



# MOUNTAINFILM

EDUCATION

## INTERSECTION: MICAYLA GATTO

**DURATION:** 5 mins | **DIRECTOR:** Lacy Kemp

Professional mountain biker and artist Micayla Gatto recreates in her paintings the sweeping vistas of ridgelines she rides on her bike. Both cornering berms and putting paintbrush to canvas allow Gatto to achieve that magical flow state where she exists completely and happily in the present moment. Intersection takes us inside the vibrant space where artist and athlete collide, as Gatto pedals through her artwork with a splash of color.



## STANDARDS

*Common Core Anchor Standards for Writing addressed in this lesson:*

- **CCSS.ELA-LITERACY.CCRA.W.6 (Production and Distribution of Writing)**  
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- **CCSS.ELA-LITERACY.CCRA.W.10 (Range of Writing)**  
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

*Common Core Anchor Standards for Speaking and Listening addressed in this lesson:*

- **CCSS.ELA-LITERACY.CCRA.SL.1 (Comprehension and Collaboration)**  
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- **CCSS.ELA-LITERACY.CCRA.SL.2 (Comprehension and Collaboration)**  
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- **CCSS.ELA-LITERACY.CCRA.SL.3 (Comprehension and Collaboration)**  
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**TAGS:** Gender, adventure, dream, mountain biking

**VOCABULARY:** Mountain biking, goal, dream, female

## SUBJECT INTERVIEW: MICAYLA GATTO



### HOW DID YOU FIRST GET INTERESTED IN ART/MOUNTAINBIKING AND HOW DID YOU GET STARTED?

I come from a pretty artistic family: my grandpa painted and was a woodworker, my grandma is a professional seamstress, my dad is an architect and builder, and my aunt is a painter! Ever since I could pick up a crayon I've been creating and drawing, and it was always something that was encouraged in my family. As far as the riding goes, athleticism and being active was always a big part of my mom's side of the family, and my brother and I were always chasing each other around the forest. When he picked up a bike at age 13, I naturally wanted to get into it too! The rest is history!

### WHEN YOU AGREED TO PARTICIPATE IN THE FILM, DID YOU HAVE A SPECIFIC AUDIENCE IN MIND?

I think my audience for this film was anyone feeling stuck or conflicted in their path in life. I wanted to reach an audience that is looking for validation that it is ok to pursue your passions, no matter how unorthodox or different they may be to the social norm.

### WHAT'S THE NEXT BIG ADVENTURE ON THE HORIZON FOR YOU?

Since I'm currently injured, my adventure list and what I'm capable of doing (right now I can't ride) has significantly changed. Right now I'm focused on enjoying the outdoors and exploring the sea to sky region as much as possible on foot because I rarely get the chance to do that.



## IS THERE AN ACTION YOU HOPE PEOPLE ARE INSPIRED TO TAKE AFTER SEEING THIS FILM?

Absolutely! I would love for this film to inspire people to make a conscious decision to chase down their dreams and passions to be a writer and a jock, or a musician and a lawyer. I want the desk jockeys and pencil pushers to allow themselves space and permission to leave it all behind, follow their gut, and get after that one thing they've always wished they could've done if it wasn't for x,y,z.

## WHAT IS ONE PIECE OF ADVICE YOU CAN GIVE STUDENTS (OR ANYONE) THAT YOU WISH SOMEONE HAD SHARED WITH YOU?

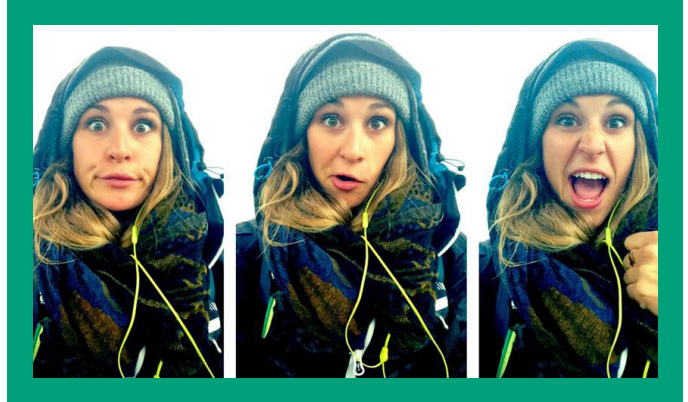
If I could give one piece of advice, it would probably have to be to create what you want to be a part of. Take responsibility for your own path to success. Don't wait around for someone to recognize your potential or talents, or for the perfect job. Create a career that aligns with what makes you unique, your strengths, and what you're truly passionate about in your gut, even if it's not socially trendy or cool or lucrative. Do that, and you cannot fail.

## PRE-SCREENING ACTIVITY

Micayla Gatto is a very talented and multidimensional human being. She is a strong woman, a talented artist and an elite mountain biker.

Prompt a discussion about stereotypes and how we tend to judge people on first looks:

1. Google Image search a picture of Micayla Gatto. Choose one or two images to project, without giving the students any details, besides they are going to watch a short film about a woman named Micayla.
2. Ask students what they can tell about Micayla from looking at her picture and not knowing any background information. Ask them to predict what they think the short film will be about, just from looking at her picture. If you would like, you can record the students' thoughts and responses as a group to revisit after the film.
3. After the film, ask them to reflect on what they thought initially and ask them if they made any untrue judgments about Micayla from her picture. What did they learn about Micayla from the short film and how does it compare to what they initially judged about her?



## DISCUSSION QUESTIONS/CATEGORIES

These discussion questions can be either held as a whole group class discussion, can be responded to as individual writing prompts, or can be addressed in pairs. As the teacher, you decide what will work/not work with the time constraints and your class' interest in the topic.

### GENERAL/OPEN PROMPTS

1. What do you think motivated filmmaker Lacy Kemp to make this short film about Micayla?

### EXPLORING SELF

1. Micayla states that when she paints or mountain bikes, that she doesn't think about anything else. Can you think of an activity that you participate in where you don't think about anything? Why do you think this happens?

### EXPLORING WORLD

1. Do you think that this film would translate to a culture where women don't have as much freedom? How would you explain this to a woman in Saudi Arabia, where in June of 2018, women finally got the right to drive cars? Do you think this would leave a woman from Saudi Arabia inspired?



## EXPLORING FILMMAKING

1. What do you see as the purpose of overlaying the graphics onto Micayla's riding? Do you think that enhanced or limited the message of the film?
2. The filmmaker chose to divide the film into chapters. Do you think this benefited the telling of Micayla's story?
3. What do you think the message of the film is?

## EXPLORING SOCIAL ISSUES

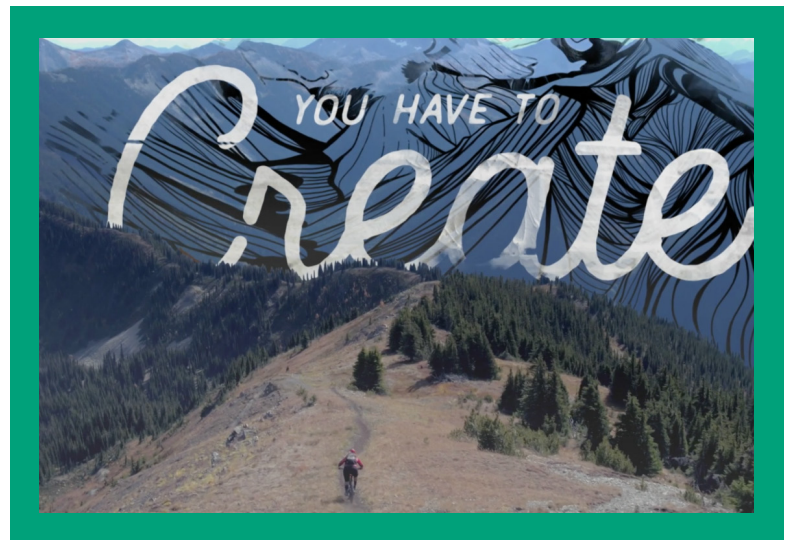
1. Micayla is a woman in a male-dominated sport. What kind of obstacles do you think she had to overcome as a woman in order to become an elite mountain biker?

## SENSE OF WONDER

1. Does this short film leave you inspired? How did the short film help you to feel inspired? If not, what would inspire you to go for your dreams?

## ACTIVITY

**Create a Micayla-inspired slogan or mantra to live by which will help you to remember to keep working towards your dreams.**



## TIME NEEDED:

Approximately 45 minutes (5-minute instructions, 10-minute Google image search/quote search, 10-15 minute poster creation/sharing, *optional: 10-minute writing prompt*). As a teacher, you know your classroom best, please modify this activity to meet your students' needs!

## MATERIALS NEEDED:

Paper, pencil/watercolors/colored pencils/markers, computer for research

## DIRECTIONS:

Micayla Gatto has a very unique artistic style; bold lines and vibrant colors are present throughout her artwork. Today, your students are going to be making their own Micayla-inspired design to inspire them to live their best life to their highest potential. In her interview and short film, Micayla says that you have to "create what you want to be a part of." Her hopes and intention behind this short film are to help inspire others to chase down their dreams.

1. Direct students to Google "Micayla Gatto art" to choose an image that they want to replicate.

2. Have students think of a “slogan” that they choose to live by. If they get stuck, encourage them to do a quick Google search. There are a **lot** of inspirational quotes out there.

“It does not matter how slowly you go as long as you do not stop.” – Confucius

“Why fit in when you were born to stand out.” – Dr. Suess

3. Have students utilize whatever art tools are available and give them approximately 10-15 minutes total.

4. When they are done, have them share with a partner WHY they chose the image and the quote, and how their creation could help them to live up to their potential. Where could they display it that will help them remember their goals and dreams?

5. If you want to take it a step further or have the time, have students complete a quick-write about the type of person they want to be and have them share with someone they don't normally share with.

## EXIT TICKET

### RECOMMENDED EXTENSIONS:

1. **Watch “Ferda Girls (Humble)”**. You will need to watch this video prior to showing it to your class to determine appropriateness, but Micayla Gatto was part of a great parody video that talks about sexism in the sport of mountain biking, titled “Ferda Girls (Humble)”. **Warning:** there is a scene where she is wearing tight clothes and her friend drinks a beer, but this video would spark a great conversation on what women athletes face in male-dominated sports. Watch it here: <http://bit.ly/ferdagirls>
2. **Get on Instagram!** As stated in her interview, Micayla Gatto is currently recovering from an injury. Micayla has a strong social media presence, on Instagram. Could one of the designs with slogan that your students designed inspire Micayla to make a swift recovery? If so, take a picture and tag her in it on Instagram: [@micaylagatto](#). Don't forget to tag [@mountainfilm](#) as well!

### REFERENCES:

- Ferda Girls (HUMBLE. Parody). (2017, August 15). Retrieved August 1, 2018, from <https://www.youtube.com/watch?v=MvHQQuU5WH-I>
- LeMaster, J. (2011). *Critical reading: deep reading strategies for expository texts*. San Diego, CA: AVID.