

Episode Eight: Women: The Fight to Lead and The Struggle to Live *(originally aired 3/15/2020)*
VIEWING & DISCUSSION GUIDE

TARGET AUDIENCE

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

EPISODE THEMES

- Human Rights
- Gender Equality
- Media Consumption
- Human Resilience

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 Eight showcases a variety of timely global issues and topics including:

- The increasing violence and vulnerability **women** face in **Brazil**.
- The inspiring legacy of murdered Brazilian leader, **Marielle Franco**.
- Necessary caution for news organizations to avoid spreading **misinformation**.
- **Fadumo Dayib**'s inspirational path from refugee camp to Somali presidential candidate.
- A global snapshot of **women in politics**.
- **China's "left behind children,"** growing up far from their parents working in urban centers.

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.

- Violence Against Women and Girls in Brazil
- Evaluating Social Media
- From Refugee to Presidential Candidate: Fadumo Dayib
- How Many Political Leaders are Women?

PREVIEWING DISCUSSION

Suggested prompts include:

- In which countries do you think it is more dangerous to be a female?
- In your words, what is a feminist?
- What is misinformation? How does it differ from disinformation?
- What is a growth mindset?
- How many world leaders are women?
- Do you think there should be gender parity (equality) in political representation? Why or why not?
- What is urbanization?
 - How do you think it has impacted families in China?

POST VIEWING DISCUSSION

- *My World* is usually hosted by Radzi Chinyanganya. Why do you think Nomia Iqabal was the featured host of Episode Eight?
- What do you think was the most shocking statistic BBC journalist Megha Mohan shared about women and girls in Brazil?
- What are the benefits of social media?

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.

- Who was Fadumo Dayib's role model and why?
- What do you think Dayib meant by, "every Saturday my mother and I would drive through my dreams"?
- What might be the connection between voter turnout and the election of female politicians?
- Why do you think targets to elect more women, like in Rwanda, are controversial?
- Why is China experiencing urbanization?
- What is the impact of urbanization on families?
- Why might Tang's parents work away from their children for low wages?
- Listening carefully to Tang, what did he reveal about his character?

INFOBASE SUGGESTED RESOURCES

For additional instructional opportunities, Infobase suggests reviewing these resources.

EXTEND AND CONNECT

1. While Saudi women earned their suffrage (the right to vote) in 2011, students can learn the full history of women's suffrage, worldwide, with this informative [map](#) and interactive [timeline](#).
Sources: "Worldwide Women's Suffrage Timeline" *Wilson Center*, 14 August 2020, www.wilsoncenter.org/article/worldwide-womens-suffrage-timeline. Accessed 26 September 2020.
"Women's Suffrage Map," *The Culture Trip*, theculturetrip.com/north-america/usa/articles/this-map-reveals-exactly-when-each-country-gave-women-the-vote/. Accessed 26 September 2020.
Episode Eight referred to the prime ministers of New Zealand and Finland, Jacinda Aderm and Sanna Marin. Motivate students to create a map similar to the "Women's Suffrage Map." They can research and map which countries had or have women as their highest leaders. The map should refer to the years of their political terms in office.
2. Students can consider the potential impact of COVID-19 on femicide. How might lockdowns and social distancing mandates place women and girls in dangerous situations with little access to help?
3. Encourage the cultivation of a "growth mindset." Students can reframe the following "fixed mindset" statements with a "growth mindset."
 - I'm not good at this...
 - I give up...
 - It's good enough...
 - I can't make this any better...
 - This is too hard...
 - I made a mistake...
 - I just can't do this...
 - This plan didn't work...
 - My friend gets it, but I don't...

Source: Moore, Catherine, "11 Mindset Activities and Tests Designed to Nurture Growth," *Psychology.com*, 12 October 2020, positivepsychology.com/mindset-activities-tests/. Accessed 11 November 2020.
4. To what extent has the pandemic changed our view of social media and tween/teen use of those platforms? Students can re-examine the seminal 2018 [Pew Research poll](#) about teens' views of social media by polling their peers through www.surveymonkey.com or another platform to create an anecdotal update about tween/teen views' of social media.
Source: "Teens' Social Habits and Experiences," *Pew Research Center*, 27 November 2018, www.pewresearch.org/internet/2018/11/28/teens-social-media-habits-and-experiences/pi_2018-11-28_teens-social-media_0-01-2/. Accessed 26 September 2020.