

School Guide: FAITH'S WORLD



ABOUT THIS GUIDE

This BYkids School Guide is designed to help teachers expand students' use of this film from passive watching to active, deeply personalized learning. Included are three sample Pathways, each driven by an essential question to challenge students. Use the Pathway questions to start discussions in small groups or with the whole class. We've also added Discussion Starters and Suggested Projects, but we encourage you and your students to follow your own pathways and create your own projects.

BYkids wants our films to be part of compelling, project-based, collaborative learning experiences that are cross-curricular, link cultures and countries by themes we all share, and spur students to develop the personal, social and emotional competencies they need to become global citizens while mastering necessary college and career-readiness skills. Most of all, we want students to value their own stories while learning from the stories of others around the world. We encourage you to share the creativity and knowledge that flourish in your classroom as you and your students expand on these BYkids suggestions and create your own learning units. We'd love it if you would share your discoveries and ideas with us at BYkids.org!

BYkids
THEIR WORLD THEIR FILMS

ABOUT THE FILM

Whether by birth, accident, or illness, nearly 14 percent of the student population (seven million kids) in the United States are disabled. Faith Guilbault is one of them. Born with cerebral palsy, epilepsy, and cortical vision impairment, she can now walk with the use of canes due to her fierce determination to be independent and weekly physical therapy sessions. Because she was born with neurological blindness, Faith attends the Maryland School for the Blind, where she works one-on-one with teachers who are guiding her toward new ways to learn.

Faith and her friends talk openly about wanting to be seen as people, not pitied, and their dreams, hopes, and spirit bubble up as both very teenage and very determined despite the challenges they live with. Faith shares her many ways of being physically active in the world, from skydiving to traveling to New York City, where she walks the catwalk during Fashion Week with Runway of Dreams, an adaptive clothing line that enables people with physical disability to dress themselves.

“I don’t want people to feel sorry for me, because I don’t feel sorry for myself. I am living my life like everyone else, and what I want most is for people to see what we have in common, not different, and what I am able to do, not what I am not able to do.”

Faith Guilbault

ABOUT FAITH’S MENTOR

Joyce Chopra has produced and directed award-winning films that include *Smooth Talk*, Sundance Grand Jury Prize winner; *The Lemon Sisters*, with Diane Keaton; and *The Lady in Question*, with Gene Wilder. She has received the American Film Festival Blue Ribbon and Cine Golden Eagle Award for her documentaries *That Our Children Will Not Die*, about primary health care in Nigeria, and the autobiographical *Joyce at 34*, which is included in the permanent collection of the Museum of Modern Art in New York.

“The beauty of volunteering to be a BYkids mentor is the opportunity to step into a world you know very little about and learn from a young person about the enormous challenges they face and then help them fashion a film that impacts the larger world and brings about real change.”

Joyce Chopra

ABOUT BYkids

We create understanding through storytelling.

BYkids produces documentary films by kids and partners with public television, educators, and online innovators to inspire conversations around global issues of human dignity and social justice. FILMS BYKIDS share the stories of kids who confront issues such as immigration, bullying, juvenile justice, climate change, and child marriage. We reach kids—in schools and home-learning—with films and teaching materials that promote empathy and understanding to make global issues feel personal, relevant, and actionable. Join us at BYkids.org to see and support stories that build global citizenship.

THE GUIDE

PATHWAY 1

WHY IS PERSEVERANCE IMPORTANT?

Faith focuses on what is normal for her, and pushes back against the idea that she might be viewed only through her disabilities. Faith clearly believes that choosing to persevere every day is an important part of living life.

From the Film

[Having cerebral palsy] is just normal for me. . . . I don't get sad about it. . . . I heard this song and there's one lyric that really resonated with me. It's 'I didn't choose to live the life I live, but I can choose to make the most of it.'

~ Ellianna Rose Andreen

Discussion Starters

- Is “normal” whatever we get used to? And if there are challenges as well as rewards in our everyday lives, how can we make every day better?
- Faith must work hard every day, or persevere, physically and intellectually. Is working at life and at being happy important for everyone? Why?
- How can you help to encourage everyone to keep persevering to live life fully and to work toward their dreams? What can learning about the challenges that disabled people face teach us?
- Faith talks about reteaching her brain. How can we reteach ourselves to persevere and keep learning new skills and new ways to understand and value other people’s views?

Suggested Projects

- What are some ways everyone must learn to persevere by working at a new skill? With a small group or your class, identify some new skills you want to learn. Discuss what the steps are for your group to show progress by persevering. Write a Group Plan with weekly goals—and be sure to make it a group goal, not a competition among individuals. Make a calendar or grid and track your group’s progress.

At the end of each week, and again at the end of a month’s time, examine your group’s progress. It’s okay if a week shows no progress or even backsliding, but overall, the trend will be positive. Meet weekly or more often and decide in your group if changes are needed to see progress.

Chart your group’s journey with a graph, and make a presentation that describes your perseverance. Remember to involve all group members. Your new skill may initially be simple—learning some words in a new language to encourage others to keep trying, learning a new game, or reading a new book and talking about it.

- With your class, a small group, or individually, create a skit, poem, song, film, or presentation to illustrate the power of perseverance. You might make it about a historical figure, a fictional figure in a real situation, or entirely fictional. Be mindful that it should not be particularly personal about any one of your classmates—it should be respectful of all. Perform your creation for your class.
- Create a PERSEVERANCE night at your school. You may want to show the film and organize a discussion about it; highlight some of the projects around the film; have a “Thank You for Helping Us Persevere” award for an educator who has helped many of you; organize a panel discussion about seeing all people as equal; or make your own class plan for the activities. Share the different ways your school helps students persevere with parents, siblings, and the community.

THE GUIDE (continued)

PATHWAY 2

HOW CAN YOU CHANGE ATTITUDES TOWARD THE DISABLED IN YOUR COMMUNITY?

Faith shows in her film how important attitudes toward the disabled are—and how those attitudes can impact the opportunities available to disabled individuals.

From the Film

“Whenever people make these stories about people with disabilities, it’s always seen as either pity or inspiring. . . . I appreciate sympathy, but not pity, because it just seems that my life is bad and that’s not the case because my life is great.”

~ Ellianna Rose Andreen

Discussion Starters

- What is the difference between sympathy and pity? Why does Faith say she doesn't appreciate pity?
- What is inspiring about the film and Faith? How might being seen as an inspiration set disabled people apart, and not as approachable?
- There are barriers and bias about disabled people. What are some that you have seen? How can they be overcome?

Suggested Projects

- With your class or a small group, research the different laws that have been passed to aid disabled people. The IDEA (Individuals with Disabilities Education Act) and other laws and advancements have focused on making life more equitable for disabled people. Create a colorful timeline with at least three federal, state, and local laws that show progress in accepting the disabled. Share your timelines on school bulletin boards.
- With your class or a small group, tour your school and campus and record two types of instances: 1) examples of good ways your building/campus/playground is accessible to disabled people, and 2) examples of ways that change is needed. Remember that disabilities can include visual impairment, deafness, and physical issues such as Faith's.

You may want to take photos or video of examples. With your group or class, make a full presentation or Plan for Change and share it with your school.

- What is the level of information and understanding at your school or among your grade or classmates of the challenges of disabled people? How could you find out?

Write a survey and give it to the students in your school to determine their knowledge level and attitudes toward the disabled, the way a social scientist would. It might be good to avoid having students write their names (to guard their privacy).

You may want to ask about the types of disabilities they are familiar with, the goals of disabled people and students, how important education is for everyone, and other issues that may be relevant to your school. You might want to ask about their reaction to biased statements such as “Disabled people deserve pity but they are not as smart,” to get data on attitudes or perceptions in your school. The response can be a number that you can tally, for example, on a scale of 1 (strongly agree) to 5 (strongly disagree).

Analyze the results and make a report. Be sure to distinguish between actual data and your group’s own beliefs, as you may find attitudes you disagree with.

Create a presentation for your school, post it on a bulletin board, or include it in the school newspaper.

- Do you think that the United Nations Universal Declaration of Human Rights is applicable to disabled people? Explore this and write a persuasive essay or create a persuasive video to present your views. Be sure to include logic and facts to support your opinions.

Articles 5, 6, 7, and 26 of the United Nations Universal Declaration of Human Rights:

Article 5:

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6:

Everyone has the right to recognition everywhere as a person before the law.

Article 7:

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 26:

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

THE GUIDE (continued)

PATHWAY 3

HOW CAN THOUGHTFUL DESIGN MAKE THE WORLD BETTER FOR EVERYONE, INCLUDING DISABLED INDIVIDUALS?

Faith is excited about the Runway of Dreams and she models clothing designed to help the disabled dress themselves independently.

From the Film

"It's great that they have adaptive clothing for people who can't really dress themselves and need a lot of help... The part I love most is being able to connect and meet other people with disabilities."

~ Faith Guilbault

Discussion Starters

- Clothing design incorporates fashion and ease of dressing. What other designs would be helpful for the disabled?
- Are there clothing designs that would be more convenient for everyone? What are some examples?
- How can design improve life for everyone in other areas?
- How can you learn about good design? Are there design museums? More programs like Runway of Dreams? Technology that is good design? What makes design good?

Suggested Projects

- Design a fashion outfit that is comfortable, convenient, and easy to put on. Sketch your design and label it to explain your thinking. Be sure to identify how it is both fashionable and convenient to wear.
- What type of technology would be an advance to make disabled people more independent? Create a design for your technology advancement and explain it. It could be software, hardware, or anything else. Write a story or create a video explaining how your design could be used and how it could help people.
- Identify an aspect of your classroom, school building, and other common environment that needs a better design to make it accessible to all people. Work with a small group to explore various ways to improve the design. It could be an object such as a chair, or even a different traffic pattern, such as making a hallway one-way or divided into two sides to avoid collisions. With your group, draw a diagram or illustration of your design improvement and share it with the school.

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. Below are provided some College and Career Readiness Anchor Standards in ELA and Math, the Next Gen Science Standards, and some CASEL Social Emotional Learning Competency areas. You and your students will go beyond these limited standards. We hope you will share your experiences and ideas at BYkids.org.

PATHWAY 1

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.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.7 Conduct research based on focused questions, demonstrating understanding of the subject.
- 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.
- 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 2 Develop and use models.
- SEP 4 Analyze and interpret data.
- SEP 5 Use mathematics and computational thinking.

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.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.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 2 Develop and use models.

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.

PATHWAY 3

CCSS ELA College & Career Readiness Anchor Standards

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

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.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.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.

CCSS Standards of Mathematical Practice

MP3 Construct viable arguments and critique the reasoning of others.

MP1 Make sense of problems and persevere in solving them.

MP5 Use appropriate tools strategically.

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 for science and define problems for engineering.

SEP 2 Develop and use models.

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 for all three PATHWAYS
(from CASEL.ORG)**

SELF-AWARENESS:

- 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:

- 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
- 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 in and outside of school

Reflecting on one's role to promote personal, family, and community well-being

Evaluating personal, interpersonal, community, and institutional impacts