

# The World Is Bright

## Discussion & Lesson Guide for English Language Learners



Learner Levels: CLB 3 - 8

## LESSON PLAN OVERVIEW AND OBJECTIVES

This educational guide offers a variety of activities for teachers of English language learners to use with students to accompany a screening of the film *The World Is Bright*. The combined audio-visual nature of film provides an access point for students to become familiar with English-language stories and media in an immersive and engaging format. Through discussion and practise of relevant and meaningful vocabulary, themes and topics, students can increase their understanding and comfort with written and oral English.

This resource is appropriate for use by Language Instruction for Newcomers to Canada (LINC) instructors using portfolio-based language assessment (PBLA) to fulfill requirements set out by Canadian Language Benchmarks (CLB). It contains activities and suggestions for assessing the progress of English language learners before and after viewing the film.

**Themes:** Mental health, immigration, family, culture

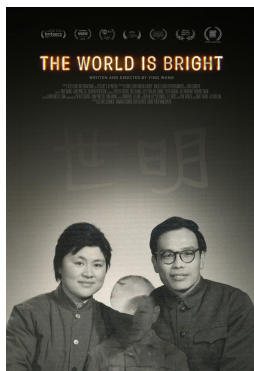
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# PRE-VIEWING ACTIVITIES: SKILL BUILDING

## Movie Poster Brainstorm (approx. 20 mins)

This activity introduces students to vocabulary and ideas related to the film, and serves as a warm-up for subsequent activities.



Print or display the poster (PAGE 19) and show it to students.

### Part 1 (CLB Levels 3 - 8)

Students can contribute their own knowledge of vocabulary towards a whole-class brainstorm of words related to the movie poster. Some example words include: *family, Chinese, boy, ghost, glasses, etc.*

Use a mind-map to group students' suggestions around a central bubble with the film's title: *The World Is Bright*.

### Part 2 (CLB Levels 5 - 8)

In pairs, students can think of a list of questions based on the poster. For example: *Who is this family? Why does the boy look faded?*

Review the question structure.

## Vocabulary (approx. 60 mins)

Before beginning the activity, teach or review the following:

Skill	Competency	Indicators
<b>CLB 3 &amp; 4</b>		
Writing	Reproducing Information	Skill building use of reference texts
Listening	Comprehending Information	Listen to descriptions of words to identify them from a list
<b>CLB 5 &amp; 6</b>		
Listening	Comprehending Information	Understand descriptive or narrative monologues related to everyday personally-relevant/generally familiar topics or situations – Skill building inference of word meaning
Speaking	Sharing Information	<b>CLB 5:</b> Express opinions & feelings; ask/answer relevant questions (I believe..., I think..., It could be about...) <b>CLB 6:</b> Ask relevant questions; express opinions, feelings to agree or disagree appropriately when necessary
<b>CLB 7 &amp; 8</b>		
Listening	Comprehending Information	Understand descriptive or narrative monologues of general knowledge even when some information is presented out of sequence – Skill building inference of word meaning
Speaking	Sharing Information	<b>CLB 7:</b> Express opinions; ask/answer relevant questions (Why do you think that? What did you hear that gave you the impression that this word means...?) <b>CLB 8:</b> Express opinions and doubts; appropriately support or oppose a suggestion

## Introducing Vocabulary :

Word List for CLB 3 - 4	Additional words for CLB 5 - 8
<ul style="list-style-type: none"><li>• worry</li><li>• hard</li><li>• afraid</li></ul>	<ul style="list-style-type: none"><li>• buried</li><li>• world</li><li>• bright</li></ul>
	<ul style="list-style-type: none"><li>• receipt</li><li>• suspicious</li></ul>
	<ul style="list-style-type: none"><li>• justice</li><li>• problem</li></ul>

### Part 1 (CLB Levels 3 - 4)

Write the six words on the board or on chart paper. Model the new vocabulary and have learners repeat it back.

### Part 2 Show the movie trailer: <https://vimeo.com/460836446>

- **CLB Levels 3 - 4**
  - As they watch, learners raise their hand when they hear or read a word from the list. At this stage, learners are listening/reading for the sound & appearance of words only, not their meaning.
  - Remove the list before starting the skill-building activity.
- **CLB Levels 5 - 8**
  - Watch the trailer once
  - Learners work in pairs to match each word from the Vocabulary Cut Outs (PAGES 21-22) with its definition card. *Alternatively, you can use the Vocabulary Matching sheet (PAGE 24) to pair words and definitions.*

## Skill Building Activity :

- **CLB Levels 3 - 4**
  - In pairs or small groups, learners receive one word from the word sheet (PAGE 20). Learners work together to find and copy the definition of the word from a dictionary.
    - CLB 3 learners use one source, CLB 4 learners use two to three sources to find the definition.
  - As needed, the instructor can model and encourage strategies to request assistance (E.g., please repeat, please speak slowly, I don't understand, etc.)
  - In the same groups/pairs, students receive the misaligned Vocabulary Matching Page (PAGE 23), and are instructed to find and match the word and definition by drawing a line between each pair. They listen to each other, requesting assistance as needed.

- Combine student pairs into two or three larger groups. Each student reads a definition to the group. Other learners listen, ask for assistance, find and match the definition.
- **CLB Levels 5 - 8**
  - Watch the trailer 2 - 3 more times, as needed (**CLB Levels 5 - 6**).
  - Learners must explain to each other (using the structures just learned/reviewed - see above) *why* they chose the meaning for each word.
  - Repeat the previous step of explaining their choices in context of a whole-class discussion.
  - As needed, the instructor can model and encourage strategies to express opinions and model examples.

### **Skill Using Activity : Fill-in-the-Blanks (CLB Levels 3 - 8)**

*May be completed after the film.*

- Learners will consult their definition choices to complete the sentences of the Fill-in-the-Blanks Activity . In doing so, they may discover errors.
  - (**CLB Levels 3 - 4** - PAGE 25)
  - (**CLB Levels 5 - 8** - PAGE 26)
- Take up the answers (PAGE 27) as a class, allowing students to read the sentences aloud. While doing so, note any clues that were missed for meaning or help learners identify anything they misinterpreted that resulted in incorrect inference.
- *Word lists can be reused for review before the film, and/or for writing activities after the film.*

## **POST-VIEWING ACTIVITIES**

### **Assessment Tasks for Beginner Learners** (approx. 20-30 mins each)

#### **Describing the Film (CLB Levels 3-4)**

In pairs or to the whole class, learners take turns giving a brief, simple description of the film they watched.

**Skill:** Speaking

**Competency:** Sharing information

**Features of Communication:**

- **CLB 3:** Sustain 4 or 5 sentences, using basic grammatical structure
- **CLB 4:** Sustain 5 to 7 sentences, using basic grammatical structures and connectors

### **Describing Mental Health in *The World is Bright* (CLB Levels 3-4)**

On the accompanying handout (PAGE 28), learners can write a few sentences describing their understanding of mental health and the role it plays in the film. *What does it mean? How does it relate to the film? How is it important to Shi-Ming's family, and to the learners' own lives?*

**Skill:** Writing

**Competency:** Sharing information

**Features of Communication:**

- **CLB 3:** Write 5 sentences, using basic grammatical structure
- **CLB 4:** Write 7 sentences, using basic grammatical structures and connectors

## **Assessment Tasks for Intermediate & Advanced Learners**

(approx. 20-30 mins each)

### **Describing the Film through Discussion (CLB Levels 5-6)**

Learners engage in a group discussion to describe and give opinions about the film they watched.

More advanced learners can give their observations and feelings about the subject and themes of the film (e.g., immigration, mental health, family, loss, etc.) and, if appropriate, relate these to their own lives.

**Skill:** Speaking

**Competency:** Sharing information

**Features of Communication:**

- **CLB 5:** Express opinions and feelings; ask/answer relevant questions; agree and disagree appropriately
- **CLB 6:** Express opinions and feelings; ask/answer relevant questions and confirm understanding; agree and disagree appropriately, when necessary.

### **Expressing Oneself through Discussion (CLB Levels 7-8)**

Learners engage in a group discussion to express opinions and feelings about the subject and themes of the film (e.g., immigration, mental health, family, loss, culture, etc.), specifically relating these to their own lives. If appropriate, prompt learners to express how their views on these topics may have changed after watching the film. *Questions to prompt discussions are included on page 15.*

**Skill:** Speaking

**Competency:** Sharing information

**Features of Communication:**

- **CLB 7:** Express opinions; ask/answer relevant questions (Why do you think that? What did you hear that gave you the impression that...?); hold/share the floor; encourage/prompt a classmate
- **CLB 8:** Express opinions and doubts; appropriately support or oppose a suggestion, hold/share the floor; encourage/prompt a classmate

### **Describing Mental Health in *The World is Bright* (CLB Levels 5-8)**

On the accompanying lined handout (PAGE 29) learners write one to four paragraphs describing their understanding of mental health after watching this film. *What does it mean? How does it relate to the film? How does it relate to their own lives? How can we take care of our own mental health, and why is it important to do so?*

More advanced learners can specifically describe how their views on this topic may have been changed or challenged by the film.

*Questions to prompt written responses are included on page 15.*

**Skill:** Writing

**Competency:** Sharing information

**Features of Communication:**

- **CLB 5:** Write one connected paragraph
- **CLB 6:** Write two connected paragraphs
- **CLB 7:** Write three connected paragraphs
- **CLB 8:** Write four connected paragraphs

## **Major Assessment Tasks**

### **Taking Care of My Mental Health**

Learners of all levels can benefit from broader understanding of mental health as it relates to their own lives, communities, and experiences. Our hope is that through participating, learners have an increased sense of **willingness**, **permission**, and **language** to navigate mental health needs and seek help without shame.

This activity allows learners to use prompts appropriate to their CLB levels to further explore the importance of mental health in immigrant communities and to develop tools to know what services are available and how to access them.

*Detailed descriptions of how the tasks relate to CLB skills and competencies are included on pages 11-13. Example questions related to the film are included on page 15; these may be used as prompts for group discussions or individual responses.*

Process:

1. Introduce the topic by showing a short video about the experiences of mental health for immigrants. Learners at higher levels can summarize the main points of the video.

**CLB 3 - 8:** Have That Talk - “Are you new to Canada?” (4 mins) –

<https://www.youtube.com/watch?v=HWncedQEplS>

**CLB 5 - 8:** Just Landed - “Protecting my mental health as an immigrant to Canada” (14 mins) – <https://www.youtube.com/watch?v=rZR565qarOE>

2. Give students oral instructions to access the mental health services websites on PAGE 14.
3. Students can browse the sites to identify mental health topics that may be helpful or interesting to them.

**CLB 3:** Identify one topic for further reading

**CLB 4:** Identify two topics for further reading

**CLB 5 - 6:** Identify two or more topics for further reading.

**CLB 7 - 8:** Identify three or four topics for further reading

4. Learners read their chosen sections and write a response.

**CLB 3:** Identify one unfamiliar word from the website and copy from a dictionary up to three different definitions for the same word. Write a short (up to 5 sentences) description of what they read on the site.

**CLB 4:** Identify one or two unfamiliar words from the website and copy different definitions from 2 or 3 dictionary sources for the same word(s). Choose one topic and write a paragraph description of what they learned reading the site.

**CLB 5:** Take notes while reading. Choose one topic to present to classmates and write a descriptive paragraph about the chosen topic. Write an email to a classmate describing their feelings about the experience of being an immigrant in Canada. *What do they like/dislike about it?*

**CLB 6:** Take notes while reading about the chosen topics. Choose one topic related to a specific mental health condition or issue. Using information on the same topic from 2 or 3 different websites, write a description of the condition (symptoms, causes, treatments, etc.). Write an email to a classmate describing their feelings about the experience of being an immigrant in Canada and how it relates to mental health. *Why is it important for immigrants to know about mental health? How can immigrants get support and care for their mental health? How has learning about mental health impacted them?*



**CLB 7:** Take notes while reading about the chosen topics. Use appropriate search terms to locate additional information on these topics on YouTube. Watch 2 – 4 short videos about their topic(s); choose the video they like best and take additional notes. Using information from 2 or 3 different websites (including a YouTube video), write a point form summary (see page 30 for a template) of the most important or meaningful information they learned about: *mental health, what steps they can take to care for their mental health, and what services are available to support them and how to access these services.*

**CLB 8:** Take notes while reading about the chosen topics, summarizing the main points from their findings. They will use their notes from the introductory video and the website readings to write an ‘action plan’ (see page 30 for a template) that lists a series of actions they can take to care for their mental health.

5. Learners speak about what they’ve learned, listen when their classmates speak, and respond when appropriate.

**CLB 3:** Students can share aloud 1 or 2 examples of what they read. Discuss what feelings learners have about learning and talking about mental health.

**CLB 4:** Students can share aloud 2 examples of what they read. Others can ask questions to which the speaker responds. Discuss what feelings learners have about learning and talking about mental health.

**CLB 5:** In turn, students present to classmates about their chosen topic. Classmates respond accordingly. Discuss what feelings learners have about learning and talking about mental health. Exchange their emails written during the previous step with a classmate, and write a short reply.

**CLB 6:** In turn, students present to classmates about their chosen topic. Classmates respond accordingly. Discuss what feelings learners have about learning and talking about mental health, why it is important, and how to care for your mental health.. Exchange their emails written during the previous step with a classmate, and write a short reply.

**CLB 7:** In a class discussion, learners express their opinions and feelings about mental health topics: *What barriers might you experience to getting help? How can you overcome these barriers?* Making reference to the information they previously noted: *what steps they can take to care for their mental health, what services are available to support them, and how can they access these services?*

**CLB 8:** In a class discussion, learners express their opinions and feelings about mental health topics: *What is a stigma, and why and how are there stigmas around mental health and mental health related topics? How can these controversies and stigmas affect people's willingness to get help for mental health struggles? How might stigmas change, depending on different cultural environments? How might these stigmas and controversies affect the experiences of immigrants, specifically? Making reference to their action plan: what steps they can take to care for their mental health, what services are available to support them, and how can they access these services? They can also incorporate a discussion of how mental health has been affected by COVID-19, using data from interpreting a chart [ E.g., Statistics Canada: "Mental health status of immigrants during the COVID-19 pandemic" – <https://www150.statcan.gc.ca/n1/pub/45-28-0001/2020001/article/00050-eng.htm> ]*

## *Post-Viewing Activity for Beginners*

<b>Skill</b> <i>See Features of Communication across Stage I</i>	<b>Competency</b>	<b>CLB Level 3</b>	<b>CLB Level 4</b>
<b>Listening</b> Pg. 12	<b>II. Comprehending Instructions</b>	Follow oral directions to reach a website about mental health services	Follow oral directions to reach a page on a website about mental health services
	<b>IV. Comprehending Information</b>	Listen to a classmate's account of what they read on the mental health website	Listen to a classmate's account of they read on the mental health website and decide how to respond
<b>Speaking</b> Pg. 48	<b>IV. Sharing Information</b>	Talk about what they read on the website and how they felt about it	Talk about what they read on the website and how they felt about it.
<b>Reading</b> Pg. 84	<b>III. Getting Things Done</b>	Read from the website and find basic information	Read 2 short sections from the website and decide which one to talk about.
	<b>IV. Comprehending Information</b>	Read one short section from the website to see what it's about	Read two short sections from the website to see what they're about
<b>Writing</b> Pg. 120	<b>II. Reproducing Information</b>	Choose an unfamiliar word from the website and copy from a dictionary up to 3 different definitions for the same word.	Choose an unfamiliar word or two from the website and copy different definitions from 2 or 3 sources (print or online dictionaries) for the same word(s).
	<b>IV. Sharing Information</b>	Write a short description (up to 5 sentences) about what they learned reading the website.	Write a paragraph or an email about what they learned reading the website.

## Post-Viewing Activity for Intermediate Learners

<b>Skill</b> See FoC across Stage II	<b>Competency</b>	<b>CLB Level 5</b>	<b>CLB Level 6</b>
<b>Listening</b> Pg. 24	<b>I. Interacting with Others</b>	Listen to a classmate describe their feelings about mental health and wellness	Listen to a classmate's reasons for why mental health is or is not important to them and make inferences about unstated reasons for its importance
	<b>IV. Comprehending Information</b>	In small groups or as a presentation, listen to classmates recount what they read on the mental health website	Listen to a short presentation about a mental health condition or related topic (treatment, causes, etc.)
<b>Speaking</b> Pg. 60	<b>IV. Sharing Information</b>	Give a brief presentation about a mental health condition or related topic (treatment, causes, etc.)	Give a brief presentation about a mental health condition and its symptoms, treatment, causes, etc..
<b>Reading</b> Pg. 96	<b>I. Interacting with Others</b>	Read an email from a classmate discussing their experiences of being an immigrant and identify what they like and dislike	Read an email in which a classmate discusses their feelings about being an immigrant and explains how immigrants can care for their mental health
	<b>III. Getting Things Done</b>	Navigate to a website and find basic information about mental health services for immigrants and identify two or more topics from the website that are of personal interest	
	<b>IV. Comprehending Information</b>	Read at least two short sections from the website and interpret the information	Read about the same mental health topic from 2 or 3 different sites and compare the information
<b>Writing</b> Pg. 132	<b>I. Interacting with Others</b>	Write an email to a classmate that describes feelings (including likes and dislikes) about the experience of being an immigrant in Canada	Write an email to a classmate discussing your feelings about being an immigrant, and explaining how immigrants can care for their mental health.
	<b>IV. Sharing Information</b>	Write a descriptive paragraph about what they learned reading the website.	Write a description of a mental health condition (symptoms, causes, treatment, etc.) and how learning about mental health has impacted you

### Post-Viewing Activity for Intermediate Learners

<b>Skill</b> <i>See FoC across Stage II</i>	<b>Competency</b>	<b>CLB Level 7</b>	<b>CLB Level 8</b>
<b>Listening</b> Pg. 24	<b>IV. Comprehending Information</b>	Listen to 2 - 4 short videos about a mental health topic to decide which one you are most interested in	Listen to and identify main topics and details from this video story [14 mins.] about how a new immigrant to Canada takes care of her mental health: <a href="https://www.youtube.com/watch?v=rZR565qarOE">https://www.youtube.com/watch?v=rZR565qarOE</a>
<b>Speaking</b> Pg. 60	<b>IV. Sharing Information</b>	Participate in a class discussion to express opinions and feelings about mental health, the obstacles involved in getting help, and how they might overcome these obstacles	Participate in a class discussion about controversy and stigma around mental health and related topics, particularly in the context of immigrant experiences and in different cultural environments
<b>Reading</b> Pg. 96	<b>III. Getting Things Done</b>	Navigate to a website to locate 3 or 4 pieces of information that are of personal interest/use on the topic of mental health services for immigrants	
	<b>IV. Comprehending Information</b>	Read several short sections from the website and interpret the information	Interpret a chart on mental health statistics to inform others about conditions in Canada [ E.g., Statistics Canada: "Mental health status of immigrants during the COVID-19 pandemic" – <a href="https://www150.statcan.gc.ca/n1/pub/45-28-0001/2020001/article/00050-eng.htm">https://www150.statcan.gc.ca/n1/pub/45-28-0001/2020001/article/00050-eng.htm</a> ]
<b>Writing</b> Pg. 132	<b>II. Reproducing Information</b>	Write a point form summary of the most meaningful/important information from the website about steps they can take to care for their own mental health, and how to access services	Summarize the main findings from the texts to create an 'action plan' they can use to care for their own mental health and access services

# Additional Resources & Links

## Links to Mental Health Supports for Immigrants

- **HeretoHelp** - <https://www.heretohelp.bc.ca/>  
*Mental health and substance use information you can trust*
  - Resources in other languages: <https://www.heretohelp.bc.ca/other-languages>
  - Plain language series: <https://www.heretohelp.bc.ca/plainer-language-series>
  - Questions and answers: <https://www.heretohelp.bc.ca/questions-and-answers>
- **Multicultural Mental Health Resource Centre (MMHRC)** - <https://multiculturalmentalhealth.ca/>  
*Responding to cultural diversity in mental health*
  - Resources in other languages: <https://multiculturalmentalhealth.ca/patient-information-by-language/>
  - Information by topic: <https://multiculturalmentalhealth.ca/clinical-tools/patient-information-in-multiple-languages/>
- **BC Children's Hospital | Kelty Mental Health Resource Centre** - <https://keltymentalhealth.ca/>  
*Responding to cultural diversity in mental health*
  - Mental health Challenges & Disorders: <https://keltymentalhealth.ca/mental-health-challenges-and-disorders>
  - Resource library (includes websites, audio & video media, PDFs and more): <https://keltymentalhealth.ca/resources>
  - Cross-cultural resources: <https://keltymentalhealth.ca/mental-health/cross-cultural-mental-health>

## Additional Mental Health Supports

- **Centre for Addiction and Mental Health (CAMH)** - <https://www.camh.ca/>
  - **Immigrant and Refugee Mental Health Project** - <https://irmhp-psmir.camhx.ca/>  
*Enhance your knowledge, develop your skills and build your network*
- **Mental Health Commission of Canada** - <https://www.mentalhealthcommission.ca/English>

## Sample questions for discussions and/or writing:

1. What does the film say about mental health? How do Shi-Ming's parents understand mental health before and after they learn about their son's experiences in Canada?
2. Why do you think Shi-Ming told his parents he was fine? What might have been different if he had told them about how he was struggling?
3. What caused Shi-Ming to stab a person? What is schizophrenia? What is psychosis? How does a person get these conditions?
4. How could Shi-Ming's story have been different if the Canadian Border Services Agency and Immigration Canada had understood better how to deal with his illness?
5. Do you think it is important to talk to others about our mental health? Why or why not? What might cause someone not to feel comfortable talking about their mental health?
6. What obstacles do Shi-Ming's parents experience in Canada? How do these experiences help them to better understand what their son was going through?
7. What can people learn from the story of Shi-Ming and his parents? What lessons can immigrants to Canada learn from this film? How can immigrants benefit from knowing Shi-Ming's story and learning more about mental health struggles?

## Additional Vocabulary

*The following is a list of words related to the film. These words are not all used in the lesson as vocabulary, but are included here for instructor reference and convenience*

<b>Lesson vocabulary</b> afraid (adj.) bright (adj.) buried (adj./pp.) hard (adj.) justice (n.) problem (n.) receipt (n.) suspicious (adj.) world (n.) worry (v.)  <b>Other vocabulary</b> appeal (v./n.) authority (n.) autopsy (n.) bureaucratic (adj.) cemetery (n.) certain (adj.) certificate (n.) consulate (n.) continue (v.)	deport (v.) detain (v.) difficult (adj.) digestion (n.) embassy (n.) inferior (adj.) information (n.) intelligent (adj.) lawsuit (n.) overdose (n./ v.) paranoid (adj.) passport (n.) Permanent resident (n.) psychosis (n.) refugee (n.) release (n. / v.) research (n./ v.) retired (adj/pp..) schizophrenia (n.) serious (adj.) suicide (n.) treatment (n.)	<b>Emotion vocabulary</b> afraid angry ashamed concerned confident confused depressed determined disappointed desperate envious exhausted doubtful grieving happy hopeful hopeless hurt loving	overwhelmed pained paranoid proud regretful relieved sad shocked stressed suspicious tired uncertain unhappy worried
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# Film Resources & Links

## Filmmaker Information



Ying Wang is an independent filmmaker based in Richmond, British Columbia, a city with one of the highest new immigrant populations in Canada.

As a migrant navigating between multiple cultures, Ying is fascinated by stories that reveal the geopolitical complexity of global migration. Following the 10-year journey of an elderly

Chinese couple searching for the truth behind their son's death in Canada, her new documentary *The World is Bright* is a tender portrait of family, mental health and migration, and an indictment of state bureaucracy. Ying received the Sea to Sky Award at the 38th Vancouver International Film Festival in 2019 and Emerging Canadian Filmmaker Award at Hot Docs Canadian International Documentary Film Festival in 2020.

Her credits as a filmmaker also include writing and directing *Sisters*, a 87-minute docudrama that exposed for the very first time the life of Chinese women who suffer from eating disorders, as well as producing *Tricks on the Dead: The Story of Chinese Labour Corps in WWI*, a Canada-China-France co-production that won two 2016 Canadian Screen Awards and the 2015 Vancouver International Film Festival Audience Must See Award.

In addition to filmmaking, Ying co-founded Cinevolution Media Arts Society in 2007. Under her leadership, Cinevolution has grown into one of the most promising arts organizations in metro Vancouver.

## Film Links

Teaser: <https://vimeo.com/334802113>

Trailer: <https://vimeo.com/460836446/25e4c28be1>

Website: <http://www.theworldisbright.ca>

Facebook: <https://www.facebook.com/theworldisbrightfilm>

Instagram: <https://www.instagram.com/theworldisbrightfilm>

## Film Synopsis

When Qian Hui Deng and Xue Mei Li are notified by the Canadian government about their son Shi-Ming's sudden death and burial on Canadian soil, they decide to travel from Beijing to Vancouver to search for answers. The documentary film *The World is Bright*



chronicles the journey of the grieving parents as they navigate a new culture and a complex web of bureaucracy to uncover the truth behind their son's death by suicide.

## Film Quotes

- “If you acted strangely, then people would say you were crazy.” (Li Xue Mei, Shi-Ming’s mother)
- “It’s hard to find help. We didn’t know where to look.” (Qian Hui, Shi-Ming’s father)
- “I decided to help them because I realised if I don’t help them then probably there wouldn’t be other people who could help them” (Lawrence Wong, lawyer)
- “Don’t worry. I am fine.” (Shi-Ming)
- “Every society has its bright side. Every society has its dark side.” (Qian Hui)
- “They drove Shi-Ming to his death. Now they’re doing the same to us.” (Li Xue Mei)
- “To tell a story within the law is different than through art. To tell a story through art is more liberating.” (Lawrence Wong)
- “Research indicates that migrants experience psychosis 2 to 5 times more than non-migrants. Post-migration stress, social isolation, discrimination, and lack of culturally competent medical care increases their risk for mental illness. Worldwide, immigration systems continue to fail to address the challenges of persons with complex mental health problems.” (End text)

## Film Reviews

1. *The Stranger* | Slog [169 words] -  
<https://www.thestranger.com/slog/2020/09/17/44480496/four-dont-miss-documentaries-at-local-sightings>
2. *The Gate* [379 words] -  
<https://www.thegate.ca/film/043442/our-first-ten-must-see-picks-from-hot-docs-2020/>
3. *POV Magazine* [456 words] -  
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# THE WORLD IS BRIGHT

WRITTEN AND DIRECTED BY YING WANG

PRODUCED BY GYU FILMS INTERNATIONAL AND PICTURE'S UP MEDIA IN ASSOCIATION WITH RARE EARTH MEDIA GROUP, WHOLE EARTH ENTERTAINMENT AND RAW CAMERA  
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SUPPORTED BY BC ARTS COUNCIL, CANADA COUNCIL FOR THE ARTS, GOOD PITCH VANCOUVER

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# Student Handouts & Materials

## Vocabulary: Finding Definitions **CLB 3-4**

Cut along the dotted lines. Give one word card to each pair (or triad) of students.  
Students will look up the word in a dictionary and copy the definition on the right.

<b>worry (n./v.)</b>	<hr/> <hr/> <hr/> <hr/> <hr/>
<b>hard (adj.)</b>	<hr/> <hr/> <hr/> <hr/> <hr/>
<b>afraid (adj.)</b>	<hr/> <hr/> <hr/> <hr/> <hr/>
<b>buried (adj./pp.)</b>	<hr/> <hr/> <hr/> <hr/> <hr/>
<b>world (n.)</b>	<hr/> <hr/> <hr/> <hr/> <hr/>
<b>bright (adj.)</b>	<hr/> <hr/> <hr/> <hr/> <hr/>

## Vocabulary Cut Outs **CLB 5-8**

Cut along the dotted lines. Give one word card to each student or pair. Students work together to infer meaning based on the movie trailer and pair each word and its definition.

<b>worry (n./v.)</b>	: to think about problems or fears : to show fear and concern because you think something bad has happened or could happen
<b>hard (adj.)</b>	: difficult to experience : severe or harsh : having a lot of pain, trouble, or worries
<b>afraid (adj.)</b>	: feeling fear : nervous or worried that something might happen
<b>buried (adj./pp.)</b>	: having been hidden or placed in the ground : put in a grave
<b>world (n.)</b>	: the earth and all the people and things on it

<b>bright (adj.)</b>	<ul style="list-style-type: none"> <li>: producing a lot of light</li> <li>: filled with light</li> <li>: happy and lively</li> </ul>
<b>suspicious (adj.)</b>	<ul style="list-style-type: none"> <li>: having, showing, or causing a feeling that something is wrong or that someone is behaving wrongly</li> </ul>
<b>problem (n.)</b>	<ul style="list-style-type: none"> <li>: something that is difficult to deal with : something that is a source of trouble, worry, etc.</li> </ul>
<b>receipt (n.)</b>	<ul style="list-style-type: none"> <li>: a piece of paper on which the things you buy or services you pay for are listed with the total amount paid and the prices for each</li> <li>: a piece of paper which shows the amount of funds withdrawn, deposited or exchanged in a transaction</li> </ul>
<b>justice (n.)</b>	<ul style="list-style-type: none"> <li>: the quality of being fair or just : fair treatment</li> <li>: the process or result of using laws to fairly judge and punish crimes and criminals</li> </ul>

## Vocabulary Matching **CLB 3-4**

Match each word on the left with its definition on the right by drawing a line between them.

Word		Definition	
<b>1</b>	afraid	: having been hidden or placed in the ground : put in a grave	<b>A</b>
<b>2</b>	worry	: producing a lot of light : filled with light : happy and lively	<b>B</b>
<b>3</b>	world	: feeling fear : nervous or worried that something might happen	<b>C</b>
<b>4</b>	hard	: the earth and all the people and things on it	<b>D</b>
<b>5</b>	buried	: to think about problems or fears : to show fear and concern because you think something bad has happened or could happen	<b>E</b>
<b>6</b>	bright	: difficult to experience : severe or harsh : having a lot of pain, trouble, or worries	<b>F</b>

## Vocabulary Matching **CLB 5-6**

Match each word on the left with its definition on the right by drawing a line between them.

Word		Definition	
1	afraid	: a piece of paper on which the things you buy or services you pay for are listed with the total amount paid and the prices for each : a piece of paper which shows the amount of funds withdrawn, deposited or exchanged in a transaction	<b>A</b>
2	receipt	: producing a lot of light : filled with light : happy and lively	<b>B</b>
3	world	: feeling fear : nervous or worried that something might happen	<b>C</b>
4	hard	: the earth and all the people and things on it	<b>D</b>
5	worry	: having, showing, or causing a feeling that something is wrong or that someone is behaving wrongly	<b>E</b>
6	problem	: difficult to experience : severe or harsh : having a lot of pain, trouble, or worries	<b>F</b>
7	buried	: the quality of being fair or just : fair treatment : the process or result of using laws to fairly judge and punish crimes and criminals	<b>G</b>
8	bright	: having been hidden or placed in the ground : put in a grave	<b>H</b>
9	suspicious	: something that is difficult to deal with : something that is a source of trouble, worry, etc.	<b>I</b>
10	justice	: to think about problems or fears : to show fear and concern because you think something bad has happened or could happen	<b>J</b>



## Fill in the Blanks **CLB 3-4**

Fill in the blanks in the story below, using the words from the box below.

worry	buried	bright
hard	afraid	world

Shi-Ming lived in Canada, far away from his family, who lived back home in China. When he spoke on the phone to his parents, Shi-Ming told them he was fine, and they should not \_\_\_\_\_. But when they received the news that Shi-Ming had died in Canada, Shi-Ming's parents were heartbroken. Not only were they unable to talk to their son again, but he had already been \_\_\_\_\_ in a country on the other side of the \_\_\_\_\_! Shi-Ming's parents knew they had to travel to Canada to find out what had happened to their son.

They had many questions about Shi-Ming's death. The police said it was suicide, but Shi-Ming's parents did not believe their son wanted to die. There were suspicious details about the information they received from the police, such as the bank receipts showing that someone had used Shi-Ming's account after his death. As they searched for the truth about how their son died, they found out how \_\_\_\_\_ it can be to find help when you are in a new place. They did not speak the language or know who to ask for help. The police refused to meet with them. Dealing with the government was complicated and confusing, and hiring a lawyer was expensive.

They learned Shi-Ming was having problems with his mental health, and with the government. He had a mental illness called schizophrenia, which made him \_\_\_\_\_ that people were trying to hurt him. Shi-Ming's parents wondered how he got sick. They did not know much about mental illness. It was not something people talked about back home. But the challenges they faced in trying to find justice for their son helped them to see how difficult it must have been for him to get the help he needed. They felt like the government could have helped Shi-Ming deal with his illness, but his negative experiences with immigration officials and police may have instead contributed to Shi-Ming's death.

In their journey to find out how and why Shi-Ming died, his mother and father began to understand how mental health can be harmed by difficult experiences and a lack of support. Shi-Ming's story shows us how important it is to make sure everyone can get the help they need, because anyone can experience mental health issues. To paraphrase Shi-Ming's father in the film, "Everyone has a \_\_\_\_\_ side; everyone has a dark side."

## Fill in the Blanks **CLB 5-6**

Fill in the blanks in the story below, using the words from the box below.

worry	buried	bright	receipts	problems
hard	afraid	world	justice	suspicious

Shi-Ming lived in Canada, far away from his family, who lived back home in China. When he spoke on the phone to his parents, Shi-Ming told them he was fine, and they should not \_\_\_\_\_. But when they received the news that Shi-Ming had died in Canada, Shi-Ming's parents were heartbroken. Not only were they unable to talk to their son again, but he had already been \_\_\_\_\_ in a country on the other side of the \_\_\_\_\_! Shi-Ming's parents knew they had to travel to Canada to find out what had happened to their son.

They had many questions about Shi-Ming's death. The police said it was suicide, but Shi-Ming's parents did not believe their son wanted to die. There were \_\_\_\_\_ details about the information they received from the police, such as the bank \_\_\_\_\_ showing that someone had used Shi-Ming's account after his death. As they searched for the truth about how their son died, they found out how \_\_\_\_\_ it can be to find help when you are in a new place. They did not speak the language or know who to ask for help. The police refused to meet with them. Dealing with the government was complicated and confusing, and hiring a lawyer was expensive.

They learned Shi-Ming was having \_\_\_\_\_ with his mental health, and with the government. He had a mental illness called schizophrenia, which made him \_\_\_\_\_ that people were trying to hurt him. Shi-Ming's parents wondered how he got sick. They did not know much about mental illness. It was not something people talked about back home. But the challenges they faced in trying to find \_\_\_\_\_ for their son helped them to see how difficult it must have been for him to get the help he needed. They felt like the government could have helped Shi-Ming deal with his illness, but his negative experiences with immigration officials and police may have instead contributed to Shi-Ming's death.

In their journey to find out how and why Shi-Ming died, his mother and father began to understand how mental health can be harmed by difficult experiences and a lack of support. Shi-Ming's story shows us how important it is to make sure everyone can get the help they need, because anyone can experience mental health issues. To paraphrase Shi-Ming's father in the film, "Everyone has a \_\_\_\_\_ side; everyone has a dark side."

## Fill in the Blanks : Answers

Fill in the blanks in the story below, using the words from the box below.

worry	buried	bright	receipts	problems
hard	afraid	world	justice	suspicious

Shi-Ming lived in Canada, far away from his family, who lived back home in China. When he spoke on the phone to his parents, Shi-Ming told them he was fine, and they should not **worry**. But when they received the news that Shi-Ming had died in Canada, Shi-Ming's parents were heartbroken. Not only were they unable to talk to their son again, but he had already been **buried** in a country on the other side of the **world**! Shi-Ming's parents knew they had to travel to Canada to find out what had happened to their son.

They had many questions about Shi-Ming's death. The police said it was suicide, but Shi-Ming's parents did not believe their son wanted to die. There were **suspicious** details about the information they received from the police, such as the bank **receipts** showing that someone had used Shi-Ming's account after his death. As they searched for the truth about how their son died, they found out how **hard** it can be to find help when you are in a new place. They did not speak the language or know who to ask for help. The police refused to meet with them. Dealing with the government was complicated and confusing, and hiring a lawyer was expensive.

They learned Shi-Ming was having **problems** with his mental health, and with the government. He had a mental illness called schizophrenia, which made him **afraid** that people were trying to hurt him. Shi-Ming's parents wondered how he got sick. They did not know much about mental illness. It was not something people talked about back home. But the challenges they faced in trying to find **justice** for their son helped them to see how difficult it must have been for him to get the help he needed. They felt like the government could have helped Shi-Ming deal with his illness, but his negative experiences with immigration officials and police may have instead contributed to Shi-Ming's death.

In their journey to find out how and why Shi-Ming died, his mother and father began to understand how mental health can be harmed by difficult experiences and a lack of support. Shi-Ming's story shows us how important it is to make sure everyone can get the help they need, because anyone can experience mental health issues. To paraphrase Shi-Ming's father in the film, "Everyone has a **bright** side; everyone has a dark side."

## Describing Mental Health in *The World Is Bright* **CLB 3-4**



On the lines below, describe what the film says about mental health. Think about what mental health means, how Shi-Ming's family feels or thinks about it. Tell why it is important or what you learned.

For CLB Level 3 learners, write FIVE (5) sentences.

For CLB Level 4 learners, write SEVEN (7) sentences.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

## Describing Mental Health in *The World Is Bright* **CLB 5-8**



On the lines below, describe what the film says about mental health. Think about what mental health means, how Shi-Ming's family feels or thinks about it. Tell how you feel about this issue, why it is important, or what you learned.

For CLB Level 5 learners, write ONE (1) paragraph.

For CLB Level 6 learners, write ONE or TWO (1-2) paragraphs.

For CLB Level 7 learners, write TWO or THREE (2-3) paragraphs.

For CLB Level 8 learners, write THREE or FOUR (3-4) paragraphs.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

## Taking Care of My Mental Health **CLB 7-8**

### **Three truths about mental health:**

1. My mental health is important.
2. I can ask for help when I need it.
3. If I am struggling, I don't need to feel shame about it.

Write a summary (in point form) of the most important things you learned about mental health:

- Why I should take care of my mental health:
- What are some mental health related issues I want to know about and be prepared for?:
- What are some ways I could face barriers to getting help? What are some ways I could overcome these barriers?
- What are some individuals, groups or services I can go to if I need help with mental health? How can I contact these? What can they offer me?
- What are some actions I can do to support my mental health every day?