



2018-1-EL01-KA229-047666_3
Escape Classroom – Digital Turn

The topic of the lesson	<i>Students involved in political movements.</i>	
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School	<i>Istituto D'Aguirre-Salemi-Dante Alighieri-Partanna</i>	
Class, subject	<i>Fifth Year History</i>	
Teacher	<i>Butera Silvia</i>	
Competences anticipated to educate	<i>Cognition, learning to learn, communication competences</i>	
Integration	<i>Italian Literature</i>	
Foreseen students' achievements		
Skills	Knowledge and understanding	
<ul style="list-style-type: none"> • <i>to discuss about political involvement“ about policy</i> • <i>to evaluate critically behaviour related to the political movement and responsibility for students behaviour</i> 	<ul style="list-style-type: none"> • <i>the consequences of the active participation</i> • <i>analyse the movement and the consequences of being part of political movements.</i> 	
The objectives of the lesson	<i>Students will be able to make decisions, predict the positive and negative consequences of the chosen behaviour, seek constructive solutions, learn to take responsibility for their behaviour, be able to assess the consequences of take part in political movements.</i>	
Teaching and learning activities		
Introductory part	<i>Methods</i>	
<i>Presentation of the topic of the lesson and its objectives</i> <i>Duration of the work – 5 minutes.</i>	<i>Brainstorming</i>	
Active training and learning	<i>Methods</i>	
<p><i>Students fill in tables in pairs. After that, each statement is discussed. Particular attention is paid to those statements whose students have failed to correctly explain. The teacher, according to what kind of lesson the teacher has foreseen, can extend the statement to a broad discussion. For example: how much of a difference can student make in addressing the political problems our society faces? What makes their voices uniquely powerful? When have students-led movements influenced policy in the past, and what can we learn from them?</i></p> <p><i>Students consider these questions as they examine political movements in the past. They can then go further by learning about youth political movements in history, and, finally, considering actions they might take around the issues <i>they</i> care about.</i></p>	<i>Work in pairs</i> <i>Discussion</i> <i>Work in groups</i>	

<p>Duration of the work – 10 minutes.</p> <p><i>It is explained that every person takes on one or the other decisions everyday that can have many positive and negative consequences. This can be explained by creating a "decision tree". Read the situation. Divide the students into groups and distribute the blank "Decision tree". Students have to come up with options on how to behave in a particular situation and to put it into "tree branches."</i></p> <p><i>After completing the work, each group presents a few possible solutions. They are written on the board. In order to evaluate the positive and negative sides of each decision, the positive (+) and negative (-) consequences of each solution should be written in the "tree sheets". Allow other groups to add additional information to another group replies. Providing positive and negative effects of choice for all groups shows that no solution is ideal, but there are those who have more positive and less negative effects.</i></p> <p>Duration of work – 25 minutes.</p>	<p><i>Discussion</i></p>
<p>Assessment, self-assessment, reflection</p>	<p>Methods</p>
<p><i>It is proposed to conclude the lesson with the statement that "there are several options available at the time of making a responsible decision about taking or not taking part in a political movement". Attract students to the fact that, with many alternatives, one should choose one that will have more positive than negative aspects.</i></p> <p>Duration of the work – 5 minutes.</p>	<p><i>Reflection</i></p>
<p>Tools: big sheet of paper or board , copies of exercise book.</p>	

Positive or negative aspects about political involvement.

Ask students to respond in writing to the following questions, then discuss them in pairs, small groups or as a whole class:

1. Can people under age 21 make a real political impact on society?
2. Can they be instrumental in changing laws or policies on issues they care about?
3. How?
4. What examples from the past or present can you think of to support your opinion? List as many as you can.

4. What qualities, skills, circumstances or perspectives are unique to young students — whether today or in the past — and how might they help make their voices uniquely powerful?

5. Depending on how much time you'd like to spend, you can choose from three different options to have your students learn more about the political movements today or in the past.

Now they can watch a video about past students movements or read some newspaper articles.

As they watch, listen or read, have them take notes on [this handout](#), which asks:

1. What do these students want?
2. What are they doing to achieve it?
3. What impact are these actions having?
4. Why?
5. Invite them to share ideas in small groups, then, as a class, compile their lists on the board.

Finally, follow up by asking students to discuss:

- What actions seem to be most effective? Why?
- Do you think these students be able to make a lasting impact on this issue? If yes, why? If no, why not?
- What barriers might they run into? Why?

- What suggestions do you have for these students involved in political issues?

For example, one comment should be:

I believe that my generation has the power to change the world more than any group before us. Unlike the generations in decades past, we have more information available to us than ever before. Social media, arguably the most powerful tool of communication in the history of the world, is at our fingertips. With the click of a button, our words can be shared with millions. All it takes is one tweet, one post on Instagram or Facebook. And a second later, your opinion is broadcasted everywhere. The internet has empowered us to have the ability to change the world, even at the young ages that we are.

Do your students agree?

As a final activity for this part of the unit, students might produce a piece for their school website or newspaper clarifying student rights and responsibilities in the context of student involvement in policy. To do this, they might interview school or district administrators, teachers and students; consult written school policy; and learn more about their school or community's history of related student political involvement.

Invite students to study to read some articles. What do some political movements have in common? How do they differ?

Then, invite them to choose one of featured movements and delve into it more deeply. As they do so, they might use the same chart they kept in the first part of this lesson to take notes: What did these students want? What actions did they take to get it? What impact did those actions have, and why?

To report back to the class on their findings, they might answer a version of the same questions we asked about the current political movements in their community:

- What actions seemed to be most effective? Why? How were they unique to their time, place and circumstances?
- Can we still feel the impact of these students' policy on this issue? How?
- What barriers did they run into? Why?
- What can students today learn from them?

Raising Questions: Different Responses to Different Kinds of political activities?

1. Identify issues important in their lives and community, and decide on one to address.
2. Research the chosen issue and decide how to change or improve the situation.
3. Plan an action, including determining a goal for change; identifying who or what body in the community has power to make the change; and deciding how to approach that person or those people.
4. Carry out the action through letters, talks, meetings with officials, policy proposals, and activities, depending on the specific goals of the project.
5. Reflect on the effort when it is over in order to understand their successes, challenges, and ways to continue learning in the future.

Though our lesson plan offers details for each step, below we've added a few more resources that may be helpful.

Identify Issues

Invite your students to write individually, then brainstorm as a group, as many answers as they can to these questions:

- What issues do you care about? Why?
- What changes do you want to see happen in your school, community, state, the country or even the world?

Students might write their answers on the board, on sticky notes or in a shared class document so that everyone can see the range of ideas. Next, invite them to group what they find into several broad categories.

Finally, have students team up around related issues to decide what to do next.