



FILM GUIDE

# WELCOME TO MY LIFE

## GRADES 3-5

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ANIMATED SHORT FILM | FICTION | 8:52 MINUTES | 2015

Subtheme: Difference, Inclusion, Bullying, Bias, Self-Identity

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PART II

## A CLOSER LOOK

### PROMPTS TO MOVE THE CONVERSATION FURTHER

Select a question to ask in advance of watching the film again, but this time have students take notes while viewing.

### FOCUS ON CHARACTER & IDENTITY

### PROTAGONIST & ANTAGONIST

Unlike **WASH DAY**, this film has a **protagonist** and an **antagonist**. Watch the film again, asking students to pay attention to these two characters. Have students create a T-chart to record their answers, and you can do the same on the board or virtually on a Google Doc.

- What do we **know**, **think**, and **wonder** about the protagonist, T-Kesh? What makes you say that?
- What do we **know**, **think**, and **wonder** about the antagonist, Ian? What makes you say that?
- Why do you think Ian might have treated T-Kesh the way he did?

- What assumptions might Ian have made about T-Kesh? (We'll revisit this idea in The Bigger Conversation below.)

If you have been recording students' answers, revisit the responses as a group and ask students to share any final thoughts or ideas about the character.

## WHAT IS IN A NAME?

When we meet someone new, our name is usually the first piece of information about ourselves that we share. Have students consider:

- What might T-Kesh's name reveal about his identity? Remember that his full name is Takeshi and that T-Kesh is his nickname.
- What words or phrases does T-Kesh use to describe his own identity?
- What are some of the interests that T-Kesh talks about in the film?
- Can we learn anything about T-Kesh based on his interests?

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