



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

FILM GUIDE

PERFECT HOUSEGUEST

GRADES K-2

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Short Film | Fiction | Animation | 1:35 Minutes | 2015

Subtheme: Perseverance, Stereotypes, Assumptions, Differences, Predictions, Inclusion

PART III

THE BIGGER CONVERSATION

EXPAND CONVERSATIONS AND CONNECT TO SUBTHEMES

NOTICE THE DETAILS

After watching the film for a second or third time, reflect on new details.

- Now that we've watched the film again, did you notice anything that you hadn't noticed the first time we watched the film? What was it?
- What do you think about that? Does it help you understand anything new about the film or the character?

MORE ABOUT MICE

Revisit the list of questions about mice from Getting Started and compare them to the character in the film.

- How does the Mouse in the film compare to our original ideas about mice?
- What does the Mouse in the film look like? How does this compare to the way you thought a mouse would look?
- What is the Mouse in the film doing? How does this compare to what you might expect a mouse to be doing?
- How might this film or story be different if it were about a different animal or a human?

CONSIDER THE POSSIBILITIES

Consider the details that the filmmakers have not included. As mentioned earlier, filmmakers decide what details are important to the story, and which details are not. That means that we get to consider the possibilities for ourselves. There are no right or wrong answers here!

- We never see the people who live in this house. Is there anything we can learn about them from the setting of the film? What guesses might you make about this place and the people who live here? What do you think the people who live here might think or feel or do if they saw the Mouse? Or perhaps they know all about the Mouse! Let your students' imaginations run wild with these ideas, but remember to ask them to back up their assumptions with evidence by asking, "What in the film makes you think that?"
- Students might ask if the Mouse is a boy or a girl, or might begin to use gendered pronouns. If this comes up in your class, you can remind students that the filmmakers decided not to tell us, the viewers, if the Mouse is a girl or a boy. And that means there isn't one answer to the question! Why do you think the filmmakers decided not to tell us this? Would the film be any different if we knew if the Mouse were a girl or a boy? How?