



FilmEd Classroom
**Films to Engage Students in
Meaningful Conversation**

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

PART III

THE BIGGER CONVERSATION

EXPAND CONVERSATIONS AND CONNECT TO SUBTHEMES

MONSTERS & STEREOTYPES

- Create a T-chart to record students' answers.
- On one side of the chart, have students list words that they might use to describe a monster. You can ask students to back up their choice of words by asking, "What makes you say that?" Since monsters are fictional, there are no wrong answers.
- On the other side of the chart, list words you might use to describe T-Kesh.
- Compare the two lists to see how T-Kesh is similar or different from what you might expect from a monster.
- Think about the antagonist, Ian. Based on the way he treated T-Kesh, do you think he might have made any assumptions about monsters?
- How could Ian have avoided making assumptions about monsters?

ASSUMPTIONS

- Think of a time when you made an assumption about someone based on their appearance. How did you treat them? Was this fair? Why or why not?
- Think of a time someone made an assumption about you? How did that make you feel? Was this fair? Why or why not?
- Think of a time when you witnessed someone being mistreated because of their differences. How did this make you feel? Did you do anything about it? Is there anything you wish you had done or said to either of the people involved?

GET CREATIVE

USE THE QUESTIONS ABOVE AS PROMPTS FOR ONE OF THE FOLLOWING ACTIVITIES

1. Write a letter to a person or people that you may have made an assumption about OR to those who have made an assumption about you. What would you want to tell them? What would you like to ask them? The letters do not need to be sent or shared.
2. Imagine that you are one of the characters in the film and write a letter to another character in the film. For example, what do you think Ian would want to say to T-Kesh in a letter?

Emphasize that these activities, like the conversations you are having, provide a non-judgemental space and opportunity for students to consider and reflect on their experiences, and how important it is to reflect on their own actions and thoughts.

You know your class best! While you may prefer to have students go through these activities privately, you could consider wrapping up as a group by asking students if the activity sparked any new ideas.