

The different sides of activism – From peaceful protests to illegal actions

Paul Jenkinson



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Ob Schulstreik, Demonstrationen, das Unterzeichnen von Petitionen oder radikalere Aktionen – politischer Aktivismus kann unterschiedliche Formen annehmen. Insbesondere die letzten Jahre haben dies gezeigt, mit zahlreichen Protestaktionen zu diversen Themen. Der Klimawandel, Rassismus sowie die Maßnahmen während der Corona-Pandemie nehmen hierbei einen besonders großen Stellenwert ein. In dieser Unterrichtseinheit setzen sich die Schülerinnen und Schüler mit verschiedenen Aspekten von *political activism* auseinander. Wie sahen Protestaktionen früher aus und wie ist es heute? Was erwarten die Regierungen weltweit darauf? Und welche Rolle spielen moderne Technologien? Den Antworten auf diese und weiteren Fragen nähern sich die Lernenden anhand verschiedener Materialien wie Texten, Videos und Cartoons.

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Competences and skills:

By working with several texts, students especially train their **reading competence**. Dealing with the texts more closely, as well as with three cartoons, they also enhance their **analysing skills**. Furthermore, students' **speaking skills** are trained as they participate in presentations and discussions and express opinions orally. The unit also contains tasks concerning videos; thus, improving students' **listening and viewing comprehension skills**.

Overview:

List of abbreviations:

A Analysis**D** Discussion**P** Working with the picture/cartoon**R** Research**T** Working with the text**W** Writing**C** Comment**LVC** Listening/viewing comprehension**PR** Presentation**RC** Reading comprehension**VI** Working with the video

Topic	Material	Methods/Skills
1: Young activists	M1–M3	A, D, LVC, PR, R, T, VI
2: Activists and the law	M4–M5	A, C, P, T, W
3: Speaking out for a cause	M6–M7	P, PR, R, RC, VI, W
4: Civil disobedience	M8–M9	A, C, RC, T
5: Remodelling youth activism	M10–M11	R, T, W
6: 2020 – An eventful year	M12	A, C, LVC, VI

Worksheet – Gen Z: How young people are changing activism

M2

Pre-reading activity

- Regarding major protests, such as Black Lives Matter or those concerning climate change, should there be more information on social media concerning progress being made rather than the focus being on the negative and the apocalyptic? Briefly express your opinion.



Reading comprehension

- Using bullet points, identify the factors influencing Gen Z's lives and subsequent actions.



Working with the text

- Explain how activism has gone from addressing singular issues to reflecting global angst.
- Characterise Gen Zers with activist examples.
- Analyse the structure of the extract and its content.



Research and presentation

- Throughout history there have been many protest movements which have had a significant impact on societies and governments. In pairs, research any important protest movement that interests you and present your findings in class. You may select from the list in the box or choose other movements. Consider the following aspects:
 - The reason for the protest
 - The main event
 - The main leader(s)
 - The consequences of the protest



Black Lives Matter – Civil Rights Movement – the Arab Spring – Women's March on Washington – The Boston Tea Party – The Suffragette Movement – South Africa's National Day of Protest – The Storming of the Bastille – Earth Day – Fridays for Future

M3 Worksheet – Do hashtags and petitions actually work?



Video: Do hashtags and petitions actually work?

<https://raabe.click/hashtags-petitions> [last access: 04/04/2023]



Pre-watching activity

1. Create a guide to social media expressions suitable for the non-digital generations. Discuss possible inclusions, select the most frequently used ones and provide a simple explanation of each. Some examples you might consider are hashtags, chatbot or tweet.

Working with the video

Watch the video, stopping it at the times given to complete the tasks before continuing.

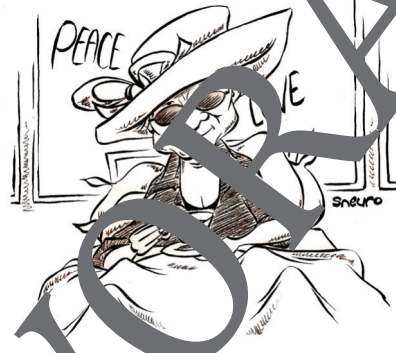
2. Watch the video until 00:49. Select the best summary of the introduction. The presenter ...
 - complains that people are not protesting.
 - addresses the misconception about online protests.
 - is concerned about coffee producers.
 - criticises activism from the sofa.
3. Watch the video until 01:27. Complete the information about the action against Tesco.
 - a) The petition was about Tesco selling eggs from ...
 - unregistered suppliers.
 - caged hens.
 - foreign chickens.
 - b) Tesco is the super market ...
 - that sells the most eggs in Britain.
 - which can be found in every British town or city.
 - with the largest market share in the UK.
 - c) The petition was strengthened by ...
 - social media and the press.
 - demonstrations.
 - scientists and politicians.
 - d) The result was that Tesco would change their policy ...
 - as soon as possible.
 - in the next five years.
 - by 2025.

Topic 3: Speaking out for a cause

Let's protest! – Two cartoons



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"In best forty years ago, John & I sang "Give Peace a Chance". I'm still waiting".

Both cartoons © Cartoonstock.com

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