

Episode Three: Youth Perseverance Around the World *(originally aired 2/09/2020)*

**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 Rights
- Current Events
- Culture

**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. Young people share their stories and ideas in Episode Three. Features include:

- Going to school in **Afghanistan**, a country that has been in a state of almost constant war since the 1970s.
- An innovative **science fiction movie company**, entirely run by **Nigerian** teenagers on a shoe-string budget.
- How journalists **deconstruct** citizen reporters' **social media videos** to establish and confirm necessary facts in the absence of direct reporting.
- Lifting the curtain on the 'hermit kingdom,' **North Korea**. A young defector shares what life was like in this totalitarian, reclusive country.
- **Children in Palau**, a Pacific island nation, who are creatively fighting to preserve their country's natural beauty and ecosystem.

**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.

- Students in a War Zone
- Smashed Phone + 8 Nigerian Boys = Movie Magic
- Escape from North Korea
- Children Protect Their Islands from Climate Change

**PREVIEWING DISCUSSION**

Suggested prompts include:

- Can you imagine growing up in a war zone, in a country that has suffered decades of conflict?
- Do you know why Afghanistan has been in a state of war for so long?
- Besides 'Hollywood,' the American film industry, what other countries have major film industries?
- Have you ever made or wanted to make a sci-fi, or any other, movie? How would you do it?
- What credible sources do journalists use to report events like attacks on citizens?
- What do you think a "citizen journalist" is?
- Do "citizen journalists" provide trustworthy information?
- What do you know about North Korea?
- Why do you think small islands are particularly vulnerable to climate change?

### 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:

- Recreate a timeline of conflict in Afghanistan with annotations (explanations). Include:
  - The Soviet Union
  - Taliban
  - Al Qaeda
  - US and international invasion
  - Afghan government
- The BBC correspondent Auliya Atrafi said, “... many girls are still deprived of an education [in Afghanistan] because of security and cultural factors.” Explain why you think some girls are not educated in Afghanistan.
- How is The Critics Company able to make movies without a lot of resources?
- Godwin, one of The Critics Company says, “the main thing was not for our stuff to go viral. We just wanted people to see that it’s ok; that there are kids in Kaduna doing something different.” What do you think he means by this?
- What technical issues complicate production for The Critics Company? Can you relate to their challenges?
- Why do you think there were no official reports on the attack on citizens in Khartoum, Sudan on June 3, 2019?
- Why do journalists need to verify important events caught on video from social media?
- How were BBC journalists able to piece together who ordered violent attacks on peaceful protesters in the absence of official reports or direct reporting?
- What do you think motivated protesters to stream video of the attack?
- Why do you think North Korea’s government tightly controls media and access to the internet?
- Why might North Korean citizens worship Kim Jong-Un even though they are impoverished and their lives are strictly regulated?
- Since North Korea is hermetic (closed off) how do we know the reality of life in North Korea?
- What do you think freedom means to Jun, the man who defected (fled) from North Korea?
- What are the benefits to a small country of a vibrant tourism industry? What are the negative consequences of tourism?
- Why are small Pacific islands on the frontline of the threats of climate change?
- Do you think you could follow the example of Palau’s children to demand change in your community? What specific problem would you want to address and how might youth activism lead to change?

## INFOBASE SUGGESTED RESOURCES

For additional instructional opportunities, Infobase suggests reviewing these resources.

## EXTEND AND CONNECT

1. To compare and contrast the differing visions the Taliban and the Afghan government have for Afghanistan, students can research primary source documents. Lead them to: (1) the preamble of the 2004 Afghan Constitution and (2) the 1996 decrees the Taliban imposed on Afghanistan when they took power in 1996. Students can determine how issues concerning girls/women, education, and religious freedom differ between these two enemies.

a. Link: <https://www.thoughtco.com/taliban-rules-decrees-laws-and-prohibitions-2352763> Citation: Tristam, Pierre, "Taliban Rules, Decrees, Laws and Prohibitions

b. Original List of Prohibitions and Decrees, Afghanistan, 1996," 13 June 2017, *thoughtco.com*, [www.thoughtco.com/taliban-rules-decrees-laws-and-prohibitions-2352763](http://www.thoughtco.com/taliban-rules-decrees-laws-and-prohibitions-2352763). Accessed 25 September 2020

c. Link: <http://www.afghanembassy.com/pl/afg/images/pliki/TheConstitution.pdf>. Citation: "Constitution of Afghanistan," *The Embassy of Afghanistan*, 26 January 2004, [www.afghanembassy.com/pl/afg/images/pliki/TheConstitution.pdf](http://www.afghanembassy.com/pl/afg/images/pliki/TheConstitution.pdf). Accessed 25 September 2020.

2. Students can jump online and explore how North Koreans experience the internet.

Suggested source: Asher, Saira, "What the North Korean internet really looks like," 21 September 2016, *BBC News*, [www.bbc.com/news/world-asia-37426725](http://www.bbc.com/news/world-asia-37426725). Accessed 11 October 2020.

3. What else is there to know about Palau? Encourage students to learn about one of the world's smallest nations and their other efforts to protect the islands' rich biodiversity and beautiful coral reefs.

4. Check out an example of Nollywood's productions for children with an entertaining animation to teach children about the coronavirus: "[This animated monster is teaching children in Nigeria—and around the world—about coronavirus.](#)"

Source: Salaudeen, Aisha, "This animated monster is teaching children in Nigeria—and around the world—about coronavirus," *CNN*, 4 May, 2020, [www.cnn.com/2020/04/30/africa/coronavirus-animation-nigeria/index.html](http://www.cnn.com/2020/04/30/africa/coronavirus-animation-nigeria/index.html). Accessed 11 October 2020.