

A cluster of six triangles in the top right corner, pointing left. The colors are yellow, teal, light pink, yellow, teal, and light pink from top to bottom.

First Time Home

DISCUSSION GUIDE

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A STORY OF CONNECTION
ACROSS BORDERS

Recommended for use at the university level



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TEACHING THE FILM:

This discussion guide is intended to flexibly support educators in preparing for and following up on a class screening of *FIRST TIME HOME*.

The materials are intended to facilitate group discussions, individual and collaborative activities, subject-based learning and access to resources for further exploration of these topics of interest.

We encourage educators to adapt and abridge the content as necessary to meet various learning objectives and classroom needs.

Total runtime: 29:22 minutes

Media Literacy Resources

Film analysis requires you to consider the composition of the film - the medium, content, purpose, and delivery. We have included the following list for use when analyzing the film consciously and with a critical eye.

Medium

- What are some of the messages included in the film?
- How are they delivered and in what format?

Content

- What is the subject of the media message?
- What information, values, emotions, or ideas are conveyed by the media content?
- What information, values, emotions, or ideas do you feel might be missing? How would you add to the film?

Purpose

- Why was the film made?
- To what extent does the message achieve its purpose?

Author

- Who delivers the message?

Audience

- For whom is the message intended?
- How might others perceive the message differently and why?



A Letter From The Directors:

Our names are Noemi, Heriberto, Esmirna, and Esmeralda, and we are the co-directors of the film *FIRST TIME HOME*. We are Indigenous Triqui second-generation immigrants born in the United States. The four of us shot the footage ourselves, directing and shooting while we were in high school and traveling between California and Washington State to work the harvest with our parents. Join us as we visit our "home" in Mexico for the first time, meet our relatives, and spend time with our seriously ill grandfather. We hope our film introduces you to the lives and realities of immigrants, farmworkers, and Indigenous families like ours, showing how we are all connected, even across borders.

Through a mixture of Spanish, Triqui, and English, we got to know our grandparents, aunts, and uncles. In the midst of border politics and violence, we forged a link across thousands of miles, developing a newfound pride in our indigenous immigrant identity and a new understanding of the meaning of family.

USING THIS GUIDE

FIRST TIME HOME is well suited for use in a variety of settings and is especially for use with:

- High school students, youth groups, and clubs
- University students
- Academic departments, guidance counselors, educators, and student groups at colleges, universities, and high schools
- Organizations dedicated to mentorship and/or supporting first-generation and minority youth
- Policymakers, including education officials
- Social service agencies and organizations focused on families
- Cultural, art, and historical organizations and museums
- After-school programs
- Community organizations with a mission to support indigenous rights, immigrant rights, and farmworker rights

Subject Areas of Interest

- The Rights of Indigenous Peoples Across Borders
- Transnational Identity
- Immigrant Youth
- Farmworker Rights

Rights of Indigenous Peoples Across Borders

Discussion Questions

1. In the film, we see video letters sent by family members in Triqui, a language that people have been speaking in Southern Mexico long before Spanish colonizers arrived (00:08:03 - 00:09:39). What assumptions does society tend to make about Mexican immigrants in terms of language and culture?
2. How are these families who are indigenous and also immigrants both separated by borders and also actively working to stay connected?
3. This film was directed by four youth from indigenous Oaxacan communities. What do you notice about how the youth portray their community?



4. Some Oaxacan communities prefer to be understood as original communities (**comunidades originarias**).

What do you think indigenous means? How do you think people from these communities should be treated or respected in society?

Check out additional resources on the rights of indigenous peoples topics at the end of the guide.

Transnational Identity

Discussion Questions

1. Noemi describes that she's experienced being treated differently because of her Oaxacan identity (00:12:57 - 00:13:39). How does growing up with dual identities relate to their connection to their Triqui heritage while growing up in the United States?
2. Let's explore the idea of having two places where you identify as home. How do you think that this impacts the life of the youth and their parents who may be prevented from visiting their home country?



3. Why do you think their Uncle Daniel is encouraging them to reflect on the differences of living between the US and Mexico (00:16:06 - 00:17:46)? What political, social, economic barriers may be in place and how do the youth and their family deal with those?
4. Heriberto reflects on his pride in where he is from and his community near the end of the film (00:23:06). In what ways does Heriberto mention embracing both aspects of his identity?

Check out additional resources on transnational identity topics at the end of the guide.

Immigrant Youth

Discussion Questions

1. What emotions did the youth express after visiting their family in Mexico? How did they describe wanting to stay connected to their culture and family in Mexico (00:25:35 - 00:26:32)?
2. Noemi describes how she has to work hard or she "won't have a good life" (00:16:53 - 00:17:14). What barriers do immigrant youth face during their adolescence and how do they and their families work through those barriers?
3. The youth interview their parents and hear about what their work and lives are like in the United States (00:11:28 - 00:12:07). How do the ways the parents are treated also create challenges for the youth?
4. The youth interview their parents who describe how they are not able to return home (00:06:06 - 00:06:26). What do they describe feeling as they watch their children return to their childhood homes in Mexico to see their relatives?
5. Near the end of the film, the four youth reflect on their experience in Mexico. What values are important for Esmeralda, Esmirna, Noemi, and Heriberto (00:26:54 - 00:27:26)? Explain how each of these values deepens throughout the film.



Check out additional resources on immigrant youth topics at the end of the guide.

Farmworker Rights

Discussion Questions

1. At the beginning of the film, it becomes clear that farmworkers in the U.S. face low wages despite the long hours and difficult labor (00:03:07 - 00:03:30). What could be done to address disparities in wages?
2. What ideas did you have about Mexican migrants and farmworkers before watching this film? What did you learn about these communities after watching the film?
3. In the film, we witness some of the difficulties farmworkers experience harvesting food (00:00:50 - 00:01:45). What does eating ethically mean to you? Describe in detail what this looks like. What knowledge did you gain from the film regarding where your food comes from?



4. Are there ways you feel more or less connected with farmworker families after watching the film and witnessing the sacrifices the parents of the youth make?

Check out additional resources about farmworker rights at the end of the guide.

Activities and Taking Action

• **Academic Diversity Podcast**

- Explore the [No me llames Oaxaquita campaign](#) in Oxnard, CA. Draft and record a podcast in which you discuss one of the following:
 - How did discrimination manifest in the Oxnard school district?
 - How does discrimination against any groups manifest in your school district?
 - What should be done to get rid of discrimination?

• **Plan a Farm Fieldtrip**

- Connect with a local farm or farmworker union and take students on a field trip to the farm, with the focus being on what ethical farming practices are in place for workers.
- Have students draft a 1-page reflection on what they learned about farming practices.

• **Indigenous Territories Project**

- The [CIELO indigenous language diversity map](#) shows the 20 Indigenous languages spoken in the Los Angeles area. After dividing students into groups, ask students to select one language from the map or from your local area and create a presentation about the language and the communities that speak it.

• **Immigration Reform**

- [Govtrack.us](#) is a website tracking bills and resolutions currently before the United States Congress. Ask students to search topics related to immigration reform to explore what current legislation is before Congress and present on 1-2 bills they find. Include information such as the status, sponsor, specific subject area, and student's recommendations related to the bill(s).

• **Farm to Table Activity**

- Ask students to pick a fruit or vegetable and give a presentation on where the food was grown and whose labor was involved. Students must describe where it is grown, picked, processed, distributed. They then can trace the food in their own school and dorm cafeterias.

• **Ethical Farming Practice Policy Memo**

- There are many unethical practices in farming and in worker conditions. Pick one from the following list: heat regulations, wage theft, dignified housing, or other issues, and draft a 3-5 page policy memo detailing the issue and proposing a possible solution.

Additional Resources by Film Theme

Indigenous Rights

- [American Immigration Council](#)
- [Indivisible Tohono](#)
- [United We Dream](#)
- [The Young Center for Immigrant Children's Rights](#)
- [Tlacolulokos](#)
- [La Fama de Oaxaca](#)
- [Guelaguetza Festival](#)
- [Mixteco/Indigena Community Organizing Project \(MICOP\)](#)
- [Centro Binacional para el Desarrollo Indígena Oaxaqueño \(CBDIO\)](#)
- [Oaxacan Indigenous Binational Front \(FIOB\)](#)
- [Comunidades Indígenas en liderazgo \(CIELO\)](#)

Immigrant Youth

- [Borders of Belonging: Struggle and Solidarity in Mixed-Status Immigrant Families](#) by Heide Castañeda
- [Learning a New Land](#) by Carola Suárez-Orozco
- [The Next Generation: Immigrant Youth in a Comparative Perspective](#) by Richard Alba

Farmworkers Rights

- [United Farm Workers \(UFW\)](#)
- [Pineros y Campesinos Unidos del Noroeste \(PCUN\)](#)
- [Familias Unidas por la Justicia](#)
- [Coalition of Immokalee Workers](#)
- [Farmworker Justice](#)
- [American Federation Of Labor and Congress of Industrial Organizations](#)
- [Florida Immigrant Coalition](#)
- [Center for Good Food Purchasing](#)
- [Community Alliance for Global Justice \(CAGJ\)](#)
- [Fairfood International](#)
- [Fair World Project](#)
- [Pineros Y Campesinos Unidos \(PCUN\)](#)
- [Food Chain Workers Alliance](#)

Additional Resources

Publications

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Acknowledgement and Credits

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