INSIDE

The film, she says, came out of her need to explore how children

use their games and imagina-tions to reflect the adult world and make sense of it. Some of the children in the film are dealing

with the kinds of issues that

make them feel powerless: divorce, adoption, death, home-

lessness, poverty, fear, reloca-tions. Yet their inner lives are anything but impoverished. "The film highlights the resil-

ience of children, and that's where the hope lies," says Lipper. "Chil-dren in difficult circumstances

turn inward more. They express themselves through imagination and fantasies, and by repeating

traumatic scenes they've lived through, they somehow revise that experience, and healing takes

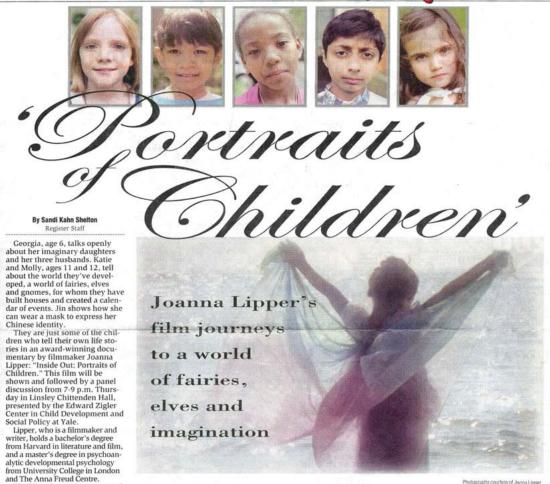
place through revision. Robert, in the film, hears his grandmother's story of the Holocaust and devel-

ops the fantasy that he himself goes and kills Hitler."

Classified Health/Science D2-5

NEW HAVEN REGISTER

MONDAY, OCTOBER 13,



TOP: "Inside Out: Portraits of Children" looks at how children, including Georgia with wings, above, use games and imaginitions to reflect the adult world and make sense of it. BELOW: Filmmaker Joanna Lipper will be part of a panel discussion after a sreening of her "Inside Out" Thursday at Yale.



IF YOU GO

What: "Inside Out: Portraits of Children," a film by Joanna Lipper, followed by a panel discussion.
When: 7 p.m. Thursday
Where: Linsley Chiltreden Hall, Room 101, 63 High St.,

New Haven
Info: (203) 432-9935, www.ziglercenter.yale.edu.

The title of the film, "Inside Out," comes from the idea of a shirt, worn inside out.

"You can see all the stitches and threads. But when it's right side out, it appears seamless," says Lipper. "It's hard to see how it was constructed. And that's the way it is with children: they are transparent. You can see their unconscious processes, whereas with adults, they

are much more guarded and opaque. Children are less repressed and less censored, and you can see the window into their souls." Lipper also feels that children are underestimated.

underestimated.
"They are mirrors and sponges, soaking up all the scenarios they observe like sponges, and then reflecting them back like mirrors," she said. "This film shows the depth

of what they are perceiving.

The film, she says, brings a mes-sage to parents: if you listen to your children and don't restrict their truth-telling, you will learn a lot about what they feel and need. And you will perhaps learn about your-self in the process. "It sounds like such an obvious

thing — to listen to your children," says Lipper, "but in today's rushed and fragile existence, it can often be overlooked. Empathy is the most important thing, creating openness to a safe space and allowing your child to exist in that space. If chil-dren are afraid that the parent is going to criticize them or put them down, they're not going to let the parent into that space."

Lipper: Film looks at how kids think

Continued from D1

In other words, if a parent reacts In other words, if a parent reacts by explaining to Georgia, above, that she really does not have three husbands, or telling Katie and Molly that fairies can't possibly exist, they are using rational thought to crush what is very vital to children: the emotional truth of what they are feeling.

Children peed the time and quiet pec-

Children need the time and quiet necessary to develop their imaginations. Lipper says she's concerned about the threats to imagination imposed by mod-ern society. "Time alone is stigmatized for children," she says.

"Kids are over-programmed with a million activities. And the constant exposure to commercial things means that sometimes when I ask kids what they're imagining, they mention brands, like Pokemon. Products are being aggressively marketed to children, and I'm worried that they're not being encouraged to look inside them-selves for their own creations."

Studies show, she says, that when children use their imaginations and are encouraged to play, there is an increase in their performance and test scores in school

increase in their performance and test scores in school.

"This kind of emotional literacy serves as a bridge between their own thoughts and the world," she says. "It's important to incorporate imagination into the academic curriculum. There has been so much pressure lately on standardized tests and recording per-formance, that time for imagination has been discouraged. But it's been shown that if you emotionally engage the children in ways that mean something to them, you actually improve

thing to them, you actually improve their test performances."

After the showing of the film, there will be a panel discussion moderated by Marc Brackett, an associate research scientist at Yale who has created curricula for schools based on emotional intelligence for one on emotional intelligence; Jerome Singer, a professor of psychology; Dorothy Singer, senior research sci-entist at the department of psycholo-gy; Daphne Merkin, a contributing writer to the New York Times Maga-zine, and Linger zine, and Lipper.

The film is available on DVD by going to www.joannalipper.com/films.html/. It is also contained as a films.html/. It is also contained as a bonus on her release last month of the feature film, "Little Fugitive," a remake of the 1953 classic, telling the heartbreaking story of two brothers and the practical joke that separated them. Lipper is also the filmmaker of a documentary, "Growing Up Fast," a look at teen mothers, which is also a book."

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