

SCHOOL GUIDE:

DISPLACED BUT NOT DEFEATED



ABOUT THIS GUIDE

BYkids School Guides help educators expand student learning from passively watching a film to active, deeply personalized learning. Three Pathways provide questions for discussion, reflection or writing prompts, plus Problem/Project-Based Learning (PBL) activities to motivate and engage students, individually, in small groups or full class(es). Alignments to English Language Arts (ELA), Mathematics, Science curriculum standards plus CASEL's five Social Emotional Learning (SEL) competencies are included. We encourage you to customize the activities for your students' journeys through each BYkids film's themes and content. And for more resources, see bykids.org/for-educators including our *Take Action, Talk with Your Kids* and new content that is added often.

BYkids believes that lived experience and story sharing are vital to educate the whole child, preparing and inspiring global citizens who see our shared humanity. As you adapt and use our BYkids activities, please share your discoveries and ideas with us at education@bykids.org.

ABOUT THE FILM

When María Ceballos Paz, a 16-year-old Colombian girl, made this film in 2013 she had been living in displacement for nine years as a result of Colombia's civil war. Decades of fighting between the army, paramilitary, guerrilla groups and drug cartels had forced approximately four million Colombians like María from their homes, creating one of the largest internally displaced population in the world

After her father was killed by guerrillas, María and her family fled their farm. While living in the slums of Cali, María shows us her family, friends and community as they rebuild their lives. At the end of 2016, Colombia's government and the leading guerrilla group reached an historic peace agreement to end the violence, and by mid-2017 the guerrillas had turned in their weapons, bringing a fledgling peace to the country.

María directed, filmed and narrated this award-winning documentary that puts a human face on the statistics of displacement. Her story is like those of millions of people facing similar upheaval, not only in Colombia, but in other war-torn countries around the world.

ABOUT MARÍA'S MENTOR — SUSAN HOENIG

Susan Hoenig is María's BYkids Film Mentor. Among Hollywood's top TV producers, Susan has produced shows for Discovery, National Geographic, Fox, ABC, NBC and CBS. She received an Emmy nomination for *Undercover Boss*.

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

WHY IS HELPING OTHERS IMPORTANT?

María shows several ways that she and her displaced community help others and themselves, and she explores the need to help others even when you are displaced.

FROM THE FILM

"This is the church where we celebrate 'Thursday of Peace.' My mom comes here. Here at 'Thursday of Peace' displaced people go through orientation. You can see there are a lot of displaced people in need and here they help us." —María, the filmmaker

DISCUSSION STARTERS

- Even though they are displaced, María and her family and friends help each other. How do they help?
- María lives in a country at war within, and she wishes for peace. How does María stay positive and keep hope alive?
- What do humans need to feel that they are living, not just surviving? What helps people live outside of the basics — food and shelter?
- María describes how she handles stress. What are some ways she and her family and friends handle stress? Why is that important?
- María and her family and friends use storytelling and the arts (dance, writing songs, theater) to help them handle stress and feel joyful that they are alive and together. How do the arts help them handle difficult, even tragic, events? How do the arts help people find meaning and joy? How can the arts get the word out about a situation that needs to change?

SUGGESTED PROJECTS

- What are some good ways to handle stress, loss, and growing up through the arts, and through storytelling? Use your (group's) own ideas and also research other ways that are scientifically sound ways to handle stress, e.g. physical exercise, meditation breathing, yoga, music and art therapy.

- Create an essay, skit, song, drawing, dance, video, commercial or other artistic expression. Use your (or your group's) creativity to make your presentation communicate to as many different people as possible. Perform or share your (group's) story, and be sure to introduce it by explaining to your audience why it's important to help people LEARN how to handle stress, as well as to express joy.
- Displacement and homelessness are problems worldwide. Research statistics on homelessness in your city, state or country, or around the world, and make a map, poster, video or PowerPoint presentation to identify where homelessness is a problem. Research some of the reasons for homelessness and add those to your presentation.

Most importantly, end your presentation with an action plan that your group, school and your community could take to lessen the homeless problem. You might also raise awareness by sharing your presentation with your school, as well as getting coverage on a local TV, radio channel, or newspaper.

- María talks about war and the need for peace in her country, but she also shows how her family and community support each other and find joy. Make a "Joyful" program and share it with your class or school. It could be a program of art, music, video, dance and skits, or anything your group or class creates. Get help from a teacher to organize and sponsor the program for parents and your community.

Video some of the program, write about it, and share it with BYkids so that it can be shared with María.

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PATHWAY 2

HOW IS EDUCATION IMPORTANT FOR REACHING YOUR DREAMS? HOW CAN YOU PLAN TO REACH YOUR DREAMS?

María's life has been hard but she and her friends have dreams and a teacher mentors them. They have hope and are working hard.

FROM THE FILM

"One day, I hadn't done the homework, I hadn't eaten, and the teacher asked me what happened. I told him my story and he gave me advice and I'm never going to forget. He told me that no matter how many obstacles I might have I should never turn back."

—María, the filmmaker

DISCUSSION STARTERS

- In the film, María and others talk about working hard and staying busy. What happens when people stop working, interacting, planning, and helping each other?
- María's teacher is a mentor to her and helps encourage her to dream and work toward her dream. How can you find a mentor as well as be one to someone else?
- How does education help with economic improvement? With personal satisfaction? With improving your home and community?
- How can you get an education beyond a school classroom? How can you educate yourself further?

SUGGESTED PROJECTS

- Research how life factors are related to educational levels in different countries, and compare them. First, with your group (or on your own), decide on at least two countries to compare, e.g. Colombia and the U.S. Then choose some life factors to research for each country. Some life factors are economic data (e.g. average salary, etc., unemployment levels,) and there are many others (e.g. percentage of new companies started yearly, numbers of museums and other cultural opportunities, mortality rates of children and adults, average life expectancy, geography and climate-related factors, etc.) You and your group should choose at least three life factors that you see as reflecting quality of life.

- Present your data in a graph, and write up your conclusions based strictly on the data. Then make a plan for getting added data to help you identify other factors that might be important. Present your project to your class or the school. Be sure to emphasize that your conclusions are correlational, not causal – i.e. that your data was not an experiment that identified the causes of the life factors in each country.
- What types of education are needed for different careers? Survey your class or school about the careers the students think they would like to pursue. Your survey could be online (e.g. Survey Monkey) or on paper, with a simple question – “What career do you want?” Tally the results, and make a list of the jobs and careers.
- Now, divide the list among groups and research the amount of education (e.g. certification, years of college, post-college schooling, specialized training) needed for each. Also research the current average or median salary for each, and how long on average a person stays with that career. Make a bulletin board that shows your data. Be sure to add a note that HAPPINESS HAS NO PRICE, too – you may even be able to find data that indicates how satisfied or happy people in each career are. Discuss what factors other than salary make for a happy career.
- Not all education takes place inside a school classroom. By yourself or with your group, write a song, skit, video, or other expression, that shows important ways to learn outside of the classroom. This could include afterschool activities, work, or home and community experiences. Share or perform your expression for your class. Be sure to say why the ideas you are learning from your life or from others are important to you.
- Make a personal 5-year plan for where you want to be in your education or your life year by year. Revisit it and change it each year as you change. Identify mentors who can help you with each step.

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PATHWAY 3

HOW CAN YOU MAKE CHANGE WHEN CONFLICTS SUCH AS DRUGS AND VIOLENCE ARE PRESENT IN THE WORLD?

María explains that the drug cartels and civil war in Colombia result in violence that affects innocent people, but she is still hopeful for herself.

FROM THE FILM

"I have many dreams. First of all, to finish my studies. Then attend college. Being successful myself and able to push my family forward and helping other people... If I were somebody more important, someone really in command in Colombia, I would make changes, no matter what. If I could change something at this moment it would be the war." –María, the filmmaker

DISCUSSION STARTERS

- Different groups are at war in Colombia, with drug traffic driving much of the conflict. How can you educate people about the problems that drugs create?
- If experiencing violence can make some people become violent, what can be done to stop the cycle?
- Sometimes there are no quick solutions for a problem. María is hopeful even though her life is difficult and she cannot solve her country's problems. How can you help yourself and others keep working toward change and improvement?

SUGGESTED PROJECTS

- Write and share or perform a song, video, skit or other artistic expression to tell what you and your group would do if you were in control of the government in Colombia or another country. Your storyline could be science fiction, fantasy – anything.

Include in your storyline how you will make life better for the people with families like María's. You might want to think about education, jobs, and changing attitudes about becoming violent when violence happens to people. Your skit or play could include songs you already know and real events that you fictionalize to tell your story.

- Research the opioid crisis in the US. Identify some programs that are being tried to fight it. Think about why some approaches might work better than others in the US. Then create a persuasive ad campaign or essay to convince people to resist opioids. Share your ads or essays in your school. If possible, develop an action plan to share with students in other schools to rally your peers to fight drug addiction.
- Is there is good and bad in all countries? María shows how beautiful her country is, and also how the civil war and drug cartels are violent. Make a chart of both good and, in your opinion, bad things in Colombia and in your town, state or country.

Then draw some conclusions and write a persuasive essay, summary, or artistic presentation about your thoughts. Some questions to consider might be: Does violence always encourage more violence? Does violence accompany drug traffic? Does having access to weapons increase violence?

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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. Below are provided some College and Career Readiness Anchor Standards that appear in the majority of state PK-12 curriculum standards in ELA and Math, and in the Next Gen Science Standards, but you and your students will go beyond those limited standards. Also identified are Social Emotional Competency areas identified by CASEL, a charitable organization that has helped to lead the way in defining and evaluating social emotional learning. We hope you will share your experiences and ideas at BYkids.org.

PATHWAY 1

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.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.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 and 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.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.

STANDARDS OF MATHEMATICAL PRACTICE

MP2 Reason abstractly and quantitatively

MP3 Construct viable arguments and critique the reasoning of others

MP5 Use appropriate tools strategically

MP6 Attend to precision

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.

PATHWAY 2

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.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 and 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.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.

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 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

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

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 and 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.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.

STANDARDS OF MATHEMATICAL PRACTICE

MP3 Construct viable arguments and critique the reasoning of others.

MP5 Use appropriate tools strategically.

NEXT GEN SCIENCE STANDARDS, SCIENTIFIC AND ENGINEERING PRACTICES

SEP 1 Ask questions for science and define problems for engineering

SEP 7 Engage in argument from evidence

SEP 8 Obtain, evaluate, and communicate information