



Introduction

Films pour enfants



The short films proposed by the NPO "Films pour enfants" are an educational tool. Their viewing should preferably be accompanied by an adult, both before the film in order to be able to present it to the child in advance, but also after the viewing in order to give feedback on his/her feelings, questions and reactions.

Selection grid

The selection grid presents the criteria used by the NPO "Films pour enfants" to determine an age at which certain films would not be suitable because of elements that could be harmful to the development or balance of the child.

Age of the audience	0 to 3	3 to 6	6 to 9	9 to 12	12 to 16	16 to 18
Watching time						
Short films (under 20 minutes)						
Medium-length films (over 20 minutes)						
Feature films (over 60 minutes)			(1)			
Subtitles						
Original version with VOST subtitles				(2)		
Theme						
Several themes			(3)			
Complex topics				(4)		
Message						
Complex messages				(4)		
Misleading messages (5)						
Film direction						
Complex direction and/or editing (6)						
Non-linear narrative (7)						
Characters						
Complex role and/or psychology (8)						
Visual & Aesthetic Universe						
Visual universe not adapted (9)						
Sound						
Violent, disturbing, hypnotic universe (10)						
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						(17)
Death (18)						
Drugs/alcohol						
Gambling						
Discrimination (19)						
Vulgarity						
Vulgar scenes (20)						

Notes

- (1) Generally speaking, viewing time of more than 20 minutes before the age of 6 is not recommended. If the film is watched for too long, the child may have difficulty understanding it and his or her attention may wane. It is therefore advisable to provide support when watching a feature film.
- (2) No VOST if the story requires a good understanding of the dialogues to avoid possible anxiety for the child.
- (3) It is rare that a film does not address several themes by weaving them together, and the degrees of 'acceptable' plurality depend on whether the main theme is clear and obvious.
- (4) Degrees of complexity according to the level of understanding of the children who must perceive the nature and meaning of the message. Film accompanied by an adult.
- (5) Messages that deny historical facts, for example. Please note that all misleading messages should be accompanied by a critical analysis and viewed under adult supervision.
- (6) Flashback, change of tone, space-time, point of view. Complex editing or fast pace (succession of different scenes, large number of shots per minute, too many different settings or time-spaces, etc.), sudden or unpredictable sound or visual breaks.
- (7) In case the non-chronological sequence of events disturbs the understanding of the story and the messages.
- (8) The role and/or psychology of the characters should be appropriate to the psychological development of the child. For example, the incomprehensible change in the behaviour of the parents of a character in the film is not in line with the psychological development of a 9 year old child.
- (9) Unsuitable visual worlds because they are violent, frightening or hypnotic.
- (10) Unsuitable music and sound effects because they are violent, disturbing, hypnotic. Abrupt or unpredictable sound breaks.
- (11) Themes, stories, characters, staging, visual and sound worlds...
- (12) Representation of fear in a direct or unpredictable way. (without distancing through humour, fantasy...).
- (13) No scary visual content until middle school.
- (14) Unjustified physical or psychological violence which is likely, in particular by its accumulation, to disturb the sensibilities of minors and to present violence in a favourable light or to trivialise it.
- (15) Non-realistic representations, cartoonish appearance of the characters, moving away from a human appearance, exaggerated reactions. Lack of reaction from the characters. Pain, suffering.
- (16) Violent context (attack on a place inhabited by humans...).
- (17) Non-explicit sexuality used for its scenic and aesthetic impact.
- (18) Death as the main theme or very present. Violent staging of death.
- (19) A film in which a discriminatory message is implied or a film that advocates discrimination. This is not the case with a film that portrays discrimination to allow children to reflect, critically consider and debate the issue. Please note that all discriminatory messages should be accompanied by a period of critical analysis and viewed under adult supervision.
- (20) Everyone has a different representation of vulgarity, but it should be considered at the level of languages (vocal, gestural, graphic...) as well as at the level of general behaviour or ways of thinking.

Viewing tips

Viewing tips were carefully thought according to the intellectual, sensory, emotional and relational development of children of a certain age.

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

Separation (parents, nursery, doudou...) / Magical thinking / Symbolic / Attachment / Theory of mind (4 years)
Autonomy in daily life / Food (fruit, vegetables...) / Music / Plastic arts

6 years old is the age of exploration of verbal language, constructed discourse, space-time, the distinction between the imaginary and the real world; the child becomes aware of the importance of learning, writing, reading, maths, but also of the importance of the posture of a pupil. It is also the age of school autonomy, of the discovery of sports and culture (the beginning of the practice of a sport, art or music) and the beginning of homework.

Empathy / The place of siblings / Disability / Poetry / Cultural themes / Respect and tolerance / Mutual help / Ecology

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

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

12 years old, the child begins to distance himself from his parents and becomes autonomous in his movements, goes to school alone, comes home alone... This is also the age of the first flirtations. Investment in digital technology becomes important.

Love / Puberty / Sexuality / Jealousy / Disease

16 years old is the age of first responsibilities. The distance to the family increases and friends are more important. It is also the age of first times.

Political and social issues / Philosophy / Autonomy / Violence

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