

A fluffy brown bird chick, possibly a booby, stands amidst a large pile of plastic waste and debris on a rocky shore. The chick is covered in thick, brown downy feathers and has a long, dark beak. It is positioned in the center-left of the frame, facing slightly to the left. The surrounding environment is a chaotic jumble of discarded items, including plastic bottles, a green bottle, a yellow bottle, a blue container, and various pieces of white and clear plastic. The ground is composed of small, light-colored rocks and pebbles. In the background, a large, dark, cylindrical object, possibly a piece of driftwood or a large container, is partially visible. The scene is brightly lit, suggesting a sunny day.

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TABLE OF CONTENTS

Outlining Standards	p.3-4
Washington State K-12 Social Studies Learning Standards.....	p.3
College, Career, & Civic Life C3 Frameworks for Social Studies State Standards.....	p.4
Educating for Global Competence.....	p.5
Learning Objectives.....	p.6
Key People/Terms.....	p.7
Location Profile: Midway.....	p.8
Plastic on Midway.....	p.9
Plastic Breakdown Infographic.....	p.10
Plastic in the Oceans.....	p.11-12
Additional Lesson Plans.....	p.13
The Great Pacific Garbage Patch Infographic.....	p.14
UN Sustainable Development Goal 14.....	p.15
How to Use Film Effectively in the Classroom.....	p.16

USING THIS RESOURCE GUIDE

NOTE: Many of these descriptions were excerpted directly from the source website.



Recommended Resource



Visual Media



Audio



Charts and Graphs



Lesson Plans



English/Language Arts



Fun Facts

*GLOBAL CLASSROOM WANTS TO KNOW HOW
YOU HAVE USED THIS RESOURCE PACKET IN
YOUR CLASSROOM!*

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AND TELL US YOUR STORY.



A Note on Learning Standards Presented in this Packet:

Three sets of standards have been linked to each of the learning objectives in this packet. The **Washington State K-12 Social Studies Learning Standards** and the accompanying Grade Level Requirements are the social studies standards for WA State.

The College, Career, & Civic Life C3 Framework for Social Studies State Standards are the standards published by the National Council for the Social Studies. Guiding the packet as a whole is the Framework for Global Learning created by the Asia Society and the Council of Chief State School Officers titled *Educating for Global Competence: Preparing Our Youth to Engage the World* (2011).

Cross-objective standards are listed at the beginning of the packet, and content-specific standards can be found after each learning objective.

The standards provided have been selected for relevance, but are not exclusive: many other standards, such as Common Core, may be applicable to the resources and learning objectives identified in this packet. The intention for this packet's organization is to provide educators with an idea of resources available and possible uses for resources. Users should feel free to create their own learning objectives and to select resources according to the specific needs of their classrooms.

WASHINGTON STATE K-12 SOCIAL STUDIES LEARNING STANDARDS

There are five EALRs in Social Studies, one for each of the discipline areas: civics, economics, geography, and history, and a fifth for social studies skills.

(1) Social Studies EALR 1: CIVICS

The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

(2) Social Studies EALR 2: ECONOMICS

The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

(3) Social Studies EALR 3: GEOGRAPHY

The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

(4) Social Studies EALR 4: HISTORY

The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes on local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

(5) Social Studies EALR 5: SOCIAL STUDIES SKILLS

The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

COLLEGE, CAREER, & CIVIC LIFE C₃ FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS

The C₃ Framework is organized into the four Dimensions, which support a robust social studies program rooted in inquiry.

The four Dimensions are as follows:

- (1) Developing questions and planning inquiries;
- (2) Applying disciplinary concepts and tools;
- (3) Evaluating sources and using evidence;
- (4) Communicating conclusions and taking informed action

C₃ Framework Organization

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRIES	DIMENSION 2: APPLYING DISCIPLINARY TOOLS AND CONCEPTS	DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE	DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED
Developing Questions and Planning Inquiries	<ul style="list-style-type: none"> Civics Economics Geography History 	<ul style="list-style-type: none"> Gathering and Evaluating Sources Developing Claims and Using Evidence 	<ul style="list-style-type: none"> Communicating and Critiquing Conclusions Taking Informed Action

Dimension 2 has four disciplinary subsections: **(1) Civics; (2) Economics; (3) Geography; (4) History**. Each disciplinary subsection has three to four additional categories, which provide an organizing mechanism for the foundational content and skills within each discipline.

Four Categories within Dimension 2

CIVICS	ECONOMICS	GEOGRAPHY	HISTORY
Civic and Political Institutions	Economic Decision Making	Geographic Representations: Special Views of the World	Change, Continuity, and Context
Participation and Deliberation: Applying Civic Virtues and Democratic Principles	Exchange and Markets	Human-Environment Interaction: Place, Religions, and Culture	Perspective
Processes, Rules, and Laws	The National Economy	Human Populations: Spatial Patterns and Movements	Historical Sources and Evidence
	The Global Economy	Global Interconnections: Changing Spatial Patterns	Causation and Argumentation

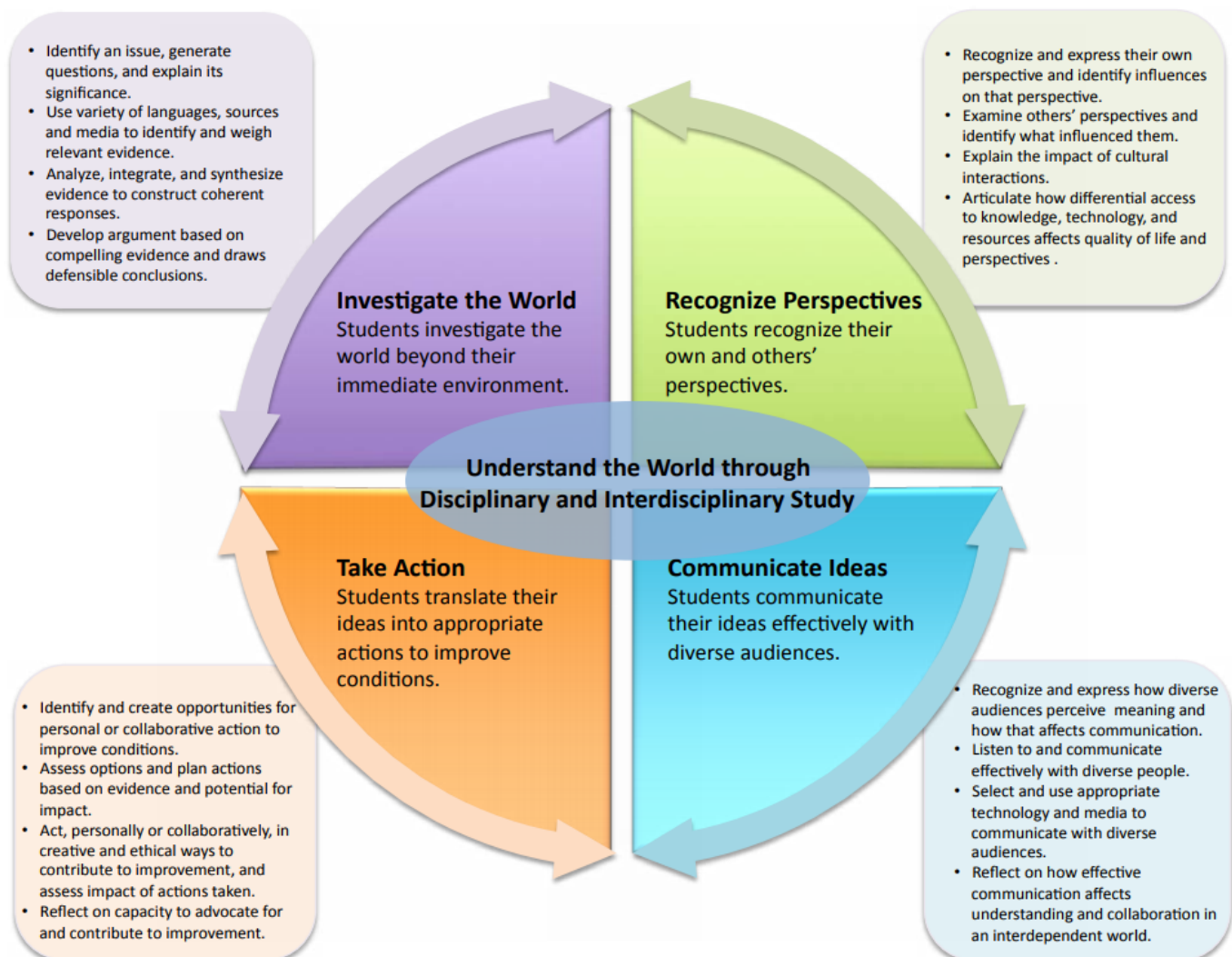
EDUCATING FOR GLOBAL COMPETENCE

Frameworks taken from *Educating for Global Competence: Preparing Our Youth to Engage the World* (Asia Society and the Council of Chief State School Officers 2011).

“Global competence is the capacity and disposition to understand and act on issues of global significance” (Chapter 2).

Globally competent students are able to perform the following four competences:

1. **Investigate the world** beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.
2. **Recognize perspectives**, others’ and their own, articulating and explaining such perspectives thoughtfully and respectfully.
3. **Communicate ideas** effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.
4. **Take action** to improve conditions, viewing themselves as players in the world and participating reflectively.



Learning Objectives

Learning Objective 1:

Students will be able to identify and explain the impact of plastic waste on the environment in the Pacific and other locations around the world. In addition, students will be able to develop and evaluate possible solutions to address the current and future effects of plastic on the environment.

Learning Objective 2:

Students will be able to analyze United Nations Sustainable Development Goal #14 (Life Below Water) and progress being made toward sustainably managing and protecting marine and coastal ecosystems.

Learning Objective 3:

Students will be able to identify and assess the role of governmental and non-governmental organizations in reducing/eliminating marine-based pollution (including plastic). Students may also compare how local, regional, national, and global organizations work independently and/or collaboratively to address ocean and coastal pollution.

Learning Objective 4:

Students will be able to identify ways they can contribute to environmental sustainability (specifically, marine and coastal ecosystems) and explain how this contributes to actively engaged, global citizenship.

Learning Objective 5:

Students will be able to evaluate the use of film (or other digital storytelling modes) as an effective tool to educate citizens on global issues (including the plastic pollution). Students could collaboratively produce their own film on an environmental issue and critique their effectiveness in developing understanding and a potential call to action.



Key Terms

Albatross: Albatross are a species of seabird known for traveling very long distances and ranging the Southern Hemisphere. Four species of Albatross also inhabit the North Pacific, and these species, particularly the Laysan Albatross, are the focus of the film.

Laysan Albatross: Laysan Albatross are a species of North Pacific Albatross found almost exclusively in the Northwestern Hawaiian Islands. There are estimated to be roughly 2.5 million Laysan Albatross, although in recent years roughly 1/3rd of Laysan Albatross chicks die before maturity due to ingesting ocean plastic.

Midway Atoll: Midway Atoll is a small atoll located roughly equidistant between North America and Asia in the Northern Pacific. It is part of the Northwestern Hawaiian islands,, and is the oldest island in the chain, but is not considered a part of the State of Hawaii. Midway and its surrounding water are incorporated under the Midway Atoll National Wildlife Refuge. The atoll itself has a permanent population of between 40-60 people, primarily employees of the United States Fish and Wildlife Service (FWS).

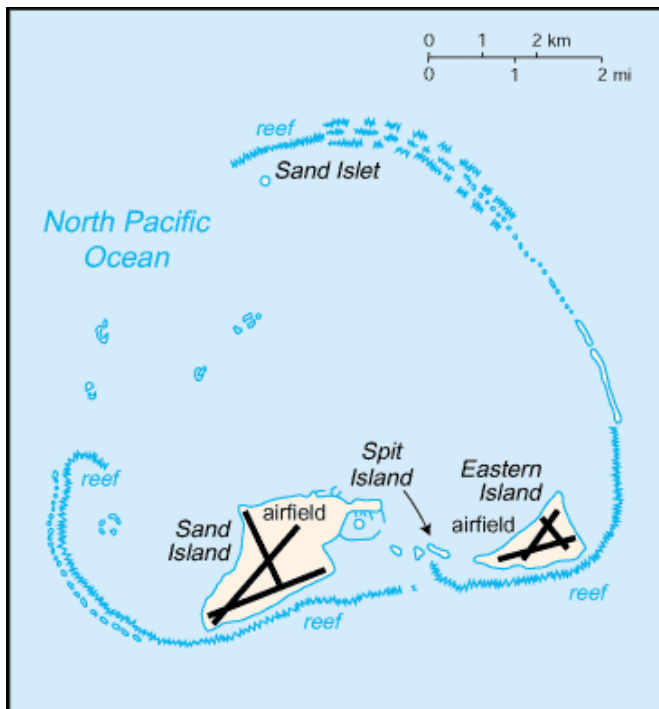
Midway Atoll National Wildlife Refuge: Midway was designated a National Wildlife Refuge on April 22, 1988 and was transferred from the U.S. Navy to the Department of the Interior and FWS in 1996. The Refuge also falls under a larger National Monument created in 2006. The Refuge is a critical habitat and breeding area for 17 seabird species, and is home to a majority of the world's Laysan Albatross and a significant number of black-footed albatross.

The Great Pacific Garbage Patch: Also described as the Pacific trash vortex, the garbage patch is an unusually high concentration of manmade-debris located within the North Pacific Gyre in the northern Pacific Ocean. It was first described in 1988, and came to public attention in 1997. Contrary to common belief, the majority of the garbage patch is invisible due to low density of solid plastic, instead being largely composed of micro-plastics, chemical sludge, and other particulates. The garbage patch deposits significant quantities of marine debris on islands within the North Pacific Gyre, including Midway.

The North Pacific Gyre: The North Pacific Gyre is one of Earth's five major ocean gyres (circulating currents). The North Pacific Gyre is the largest ecosystem on Earth, containing a massive variety of marine life, seabirds, and microbes.



Location Profile: Midway Atoll



Midway Atoll:

Location: Oceania, atoll in the North Pacific Ocean, about one-third of the way from Honolulu to Tokyo. Roughly equidistant from Asia to North America.

28.12 N, 177.22 W

Description: 6.2 sq km, roughly nine times the size of The National Mall in Washington DC. Includes Eastern Island, Sand Island, and Spit Island. Landmasses are low and nearly flat, highest point is 15 meters.

Government: Unincorporated territory of the US, administered by the Department of the Interior.

Source: <https://www.cia.gov/library/publications/the-world->



Midway Island

<https://vimeo.com/13968753>

A brief video showing Midway in the early 2000s, detailing now defunct plans to turn the atoll into an ecotourism destination. Funding issues have led to Midway being closed to tourism since 2013. (4:39)



Midway Day in the Life

<https://www.youtube.com/watch?v=-rv7UIMm3rg>

A short 2016 video published by FWS detailing a day in the life of one of the FWS science personnel stationed on the island, including underwater experiments. (3:28)

FWS Midway Atoll Page

https://www.fws.gov/refuge/midway_atoll/

The FWS official page detailing news, information, and fun facts about Midway.

Plastic on Midway



Midway: A Plastic Island

<https://www.youtube.com/watch?v=IsJqMmuFWO4>



A detailed CNN feature published in 2016 explaining the facts behind the plastic that builds up on Midway's beaches, including micro-plastics, how and why the marine life eats the plastic, and footage of the current situation. (14:15)

Plastic is the Main Dish

<http://scienceline.org/2015/02/for-midway-atolls-birds-plastic-is-the-main-dish/>

A Scienceline article providing details on how much plastic is brought to Midway by the North Pacific Gyre, how the plastic is dealt with on the island, and efforts to clean up the ocean plastic.



The Next Battle of Midway

<http://www.plasticpollutioncoalition.org/pft/2018/2/8/midway-the-edge-of-tomorrow>

A post by the Plastic Pollution Coalition on the current state of Midway, including a trailer for the film *Midway: Edge of Tomorrow*, which also documents the struggles of marine life and seabirds on the atoll. (2:36)



PLASTICS •BREAKDOWN•

WE USE **TONS OF PLASTIC**. IT'S IN **EVERYTHING** FROM PACKAGING TO TOYS, TO THE DASHBOARD IN YOUR CAR. MASSIVE AMOUNTS OF IT END UP IN THE OCEAN. IT CONTAINS TOXINS, AND ABSORBS MORE TOXINS. IT ENTANGLES AND KILLS SEA LIFE. IT CERTAINLY DOESN'T BIODEGRADE. BUT THERE ARE WAYS WE CAN HELP.

BAD FOR THE OCEAN. BAD FOR US •



54%

OF THE **120** MARINE MAMMAL SPECIES ON THE THREATENED LIST HAVE BEEN OBSERVED **ENTANGLED** IN OR **INGESTING** PLASTIC.



92.5% OF DEAD SEABIRDS [NORTHERN FULMARS] IN A STUDY HAD INGESTED PLASTIC IN AMOUNTS EQUAL TO **5%** OF THEIR BODY WEIGHT.

AMERICANS USE ROUGHLY **100 BILLION** PLASTIC BAGS PER YEAR. **PLASTIC BAGS CAN TAKE 400 TO 1,000 YEARS TO DECOMPOSE**, BUT THEIR

CHEMICAL RESIDUES REMAIN FOR YEARS AFTER.

CHEMICALS USED IN PLASTICS LIKE PHthalates and flame retardants have been found in fish, mollusks, sea mammals, and other sea life

IT'S EXPENSIVE TOO...

AS OF 2009, SOUTHERN CALIFORNIA CITIES HAD SPENT OVER **\$1.7 BILLION** TO KEEP WATERWAYS FROM BEING OVER LEGAL TRASH LIMITS.

HOW BIG IS THE PROBLEM?

73.9
MILLION POUNDS

OF PLASTIC ARE SPREAD THROUGHOUT THE WORLD'S GYRES.

HOW MUCH PLASTIC ENDS UP IN THE OCEAN? •



WHAT CAN WE DO TO HELP?

USE LESS PLASTIC

8 OF THE TOP 10 ITEMS FOUND ON BEACHES DURING LAST YEAR'S INTERNATIONAL COASTAL CLEAN-UP DAY WERE PLASTICS RELATED TO EATING & DRINKING.



ONETWORLD
ONEOCEAN.ORG

PLASTIC IS MADE OF TOXINS

331 MILLION BARRELS OF PETROLEUM & NATURAL GAS LIQUIDS WERE USED TO MAKE U.S. PLASTIC PRODUCTS, EQUAL TO ABOUT **5%** OF THE NATIONAL PETROLEUM CONSUMPTION.

PLASTICS CONTAIN **TOXIC** CHEMICALS



FACT:



MORE TOXINS ADHERE AS PLASTIC BREAKS DOWN

IN PLASTIC FROM THE NORTH PACIFIC GYRE:



40% CONTAINED PESTICIDES LIKE DDT.

50% CONTAINED PCBs (BANNED BY U.S.

CONGRESS IN 1979, FOR HAVING VARIOUS

NEUROTOXIC EFFECTS). **80%** CONTAINED

PAHs (MAY BE HIGHLY CARCINOGENIC).

FLOATING TOXIC MICROPLASTICS ARE OFTEN INGESTED BY MARINE LIFE, WHICH IN TURN IS **CONSUMED BY US**.



CIRCULAR CURRENTS (**GYRES**) THOUSANDS OF MILES ACROSS COLLECT IMMENSE AMOUNTS OF PLASTIC IN ALL OF THE WORLD'S OCEANS. MICROPLASTIC CONCENTRATIONS IN THE NORTH PACIFIC GYRE **INCREASED 100X IN THE PAST 40 YEARS**.

CURRENTS CARRY THE PLASTIC EVERYWHERE.

RUBBER DUCKS LOST FROM A SHIPPING CONTAINER

IN THE **NORTH PACIFIC** WERE FOUND NEAR **SCOTLAND**,

IN THE NORTH ATLANTIC. TSUNAMI DEBRIS FROM JAPAN

ARRIVED IN **NORTH AMERICA**. AFTER CROSSING THE

LARGEST OCEAN ON EARTH IN **JUST 10 MONTHS**.

PLASTIC BAGS > REUSABLE BAGS, NO BAG STRAWS > NO NEED UTENSILS > USE NON-PLASTIC

TO GO CUPS > REUSABLE MUGS & CUPS ELECTRONICS > REPAIR OR UPGRADE. RECYCLE THE OLD ITEM WHEN YOU NEED SOMETHING NEW.



BOTTLED WATER > REUSABLE WATER BOTTLE

PACKAGING > BUY ITEMS WITH MINIMAL PACKAGING

CLOTHING > BUY NATURAL MATERIALS. SYNTHETIC FIBERS END UP IN THE OCEAN

Plastic in the Oceans



An Ocean of Plastic

<https://scienceworld.scholastic.com/issues/2016-17/041717/an-ocean-of-plastic.html#1050L>

An excellent resource that provides an overview of the issue of plastic in our oceans at multiple reading levels, with slideshows, diagrams, and additional teaching resources on plastic and pollution.

Plastic as a Challenge of Ocean Governance

<https://www.nature.com/articles/s41467-018-03104-3>

Relatively high-level but informative article on how the issue of ocean plastic and cleaning the oceans is presenting a challenge and opportunity in international relations and shared governance of the oceans.

The Problem With Plastic



<https://www.ft.com/content/30b30b1e-004a-11e8-9650-9c0ad2d7c5b5>

This Financial Times article deals with the issue of ocean plastic, but also highlights the work of a photographer who is attempting to use an artistic aesthetic to bring more attention to the issue.

Plastics in the Oceans Affecting Human Health

https://serc.carleton.edu/NAGTWorkshops/health/case_studies/plastics.html

This article from Teach The Earth and Montana State University highlights the impact of ocean plastic on human health.



91% of Plastic Isn't Recycled

<https://news.nationalgeographic.com/2017/07/plastic-produced-recycling-waste-ocean-trash-debris-environment/>

This article from National Geographic (including a 1 minute video) describes the recent attempts to measure the impact of plastic waste from around the globe, and how recycling efforts are both helping and being inhibited.



How Can We Keep Plastics Out of Our Oceans

<https://www.youtube.com/watch?v=HQTUWK7CM-Y>

A short video from National Geographic the highlights a few areas where efforts can and are being made to fight ocean plastic pollution. (3:10)



Kids Take Action Against Ocean Plastic

<https://www.youtube.com/watch?v=hKFV9IquMXA>

A 2017 National Geographic short focused on a group of young students and educators in Hawaii and their efforts to learn more about ocean plastic and how to prevent plastic pollution. (4:26)



Lesson Plan Ideas!

Student Reporting Labs STEM lesson: <http://www.pbs.org/newshour/extra/lessons-plans/student-reporting-labs-stem-lesson-plan-talking-trash-and-your-environment/>

This lesson provided by PBS Newshour begins by asking students to reflect on what plastic products they come into contact with and use in their own day to day lives. They are then tasked with separating micro-plastics from a common household item provided by the teacher to illustrate the size and pervasiveness of plastic microbeads. The plan also comes with a list of extension activities that can be done after class.

Plastic in the Oceans (cont.)



How Much Plastic is in Our Ocean?

<https://www.youtube.com/watch?v=YFZS3Vh4lfi>



An informative and fun video by PBS Digital Studios which outlines the history of plastic, how plastics end up in the ocean, and the effect they have once there. It also includes a short list of suggestions on how to decrease your impact on plastic pollution Perfect for younger students, with great animation. (4:59)

Plastic Pollution Coalition

<https://plasticpollutioncoalition.zendesk.com/hc/en-us/categories/202673118-Education>

The Plastic Pollution Coalition is an group of over 700 businesses, nonprofits, and individuals across the world working to end plastic pollution. The website provides a host of materials, resources, and links to help create a movement against plastic pollution. The resources include a curriculum divided into grade categories.

8 Steps to Solve the Ocean's Plastic Problem

<https://www.weforum.org/agenda/2018/03/8-steps-to-solve-the-oceans-plastic-problem/>

An article by the World Economic Forum outlining the eight major steps that should be taken to decrease plastic pollution in the oceans. These are mainly common sense solutions that have to be enacted at the policy level, but serve as a good framework for students to understand what needs to be done at a macro level to solve this issue.



Lesson Plan Ideas!

Plastic, Plastic Everywhere!: [https://ww2.kqed.org/lowdown/wp-content/uploads/sites/26/2018/01/Lesson-Plan -Microfibers-2.pdf](https://ww2.kqed.org/lowdown/wp-content/uploads/sites/26/2018/01/Lesson-Plan-Microfibers-2.pdf)

This lesson plan focuses on the history and dispersal of microplastics and microfibers. It asks students to investigate these substances and to explore ways they can be prevented from becoming pollution or cleaned up. The plan includes a variety of interactive web-based activities, addresses several common core standards explicitly, and also provides recommended homework and extension activities.

Additional Lesson Plans

Investigate the Plastic Problem: Engineering For Good



https://kcts9.pbslearningmedia.org/resource/plasticproblem/investigate-the-plastic-problem-engineering-for-good/#.Ww3R_vkvzct

This lesson plan asks students to create an infographic based on what they learn about how we use plastics and how they impact our environment. The lesson begins with students engaging with several web-based videos and articles to gain background knowledge about the problem, followed by a discussion of infographics. The students will then be tasked with making their own graphics using what they have learned.

An Ocean of Plastic Lesson Plan



<https://humaneeducation.org/2016/humane-education-activity-ocean-plastic/>

This plan is designed to help elementary students start thinking critically about issues surrounding garbage in the oceans, as well as providing them with knowledge about the ocean currents and the Great Pacific Garbage Patch. The students will be asked to interact and think critically about household plastic items, their impact on the oceans, and how they can work to make a change.

5 Gyres Plastic Pollution Curriculum and Activity Guide



<https://seagrant.psu.edu/sites/default/files/Lessons%20for%20NIE%20%20and%20%205GyresALLACTIVITIESPlasticPollutionCurriculum.pdf>



This extensive resource packet contains activities and pollution related curriculum for all k-12 classroom levels. Activities include tracking personal production of garbage, simulating how currents are affected by temperature and carry waste, and investigating how plastic packaging contributes to the issue of plastic pollution. There are multiple activities for elementary, middle, and high school



students, and the list includes both discussion questions and interactive STEM activities, as well as illustrations, handouts, and infographics.



THE GREAT PACIFIC GARBAGE PATCH



U.N. SDG 14: Conserve and Sustainably Use the Ocean



U.N. Sustainable Development Goal 14

<https://www.un.org/sustainabledevelopment/oceans/>



As part of the 2030 Sustainable Development Goals, the U.N. has compiled a list of resources, facts, and videos related to each goal. This page covers goal 14, sustainable use and conservation of the ocean, including a list of targets for the goal and links to resources discussing ways to address and meet the goal.

2017 Progress Towards Goal 14

<https://sustainabledevelopment.un.org/sdg14>

This page provides information from the report of the U.N. Secretary General on progress towards the SDGs for 2017, specifically goal 14. It includes a list of facts and figures of the current situation and how to move forward, as well as links to info from 2016 and future targets.



Organizations Helping Educators Teach the SDGs

<http://17goals.org/3-organizations-teach-the-sdgs/>

17goals.org has compiled a list of organizations that provide resources and lesson plans related to teaching all of the sustainable development goals. Resources include infographics, articles, educator blogs, and handouts. Lesson plans include STEM and language arts lessons.



Lesson Plan Ideas!

World's Largest Lesson, Goal 14: <http://worldslargestlesson.globalgoals.org/global-goals/life-below-water/>

As part of the U.N.'s educational outreach related to the Sustainable Development Goals, they have provided a compilation of lesson plans related to each goal. This page targets goal 14, and offers a wide variety of lesson plans and resources targeted at all grade levels related to conservation and sustainable use of the oceans. Plans include age ranges and estimated time, and several hit multiple SDGs, making them appropriate for a more general earth science or development class as well as classes related specifically to ocean issues.

How to Use Film Effectively in the Classroom

Three steps to keep in mind when sharing a film in class

<http://cmi.byu.edu/Articles/FilmClassroom.html>

- ◆ **Pre-Viewing:** Pre-viewing means to activate the students background knowledge of the film and explain the purposes in showing that particular film or clip. It could include discussing the theme or historical or theoretical context, teaching about genre, or introducing vocabulary used in the film.
- ◆ **Viewing:** Viewing time should be spent completing a specific task given to the students to perform while watching the film. They could follow an individual character, answer questions about content, or compare and contrast aspects of the film.
- ◆ **Post-Viewing:** Post-viewing discussion and assessment is necessary in order to relate the film and

Developing Literate Thinking through Family Film Discussions

<http://cmi.byu.edu/Articles/LitDiscuss.html>

This article provides general techniques to talk to younger children about films and film content as well as simple questions about the film to guide an open discussion.

Cinematic Magic: Using Film in Class

<http://www.nea.org/home/40656.htm>

Choosing the right clip is a challenge. Pick a short, captivating scene and show it as an opener, when class energy is high, or use it to revitalize conversation later on. A clip provides a concrete focal point for discussion

Global View: The Adventure of Kid-Friendly Foreign Films

<http://www.edutopia.org/blog/kid-friendly-foreign-films-homa-tavangar>

Depending on your students' reading level, using movies with subtitles can serve as a **powerful literacy tool**, and with practice won't feel like such a stretch.

Resource also includes: '6 Foreign Films

Did you know?

Education-conscious nations like Finland almost exclusively air subtitled films and TV shows, in order

Possible Discussion Leads

(relevant for almost all films):

<http://cmi.byu.edu/Articles/LitDiscuss.html>

What do you think was the most important moment in the film? Did the film have a turning point? What was it? Was it satisfying or effective for you, or were you disappointed by it? Why?

Did anything about any of the characters remind you of yourself? Were there any characters you identified with? How? Why?

What do you think the filmmakers wanted you to take away/learn from the film? What do you think the point was? Is that a good point? Do you agree/disagree with it? Do you think it's a valuable lesson? Why or why not?

Who do you think the filmmakers wanted to enjoy this film? Do you think they were making it for people like you or for some other group of people? Who do you think the target audience was? Why or why not? What did you enjoy/understand about the film?

How would you explain what happened in the film or what the film was about to someone who hadn't seen it? Can you do it in just one or two sentences?