and their passion for films is evident.

BY TARA MCMULLAN

ART AND MOVING IMAGE ARTS TEACHER,  
NORTH COAST INTEGRATED COLLEGE,  
COLERAINE, NORTHERN IRELAND

I find the resources on the Into Film website invaluable and regularly use the PowerPoint presentation on Film Language when teaching Moving Image Arts.

Attending the Into Film Festival is a must for us and we often participate in screenings and workshops at our local cinema. Due to socio-economic factors some children here don't get to visit the cinema; Into Film makes it possible for them to enjoy the experience.

Our most recent trip was to *The Secret Life of Pets 2*, with 40 of our twelve-year-old students. These are the next generation of Into Film Club members and I look forward to some of them joining next year.

I believe our Into Film Club is extremely beneficial to my students. It provides them with the opportunity to relax during what can sometimes be a stressful day. Some find certain subjects challenging and watching films gives them an outlet, a different way to express and articulate themselves. They really appreciate the time and space which Into Film Club affords them.

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TARA, TEACHER, NORTH COAST INTEGRATED COLLEGE,  
NORTHERN IRELAND







Radzi Chinyanganya and Luke Evans with Into Film Club of the Year winners, The Hollies School.

## OPENING WORLDS THROUGH FILM

As a special school for children with autism spectrum disorder we welcome every opportunity to enrich our pupils' educational journey. The Hollies Into Film Club is great because it opens up their worlds by encouraging them to communicate, socially interact and access the curriculum.

BY YASMIN JOHN

DIGITAL THERAPIST,  
THE HOLLIES SCHOOL,  
CARDIFF, WALES

Our children are passionate about learning through film and we use it in the classroom and all around the school. Introducing characters from recent screenings as a motivator has led to increased engagement and effort. For our children who are non-verbal it gives them a voice through the animations they are now able to produce themselves.

Visiting the cinema is a huge barrier for many of our students so we created our own immersive cinema experience, screening films from the Into Film catalogue for pupils to access in a safe, accepting environment. The cinema is utilised by all pupils from Reception to

Year 6 with classes coming together for screenings. Posters are presented the week before so they are aware of when it's happening and students 'buy' their ticket in advance using two pieces of work relating to the film. After the screening they create film reviews, storyboards and short animations. The positive feedback we have had from parents has been incredible, with many now able to enjoy regular visits to the cinema as a family.

In the past year we have also attended the [Into Film Festival](#) and other special screenings such as the [Early Man](#) preview, hosted a training session in the use of Into Film resources in an additional needs situation, attended careers events and used Into Film resources for integrating film into our implementation of the new Welsh curriculum – which we showcased to members of Government. Attending the [Into Film Awards](#) and winning Into Film Club of the Year was the icing on the cake.

Our favourite films we have watched in our Into Film Club are:



# MAKE A FILM, FIND YOUR VOICE

Filmmaking can provide a safe and effective way for young people to explore sensitive issues and find their voice on the challenges they face. In 2018/19 we were proud to support young people with ADHD and mental health issues to produce a range of brilliant short films.

Through our Moving Minds Filmmaking Project, we gave 200 young people the chance to work with professional filmmakers to create their own short films. This was a great opportunity for participants to increase their confidence, build resilience, work in a team, and to gain filmmaking skills and experience. Making their films also gave them a voice on mental health and enabled them to advocate the importance of talking about wellbeing to others. The young people were drawn from schools, youth groups and specialist NHS services.

Our Future Storytellers project worked with two groups of young

people, including those with a diagnosis of attention deficit hyperactivity disorder (ADHD). Through filmmaking workshops led by professional animators, the participants examined the major features of ADHD, producing films that playfully explore, through their own words and pictures, the challenges that young people with ADHD have staying focused when their minds and bodies just want to move on.

Both projects have been given a life beyond the film production through the creation of classroom resources that have been used by educators across the UK as part of PSHE lessons.



Me and my daughter are here [at the screening] to support my boy. I cried when I watched the film – I've never heard him speak so much outside the house. And he was narrating the film ... I'm so proud.

PARENT OF YOUNG FILMMAKER



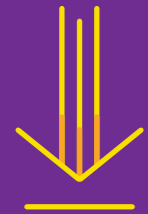
# TEACHING AND LEARNING RESOURCES

Film is an engaging tool to bring the curriculum to life and support young people's learning right across the curriculum. Into Film resources feature relevant film content embedded directly into ready-to-use downloadable PowerPoints with teachers' notes.

Now a staple in classrooms across the UK, our resources continued to be in high demand in 2018/19 with 116,680 downloads. We continued to strengthen our catalogue by producing 83 new resources, the most popular of which (*How to Train Your Dragon: Discovering the Hidden World*) received more than 5,134 unique downloads.

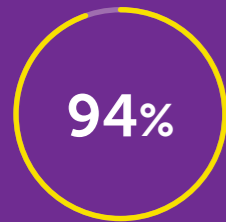
Partnering with major industry players such as StudioCanal, NBCUniversal, 20th Century Fox, and Pathé we delivered 13 unique new-release campaigns, from exclusive preview screenings and competitions, to in-depth classroom resources. This enabled us to create a wide range of unique educational experiences that engaged more than one million UK children and young people aged 5–19.

Our commitment to pupil wellbeing was represented through resources such as Anti-bullying, Mindfulness on Film, and Staying Safe Online – supporting schools to use film as an effective tool for exploring potentially sensitive topics.



143,736

INTO FILM TEACHING RESOURCES DOWNLOADED GLOBALLY IN 2018/19



OF TEACHERS SAY THAT OUR CLASSROOM RESOURCES MET OR EXCEEDED THEIR EXPECTATIONS

Statistics taken from the 2018 Into Film club leader survey.

## FOUR OF RHYS' TOP RESOURCES



Wales on Film (KS2)



Film in a Fortnight



Mini Filmmaking Guides



Grinchmas Spirit



*Tiger Bay* (1959), one of the films featured in the *Wales on Film* (KS2) resource  
Image: © Rank. All rights reserved.



The wide range of resources Into Film offers gives staff a great platform in the use of film throughout school life

**RHYS, TEACHER, LLANHARAN PRIMARY SCHOOL, WALES**

## BRINGING FILM INTO THE CLASSROOM

We are a small school with 150 pupils and a free school meal percentage of 35%. We use film to enable our pupils to see and experience worlds and cultures they would never otherwise encounter.

I've used Into Film resources regularly with pupils in Year 5 and 6 – in particular the 'Film in a Fortnight' resource. The resource challenged us to focus on a dialogue-free short film for a half-term, rather than using a text. This quickly became a leveller as the expectation to read was removed. Pupils could watch the film, then use higher order inferential and literal comprehension skills as equals, regardless of reading ability. The resource gave a range of activity ideas, culminating in pupils being able to plan, produce and publish their own short films, which they relished.

Pupils have developed their film-making skills using the filmmaking resources. This has helped

### BY RHYS ROBERTS

HEAD OF KEY STAGE 2 AND FILM LITERACY LEAD, LLANHARAN PRIMARY SCHOOL, WALES

us enhance topics within the curriculum, allowing children to make informational videos. We've also used film guides to spark discussion before and after screenings; the *Inside Out* one was particularly useful for exploring wellbeing.

We've successfully used resources based around the school calendar, such as the *International Women's Day assembly*, which we used both in class and our Into Film Club to discuss the Bechdel Test and

how women are represented on screen. This led to a screening of *Moana* to see if it passed the test, which inspired some of our girls when writing their reviews.

The wide range of resources Into Film offers gives staff a great platform in the use of film throughout school life, which will be vital in meeting the requirements of the new curriculum in Wales.

# TEACHER TRAINING

Into Film's professional development training is created with input from specialist partners, including teachers and senior leaders across the UK, to support teachers in using film as a tool for learning across the curriculum.

2018/19 saw the rollout of our ITT (Initial Teacher Training) programme across the UK. Delivered in partnership with regional universities, ITT helps teachers-in-training learn techniques and develop lesson plans that aid the delivery of film-based learning. The programme has welcomed 847 student teachers in its inaugural intake.

As a result of the successful conclusion of our Paul Hamlyn Foundation supported Full STEAM Ahead project, Into Film was awarded a further four-year grant for Film for Learning (FFL), an initiative designed to improve pupils' literacy and develop teachers as film club leaders within their schools.

We also launched a teacher development programme for members of the National Education Union, which piloted blended learning with face-to-face sessions supported by Into Film's online training platform.

**4,184**  
TEACHERS TRAINED  
IN 2018/19

“

Good, fast paced, informative, fun, well delivered. Great session.

**PARTICIPANT AT INTO FILM  
TEACHER TRAINING SESSION**





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I think film and animation can have a big impact in the classroom... for aiding media literacy and critical thinking, complementing writing and speaking, and providing a means of self-expression and reflection.

**ROBERT, NQT, CHURCHFIELDS JUNIOR SCHOOL**

98%

OF 1,000 SURVEYED PARTICIPANTS SAID THAT INTO FILM TRAINING DELIVERY AND CONTENT WAS EITHER GOOD OR EXCELLENT

## SUPPORTING PROFESSIONAL DEVELOPMENT

I studied stop motion animation during my degree; Into Film's blended learning course 'Making and Using Film (Animation)' was a great opportunity to find advice on using the medium in the classroom. The fact that both in-person sessions were after school hours made attending easy, and the Future Learn online platform was great for its flexibility and potential to re-watch the videos.

### BY ROBERT WATERS

NEWLY QUALIFIED TEACHER (NQT),  
CHURCHFIELDS JUNIOR SCHOOL,  
LONDON

I like the idea of critiquing movie scenes with students and it was great to try this and other activities in the initial training session. I found the quiz ideas particularly interesting and opted for producing a couple of resources for both video assignments: a

one-shot video modelling a maths question and a five-shot recap of food groups for science.

I was pleased to see the children respond well to their animation at the time and when I used it as a recap quiz. I'm really looking forward to making more resources for and with my class, and teaching animation as a way for pupils to demonstrate what they have learned. I'd love the class to have a go at a larger project such as animating a topic story or piece of creative writing.

I think film and animation can have a big impact in the classroom, not just for children demonstrating their learning or for teachers producing interesting resources, but for aiding media literacy and critical thinking, complementing writing and speaking, and providing a means of self-expression and reflection.

# GIVING YOUNG PEOPLE A VOICE

Through initiatives such as our Young Reporter Programme and Youth Advisory Council we've helped young people get closer to their film heroes and help shape how we, as an educational charity, operate our programme.

The Young Reporter Programme once again gave 13-19 year olds the chance to represent Into Film professionally at industry events and screenings. In total, 30 Young Reporters completed over 107 assignments - from vlogging at red carpet premieres and film festivals, to co-creating content for our Get Into Film YouTube and social channels.

Highlights of 2018/19's activity included a visit to Pixar Studios in San Francisco to meet the team behind *Incredibles II*, and a Q&A with esteemed director and screenwriter Peter Jackson.

2018/19 also saw our Into Film Youth Advisory Council continue its important work with 75 young people aged 10-18 participating in the scheme nationwide. With groups meeting once a term at five regional and national offices, the Youth Advisory Council helped to shape the Into Film programme, as well provide an essential voice for future generations of young cinemagoers.

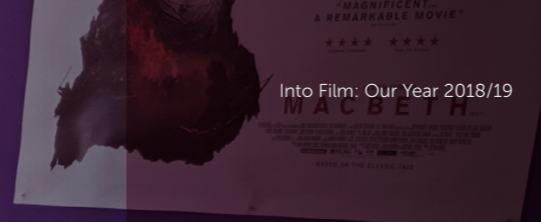


28,000+  
SUBSCRIBERS TO OUR  
GET INTO FILM CHANNEL



2,400,000+  
CONTENT VIEWS ON  
OUR GET INTO FILM  
YOUTUBE CHANNEL





My favourite films I have watched in my Into Film Club are:



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Forrest has benefited from being on the Youth Advisory Council in numerous ways, such as improved confidence in giving his opinion, developing his ability to think critically about the quality of film and story, and gaining experience working collaboratively with other young people.

DEREK, PT FACULTY, TIREE HIGH SCHOOL

## FORREST'S STORY

I live on a small island with a population of 650, and it's a four-hour boat ride to the nearest cinema. Into Film enables me to watch and enjoy films with my friends. Last year we went to the Into Film Awards as we were nominated for Into Film Club of the year; it was great to have the opportunity to go to London.

**BY FORREST (13)**  
 YOUTH ADVISORY COUNCIL MEMBER,  
 TIREE HIGH SCHOOL, HEBRIDES,  
 SCOTLAND

I first heard about the Youth Advisory Council (YAC) through my mum who is one of Into Film's Education Ambassadors and decided to apply. I didn't know what it would be like but was really happy to be selected.

As a YAC member I have had lots of interesting experiences that I wouldn't have had otherwise. I especially enjoyed giving prizes out at the Scottish Youth Film Festival and taking part in the team game Escape Room as a treat for helping with judging.

I have made new friends through being a YAC member and learned more about the screen industries. Working with the Into Film team has been great and I enjoyed going to Edinburgh where we have meetings three times a year. Into Film talk to us about what they are planning to do and ask us for our opinion. It's great to have a chance to help shape their programme.

I have gained more confidence from being in different situations, expressing my opinions and trying new things. They've helped me to develop skills that will definitely help me in my future career. Into Film has made me think about a career in film. It has made me believe I can achieve things. It has taught me about the world and given me ideas for the future.



## OGO'S STORY

I first heard about the Young Reporter scheme in 2015 – I sent in a video audition and was selected. The training included workshop days with presentations and practical exercises to teach us interview techniques. We also received on the job training – ahead of each assignment we were briefed and encouraged to think of and practice questions, which gave me confidence.

BY OGO (20)

DRAMA AND THEATRE STUDENT,  
KENT UNIVERSITY, INTO FILM YOUNG  
REPORTER ALUMNI

The British Independent Film Awards was my first industry assignment – I was unsure how it would go but the Into Film team was incredibly supportive which dissipated any nerves. I covered the event two years running and met stars like Kate Winslet, Colin Farrell, Olivia Coleman, Taron Egerton and Jacob Tremblay. At the time I didn't realise how famous some of them were which was useful because interviewing celebrities can be daunting, but when you talk to them you realise they're just normal

people. Meeting Eddie Redmayne on the red carpet at the BAFTAs was another highlight.

Into Film opens doors – if you've been a young reporter, employers take you seriously and are impressed by what you've achieved. The experience has allowed me to gain the attention of industry professionals. On my gap year I landed a job in production with a company I had come across on a press junket. At university I became a presenter for the student media TV channel KTV (Kent Television), reporting on news and entertainment content. I won the award for best on-screen presenter at our Student Media Awards and was selected to compete in the National Television Awards. I didn't win but felt honoured to take part.



Into Film opens doors – if you've been a young reporter, employers take you seriously.

OGO, INTO FILM YOUNG REPORTER ALUMNI

As an Alumni I've been on a judging panel for the BFI among other opportunities. I'd love a career as a reporter or presenter - I also have lots of creative ideas for producing films and documentaries. Into Film gave me my start and ignited my passion - I look forward to continuing the journey.



## DEVELOPING AN AUDIENCE FOR THE FUTURE

Now in its sixth year, the [Into Film Festival](#) has established itself as a firm favourite with educators across the UK. As the largest free youth film festival in the world, the event delivers thousands of free events and screenings, in partnership with industry distributors and exhibitors.

Over 550 cinemas participated in the 2018 Into Film Festival, which welcomed 439,154 attendees across 2,545 screenings and 151 special events. Highlights included the UK-wide preview of [The Grinch](#) and exclusive previews of Palme D'or winner [Shoplifters](#), while documentary was also well represented with screenings of [McQueen](#) and [Human Flow](#).

In our continued commitment to ensure the Festival is inclusive and

accessible, half of all screenings were audio-described while over 6,200 wheelchair spaces were made available. The Festival also provided opportunities for audience members to interact with industry talent, which this year included actor Will Poulter and director Jeremy Dyson.

Into Film also partnered with the BFI Film Audience Network in 2018/19 to mark LGBT History Month with a series of free school

screenings held throughout February. With 2019 marking the 50th anniversary of the Stonewall riots, the LGBT events programme explored aspects of gender identity and equality, through titles such as [Hairspray](#), [Pride](#), [Love, Simon](#) and 2017 Oscar winner [The Imitation Game](#).

Statistics taken from the 2018 Into Film Festival survey.

83%

OF TEACHERS WHO ATTENDED THE FESTIVAL SAY THIS INCREASED STUDENTS' CULTURAL AWARENESS AND UNDERSTANDING

[intofilm.org/festival](http://intofilm.org/festival)

INTO FILM FESTIVAL

ADMITTED FOR FREE





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I'd advise any teacher, no matter the age or stage your young people are at, to log in and scour the programme. There really is something for everyone.

**KERRY ABERCROMBIE**  
MEDIA AND ENGLISH TEACHER

Tawona Sithole with senior pupils  
from Larbert High School



**439,154**

TOTAL BOOKINGS  
FOR THE INTO FILM  
FESTIVAL 2018

## A SCREENING FOR EVERYONE

Each year we take more pupils to the Into Film Festival. The programme is so diverse and this year over 150 pupils participated across six events. Juniors enjoyed a talk from the BBFC (British Board of Film Classification), a pitching workshop with industry professionals, and screenings of *Paddington 2* and acclaimed animation *The Breadwinner*.

### BY KERRY ABERCROMBIE

MEDIA AND ENGLISH TEACHER,  
LARBERT HIGH SCHOOL,  
STENHOUSEMUIR, SCOTLAND

Senior pupils used the Festival to further their learning. Higher candidates studying *Black Panther* attended a screening of Kenyan film *Supa Modo* and an interactive session with Zimbabwean storyteller Tawona Sithole, enhancing their understanding of African film and, importantly, portrayals of African culture on screen outside Hollywood. Others enjoyed a BBFC talk on certificate ratings followed by a

screening of *A Quiet Place* where they could put into practice what they had learned by deciding which elements of the film warranted its 15 certificate.

Events and screenings were received with impassioned enthusiasm. Visiting the Edinburgh Filmhouse and Glasgow Film Theatre made a big impression on children accustomed to chain multiplex cinemas.

We used the review writing resources from the Into Film website in class afterwards. The standard of work produced was very high and could be used to formally evidence writing ability. We also entered pupils into the Festival review writing

competition with amazing success. Two won the Scotland competition and saw their work published in The Herald and two more won the UK-wide competition. For our junior pupils the Festival's biggest impact is in bringing them together. The fact it's free meant every pupil in our School of Media classes was able to attend. For seniors the Festival provided opportunities directly linked to their coursework and which they then used to inform their exam answers.



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The enthusiasm, the hard work, the tenacity has been very inspiring. I feel like inspiring is a word that gets thrown around a lot, but some of the films I've seen here, and some of the people – both the students and the teachers... it's sent me off with a skip in my step. It's been brilliant.

**EDDIE REDMAYNE, ACTOR,  
INTO FILM AMBASSADOR**

## CELEBRATING EMERGING FILM TALENT

**INTO  
FILM  
AWARDS**

Paying tribute to the UK's burgeoning film talent for a fifth year running, our 2018/19 Into Film Awards celebrated young filmmakers from across the UK, with a star-studded ceremony held at the ODEON Luxe, Leicester Square.

From hundreds of entries across 14 categories, the winners of the 2018/19 Into Film Awards were revealed on 5 March 2019 by a host of industry talent, including Eddie Redmayne, Lily James, Bill Nighy and Rhys Ifans.

Presented by CBBC's Radzi Chinyanganya, the Awards recognised the outstanding filmmaking capabilities of 5-19 years olds in the UK, with categories including *Best Documentary*, *Best Animation* and the *Audience Choice Award*. Themes ranged from food banks

and Brexit to Trump and internet safety, while a judging panel that included founder and CEO of IMDb, Col Needham and film director, Beeban Kidron, decided the winners.

The Awards is supported by many of the major players in the UK film industry including Cineworld, Disney, Paramount Pictures, Eon, Warner Bros, Creative Talent, Sony Pictures Entertainment and Working Title.



Bill Nighy and Radzi Chinyanganya with Best Animation winners, Rainbow Collective & Bell Gardens Animation Club

## “

Winning these two awards has been a huge boost to the young filmmakers and to the whole community. The Into Film Awards enabled them to highlight important issues and be heard. They've seen that what they create can make an impact nationally.

**HANNAN MAJID, DIRECTOR,  
RAINBOW COLLECTIVE**

## ELISE'S STORY

WINNER OF BEST ANIMATION AND AUDIENCE CHOICE AWARD

**We were inspired to make this film because some of us have been bullied for using food banks. People shouldn't have to feel scared to use a food bank just because they are poor and can't afford to buy things.**

BY ELISE (11)

RAINBOW COLLECTIVE &  
BELL GARDENS ANIMATION CLUB,  
PECKHAM, LONDON

This was the first time I made a film. It took about nine months. We made the characters using clay, mixing it together to get different skin tones, and we made the background using cardboard and acrylic. We used an iPhone and an app called Stop Motion Studio where you take a picture and move the characters very slightly until you have a smooth scene where the characters are moving. It takes half an hour to make one five to ten second scene.

Before I made the film I found it hard to work with other people. This has taught me to trust and work

with other people without feeling self-conscious. It made me think I could help other children who use food banks.

Winning the award for best animation felt amazing and scary at the same time as I normally feel nervous around people I don't know. I always dreamed of meeting celebrities – at the Into Film Awards it came true. Then Bell Gardens Animation Club made history by winning a second award. I felt really happy I'd achieved something so big and so rare.

I would love to use what I've learned to make more films in future. We're working on two films at the moment – one about bullying because lots of children in our local area are being bullied and are scared to go to the park, and another one about knife crime because there are loads of knife crimes and we want to try and stop them.



# FINANCE

**2018/19 represents the second year of our five-year National Lottery grant to support film education for children and young people aged 5–19 as part of the BFI's 2022 Strategy.**

The grant continues to form the majority of our overall income and allows us to fulfil a commitment to provide our service to the whole of the UK, with staff and offices in each of the four nations.

Total income and expenditure for the year was broadly in line with 2017/18, when we adjusted to a reduced level of Lottery funding. Now through that transition period,

we remain focussed on delivering the broad, high quality range of services and opportunities we can offer schools, pupils, teachers and the screen industries.

Overall, we achieved a net income of £51,181 for the year, a strong position considering it includes significant expenditure on restricted income projects where funding was received in the previous year.

Most of the funds retained this year have been designated for digital projects in 2019/20, during which we aim to develop and launch a new Video on Demand platform and Learning Management System, to improve our service, create new opportunities and meet the needs of an increasingly digital audience.

## INCOME

Total income for the year was just under £6.3m, a decrease of £168,586 (2.6%) compared to 2017/18; this includes non-Lottery income of £1.51m which is almost identical to the prior year, falling by just £6,086 (0.4%).



- Lottery (BFI) 75.9%
- Cinema First 11.5%
- Earned income 3.9%
- Northern Ireland Screen 3.7%
- Sponsorship 2.5%
- Other 2.5%

## EXPENDITURE

Total expenditure for 2018/19 is consistent with the previous year: it has fallen by £30,574 (0.5%) compared to 2017/18, from £6.26m to £6.23m.



- Direct costs of services 67.7%
- Support costs 29.5%
- Governance 1.7%
- Costs of generating income 1.1%



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Into Film is a trading name of  
Film Nation UK.

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no. 1154030. Registered in England,  
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vAR28.10.19-1

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