

EPISODE 1:
Youth Activism

CHAPTER 1:
Student Activism:
Taking it to the Streets

Originally Aired:
1/26/2020



FOR DISCUSSION

Before viewing, ask students to write down notes to the following question: “*How would people know if a protest was ultimately successful?*” Encourage students to consider unintended consequences such as public disapproval or violence.



TERM TO KNOW—*Tinker v. Des Moines (1969)*

Established U.S. students’ Constitutional right to free speech.

Tinker v. Des Moines was an important case which was argued in the highest U.S. court, the United States Supreme Court. Until 1969, students did not enjoy First Amendment protections of symbolic speech such as wearing armbands in school to protest war. *Tinker v. Des Moines* demonstrated that school officials cannot limit student speech unless it disrupted education. For further information, refer to Bill of Rights Institute’s *Tinker v. Des Moines (1969)*.



INVESTIGATIVE QUESTION

In this segment we saw Xiye Bastida leave her New York City high school every Friday to strike and call attention to climate change. Her weekly activism is part of a broader movement, *Fridays for Future*, started by Swedish teenager Greta Thunberg in 2018.

Check out how teens are continuing to protest and demand solutions to reverse climate change, even during the Coronavirus pandemic.

- How are teens protesting through social media with *Fridays for Future*?
- Where in the world are they protesting?

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CHAPTER 2:
All Things Being
Equal... Are They?

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TERM TO KNOW—Gender Equality

Gender equality refers to the same opportunities and same treatment for people who identify as male or female.



ACTION ITEM—Thinking About My Community

Think about your community. How would you rate gender equality in your community on a scale of 1–10?

- 10 = Opportunities and treatment are equal for people who identify as male and who identify as female.
- 1 = There's a lot of work to do to make opportunities and treatment more equal for people who identify as male and for people who identify as female.



INVESTIGATIVE QUESTION(S)

In August of 2020, the Pew Research Center which measures national and international attitudes, conducted a survey about how people in 34 countries feel about gender equality. Examine the [map](#) from this research:

- People in which countries said gender equality is important?
- People in which countries feel gender equality is very important?
- How does this compare to your rating of your community?

Deeper dive: Examine the difference of responses of [people who identify as female versus people who identify as male](#). Are the people who identify as female more, less, or similarly optimistic about gender equality?

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CHAPTER 3:
The News is
Never Silent

Originally Aired:
1/26/2020



FOR DISCUSSION

Before viewing the segment, ask students to discuss or write about the following prompt:

In this segment Radzi, the My World host, says that the news, “Affects how you feel and act.”

Can you think of an example when you heard a news story and reacted with feelings or actions? Have you seen a trusted adult emotionally react to a news story? If so, what was the news?



TERM TO KNOW—Confirmation Bias

Confirmation bias is a human tendency to look for sources of information that support, confirm or agree with what you already think and believe.



ACTION ITEMS—What Can I Do?

Conduct the following ‘news checklist’ and ask:

- Where do you find your news? What are your sources? (Trusted adults? The news feed on a smartphone? Seeing newspapers or headlines?) What are your moods and emotions when you hear the news? (Happy? Upset? Anxious? Energized?)
- Are you seeking accurate information or are you confirming what you know and how you feel?

Consider a ‘healthy’ response to the news and ask/do:

- Is this story confirming what I already believe? If on social media ask, “why am I seeing this post?”
- Consider taking a ‘news diet’ and snoozing news feeds.

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CHAPTER 4:
'Frontsiding' to
Help Others

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FOR DISCUSSION

Before students view the segment, they can discuss or write about the following prompt:

- How do you think a young skateboarder, Sky Brown, from California might help improve the quality of life for another girl, Sokly, in Cambodia?



TERM TO KNOW—Non-Government Organization (NGO)

A non-government organization (NGO) is an organization or group:

- which is not part of any country's government
- whose mission is to help communities around the world
- which does not operate to earn a profit



INVESTIGATIVE QUESTION(S)

Check out Skateistan and Sky's efforts to help children in Cambodia. Search around and investigate:

- How have children been helped by this NGO?
- Do you skateboard, or have a hobby? How might your hobbies help other children?

Sources: "What's an NGO," *Kids Go Global*, 2018, www.kidsglobal.net/community/ngos. Accessed 12 August 2020. "Cambodia," Skateistan 2020, skateistan.org/location/cambodia. Accessed 12 August 2020. "The glossary of skateboarding terms and slang," Surfer Today, 2020, www.surfertoday.com/skateboarding/the-glossary-of-skateboarding-terms-and-slang. Accessed 18 August 2020.

*Note: This program aired before the Coronavirus and the postponement of the 2020 Tokyo Olympics occurred.

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CHAPTER 5:
Earth's Lungs: Trees

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TERM TO KNOW—Carbon Footprint

A carbon footprint refers to how much CO₂ (carbon dioxide), or other harmful gasses, is released into the environment because of an individual's lifestyle including travel, energy consumption, or diet.



INVESTIGATIVE QUESTION

Search around [NASA's 'Climate Kids'](#) and consider:

- Are there any actions you can do to reduce your individual carbon footprint?



ACTION ITEM—Thinking About My Community

Propose 2-3 practical and 'do-able' solutions to recommend to your community to lower your entire community's CO₂ emissions or carbon footprint.