



Introduction

The short films offered by the "Films pour enfants" association are an educational tool; their viewing should preferably be accompanied by an adult, both before the film to be able to present it to the child in advance, but also after viewing to provide feedback on his feelings, his questions, his reactions.

Selection grid

The selection grid presents the criteria used by the "Films pour enfants" association to determine an age below which certain films would not be suitable due to elements that could harm the child's development or balance. The grid also allows each adult to decide whether or not to show a film.

Age of spectators	0-3	3-6	6-9	9-12	12-16	16-18	Notes
Watching time							
Short films (less than 20 minutes)							(1) Generally speaking, a viewing time of more than 20 minutes before the age of 12 is not recommended. If the child watches for too long, he or she may have difficulty understanding, his attention would diminish. Support is therefore recommended when viewing a feature film.
Medium-length films (more than 20 minutes)							(2) No VOST if the story requires a good understanding of the dialogues to avoid a possible child's anxiety.
Feature films (more than 60 minutes)			(1)				(3) It is rare that a film does not address several themes by weaving them and the 'acceptable' degrees of plurality depend on how clear and obvious the main theme is.
Subtitles							(4) Degrees of complexity depending on the level of understanding of the children who must perceive the nature and meaning of the message. Film accompanied by an adult.
Original version subtitled VOST				(2)			(5) Messages that deny historical facts for example. Be careful, all misleading messages must be accompanied by time for critical analysis and viewed under the supervision of an adult.
Theme							(6) Flashback, modification of tone, space-time, point of view. Complex editing or rhythm (succession of different scenes, large number of shots per minute, settings or space-time too diverse...), sudden or unpredictable sound or visual breaks.
Several themes			(3)				(7) In the event that the non-chronological sequence of events disrupts the understanding of history and messages.
Complex themes				(4)			(8) The role and/or psychology of the characters must be consistent with the development psychology of the child. For example, the incomprehensible change in the behavior of the parents of a character in the film is not in line with the psychological development of a 9 year old child.
Message							(9) Visual universes not adapted because they are violent, distressing or hypnotic.
Complex messages				(4)			(10) Music and sound effects not suitable because they are violent, disturbing, hypnotic. Sound breaks abrupt or unpredictable.
Misleading messages (5)							(11) Themes, stories, characters, staging, visual and sound worlds...
Staging							(12) Representation of fear in a direct or unpredictable manner. (without distancing by humor, fantasy...).
Complex staging and/or editing (6)							(13) No distressing visual content before middle school.
Non-linear narration (7)							(14) Physical or psychological violence without justification which is of a nature, in particular by its accumulation, to disturb the sensitivity of minors and to present violence in a favorable light or in trivialize.
Characters							(15) Non-realistic representations, 'cartoonish' appearance of the characters, moving away from an appearance human, exaggerated reactions. Lack of reaction from the characters. Pain, suffering.
Complex role and/or psychology (8)							(16) Violent context (attack on a place inhabited by humans...).
Visual universe & Aesthetics							(17) Non-explicit sexuality used for its storyline and aesthetic impact.
Unadapted visual universe (9)							(18) Death as the main or very present theme. Violent staging of death.
Sound universe							(19) Film in which a discriminatory message is implied or film which advocates discrimination. This is not the case for a film that portrays discrimination to allow children to think, to take a critical look and debate on this subject. Please note, all discriminatory messages must be accompanied by time for critical analysis and viewed under the supervision of an adult.
Violent, disturbing, hypnotic universe (10)							(20) Everyone has a different representation of vulgarity, but it should be considered at the level of languages (vocal, gestures, graphics, etc.) as well as at the level of general behavior or even ways of thinking.
Fear							
General content (11)							
Direct or unpredictable representation (12)							
Anxiety							
General content (13)							
Violence							
Realistic representations (14)							
Non-realistic representations (15)							
Violence not visible but suggested (16)							
Nudity							
Human or anthropomorphic characters							
Non-human characters							
Weapons							
Weapons moving away from reality							
Realistic weapons							
Adult scenes							
Sexuality							
Death (18)						(17)	
Drugs/alcohol							
Gambling							
Discrimination (19)							
Vulgarity							
Vulgar scenes (20)							

Viewing Tips

The viewing advice is a suggestion of themes in line with the intellectual, sensory, emotional and relational development of children.

3 years old is the age of first learning, colors, shapes, beginning of graphics, collage, cutting but also of the first benchmarks in time, yesterday, today, tomorrow, the seasons, the week... It is a privileged age for the introduction to emotions and artistic tools.

Separation (parents, daycare, blanket, etc.) / Magical thinking / Symbolism / Attachment / Theory of mind (4 years) / Autonomy in daily life / Food (fruits, vegetables, etc.) / Music / Visual arts

6 years old is the age for the exploration of verbal language, constructed discourses, space-time, the distinction between the imaginary and the real; the child becomes aware of the importance of learning, writing, reading, maths but also the importance of a student's posture. It is also the age of academic autonomy, of sporting and cultural discovery (beginning of practicing a sport, art or music, etc.) and of the start of homework.

Empathy / Place among siblings / Disability / Poetry / Cultural themes / Respect and tolerance / Mutual aid / Ecology

9 years, point of view, space-time, on/off screen, rhythm, expression of emotions and feelings but also artistic language (circumventing or reintroducing words) are particularly important.

Death / The importance of justice / Strong friendships / Boredom / Divorce / The challenges of competition / Equality and discrimination

At 12 years old, the child begins to distance himself from his parents and becomes independent in his movements, goes to school alone, returns home alone, etc. It is also the age of the first flirtations. Investment in digital is becoming important.

Love / Puberty / Sexuality / Jealousy / Illness

16 is the age of first responsibilities. The distance from family increases and friends are more important. It's also the age of first times.

Political and social subjects / Philosophy / Autonomy / Violence