

Episode Seven: Youth Empowerment for the Future *(originally aired 3/08/2020)*

VIEWING & DISCUSSION GUIDE

TARGET AUDIENCE

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

EPISODE THEMES

- Diverse Viewpoints
- Media Consumption
- Human Resilience
- Scientific Exploration
- Global Connections and Concerns

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 Seven showcases a variety of these timely issues and topics, including:

- Whether the **voting age** in the UK, and in other countries around the world, should be lowered.
- Approaches journalists take to determine whether information comes from **trusted sources**
- The experiences of two **Syrian refugee** sisters who **rap** about their lives and aspirations.
- Why **biodiversity** matters.
- Efforts to **destigmatize mental health** in Nigeria.
- **New Zealand's high** rates of death by suicide, and a campaign to raise awareness.
- Ingenious innovations by **futurists** to respond to the problems of tomorrow.

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.

- Old Enough to Vote?
- Sourcing Through Sources
- Sisters in a Refugee Camp: Rapping and Forward Thinking
- Opening Up About Mental Health
- Futurists' Plans

PREVIEWING DISCUSSION

Suggested prompts include:

- Do you think sixteen-year-olds should have the right to vote? Why or why not?
- Have you ever encountered a story on social media and were not sure if it was true?
- How does war cause the displacement of people?
- What do you imagine a refugee camp to look like?
- What is biodiversity?
- How do you think people with mental health struggles are treated in our society?
- How do you picture the world in the future?

National Council for the Social Studies Themes

5. Individual, Groups, and 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. Social studies programs should include experiences that provide for the study of global connections and interdependence.

10. 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

- How did Bradley, from Malta, and Elyazia, from the United Arab Emirates, differ in their opinions about lowering the voting age? Where did they find common ground?
- Do you think the voting age should be lowered? Why or why not?
- What are good tips to double check if a 'news' source is credible or trustworthy?
- Everyone makes mistakes. How do trustworthy news organizations respond when they make mistakes? Why does this matter?
- Sisters "Hiba" and "Rama," who live in a refugee camp in Jordan, write and perform rap songs. Why do you think the sisters use rap as their creative outlet? What social issues concern them?
- How can the rainforest be considered 'nature's pharmacy'?
- What behaviors or other signs might indicate that someone is anxious or depressed?
- Think broadly about resources. Why do you think scientists are developing alternative protein sources? What are the necessary resources that might become less available to ensure a reliable food supply as the world's population grows?

INFOBASE SUGGESTED RESOURCES

For additional instructional opportunities, Infobase suggests reviewing these resources.

EXTEND AND CONNECT

1. Propose the following scenario: Think about the interconnectivity of biodiversity. Consider deforestation and how it interferes with or eliminates certain species. Conduct research and draw a chain reaction of deforestation on a particular area's biodiversity. Specify the region and affected species.
2. Why did the U.S. lower the voting age from 21 years old to 18? Invite students to research the context and arguments for the 26th Amendment. Emphasize that it is intentionally difficult to ratify an amendment; more than 11,000 have been proposed, but after the Bill of Rights, only 17 amendments have been ratified.
Source: "Five 'unusual' amendments that never made it into the Constitution," *National Constitution Center*, 23 February 2018, constitutioncenter.org/blog/five-unusual-amendments-that-never-made-it-into-the-constitution. Accessed 10 November 2020.
3. The clock is ticking toward the future! Students can learn about and evaluate efforts to address global concerns set by the UN in 2015 to be met by 2030. These include:
 - Goal 1. End poverty in all its forms everywhere
 - Goal 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture
 - Goal 3. Ensure healthy lives and promote well-being for all at all ages
 - Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

- Goal 5. Achieve gender equality and empower all women and girls
- Goal 6. Ensure availability and sustainable management of water and sanitation for all
- Goal 7. Ensure access to affordable, reliable, sustainable and modern energy for all
- Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
- Goal 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
- Goal 10. Reduce inequality within and among countries
- Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable
- Goal 12. Ensure sustainable consumption and production patterns
- Goal 13. Take urgent action to combat climate change and its impacts
- Goal 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development
- Goal 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
- Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
- Goal 17. Strengthen the means of implementation and revitalize the global partnership for sustainable development

Students can select a particular goal or several and uncover global efforts to address the goal(s). An interesting task can be to evaluate if the target is achievable by 2030 and propose additional solutions to meet it.

Source: "Transforming our world: the 2030 Agenda for Sustainable Development," *UN Sustainable Development Goals*, sustainabledevelopment.un.org/post2015/transformingourworld. Accessed 10 November 2020.