Children Full of Life Film Analysis

Students Name

Institutional Affiliation

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In the documentary film *Children Full of Life,* director Noboru Kaetsu (2003) highlightsa fourth-grade class in Kanazawa, Japan, and the lessons they learn from their homeroom teacher, Mr. Toshiro Kanamori, about being kind and happy. As a result, the film depicts observations conducted during the school year about the impact of various learning experiences on fourth-grade kids. The importance of collaboration in the film is supported by the finding that promotes the development of togetherness, compassion, and cooperation among the students. The class appears to be solely focused on being and remaining joyful despite all difficulties. The film promotes Mr. Kanamori's message on the importance of happiness in assisting students in coping with everyday issues such as bereavement and bullying. He communicates the impact of being supportive and caring toward students' feelings. It allowed his students to be trusting, open, and receptive in class.

The film also assists in the comprehension of the negative consequences of bullying. While everyone is vulnerable, Mr. Kanamori believes it is critical to avoid generating suffering and instead focus on guiding and assisting everyone. Finally, Mr. Kanamori highlights the importance of community. He claims, "Let people live in your heart. When people listen, they live in your heart forever" (Kaetsu,2003). He instills empathy in his students and insists on inclusivity in his exercises under his direction. His beliefs are based on building in children a sense of selflessness in caring for others and making a difference in their lives. In Principle 3 of the *British Columbia Code of Ethics (2021),* “we demonstrate caring and compassion for all children through responsive and reciprocal relationships” (p. 10).

The film endorses significant lessons to the education community. For instance, Mr. Kanamori's insistence on teamwork allowed his students to learn the importance of working together and standing up for one another. Both of these outcomes, however, would have been difficult to obtain without a lot of work, especially for youngsters that age. When a student was disciplined, the necessity of instilling such qualities in youngsters became clear. The rest of the pupils were observed joining together and working together to guarantee that everyone was treated equally. The team's shared responsibility also suggests that, depending on the circumstances, they can achieve more of their objectives as a group. Doing this would ideally make the team happy and grateful.

The film indicates Mr. Kanamori’s success in helping his students treat each other as family and love and support one another through their difficulties. He teaches that there is no certainty in life, and all life must never be taken for granted. That is important because, from his teachings and support, the students can help each other in life and develop a sense of trust and compassion. Additionally, some of the techniques employed by Mr. Kanamori in the film are undoubtedly effective and worth replicating. For instance, As a result of the letter-writing exercise, it appears that the students gained a better understanding and appreciation for other people's perspectives and feelings. That was important because it allowed the students to care for and respect genuinely.

The film illustrates the feasibility of the guidelines and recommendations studied in the “*British Columbia Early Learning Framework [BC ELF]*” provided in the course. It is a practical indication of the importance of re-envisioning the care provided to young learners, learning environments, education systems, and the contribution to society. Mr. Kanamori’s teaching methods adequately align with British Columbia’s Early Learning Framework and encourage educators to use educational techniques that are appropriate and considerate of the local population who live in those communities. In addition, Mr. Kanamori’s methods adequately obey the First Peoples Principles of Learning and Early Learning Framework Principles. As an educator, Mr. Kanamori puts much effort into building a relationship with his students that fosters feelings of safety, confidence, motivation, and care. The *Early Learning Framewor,( 2021)* “People thrive in responsive, reciprocal, respectful relationships with others” ( p.25) By emphasizing life's lessons, like dealing with loss, and encouraging the children to express their emotions fully in writing and speech, Mr. Kanamori helped his students form bonds not only over shared joys but also through shared sorrows and loss. In the *Early Learning Framework, (2021)* the revised course learning is envisioned as a “holistic process that happens as children and adults come together in relationship with each other, ideas, materials, places, and histories” (p ,12). Mr. Kanamori also made sure that every child in his class was included and took part while at the same time recognizing their skills and interests in order to ensure that each child's needs were respected and valued. He states, “life is precious, and it is a teacher's job to teach students those life lessons” (Kaetsu,2003). When children and educators engage with current events in a respectful manner, the situation will build on the individual’s developmental skills of coping. Therefore, the film is an excellent example of how educators can effectively identify activities that enhance and strengthen students' connections to the country, society, and spaces.

The film largely focuses on the aspects of life that make people happy, as well as how individuals deal with adversity. Given the surroundings and often unfair circumstances in which the majority of people live, the video emphasizes the need of understanding aspects that can be beneficial or harmful to the mind, body, and soul. The films improve society's understanding of the numerous methods in which students learn and how they influence the way students behave, learn, and respect one another, with the sole objective of increasing happiness among students. It, therefore, informs the viewers of what could be effective if one was open-minded enough to think outside the box.

The film encourages viewers to understand that children face their own set of difficulties, and it stimulates their curiosity in knowing more about young children's lives and what they are more likely to do to cope with their difficulties. The films also highlight very important principles that young children must learn and practice in order to appreciate the quality of life and everyone's contribution to their environment. To cultivate this environment, the community within the classroom and the professor must work together and assist students who are in their presence. In this regard, the film raises several critical questions. Are anti-bullying methods helpful in eliminating the behavior, despite the abundance of segregation and bullying outside of the school system? Are society and the educational system prepared to offer the next generation of children the tools they need to live a stable and fulfilling life?

Reference

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