

Episode One: Youth Activism *(originally aired 1/26/2020)*

VIEWING & DISCUSSION GUIDE

TARGET AUDIENCE

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

EPISODE THEMES

- Youth Activism
- Gender Equality
- Media Consumption
- Climate Change
- Youth 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 One showcases a variety of these timely issues and topics, including:

- An historical and contemporary examination of **youth activism**
- ***Tinker v. Des Moines*** (1969), the Constitutional precedent in the US, establishing protection of students' symbolic speech
- Global calls for **gender equality**
- Professional journalist standards to report protests and an examination of **media consumption**
- A **global connection** between a young Olympic-bound skateboarder, Sky Brown, and impoverished students in Cambodia
- **Climate change**, a pressing youth concern articulated through debate and protest
- The vital role **trees** can play to reduce Earth's **carbon emissions** and reduce global temperature; the vulnerability of trees in South America and Africa; and efforts to counter deforestation with a "green wall of trees" across 20 countries

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.

- Student Activism: Taking It to the Streets
- All Things Being Equal... Are They?
- The News is Never Silent
- 'Frontsiding' to Help Others
- Earth's Lungs: Trees

PREVIEWING DISCUSSION

Suggested prompts include:

- What would you expect or like to see in a global news program produced for teens?
- Visualize a mass protest.
 - What is the protest about?
 - What do the participants look like?
 - Could you picture yourself participating?
 - How could you safely participate in protests during the Coronavirus pandemic to make your voice heard?
- What issues concern you: locally, nationally, and globally?
- How do you think young athletes can help to tackle global poverty or other pressing issues?

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. 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.

- Think about the information you come across in your media. How could it be personalized for you?
- How many trees would you estimate are on the entire planet?

POST VIEWING DISCUSSION

- What made this episode of BBC/My World a news program for teens instead of adults?
- What segment did you find the most engaging and why?
- Think about the geographic range of this episode.
 - How many different countries or regions were included?
 - Why do you think the episode spans such broad geographic diversity?
- BBC/My World host, Radzi Chinyanganya, remarked, “governments, businesses, campaigners... can control the information.”
 - Why is careful critical thinking important when you see or read “information” on your screens?
 - What strategies can you use to make sure the information is accurate?
- You are the politician with the power to change one global issue. What would you change and how?
- The BBC journalist, Nomia Iqbal, reports that “in a year a tree can absorb as much as 48 lbs. of CO₂” and that charging 3,000 phones releases around 48 lbs. of carbon dioxide. And you learned that many of the world’s oldest forests are under threat from human activity.
 - How did you feel hearing this information?
 - Will it affect your own habits?

INFOBASE SUGGESTED RESOURCES

For additional instructional opportunities, Infobase suggests reviewing these resources.

EXTEND AND CONNECT

1. Explore Dr. Martin Luther King Jr.’s decision to have [children protest](#) in the 1963 Birmingham Campaign. Students can draw comparisons or contrasts to 2020 protests.
Source: History Classroom (2015) *Children’s Crusade of 1963*. Available at https://www.youtube.com/watch?v=8yl_o_TtadA (Accessed 19 August 2020)
2. Learn more about student protest and the environment with “[7 Student Protests That Made History.](#)”
Source: Earthday.org (2020) *7 Student Protests That Made History*. Available at <https://www.earthday.org/7-student-protests-that-made-history/> (Accessed 19 August 2020)
3. Discuss using critical thinking in the students’ media consumption and run through “[Help Kids Spot Fake News and Decode Media Messages.](#)”
Source: Common Education (2020) *Grades 6-12 Family Tips: Help Kids Spot Fake News and Decode Media Messages*. Available at <https://www.common sense.org/education/family-tips/6-12-news-and-media-literacy> (Accessed 19 August 2020)
4. What can a teenager do to reduce carbon emissions? Share *TeenVOGUE*’s “[6 Ways to Help Fight Climate Change](#)” to demonstrate how individuals can diminish their carbon footprint.
Source: *TeenVOGUE* (2017) *6 Ways to Help Fight Climate Change*. Available at <https://www.teenvogue.com/story/6-ways-to-help-fight-climate-change> (Accessed 19 August 2020)