

BYkids

SCHOOL GUIDE:

ANOTHER WORLD IS POSSIBLE



ABOUT THIS GUIDE

This BYkids School Guide is designed to help you as an educator expand your students' use of this film from passive watching to active, deeply personalized learning. Included are three sample Pathways with questions for discussion, reflection or as writing prompts. PBL activities follow (problem and project-based learning). Use these with individual kids, cooperative learning groups or whole class(es). Each Pathway has an alignment to ELA, Mathematics, and Science curriculum standards plus the CASEL 5 SEL competencies. Please feel free to customize the activities for your students' journeys through the film's themes and content in different ways. For more information, see our Take Action guides, Talk with Your Kids, and other resources in the "For Educators" tab of the BYkids site: bykids.org/for-teachers.

BYkids believes that lived experience and story sharing have a vital role in educating the whole child, preparing them for and inspiring them to be global citizens who see our shared humanity. As you and your students use our BYkids activities, we'd love for you to share your discoveries and ideas with us at education@bykids.org.

ABOUT THE FILM

Climate activist Helena Marschall, 20, helps lead a movement in Germany to get political leaders to act. And they're listening. At a fragile time, when inaction seems to bring us closer to an irreversible climate reality, young people, feeling the pressure of an unstable future, are mobilizing to reverse global warming.

ANOTHER WORLD IS POSSIBLE follows the work of Helena Marschall, who leaves no doubt that urgent action is imperative. But she also offers hope, and a road map to impactful activism. Helena organized one of Germany's first school strikes for the cause. Now 20, she coordinates strategies and national campaigns for Fridays for Future Germany when not studying economics at Leuphana University in Lüneburg.

Fridays for Future emerged as a grassroots movement after teen activist Greta Thunberg held up a "School Strike for Climate" sign in 2018 at the Swedish parliament. Strikers in hundreds of cities have followed her example, skipping Friday classes to go out to spur environmental awareness. Germany has hosted some of the world's largest Fridays for Future protests. In the biggest one, in 2021, Greta Thunberg led more than 100,000 marchers through the streets of Berlin. Helena's film takes us there.

Young activists also regularly protest in Lützerath, an epicenter of coal extraction in Germany. Coal burning is a major driver of the climate crisis, and Germany is the world's largest producer of lignite (a type of coal). In Lützerath, Helena talks to fellow activists while they protest plans to bulldoze the village to expand a lignite mine. Such protests have forced some concessions: The energy company RWE has pledged to phase out coal burning by 2030. Fridays for Future activist Linus Steinmetz sued the government over climate policies in 2020, and won. Helena's father shares his generation's perspective. "These kids," he says, "are teaching older folks a real lesson in change."

ABOUT HELENA'S MENTOR—ANJA BARON

Anja Baron is an Emmy-nominated award-winning documentary filmmaker, producer, director and editor. Her work has been screened at prestigious festivals worldwide and shown on U.S. and European television. As a correspondent for UNICEF, she reported on crises and human rights abuses impacting women and children around the world. She has mentored two previous BYkids films.

ABOUT BYKIDS

BYkids produces real-world films for kids, by kids. Talented young storytellers from around the world are paired with seasoned filmmakers to create powerful documentaries about their lives. In partnership with public television and education innovators, we share the films and their educational resources to help make global issues feel personal, relevant and actionable for millions of students. Our work serves as a catalyst for change, igniting important conversations and inspiring a new generation of social activists.

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PATHWAY 1

HOW CAN YOU DECIDE HOW TO FEEL ABOUT CLIMATE CHANGE?

Helena Marschall opens the film with science and her own feelings and reactions to the climate crisis. Helena is outgoing, an extrovert who likes to take decisive action. She also has a parent who is a scientist, who knows how to explain facts and the science of climate change in terms she and others her age can relate to.

FROM THE FILM

“The climate crisis often seems very big and scary and as young people, we often feel powerless. But I’ve seen how much power we do have.” —Helena Marschall

DISCUSSION STARTERS

- What makes Helena and her friends feel optimistic and positive despite the “big and scary” climate crisis?
- How does taking action help Helena (and anyone else) feel better about an issue as “big and scary” as climate change?
- How does learning the facts about the climate crisis energize Helena and help her decide how to react to it?
- Scientific information changes often as more is learned, and that is the nature of science. How can you stay up to date and use science to help you?

SUGGESTED PROJECTS

Learning to handle your feelings about the climate crisis and any scary topic is a challenge for everyone. Helena educated herself about the facts, looked for ways to take action and surrounded herself with a group of friends.

- With your group, discuss how you want to approach learning about the climate crisis. Maybe you want to research and identify some scientific resources that can help with the facts about what we know and what we don’t. Maybe you want to research and share the steps being taken by scientists, civic leaders and students to solve the problems created by climate change. Maybe you want to add ways to help that everyone can implement every day.

- Identify a source and have each person research it and react so that your group can be sure it is focused on science and not on a political or other agenda. Once you have found a reputable science source, share it with the other groups in your class or community. Explain how your group determined that it is indeed science-based, not misinformation. Be open to challenges and questions from others and be respectful as you exchange ideas.
- Create a chart, poster, or presentation to communicate science-based sources and everyday practices to help mitigate climate change. Share it with your school.
- Now get active—after doing your research, how will your group communicate some aspect of current science on the climate crisis? Will you make a video? Write a short story? A graphic novel? Perform a skit? Make a podcast? Share your creative presentation with the class and the school.
- Plan a BYkids Climate Film event at your school or community center. As a class, decide on what the overall message to advertise the event will be. Decide on the values you want to model for anyone of any age who attends. Are you educating others about what you learned about the climate crisis? Are you urging action that everyone can take? How do you want people who attend to feel and react after the event?
- Get organized—prepare a chart listing all the tasks that must be completed to make the event a success, such as getting permission from school leadership, requirements for numbers of attendees and cleanup after the event, how to advertise it, will you require tickets, and so on. Your teacher or sponsor can help. Make sure that everyone has a role to play. Be sure to talk with your school leadership to plan for any tasks that are needed for a school event.

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PATHWAY 2

WHAT ACTIONS CAN YOU TAKE TO RESPOND TO THE CRISES CREATED BY CLIMATE CHANGE?

Helena and her friends joined Fridays for Future to become political activists. Their goal is to make systemic change. Progress has been made, and Fridays for Future has become a huge climate change movement—but the struggle continues.

FROM THE FILM

“What we do as a movement, we create a political and ... a social environment that forces our leaders to act.” – Helena Marschall

DISCUSSION STARTERS

- Helena and her friends, and others, like Greta Thunberg, have mobilized nationally and internationally to bring awareness and push for change. What can you learn from their efforts?
- How can you document the changes in your community due to climate change?
- How can you activate others to help solve or at least mitigate the negative outcomes of climate change?

SUGGESTED PROJECTS

How is climate change affecting your community or state? Who is helped and who is hurt? How does that reflect the values your group sees as important for living together fairly?

- Do some research to get information and data on how climate change has changed your community over time. Water levels, drought, temperatures, pollution levels, frequency of extreme weather events (e.g., tornadoes) are a few items that may have changed dramatically with the climate crisis. Get your facts. Look for changes over the years.
- Some good sources include NOAA (National Oceanic and Atmospheric Administration), UNESCO, NASA, and the Department of the Interior. Most states and large cities have a .gov website where environmental information is available. Also, local colleges and universities with environmental science departments will be helpful.

- With your group, create a database of resources. Then create an infographic or illustrated chart to communicate the impact of climate change on your community. For example, you might show increased frequency of tornadoes, hurricanes or major storms over a period of years to the present day. Or you might show a decrease or increase in rainfall over time. If possible, you can indicate when your area took action to address the problems caused by climate change and encourage additional actions. Share your infographic and database of resources with your class, school and community or town officials.
- How will your group communicate your concerns about the impact on your community due to climate change? Will you attend town hall meetings to present your information and ask what is being done to address them? Will you form a group to take action? Will you write letters or request meetings with your elected officials?
- Gather your facts and practice answering tough questions, staying on topic and not responding emotionally or in an insulting way. Use the facts, data and infographics your group has compiled to keep the conversation fact-based rather than religious or politically biased. Avoid discussion that is not supported by current science, but do respect the views of others that may differ from yours.
- In 2023, New Jersey became the first state to incorporate climate change into its state science curriculum standards for grades kindergarten through 12.

You can see what they did by using this link and searching for “climate change”:
www.nj.gov/education/standards/science/Docs/NJSLS-Science_K-12.pdf

Does your school do enough to educate students about climate change? Your group might become active in efforts to add an understanding of climate change to your science curriculum. You may want to take your plan for change to the science department chair at your school or to your local school board.

- With your group, decide on your goals, and plan your presentation. Focus on aspects that impact your community. Remember to communicate respectfully.
- Research some specific ways that other schools have encouraged students to become active in scientific exploration and knowledge. Help your school by identifying science activities that help students learn how to take action on your community’s specific climate change issues.

Here are some helpful resources for fighting climate change:

- Ten ways you can fight climate change from the United Nations:
www.unep.org/news-and-stories/story10-ways-you-can-help-fight-the-climate-crisis/
- Universities, like this one in California, will have many practical tips:
climatechange.ucdavis.edu/climate/what-can-i-do/10-tips-for-climate-action
- From the U.S. Environmental Protection Agency:
www.epa.gov/climate-change/what-you-can-do-about-climate-change-do-more

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PATHWAY 3

HOW CAN YOU LEARN FROM OTHERS AND HELP SPREAD A MESSAGE OF POSITIVE CHANGE TO HELP THE ENVIRONMENT?

You learned about the Global Climate Strike in the film. It took place in March 2023. And you learned of other student groups in different countries that participated. How will you apply the messages from Helena and others in the film to your own school and community?

FROM THE FILM

"Our economic system basically supports environmental destruction. And so we have to change our economic system...our economy must become a social, environmental economy." – Mojib Latif, meteorologist and oceanographer

DISCUSSION STARTERS

- Climate change is impacting every nation on earth. How can you help to make global change?
- What are some likely ways to create renewable energy in your area? Are any already in progress?
- What are other students around the world doing to bring awareness of the climate crisis and change to their communities?

SUGGESTED PROJECTS

- Research some climate activist groups of students and, with your group, decide on one that most reflects your goals for activism. Reach out to them with your questions and start a dialogue. When you have connected with a group or organization with whom you share values, decide on your group's action plan. Here are some groups to help you think:
 - Info for getting the word out when you have an event:
www.riseforclimate.org/digitalcoveragetips
 - Helena's (and Greta Thunberg's) organization, Fridays for Future, from the film:
www.fridaysforfuture.org
 - A student-led environmental movement, the Sunrise Movement, in the U.S.:
www.sunrisemovement.org

- There are many different approaches to mitigating climate change. Some are legal actions, some are old methods that act to restore the earth. Research and learn about law-based and indigenous approaches to making change. Use your knowledge to take action in your community.

Legal: In the film, you heard from Linus, who sued the German government. In the U.S. in 2023, sixteen students sued the state of Montana for “violating their right to a ‘clean and healthful environment’...by promoting fossil fuel development” (*Washington Post*, June 12, 2023). Follow the story, or identify another legal case you want to focus on, and learn from their efforts. With your group, report on legal issues that may be useful for promoting positive environmental change. How will your group use your new knowledge of the law to become active in your community?

Indigenous: Indigenous cultures have practiced methods for respecting and restoring the environment for centuries. People in your community may not know about these methods. How can you educate them to implement indigenous methods? Research and learn about this topic, then plan your own take-action event or campaign for improvement. Here are some resources to get you started:

- Smithsonian National Museum of the American Indian shares American Indian responses to climate change: americanindian.si.edu/environment
- In addition, just search for climate-related approaches here in the Smithsonian National Museum of the American Indian: americanindian.si.edu/nk360
- Various indigenous peoples have used practices passed down for generations to control wildfires: www.pbs.org/newshour/science/fire-is-medicine-how-indigenous-practices-could-help-curb-wildfires

If there is a reservation or active Native American council in your area, reach out to them with your questions. They may already have climate-conscious programs that you can participate in, or help to publicize.

- With your group or class, create your own expression of climate change and some actions needed to improve the environment. You may want to make a sci-fi or horror film or play, or a song, artwork, a podcast, a graphic novel or another expression of the challenges and some solutions for climate change.

Have a *Save the Earth* event at your school or for your class. Share your creations and your vision for improving climate change. Be creative but also be able to answer questions about the science behind your concerns and your solutions. Encourage your audience to ask questions and to commit to joining you in taking action.



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COLLEGE & CAREER READINESS ANCHOR STANDARDS

Dear Educator,

You and your students, in defining the creative and collaborative details of each Pathway and Project, will implement many different standards not limited to any one content area but focused on critical and rigorous, evidence-based thinking. Following are provided some College & Career Readiness Anchor Standards, Common Core ELA and Math Standards and Next Gen Science Standards, and some of the SEL Core Competencies from CASEL. But you and your students will soar beyond those limited standards. We hope you will share your experiences and ideas with us at education@bykids.org.

PATHWAY 1

CCSS ELA COLLEGE & CAREER READINESS ANCHOR STANDARDS

CCRA.R.6 Assess how point of view or purpose shapes content and style.

CCRA.R.7 Integrate and evaluate content in diverse media and formats.

CCRA.W.1 Write arguments to support claims using valid reasoning and relevant and sufficient evidence.

CCRA.W.2 Write informative/explanatory text to examine and convey complex ideas.

CCRA.W.4 Produce clear and coherent writing appropriate to task, purpose, and audience.

CCRA.W.6 Use technology to produce and publish writing and to interact and collaborate with others.

CCRA.W.7 Conduct research based on focused questions, demonstrating understanding of the subject.

CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each, and integrate the information while avoiding plagiarism.

CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing your own clearly and persuasively.

CCRA.SL.4 Present information, findings, and supporting evidence so that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks.

CCSS STANDARDS OF MATHEMATICAL PRACTICE

MP3 Construct viable arguments and critique the reasoning of others.

MP8 Look for and express regularity in repeated reasoning.

NEXT GEN SCIENCE STANDARDS, SCIENTIFIC and ENGINEERING PRACTICES

SEP 1 Ask questions and define problems.

SEP 2 Develop and use models.

SEP 4 Analyze and interpret data.

SEP 7 Engage in argument from evidence.

SEP 8 Obtain, evaluate, and communicate information.

SOCIAL EMOTIONAL LEARNING CORE COMPETENCE AREAS (CASEL.ORG)

SELF-AWARENESS:

- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Developing interests and a sense of purpose

SOCIAL-AWARENESS:

- Recognizing strengths in others
- Demonstrating empathy and compassion

- Showing concern for the feelings of others
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities

SELF-MANAGEMENT:

- Managing one's emotions
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency

RELATIONSHIP SKILLS:

- Communicating effectively
- Developing positive relationships
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed

RESPONSIBLE DECISION-MAKING:

- Demonstrating curiosity and open-mindedness
- Identifying solutions for personal and social problems
- Learning to make a reasoned judgment after analyzing information, data, facts
- Evaluating personal, interpersonal, community, and institutional impacts

PATHWAY 2

CCSS ELA COLLEGE & CAREER READINESS ANCHOR STANDARDS

CCRA.R.2 Determine central ideas or themes and analyze their development.

CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact.

CCRA.R.6 Assess how point of view or purpose shapes content and style.

CCRA.R.7 Integrate and evaluate content in diverse media and formats.

CCRA.R.8 Delineate and evaluate the argument and specific claims in a work, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCRA.W.1 Write arguments to support claims using valid reasoning and relevant and sufficient evidence.

CCRA.W.2 Write informative/explanatory text to examine and convey complex ideas.

CCRA.W.4 Produce clear and coherent writing appropriate to task, purpose, and audience.

CCRA.W.6 Use technology to produce and publish writing and to interact and collaborate with others.

CCRA.W.7 Conduct research based on focused questions, demonstrating understanding of the subject.

CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each, and integrate the information while avoiding plagiarism.

CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing your own clearly and persuasively.

CCRA.SL.2 Integrate and evaluate information in diverse media and formats, including visually, quantitatively, and orally.

CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

CCRA.SL.4 Present information, findings, and supporting evidence so that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks.

CCSS STANDARDS OF MATHEMATICAL PRACTICE

MP1 Make sense of problems and persevere in solving them.

MP2 Reason abstractly and quantitatively.

MP3 Construct viable arguments and critique the reasoning of others.

MP4 Model with mathematics.

MP5 Use appropriate tools strategically.

MP6 Attend to precision.

MP7 Look for and make use of structure.

MP8 Look for and express regularity in repeated reasoning.

NEXT GEN SCIENCE STANDARDS, SCIENTIFIC and ENGINEERING PRACTICES

SEP 1 Ask questions and define problems.

SEP 4 Analyze and interpret data.

SEP 5 Use mathematics and computational thinking.

SEP 7 Engage in argument from evidence.

SEP 8 Obtain, evaluate, and communicate information.

SOCIAL EMOTIONAL LEARNING CORE COMPETENCE AREAS (CASEL.ORG)

SELF-AWARENESS:

- Integrating personal and social identities
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

SOCIAL AWARENESS:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations/systems on behavior

SELF-MANAGEMENT:

- Managing one's emotions
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative

- Demonstrating personal and collective agency

RELATIONSHIP SKILLS:

- Communicating effectively
- Developing positive relationships
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed

RESPONSIBLE DECISION-MAKING:

- Demonstrating curiosity and open-mindedness
- Learning to make a reasoned judgment after analyzing information, data, facts
- Recognizing how critical thinking skills are useful both inside & outside of school
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts

PATHWAY 3

CCSS ELA COLLEGE & CAREER READINESS ANCHOR STANDARDS

CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact.

CCRA.R.7 Integrate and evaluate content in diverse media and formats.

CCRA.R.8 Delineate and evaluate the argument and specific claims in a work, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCRA.W.2 Write informative/explanatory text to examine and convey complex ideas.

CCRA.W.3 Write narratives to develop real or imagined experiences or events.

CCRA.W.4 Produce clear and coherent writing appropriate to task, purpose, and audience.

CCRA.W.6 Use technology to produce and publish writing and to interact and collaborate with others.

CCRA.W.7 Conduct research based on focused questions, demonstrating understanding of the subject.

CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each, and integrate the information while avoiding plagiarism.

CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing your own clearly and persuasively.

CCRA.SL.2 Integrate and evaluate information in diverse media and formats, including visually, quantitatively, and orally.

CCRA.SL.4 Present information, findings, and supporting evidence so that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks.

CCSS STANDARDS OF MATHEMATICAL PRACTICE

MP2 Reason abstractly and quantitatively.

MP3 Construct viable arguments and critique the reasoning of others.

MP8 Look for and express regularity in repeated reasoning.

NEXT GEN SCIENCE STANDARDS, SCIENTIFIC and ENGINEERING PRACTICES

SEP 1 Ask questions and define problems.

SEP 2 Develop and use models.

SEP 3 Planning and carrying out investigations.

SEP 4 Analyze and interpret data.

SEP 5 Use mathematics and computational thinking.

SEP 6 Construct explanations for science and design solutions for engineering.

SEP 7 Engage in argument from evidence.

SEP 8 Obtain, evaluate, and communicate information.

SOCIAL EMOTIONAL LEARNING CORE COMPETENCE AREAS (CASEL.ORG)

SELF-AWARENESS:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy

- Having a growth mindset
- Developing interests and a sense of purpose

SOCIAL AWARENESS:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Identifying diverse social norms, including unjust ones
- Understanding the influences of organizations/systems on behavior

SELF-MANAGEMENT:

- Managing one's emotions
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency

RELATIONSHIP SKILLS:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others

RESPONSIBLE DECISION-MAKING:

- Demonstrating curiosity and open-mindedness
- Identifying solutions for personal and social problems

- Learning to make a reasoned judgment after analyzing information, data, facts
- Anticipating and evaluating the consequences of one's actions
- Recognizing how critical thinking skills are useful both inside & outside of school
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts