
PROTEST

Young people for change

Type of module	Creative communication
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Level	B1
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Target group	16-19 year-old learners
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A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humánerőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a sulinova oktatási programcsomag részeként létrejött tanulói információhordozó. A kiadvány sikeres használatához szükséges a teljes oktatási programcsomag ismerete és használata.

A teljes programcsomag elérhető: www.educatio.hu címen.

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INFORMATION TABLE

TYPE OF MODULE	Creative communication
DESCRIPTION OF MODULE	In this module, through listening and reading activities, Ls will learn about the positive effect of youth movements on social change in recent history, the causes for protests and the methods activists use. In different speaking activities, they practise describing protest events and giving opinions on them. Finally, they choose a cause of their own, plan a protest activity and collect supporters.
AIMS AND OBJECTIVES OF MODULE	<ul style="list-style-type: none"> ■ to raise Ls' awareness that they can contribute to change; ■ to give Ls practice in reading for factual information; ■ to give Ls practice in taking notes while listening to a lecture; ■ to describe events and actions; ■ to inquire about details of events and actions; ■ to express opinions and give reasons
TIMEFRAME	3 lessons
TARGET GROUP	16-19 years-old learners
LANGUAGE LEVEL	B1
SUGGESTED LANGUAGE COMPETENCE	<p>Learners can</p> <ul style="list-style-type: none"> ■ exchange factual information; ■ exchange opinions on events; ■ understand the main ideas in short, informative texts; ■ find detailed information in short texts; ■ follow a lecture with high factual content.
LINKS OF THE MODULE	
Cross-curricular links	History, Sociology, Life skills
Links with other modules	Act! (16-19 years)
Links with school-leaving exam	Topic areas: Society, Environment, The world of work, Education; Tasks: Reading and listening activities, role-play

FOCI OF SKILLS- DEVELOPMENT

Communicative language skills

- listening for main ideas and for factual details;
- skimming short informative texts;
- taking notes while listening to a partner or a recorded lecture;
- exchanging factual information and opinions ;
- giving reasons

General, educational skills

- researching protest events;
- reflecting on social issues and one's own role in social change;
- planning action;
- co-operating with peers

EVALUATION

Evaluation is done through the same reflection task carried out at the beginning and at the end of the module. Results are compared to ascertain the progress.

SUGGESTIONS

Some of the issues are controversial in this module to stimulate Ls' thinking about real problems in the world and in their environment. Maintain an atmosphere of tolerance and respect for all.

BACK UP SYSTEMS

<http://en.wikipedia.org/wiki/Protest>
http://en.wikipedia.org/wiki/Youth_movemen
<http://protest.net/>
<http://www.youtube.com>
<http://www.notinourname.net>
<http://pax.protest.net/>
<http://www.thepetitionsite.com/>
<http://www.indybay.org>
<http://www.eightcitiesmap.com/students1.htm>
http://en.wikipedia.org/wiki/Student_Nonviolent_Coordinating_Committee
<http://www.greenpeace.org>
<http://www.informationclearinghouse.info/index.html>
<http://www.peticio.hu>
http://www.ungeren.dk/en.php?id_rubrique=4

MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<p>Listening for main ideas and for factual details</p> <p>Skimming short informative texts</p> <p>Research skill</p> <p>Summarizing factual information heard or read</p> <p>Reflecting on one's own role in social change</p>	<p>Listening to a recorded lecture on young people's positive role in social change in recent history</p> <p>Skimming short extracts from articles on protests and identify the causes</p> <p>Researching a protest on the Internet</p>	<p>Consolidation of using a noun or a gerund after a preposition: protest against, fight for</p> <p>Vocabulary: causes of protests</p>	<p>Slips of paper,</p> <p>1.2. Task sheet,</p> <p>1.2 Recording,</p> <p>1.3.A Listening Task or 1.3.B Listening Task,</p> <p>Optional: 1.3.B Key,</p> <p>1.4 Reading texts,</p> <p>1.5 Task sheet</p>
2	<p>Summarising factual information heard or read</p> <p>Taking notes of what your partner is saying</p> <p>Reading encyclopaedic descriptions</p> <p>Making decisions through discussion</p> <p>Reading a news article for details</p>	<p>Summarising a protest story Ls read about and protest stories they have heard about</p> <p>Reading encyclopaedic descriptions/definitions of protest methods and matching them to the names of methods</p> <p>A pyramid discussion of choosing the best forms of protest in support of given causes</p> <p>Reading a more detailed account of a protest story and answering questions</p>	<p>Vocabulary: methods of protesting</p>	<p>1.5 Task sheet with Ls homework in it,</p> <p>2.2 Reading texts,</p> <p>2.3 Task sheet,</p> <p>2.4 Reading texts</p>

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
3	Inquiring about events and opinions Exchanging factual information and opinions Planning an action Co-operating with peers Giving reasons Reflecting on one's own role in social change	Role plays based on reading texts Planning Ls' own protests and persuading people to join	–	2.4 Reading texts, 3.1 Role cards

PROCEDURE

LESSON 1: WHY PROTEST?

Aims of the lesson:

- to listen for main ideas and for factual details
- to skim short informative texts
- to raise awareness of and give practice in using a noun or a gerund after a preposition
- to develop Ls' research skills
- to summarize a protest activity Ls read about
- to reflect on Ls' role in changing things for the better in society

Materials and resources:

- Blu-Tack, 1.2 Task sheet, 1.2 Recording, 1.3.A Listening Task or 1.3.B Listening Task, 1.3.C Listening Task, Optional: 1.3.B Key, 1.4 Reading texts, 1.5 Task sheet

STAGE 1	Warmer – Opinion poll
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Reflection on what Ls think they can do in the world Giving reasons for a personal choice
ORGANISATION	Whole class
AIDS AND MATERIALS	Slips of paper

TEACHER'S ACTIVITIES

1. Tell Ls that you would like to have their opinion on how much they can do to change things for the better in a wider context, not only in their personal life, but in their community, their country, the world.
E.g. change school rules, stop a war, contribute to changes in the constitution, laws, environment, etc. Write this sentence on the board:

How much can I do to change things for the better around me?

LEARNERS' ACTIVITIES

Write these on sheets of paper:

1. *I can do a lot.*
2. *I can do something but not a lot.*
3. *I can do little.*
4. *I can do nothing.*

Put the sheets on the four different walls of the classroom.

2. Ask Ls to stand up and go to the wall with the sentence that they feel is true for themselves. Ask them to tell each other in the four groups formed this way why they have chosen that particular sentence.

3. As Ls are talking, count how many you have in all the four groups. Put the sentences on the board and put the number of Ls who have chosen that sentence next to each sentence on the board. Write down the results and retain them for comparison in the 3rd lesson of the module.

2. Ls decide which answer they find true about themselves and walk to the wall with that answer. They explain to each other in the four groups formed this way why they have chosen that particular sentence.

STAGE 2	Lead-in – Guess the influence of young people
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Making predictions based on general knowledge Listening for main ideas
ORGANISATION	Pairs
AIDS AND MATERIALS	1.2 Task sheet, 1.2 Recording

TEACHER'S ACTIVITIES

1. Referring back to the results of the opinion poll in 1.1, tell Ls that now you would like them to guess what social changes young people contributed to in the past. Give out 1.2 Task sheet and ask Ls to decide in pairs which social change young people contributed to.
2. Tell Ls that now they can check their answers by listening to a short lecture in a young activists' club. Play 1.2 Recording.
3. Ask Ls to compare their corrections with a partner then check answers with the class as a whole. Monitor and help as needed.

Key: *These changes were facilitated by young people: 2, 3, 4, 5, 7, 8, 9*

LEARNERS' ACTIVITIES

1. Ls tick the changes on the list they think happened with young people's help. They can work on their own or with a partner.
2. Ls listen to 1.2 Recording and correct their ticks as needed.
3. Ls compare answers in pairs then as a whole class.

4. When Ls finish, you may want to ask them what they know about the events leading to the changes listed, and what young people actually did.
4. Ls share their knowledge of the events leading to the changes listed.

STAGE 3	Listening
TIME	13 mins
SKILLS AND COMPETENCIES IN FOCUS	Listening for factual details
ORGANISATION	Individuals, pairs and whole class
AIDS AND MATERIALS	1.3.A Listening task, 1.2 Recording

TEACHER'S ACTIVITIES

- Put Ls into two groups, A and B. Give out to groups 1.3.A Listening task. Students in group A get Table A and students in group B get Table B. Tell them that the information in the tables comes from the lecture they heard in 1.2. They will listen to the lecture again, and their task will be to fill in the missing information in the table. Give Ls some time to read through the task and help each other to interpret the information in the table. Help and monitor as needed.
- Now play 1.2 Recording again.
- Give Ls some time in their groups to share and compare their completed tables.
- Put an A and a B L together and explain that they were given different pieces of information in their tables to start with and now they can find out how well they understood the lecture by comparing their answers with the information that was originally given in their partner's table.
Note: If you are pressed for time, allow Ls to look at each other's tables. Preferably, this phase should be done orally.
- Ask Ls if they have any more information on any of the events mentioned in the lecture or any other example when young people facilitated positive change.

LEARNERS' ACTIVITIES

- In two groups, Ls study the tables.
- Ls fill in the missing information in their tables.
- In two groups (A and B), Ls compare and share the information they filled in their tables.
- Ls compare their tables in A + B pairs. They compare what they have written in their table with the information that was given in their partner's.
- Ls share their knowledge of young people's positive influence.

VARIATION 1: FOR B2 LS AND/OR LS WHO HAVE EXCEPTIONALLY GOOD LISTENING AND NOTE-TAKING SKILLS

AIDS AND MATERIALS 1.3.B Listening task, 1.2 Recording, 1.3.B Key

DESCRIPTION Ls get 1.3.B Listening task, in which all the information for causes and results of the protests is missing. If you have a mixed-ability class and parallel to this variation you are doing 1.3.A, too, you can do the checking in groups of three with Ls having the three different versions of the table. Otherwise, use 1.3.B Key.

VARIATION 2: FOR GROUPS WHERE THERE ARE WEAKER (A2) AND STRONGER (B1) LS

AIDS AND MATERIALS 1.3.C Listening task, 1.2 Recording

DESCRIPTION Stronger (B1) Ls get 1.3.C Listening task A, and weaker (A2) Ls get 1.3.C Listening task B. Follow procedures for variation A above. Note: If you have a very mixed-level class, feel free to use all the three variations, A, B and C parallel to each other. Mix different level Ls for checking.

STAGE 4 Reading – Causes for protest

TIME 12 mins

SKILLS AND COMPETENCIES IN FOCUS Skimming short informative texts

ORGANISATION Pairs

AIDS AND MATERIALS 1.4 Reading texts

TEACHER'S ACTIVITIES

1. Ask Ls to brainstorm as many causes of protest as they can think of in one minute finishing the phrase: "protest against ...". Elicit it from Ls that this phrase is followed by a noun or a gerund and ask Ls to give examples using the tables in 1.3. E.g. *Protest against the war, protest against sending people to war*. Collect Ls' ideas on the board.
2. Tell Ls that now they will read very short articles about different protests, and their task will be to identify the causes as fast as possible. They can work with a partner. Give out 1.4 Reading texts.

LEARNERS' ACTIVITIES

1. Ls brainstorm causes for protest for a minute in pairs then they collect ideas on the board finishing the phrase: „*protest against ...*” using a gerund or a noun.
2. Using 1.4 Reading texts, Ls match the articles to the causes of protest listed.

3. Check with the whole class and ask Ls if they know of any other causes of protest or more example of the causes mention in the reading text.

Key:

A: poor standard of living, B: war, C: pollution, D: cruelty against animals, E: bad salary for teachers, increasing the cost of education,

F: buying more than you need, G: police action against immigrants,

H: discrimination against gay and lesbian people

3. Ls share their knowledge of other examples of protests.

STAGE 5	Setting homework – Research a protest activity
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Research skills Reading for factual information Summarising a protest activity Ls read about
ORGANISATION	At school: whole class, at home: individuals
AIDS AND MATERIALS	1.4 Reading texts, 1.5 Task sheet, the Internet

TEACHER'S ACTIVITIES

Tell Ls that for their homework, they will need to research a protest activity. They can choose one of the activities of 1.4 Reading texts or any other they find on the Internet. They need to prepare to give information about the protest activity they have chosen in about two or three minutes. 1.5 Task sheet will give them a framework for summarising it.

Note: If you want to make sure that there will be enough variety of protest stories in the next lesson, you can ask Ls to choose different causes of protest in the lesson.

LEARNERS' ACTIVITIES

At home, Ls collect information on one protest activity and they prepare to give information on it using the framework suggested by

1.5 Task sheet.

LESSON 2: HOW TO PROTEST?

Aims of the lesson:

- to summarise a protest activity Ls read about
- to take notes
- to read encyclopaedic descriptions
- to make decisions through discussion
- to read for details

Materials and resources:

- 1.5 Task sheet with Ls' homework in it, 2.2 Reading texts, 2.3 Task sheet, 2.4 Reading texts

STAGE 1	Checking homework – Pass the cause on!
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Summarising Note taking Memorising information just heard Clarifying information
ORGANISATION	–
AIDS AND MATERIALS	1.5 Task sheet with Ls' homework in it

TEACHER'S ACTIVITIES

1. Tell your Ls that they have two minutes to get prepared to tell other Ls about the protest activity they have researched for the lesson. Tell them that they can ask their partner and you if they need to clarify anything.

LEARNERS' ACTIVITIES

1. Using their notes in 1.5 Task sheet, Ls prepare individually to tell other Ls about the protest they have researched. They may need to check some language problem with the T.

2. Ask Ls to stand up and take their 1.5 Task sheet with their homework in it, their copy book and a pen with them. Their task is to give each other information about the protest activity they have researched and pass it on to each other. Thus, after hearing about a protest activity, they will pass on information about it to somebody else. This way, each L describes a different protest activity on changing partners. As they listen, Ls can take notes of the facts and they also need to clarify anything that is not clear for them or they do not understand. There should be a minimum of two changes of partners, so that everyone tells their own story and at least one story from another L.

3. As a last step, you can ask Ls to group themselves according to the type of story they brought to the class. Tell Ls that they can choose their own categories; these can be by geographical locations, cause (environment, peace, social justice, women's right, etc.), stage of activity (starting, already concluded successfully, with failure), etc. When groups are clearly formed, ask each group what kind of protest they represent.

2. Ls first tell the protest story they researched at home, then they pass on the story they heard from another L. When they tell the stories, they can use their notes. When they listen to stories, they can take notes of important data and facts.

3. Ls group themselves according to the type of story they brought to the class.

STAGE 2	Reading: Methods of protesting
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Reading encyclopaedic descriptions Matching terms with their definitions
ORGANISATION	Pairs
AIDS AND MATERIALS	2.2 Reading texts

TEACHER'S ACTIVITIES

1. Ask Ls how people expressed their objection in the protest activities they researched at home, what people actually do or did in them.

2. Tell Ls that now they will read about different methods of protesting. Give out 2.2 Reading texts and ask Ls to match the descriptions of methods of protesting to the names of the methods.

Key: *a: demonstrations, b: riot, c: die-ins, d: petition, e: public nudity, f: sit-in, g: peace camps, h: strike*

3. Ask Ls to pick a method and mime it to the rest of the class who try to guess which method of protest it is.

LEARNERS' ACTIVITIES

1. Ls share methods of protest they read or heard about.

2. Ls match the descriptions of methods of protesting to the names of the methods using 2.2 Reading texts.

3. Individuals mime a method of protesting and the others guess.

STAGE 3 Discussion – How to protest against these?**TIME** 15 mins**SKILLS AND COMPETENCIES IN FOCUS** Problem solving and decision making through discussion**ORGANISATION** Pyramid**AIDS AND MATERIALS** 2.3 Task sheet**TEACHER'S ACTIVITIES**

1. Tell Ls that they will decide about the protest methods they find the most appropriate for some causes. Give one 2.3 Task sheet to each pair and ask Ls to fill it in with their recommended methods and a short rationale for each. They can invent new methods, they don't need to stick to the ones listed in 2.2 Reading texts.

2. Now put two pairs together and give these groups of four a new 2.3 Task sheet and ask them to agree on the methods and fill this task sheet in accordingly.

3. Repeat Step 2 but now put two groups of four together to form groups of 8. If your class is too small to have two groups of 8, ask your whole class to decide on the best methods at this point.

4. Finally, get the whole class to decide together.

Suggestions:

1. If you think that five causes are too many, reduce the number to whatever you think is manageable. Either you choose which ones to work with or ask the Ls to vote for the ones that interest them most.

2. If you think that doing the whole pyramid may be too long for your Ls, as they discuss the same ideas again and again, only do pairs and groups of 4, then pool ideas as a whole class.

LEARNERS' ACTIVITIES

1. Ls work in pairs to decide on methods of protest and complete the table in 2.3 Task sheet.

2. Groups of four decide on methods of protest and complete the table in 2.3 Task sheet.

3. Groups of eight decide on methods of protest and complete the table in 2.3 Task sheet.

4. The whole class decide together.

STAGE 4 Setting home work – Protest stories

TIME 5 mins

**SKILLS AND
COMPETENCIES IN FOCUS** Reading for details

ORGANISATION At school: whole class, at home: individuals

AIDS AND MATERIALS 2.4 Reading texts A and B

TEACHER'S ACTIVITIES

Tell Ls that they will read about a protest activity. There are two stories and everyone is going to read about one only. Divide the class into As and Bs and hand them 2.4 Reading texts A or B accordingly. Warn them that in the next lesson they will have to act out roles connected to the stories so they will need to know them quite well.

LEARNERS' ACTIVITIES

Ls read the texts at home and answer comprehension questions.

LESSON 3: MY CAUSE

Aims of the lesson:

- to inquire about events and opinion
- to exchange factual information and opinion
- to plan action
- to co-operate
- to give reasons
- to reflect on Ls' role in changing things for the better

Materials and resources:

- 2.4 Reading texts, 3.1 Role cards

STAGE 1	Checking homework – Role play
TIME	12 mins
SKILLS AND COMPETENCIES IN FOCUS	Passing on factual information Enquiring Expressing opinion
ORGANISATION	Pairs
AIDS AND MATERIALS	2.4 Reading texts A and B, 3.1 Role cards A and B

TEACHER'S ACTIVITIES

1. Put all the Ls who read 2.4 Reading texts A in one group and those who read text B into another group. Ask them to compare their answers to the questions and share any more information they have on this protest story. Monitor and help as needed.

Key: A

1. *Near George Bush's vacation ranch in Crawford, Texas*
2. *They want G.B. to talk to Cindy and stop the war on Iraq.*
3. *Cindy Sheehan started it by setting up the camp with 50 other people after her son died in Iraq.*
4. *Peace camp.*
5. *Thousands support it across the USA but some oppose it.*

LEARNERS' ACTIVITIES

1. Ls who read about the same protest story compare their answers to the comprehension questions and share any more information they may have

Key B

- 1. *Copenhagen, Denmark.*
- 2. *Keep their youth club, 'Ungdomshuset'*
- 3. *With unannounced full scale eviction. Police came in through the roof and used force.*
- 4. *Riot.*
- 5. *Very much both in the neighbourhood and across Europe.*

- 2. Give out 3.1 Role cards A to group A and 3.1 Role cards B to group B. Ask them to get prepared for the roles together.
- 3. Form A and B pairs for the 1st role play, which is within the Camp Casey situation. Emphasise that it is a role play and they do not need to say what they think. Give them about 3 minutes to talk.
- 4. Form new A and B pairs for the 2nd role play, which is within the Copenhagen situation. Give them about 3 minutes to talk again.

- 2. Ls who read about the same protest story prepare together for two role plays.
- 3. As act as somebody well-informed about protest story A, and Bs as someone who do not know anything about it. As can decide if they are neutral or they are on either side. Nobody should be criticized based on the side they choose, or even asked what they really think.
- 4. In protest story B, the roles are reversed, with Bs being the well-informed. Otherwise what is said in Step 3 applies here, too.

STAGE 2	Preparation – Our cause
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Planning Co-operating Describing an event
ORGANISATION	Whole class, groups of four
AIDS AND MATERIALS	None

TEACHER'S ACTIVITIES

- 1. Ask Ls to come up with causes they think would be worth acting for in a protest activity. Collect Ls' ideas on the board. Add some as needed.
E.g. *Some unfair practice at your school, a local building plan that would cause harm to the environment, a local decision that would cause unemployment in the region, some racist or violent group's actions, etc.*

LEARNERS' ACTIVITIES

- 1. Ls come up with possible causes for protest using the information they gained so far.

2. Ask Ls to form groups of four and choose a cause. The groups decide how to take action. Put these on the board:

Cause:

Actions planned:

Alliances:

Website plan/poster

Sign-up list

Tell groups that they need to get prepared to persuade people to join their protest activity. Tell them to prepare a very focused and succinct plan as they will only have 1-2 minutes to attract the attention of potential supporters. To be able to do that, they need a good plan and they need to rehearse. Getting straight to the point is key!

Also, mention that they will have an opportunity later on to learn about other Ls' campaigns, and identify those with good causes they would join, or find a protest organised with the same or similar cause as theirs, to which they can join forces.

3. As groups are preparing, monitor and help as needed.

2. Groups decide on a cause than prepare to explain it and persuade people to join their protest. They design a website and /or a poster and prepare a sign-up list. They share work and organise it.

3. –

STAGE 3	Communication – Join us!
TIME	18 mins
SKILLS AND COMPETENCIES IN FOCUS	Exchanging factual information and opinion Giving reasons Clarifying
ORGANISATION	Rotating pairs
AIDS AND MATERIALS	Ls' material from 3.2

TEACHER'S ACTIVITIES

1. Tell Ls that now they can persuade people to join their protest. Remind them that it is also an opportunity for them to find good causes they would join or find a protest organised with the same or similar cause as theirs to which they can join forces. Ask two Ls of each group of 3.2 to stay seated and give information on their protest activity

LEARNERS' ACTIVITIES

1. Two from each group walk around and find protests they would join in. The other two Ls stay seated and try to persuade Ls from other groups to join their cause.

to people who come to them. At the same time, the other two Ls move around and decide which protest(s) they will join in. If they join, they need to sign the sign-up list. They can join any number of protests. They make a decision individually (they don't even need to walk round together). If they find a protest with the same cause as theirs, they can bring the two groups together, combine the sign-up lists and continue finding people together. Give Ls about seven minutes to walk around.

2. Now the Ls who moved around in Step 1 sit down and the other two Ls in each group walk around.

3. Groups get back together and tally how many people joined their protests. Then ask Ls how many protests they joined and who joined the most protests. You may want to ask Ls about their decisions.

Suggestion: If your Ls are very interested, and have very good protest ideas, you may want to give them time until the end of this lesson to work on their campaign. For homework, they could refine parts of their plans, and then, in the next lesson after a short rehearsal, you can give them as long as they need to communicate their ideas and make up their minds about other people's campaigns. If you choose to have a fourth lesson on the topic, you may want to slow the pace earlier on, too and stretch out some of the activities.

2. Now Ls change over.

3. Ls find out the answers to these questions:
Which group has the largest number of Ls joining their protest?
Who joined the largest number of protests?

STAGE 4	Evaluation – Opinion Poll
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Reflection
ORGANISATION	Individuals and whole class
AIDS AND MATERIALS	Slips of paper

TEACHER'S ACTIVITIES

Run the same activity as in 1.1. Compare the results of this poll with the results of the poll three lessons ago. Praise Ls if there is a more towards a more active attitude to positive change and positive influence.

LEARNERS' ACTIVITIES

As in 1.1.