BYkids

SCHOOL GUIDE:

BEEKEEPER

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

Fifteen-year-old Keith Griffith III's film, *Beekeeper*, explains the essential role of pollinators in the environment and in food production. But it's also a tale of finding one's way, and one's self.

Keith has become a beekeeper and has embraced a mission: to spread the word about the ecologically critical honeybee. Rising temperatures, habitat loss and pesticides have disrupted bees' ecosystems worldwide, threatening their very existence. A world without pollinators means a world with fewer fruits and vegetables.

Keith explains what bees have taught him: cooperation, community and emotional well-being—lessons he shares in workshops and talks around his hometown, Louisville, Kentucky. Both of Keith's parents were incarcerated when he started keeping bees, and his practice of beekeeping helped him manage the stress and upheaval in his life. Keith's beekeeping uncle taught him, his family encouraged him, and beekeeping grew into a passion for the entire family.

Keith, with his family's help, founded Beeing2Gether, a company that sells raw honey, beehives and bee-related merchandise. And he's written a book about the benefits of bees, the aptly titled *Honey Bees & Beekeeping: A Mental Health Miracle*. Keith explains that bees focus their energy on the things that truly matter: family, community, nature and being together.

"In taking care of the bees, the bees take care of you." –Keith Griffith III

ABOUT KEITH'S MENTOR—EVAN MASCAGNI

Evan Mascagni is an award-winning documentary filmmaker from Kentucky. He most recently co-directed and co-produced *Building a Bridge*, on the Catholic Church and LGBTQ+. Executive produced by Martin Scorsese, it premiered at the 2021 Tribeca Film Festival. He is now in production on an environmental documentary and one on criminal justice. He also co-founded Player Piano Productions, which creates branded content for nonprofits and social impact companies.

"Keith and his family are a model for us all to better understand the interconnectedness of ourselves, our family and the planet." –Evan Mascagni

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 DO YOU THINK HUMANS AND BEES ARE ALIKE?

Keith has had many hardships in his life. He found important lessons about humans in learning to be a beekeeper from his uncle Shawn. Caring for the bees, watching how they behave has provided takeaway lessons about work, community and the impact that nature can have on people's mental health.

FROM THE FILM

"Working with bees takes my mind off all my other challenges." —Keith Griffin III

"For Keith, beekeeping is a way to not only help his community through learning about the importance of bees, but also mental health." —News announcer, Louisville, KY

DISCUSSION STARTERS

- Working regularly, sometimes daily, on a task can feel satisfying and rewarding. What has Keith learned from his work with bees?
- Keith's family members share their feelings openly. How can communicating clearly help create strong, intimate connections? What types of communication are most helpful for building strong bonds?
- What can you learn from bees, other animals and nature?

SUGGESTED PROJECTS

- What facts about bees in particular and nature in general would you like to understand? Individually or in your group, select what you want to research. Make sure that each person can contribute at least one fact about your chosen topic.

  Then, in your group, discuss how what you learned about a different species has a lesson for humans. You might include how they communicate, how they work in a community, and how they create bonds among the members.

  Make your own video, poster, skit, song—any creative expression—to share not just the facts but what you see as a good message for humans as a takeaway from bees, other animals or some aspect of nature.

- Keith's extended family communicated their pride and admiration for Keith. With your group or by yourself, identify at least three specific ways that their communications were positive and helpful.

  Now decide how to create a video, graphic novel, stand-up, skit—whatever creative avenue you choose—to illustrate positive communication skills. You may choose comedy to make your point with humor. If possible, perform or share your creations with other classes or younger students.

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PATHWAY 2

HOW CAN YOU HELP COUNTER CLIMATE CHANGE?

Keith became a beekeeper for personal and mental health reasons, and with his uncle Shawn as a mentor, he developed an interest in learning about bees. The behavior of bees and other aspects of nature depends on the health of their environment and ecology. Changes in the behavior of bees are one alarm about climate change.

FROM THE FILM

"Then you were asking questions about bees and the queen bee. I think it was your favorite bee, the queen bee. It was so much of learning and going through the process, man! And I remember telling your mom in your past that it was like something clicked."
—Shawn, Keith's uncle

DISCUSSION STARTERS

- How can learning about changes in nature help us understand climate change?
- How can you evaluate sources on climate change to make sure they are based on solid science, not on misinformation or scientific studies sponsored and pushed by groups that benefit from harming the environment?
- What changes in nature can you observe in your community, town or state that indicate climate change?

SUGGESTED PROJECTS

- Evaluate a few resources on climate change. How can you separate misinformation and pseudoscience from reputable sources? With a small group, identify some sources to review and compare. Make a chart in your group to list the reasons you find a source to be one you trust or one that is not trustworthy.

  Now, decide on how you will respond to the sources you do not trust. Your group might send them an email or letter asking for answers to your questions. You may tell them you are questioning why or how they are presenting science that supports their viewpoint or product. While you wait for their response, create a video, art, skit, song—any expression of the science—to showcase your group's questions and conclusions.

- After you complete the project identifying scientific sources you trust about climate change, your group may want to create a PSA (public service announcement) or brochure or poster to help educate your school and community on how to recognize misinformation, and some reputable science-based sources to follow instead to learn about climate change.

  Some possible sources to get you started follow, but you will identify many more.

  - Climate Change Is Ratcheting Up the Pressure on Bees | UC Davis: www.ucdavis.edu/climate/blog/bees-face-many-challenges-and-climate-change-ratcheting-pressure
  - The American Museum of Natural History has science-based information on bees and other topics: www.amnh.org/content/search?searchtext=bees
  - Searching for "climate" or "climate change" may help. Here is one example, from the Scripps Institution of Oceanography: scripps.ucsd.edu/search?#gsc.q=climate%20change
  - Many scientific organizations have student opportunities. The National Oceanic and Atmospheric Administration is one to check out: www.noaa.gov
  - The citizen science movement, sponsored by the federal government, allows anyone to collect data and add it to ongoing studies to document climate and other changes in their local area. Although the website requires you to sort through the activities, you will be making a real difference in collecting data with their apps: www.CitizenScience.gov/catalog

- Take your science-based PSA from the prior activity further. Create a presentation of everyday actions that your community can take to help address climate change.

  For ideas, research organizations such as National Geographic: kids.nationalgeographic.com/nature/save-the-earth

  Try to include resources that are already present in your community.

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PATHWAY 3

HOW CAN YOU FIND ROLE MODELS LIKE KEITH? HOW CAN YOU BECOME ONE?

Keith had an extended family to support him and his mental health, but he also worked to become a role model for others. Keith did not try to be a celebrity — at first, he was just coping with a tough life situation. Then he learned from bees and his family. His beekeeping grew into a business and a way to educate people about bees and the importance of community.

FROM THE FILM

"Not only was I a beekeeper, but I went around giving talks to people on how important bees are to our planet. A balanced ecosystem is where things work together. Bees depend on each other, and so do we." —Keith Griffith III

DISCUSSION STARTERS

- Keith didn't think about being a role model, but he has become one. What did you learn from Keith?
- Where can you look for role models? What do you look for?
- What can you do to be a role model for others?

SUGGESTED PROJECTS

- Everyone makes mistakes. How can we learn from them and become better? Write a story with your own take on forgiveness (of others and yourself). You may want to write a fictional version of part of Keith's story. If you wish, turn your story into a video, a play, a graphic novel or use another medium. Share it with your class.
- By yourself or with your group, create a superhero comic, video, or other visual to identify the qualities you want a role model to have. How does your group see that superheroes can help people get through challenges and help the planet, too? Maybe you want to focus on a specific environmental challenge that impacts your region. Maybe you want to start by thinking about the role models in your life or the ones you wish you had. Share your creative project with the school.

- Keith has taken several actions to share his beekeeping with others in a positive way. He has even built a small business that shares not only delicious honey but a sense of community, caring for others, and caring for the planet. Learn more at his website: www.beeing2gether.com

  What actions will your group or class take to enhance a more positive, supportive community while helping the planet? Beekeeping is only one possibility. Will you become a climate activist like Helena Marschall in the BYkids film *Another World Is Possible*? Will you start an awareness campaign to help your community understand the importance of actions such as recycling and using less energy? Will you research environmental justice efforts that you feel passionate about? How can you help yourself and your community to become active role models as caring people? What activity will you organize to get people to take action while supporting one another emotionally?

  If you are focused on climate change, you may want to host a BYkids Night at your school to show the film and organize a panel discussion after. You may also want to share any of the creative projects you and your colleagues have created.

  Be sure that you communicate the program's goals and that it proceeds in ways that are appropriate for all ages who attend, and that show respect for all views. (You will need aid from a teacher and school officials to understand the rules they have around holding special programs and school events.)

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

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.

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

MP 8 Look for and express regularity in repeated reasoning.

NEXT GEN SCIENCE STANDARDS, SCIENTIFIC and ENGINEERING PRACTICES

SEP 1 Ask questions and define problems.

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
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts

SOCIAL AWARENESS:

- Recognizing strengths in others
- Demonstrating empathy and compassion

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
- Showing leadership in groups

RESPONSIBLE DECISION-MAKING:

- Demonstrating curiosity and open-mindedness
- Learning to make a reasoned judgment after analyzing information, data, facts

PATHWAY 2

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.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.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.

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

CCSS STANDARDS OF MATHEMATICAL PRACTICE

MP 3 Construct viable arguments and critique the reasoning of others.

MP 8 Look for and express regularity in repeated reasoning.

NEXT GEN SCIENCE STANDARDS, SCIENTIFIC and ENGINEERING PRACTICES

SEP 1 Ask questions and define problems.

SEP 7 Engage in argument from evidence.

SEP 8 Obtain, evaluate, and communicate information.

SOCIAL EMOTIONAL LEARNING CORE COMPETENCE AREAS (CASEL.ORG)

SELF-AWARENESS:

- Examining prejudices and biases
- Having a growth mindset

SOCIAL AWARENESS:

- Taking others' perspectives
- Identifying diverse social norms, including unjust ones

SELF-MANAGEMENT:

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

RELATIONSHIP SKILLS:

- Communicating effectively
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- 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

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

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

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CCSS STANDARDS OF MATHEMATICAL PRACTICE

MP 3 Construct viable arguments and critique the reasoning of others.

NEXT GEN SCIENCE STANDARDS, SCIENTIFIC and ENGINEERING PRACTICES

SEP 1 Ask questions and define problems.

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
- 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
- Understanding and expressing gratitude

SELF-MANAGEMENT:

- 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
- Practicing teamwork and collaborative problem-solving
- 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
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts