

# MY WORLD

Each long-form episode of My World includes a 2-3 page, standards-aligned viewing and discussion guide that includes the following:

## EPISODE OVERVIEW

A Brief synopsis of the episode's content

## PREVIEWING DISCUSSION QUESTIONS

Guide critical thinking during viewing

## POST VIEWING DISCUSSION QUESTIONS

Spark a deeper understanding of topics

## EXTEND AND CONNECT

Additional activity starters and action items with referring links to extend learning

GUIDES REFER TO THE FOLLOWING STANDARDS: ISTE, CCSS ELA, NGSS, and NATIONAL COUNCIL FOR SOCIAL STUDIES THEMES

EPISODE 1: *Originally Aired: 1/26/2020*  
**YOUTH EMPOWERMENT & ADVOCACY**

**TARGET AUDIENCE**  
English and Language Arts,  
Social Studies,  
Media Studies,  
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

**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:

- A historical and contemporary examination of **youth activism**.
- **Tinker v. Des Moines** (1969), the Constitutional precedent 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** serve to reduce Earth's **carbon emissions** and reduce global temperature; their vulnerability in South America and Africa; and efforts to counter this deforestation with a "green wall of trees" across 20 countries.

**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 do the participants look like?
- What is the protest about?
- How old are the protestors?
- Could you picture yourself participating?
- What issues concern you: locally, nationally, and globally?
- How do you think young athletes can help to tackle global poverty or other pressing issues?
- Think about the information you come across in your media. How might 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?

BBC MY WORLD

## SHORT-FORM VIDEO SEGMENTS

EACH EPISODE OF MY WORLD IS AVAILABLE IN CHAPTERED, THEMATIC SEGMENTS (3-5 CHAPTERS PER LONG-FORM EPISODE)

# MY WORLD

## EPISODE 1

Chapter 1: **Student Activism - Taking it To the Streets**

Chapter 2: **Are All Things Really Equal?**

Chapter 3: **The News is Never Silent**

Chapter 4: **Helping Others**

# Segment-Based Prompts to Extend Learning

Each *My World* video segment includes a downloadable PDF with a selection of the following learning extensions:



**FOR DISCUSSION**



**WRITING PROMPT**



**TERM TO KNOW**



**ACTION ITEM**



**INVESTIGATIVE QUESTION**



**LINKS TO ADDITIONAL RESOURCES**

**BBC LEARNING**

# MY WORLD

LEARNING EXTENSIONS AND PROMPTS

**EPISODE 1:** Youth Empowerment and Advocacy

**CHAPTER 1:** Taking it to the Streets

Originally Aired: 1/26/2020

**FOR DISCUSSION**

Before viewing, ask students to write down jots to the following prompt: "How would people know if a protest was ultimately successful?" Encourage students to consider unintended consequences such as violence or public disapproval.

**TERM TO KNOW - Tinker v. Des Moines (1969)**

**Established students' Constitutional right to free speech.** Tinker v. Des Moines was an important case which was argued in the highest US court, the United States Supreme Court. Until 1969, students did not enjoy First Amendment protections of symbolic speech such as wearing armbands in school to protest war. Tinker v. Des Moines demonstrated that school officials cannot limit student speech that does not disrupt learning. For further information, refer to Bill of Rights Institute's Tinker v. Des Moines (1969)

**INVESTIGATIVE QUESTION**

In this segment we saw Xiye Bastida leave her NYC high school every Friday to strike and call attention to climate change. Her weekly activism is part of a broader movement, Fridays For Future, started by Swedish teenager Greta Thunberg in 2018.

Check out how teens are continuing to protest and demand solutions to reverse climate change, even during the Coronavirus pandemic.

- How are teens protesting through social media with Fridays For Future?
- Where in the world are they protesting?

Sources: Bill of Rights Institute (2020) Tinker v. Des Moines (1969). Available at <https://billsrights.org/educator-resources/lessons-plans/landmark-supreme-court-cases-essays/tinker-v-des-moines-1969/> (Accessed: 18 August 2020). Fridays For Future (2020) Social Media Feed. Available at <https://fridaysforfuture.org/take-action/social-media/> (Accessed: 15 August 2020).

# VIDEO-EMBEDDED LEARNING PROMPTS

EACH *MY WORLD* VIDEO SEGMENT INCLUDES AN EMBEDDED DISCUSSION ITEM AND KEY TERM TO PROMPT STUDENTS



**FOR  
DISCUSSION**



**TERM TO  
KNOW**

