

Episode Two: Deadly Wildfires and Resilient Lives *(originally aired 2/02/2020)*

VIEWING & DISCUSSION GUIDE

TARGET AUDIENCE

English and Language Arts, Social Studies, Media Literacy, Environmental Science, Social Emotional Learning:
Ages 11–14

EPISODE THEMES

- Climate Change
- Human Resilience
- Scientific Exploration
- Media Consumption

U.S. EDUCATION STANDARDS

Media Literacy

ISTE 1.c. Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

ISTE 7.a. Use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

ISTE 7.d. Explore local and global issues and use collaborative technologies to work with others to investigate solutions.

English and Language Arts Reading Informational Texts

CCSS.ELA-LITERACY.RI.6.7
Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CCSS.ELA-LITERACY.RI.8.7
Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

EPISODE OVERVIEW

Produced by the BBC World Service, *My World* is a program for tweens and teens who want to know more about the key stories and issues shaping our world. Episode Two features engaging global topics including:

- A startling look at the causes, local impact, and global spread of **wildfires in Australia**.
- WWE wrestler **Roman Reigns** takes on teens' questions and discusses fans' support during a health crisis.
- Explore a brief history of **space science** with Dr. Maggie Aderin-Pocock as she reveals the possibility of life in the 300 billion stars beyond our galaxy—each with its own solar system and **exoplanets**.
- An examination of **deep fakes** and the artificial intelligence behind them.
- How an Indonesian teenager with severe physical challenges remains positive and **empathetic** to others.

NOTE: This episode covers multiple topics. If you want to take a deeper dive into a particular topic from this episode, head over to our chaptered segments. Each segment is 3-5 minutes and includes a list of prompts to engage your students in the topic covered in that segment.

- Wildfires: A Growing Threat
- Earthlings: Are We Alone in the Universe?
- Real Person or Digital Fake: Can *You* Tell the Difference?
- No Arms Nor Legs But Tio Rises Up

PREVIEWING DISCUSSION

Suggested prompts include:

- Where have there been wildfires in the last year?
- What factors do you think make wildfires more frequent and more damaging? Consider:
 - Changes in weather patterns
 - Residential development
 - Global environmental changes
- What might motivate celebrities to publicly disclose personal health challenges with their fans?
- Do you know what conditions are necessary for life to be possible on other planets or beyond our solar system?
- Have you seen an online video of a famous person that was fabricated (fake) to make them say something they never said?
- Have you seen altered or doctored images online?
- Can you imagine doing everyday activities if you didn't have or couldn't use your arms and legs?
- How might you use other parts of your body to eat, write, or play video games?

National Council for the Social Studies Themes

5. Individual, Groups, and Institutions: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

7. Production, Distribution, and Consumption: Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.

9. Global Connections: Social studies programs should include experiences that provide for the study of global connections and interdependence.

10. Civic Ideals and Practices: Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

Next Generation Science Standards

MS-ESS3-2 Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.

MS-ESS3-5 Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

CASEL Core Competencies— Collaborating States Initiatives

Social Awareness: The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

Responsible Decision Making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the wellbeing of oneself and others.

POST VIEWING DISCUSSION

Suggested prompts include:

- Explain the relationship between temperatures in the Indian Ocean, rainfall, and the deadly wildfires in Australia.
- How do you think human activity has contributed to the increase in wildfires like the ones in Australia and the west coast of the United States?
- If there are more than 300 billion stars beyond our solar system with their own exoplanets, how vast might the universe be? Do *you* think there's intelligent life beyond our planet?
- Can you think of a creative use for deep fakes?
- If there are creative uses for faking video of people, at what point do deep fakes become misleading, troubling and harmful?
- How does social media assist the spread of deep fakes?
- How did you feel watching the segment about Tio? What do you think is the message he wants you to hear?

INFOBASE SUGGESTED RESOURCES

For additional instructional opportunities, Infobase suggests reviewing these resources.

EXTEND AND CONNECT

1. Encourage students to research forest management and centuries-old efforts to prevent forest fires. Recommended source: Students can listen to or read "[How Indigenous Burning Practices Could Prevent Massive Wildfires](#)" from NPR's Science Friday.
Source: "How Indigenous Burning Practices Could Prevent Massive Wildfires," Science Friday, 25 September 2020, www.sciencefriday.com/segments/indigenous-fire-prevention. Accessed 25 September 2020.
2. Students can jump online to find visuals and infographics to help explain the connection between climate change and wildfires. Lead students to the Union of Concerned Scientists for resources.
Source: "Infographic: Wildfires and Climate Change | Visualizing the Connection in Five Sets of Photos and Charts," Union of Concerned Scientists, 8 September 2020, www.ucsusa.org/resources/infographic-wildfires-and-climate-change. Accessed 22 September 2020.
3. Provide students with more content about exoplanets and how scientists search for them at NASA's [Space Place](#).
Source: "What's an Exoplanet?" NASA Space Place, spaceplace.nasa.gov/all-about-exoplanets/en/. Accessed 8 October 2020.
4. Consider the wildfires in 2019 and 2020 both in Australia and on the west coast of the United States. What myths about wildfires need to be debunked (challenged) to educate the public?
5. Provide strategies to spot a deep fake. KQED's Above The Noise provides engaging material with "[Can You Spot a Phony Video?](#)"
Source: "Can You Spot a Phony Video?" Above The Noise, 10 June 2019, <https://www.pbs.org/video/deepfakes-can-you-spot-a-phony-video-above-the-noise-07saby/>. Accessed 22 September 2020.