

## Young people and politics

### Topic

Young people and politics, inspiring young people

### Aims

- Participate in a discussion about young people and politics
- Read and identify the main points of an article about young people and politics
- Infer the meanings of unfamiliar words using context
- Plan how to raise awareness about an issue and give a presentation

### Age group and level

13–17, Adults (B1+)

### Time

Approximately 70–90 minutes

### Materials

- Reading text
- Student worksheet (optional)

### Introduction

In this lesson, learners will discuss how young people can get involved in political issues. They will read an article about political activism and successful campaigns created by young people. There is a focus on vocabulary, and finally learners will plan their own campaign to raise awareness about a political or social issue.

Teachers will need to display/copy a reading text for this lesson. A student worksheet is provided, but there are alternatives in case it cannot be displayed/copied.

**Note: The topic of this lesson may be sensitive for some learners and teaching contexts. Please read and check before using.**

### Procedure

<p><b>Lead-in</b> <b>(10 minutes)</b></p>	<ul style="list-style-type: none"> <li>• Write the following questions on the board: <ul style="list-style-type: none"> <li>○ <i>Do you think young people are interested in what's happening around the world? Why? Why not?</i></li> <li>○ <i>Do you think young people are involved in social and political causes? Why? Why not?</i></li> </ul> </li> <li>• Learners discuss them in groups or as a whole class. If learners work in groups, ask for feedback from some of the groups after their discussions.</li> </ul>
<p><b>Task 1: Pre-reading discussion</b> <b>(10–15 minutes)</b></p>	<ul style="list-style-type: none"> <li>• Explain that learners are going to read an article about young people and politics.</li> <li>• Refer learners to <b>Task 1</b> in the student worksheet. Explain that these phrases are the subheadings for each paragraph in the article. Check that learners understand the subheadings and explain any unfamiliar vocabulary, e.g. <i>connected, inspiring, issues</i>.</li> <li>• Put learners into small groups. In their groups, they discuss the questions under each subheading.</li> <li>• After the discussion, ask some groups to share their ideas. Write any new vocabulary on the board. Don't say if their ideas are in the article or not. They will read and find out.</li> <li>• <b>If you're not using the student worksheet:</b> Write the subheadings (phrases in bold below) on the board. Check learners understand vocabulary. Discuss the questions below the subheadings as a whole class. Write any new vocabulary on the board. <ul style="list-style-type: none"> <li><b><i>Always connected</i></b> <ul style="list-style-type: none"> <li>○ <i>How are young people always connected?</i></li> <li>○ <i>How is this related to the title of the article: 'Young people and politics'?</i></li> </ul> </li> <li><b><i>Taking action</i></b> <ul style="list-style-type: none"> <li>○ <i>How can young people take action?</i></li> <li>○ <i>Can you think of any examples?</i></li> </ul> </li> <li><b><i>Using technology</i></b> <ul style="list-style-type: none"> <li>○ <i>How can young people use technology to take action?</i></li> <li>○ <i>Can you think of any examples?</i></li> </ul> </li> <li><b><i>Inspiring young leaders</i></b></li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ <i>Do you know any inspiring young leaders?</i></li> <li>○ <i>How are they inspiring?</i></li> </ul> <p><b>Caring about issues</b></p> <ul style="list-style-type: none"> <li>○ <i>What issues do young people care about?</i></li> </ul>
<b>Task 2: Reading (15–20 minutes)</b>	<ul style="list-style-type: none"> <li>• Refer learners to <b>Task 2</b> in the student worksheet. Tell them to read the article. As they read, they should compare their answers with the information in the article.</li> <li>• Hand out/display the <b>reading text</b>. Give learners some time to read the article.</li> <li>• After reading, put learners into pairs. They should discuss if their ideas are similar to the information given in the article.</li> <li>• Read out the questions from Task 1. Ask learners to give answers based on information in the article. As you check answers, you can review any unfamiliar vocabulary, e.g. <i>boycotting</i>, <i>petition</i>.</li> <li>• Finally, you could ask learners if they have anything to say about the article, for example: Does the article reflect their experience? Are they surprised by anything?</li> </ul> <p><b>Answers:</b></p> <p><i>How are young people always connected? Smartphones can give them access to the internet 24/7.</i></p> <p><i>How is this related to the title of the article: 'Young people and politics'?</i>  <i>They can find out whats happening around the world at any time. They are aware of problems.</i></p> <p><i>How can young people take action? Boycotting companies; attending protests; signing petitions</i></p> <p><i>How can young people use technology to take action? Organising boycotts/protests/petitions; uploading videos to social media; participating in online movements</i></p> <p><i>Do you know any inspiring young leaders? How are they inspiring?</i>  <i>Inspiring young leaders mentioned in the article are Greta Thunberg (protesting climate change); Licypriya Kangujam (clearing up waste from Taj Mahal); Lesein Mutunkei (planting trees); Malala Yousafzai (campaigning for girls' education and for peace).</i></p>

	<p><i>What issues do young people care about? Climate change, plastic pollution, reducing inequality, defending peace, improving education and employment opportunities</i></p>
<p><b>Task 3:</b> <b>Vocabulary</b> <b>(10 minutes)</b></p>	<ul style="list-style-type: none"> <li>Refer learners to <b>Task 3</b> in the student worksheet. Individually or in pairs, they must read the definitions and find the matching words in the article.</li> <li>Explain that '(p.2)' means that the word is in paragraph 2 (or whichever paragraph is indicated). If necessary, do the first example with the whole class.</li> <li>When most learners are ready, check answers.</li> <li><b>If you're not using the student worksheet:</b> If you have lots of time, you could dictate the definitions for learners to write in notebooks. They then find the words. Alternatively, make the activity competitive. Read out the definitions aloud, then see which pair of learners can find the word first!</li> </ul> <p><b>Answers:</b> 1 harm, 2 estimate, 3 straw, 4 inequality, 5 petition, 6 ban, 7 be engaged, 8 awareness, 9 boycott, 10 single-use</p>
<p><b>Task 4: Planning an awareness-raising activity</b> <b>(15–20 minutes)</b></p>	<ul style="list-style-type: none"> <li>Ask learners to say which issues are mentioned in the article that concern young people (climate change, plastic pollution, reducing inequality, defending peace, improving education and employment). Write them on the board.</li> <li>Ask them if there are any other issues that young people are concerned about – they could mention global or local ones here. They can be political or social. Add them to the list on the board.</li> </ul> <p>Examples: local environmental issues; better physical/mental health information/facilities for young people; ending learner debt; lowering voting age; supporting refugees; promoting positive body image, etc.</p> <ul style="list-style-type: none"> <li>Put learners into groups of four. Tell them to choose an issue that they feel passionate about (alternatively, you can assign issues).</li> <li>Explain the task: they should plan how they could raise awareness of and engage other young people in their chosen issue.</li> <li>Ask the class to brainstorm some examples and write them on the board, e.g. social media campaigns; local events; online discussions; petitions;</li> </ul>

	<p>competitions; starting a school club; interactive challenges; making a website, etc. Encourage your learners to be as creative as possible.</p> <ul style="list-style-type: none"> <li>• Give groups a time limit to make a plan for raising awareness of/engaging other young people in their chosen issue. Monitor and help where necessary. Tell them that they should prepare to give a presentation.</li> </ul> <p><b>Note:</b> Some issues might be sensitive, so if you prefer, you can select/assign issues depending on the age of your learners and the teaching context.</p>
<p><b>Task 5:</b> <b>Presentations</b> <b>(10–15 minutes)</b></p>	<ul style="list-style-type: none"> <li>• Groups present their plans. If you have a smaller class, they can present to the whole class. With a larger class, put pairs/groups together to make larger groups, and they present to each other. In this case, choose a couple of groups to present to the whole class at the end.</li> <li>• After each presentation, learners should say what they think about the plans. Would they be engaged by them?</li> <li>• Give overall feedback, saying what learners did well.</li> </ul>
<p><b>Follow-up</b></p>	<ul style="list-style-type: none"> <li>• If your learners are interested in the topic, they could research a young person who is taking action and making a difference. They could write about/present the person to the class. You could display the information at school or online.</li> </ul>

**Contributed by**

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