



TAKE ACTION: YOUNG CHANGEMAKERS

Distance Learning Lesson Plan

Lesson Overview

We are in an unprecedented moment in our history. Beyond impacting their everyday lives and experiences, this pandemic will shape young people's faith in government and how responsive it is to community needs. **That's why, in the midst of all of this, we want students to hear loud and clear: in a crisis, our democracy doesn't pause.** At this moment, our young people have thoughts, feelings, and reactions - and we know civics can provide students with an authentic space and guidance to express those responses and use their voices.

In "Young Changemakers," middle and high school students will gain inspiration and guidance from historical and current Young changemakers. They will begin by hearing what a well-known Generation Z Young activist has learned about successful changemaking and empowering a generation. Students will then analyze multiple bi-partisan examples of historical or recent youth-led movements from a diverse range of geographies and topics. After learning from the inspiring stories of others, students will either share their own young changemaker story or research and share a local young changemaker story. At the end of the lesson students will also share their stories, interviews, or reflections on social media.

Note for all teachers: The "Worktime" activity offers two options. **Option A:** If your class has participated in Generation Citizen, ask them to write their own young changemaker story. **Option B:** If your students have not participated in Generation Citizen, ask them to research local changemakers. You can also offer both options and offer students to reflect on their own experiences as youth activists.

Students will consider the following:

Civic Skills The rights, roles, and responsibilities of citizenship, including mechanisms for participating in the political process and influencing public opinion.

Civic Knowledge Communicate persuasively, both orally and through written work, to mobilize others

Civic Motivation Recognition of personal power and agency.

Young Changemakers Lesson Plan

Materials and Preparation:

- **Yara Shahidi on Why Gen Z Shouldn't Underestimate Their Power: Success with Moira Forbes** (<https://bit.ly/342zigM>) *Video automatically starts at minute 2:48, Empowering a Generation*
- **Transcript of Yara Shahidi on Why Gen Z Shouldn't Underestimate Their Power: Success with Moira Forbes** (<https://bit.ly/2R8Grqx>)
- **6 Student Activist Story Cards** (<https://bit.ly/3b0sTbY>)
- **Take Action: Learn from Young Changemakers** (PDF <https://bit.ly/2UUuA2c> and Editable Google Doc <https://bit.ly/3dRuSOd>)
 - a. If using Google Classroom, consider creating an assignment or if using Google Drive consider making a copy for each student.
- **Select an option for Worktime:**
 - a. **Option A:** If your class has participated in Generation Citizen, ask them to write their own Young changemaker story.
 - b. **Option B:** If your students have not participated in Generation Citizen, ask them to research local changemakers.
- **Take Action: Share Your Changemaker Story** (PDF <https://bit.ly/2xHujGh> and Editable Google Doc <https://bit.ly/346BPGZ>) - Use this handout with option A.
- **Take Action: Contact a Local Young Changemaker** (PDF <https://bit.ly/2UZ23H1> and Editable Google Doc <https://bit.ly/2UFuqeB>) - Use this handout with option B.
- **Suggested: Editing Checklist for Self- and Peer- Editing** (<https://bit.ly/3bMhk4L>) Consider sharing this interactive checklist with students to help with editing their changemaker stories.
- **Suggested: Fake News Tips** (<https://bit.ly/3dV6Xxk>) - Consider reviewing this resource with students researching local changemakers.
- **Suggested: Teenagers in the Civil Rights Movement** (<https://bit.ly/2R6cNCj>) Invite students to join the upcoming interactive mini-class on Friday, April 10, 11:00am PST/ 2:00pm EST hosted by Zinn Project Education and led by historian author Jeanne Theoharis and high school teacher/Rethinking editor Jesse Hagopian.
- **Optional: Center for Generational Kinetics** (<https://bit.ly/2R2mQbt>) This page is dedicated to answering common questions about generations and to give context to bigger generational conversations on topics such as differences, similarities, and trends in employment, shopping, voting, and more.

Learning Objectives

By the end of this lesson, students will be able to:

- Identify the essential civic motivation of changemakers.
- Analyze a story of youth activism throughout history.
- Compose their own changemaker story OR conduct participatory action research.

Today's Agenda

- ❑ **Do Now:** Empowering a Generation
- ❑ **Mini-Lesson:** Learn from Young Changemakers
- ❑ **Worktime:** Local Changemakers
- ❑ **Wrap-up:** Share a Young Changemakers' Story

Take a look at this sidebar for instructional tips!

TIP: As an additional assignment, consider having students research the five generations that make up our society by visiting Center for Generational Kinetics (<https://bit.ly/2R2mQbt>) and answer:

- What are some perceptions you have about other generations?
- How might those perceptions be incorrect?

TIP: Direct students to Eighteenx18 (www.eighteenx18.com) to learn more about Yara's initiative to

DO NOW 10 MINS

Empowering a Generation

Frame:

- Many members of Generation Z are currently making change in their communities.
 - Background on generations: Currently, five generations make up our society. Each of those five generations has an active role in the marketplace. Visit The Center for Generational Kinetics. Here are the birth years for each generation:
 - Gen Z, iGen, or Centennials: Born 1996 – TBD
 - Millennials or Gen Y: Born 1977 – 1995
 - Generation X: Born 1965 – 1976
 - Baby Boomers: Born 1946 – 1964
 - Traditionalists or Silent Generation: Born 1945 and before
- One notable example is Yara Shahidi, star of Black-ish and Grown-ish and the mind behind Eighteenx18, an initiative working to register and educate young voters.
- In the following video, Yara shares her thoughts on Generation Z, and what she's learned about successful changemaking. As you watch the video, think about the discussion questions.

Task: Follow the directions on the Take Action: Empowering a Generation handout.

1. Watch the Yara Shahidi interview.
2. Read the interview transcript.

<p>register and educate young voters.</p> <p>TIP: If using virtual facetime (ex. Zoom or Google Hangouts), ask students to speak their answers or share their responses using the “chat” feature.</p>	<p>3. Answer the questions below.</p> <p>Discuss: Consider the following questions for discussion or reflection:</p> <ul style="list-style-type: none"> • What misperceptions do you think people have about your generation? • Why is passion needed for successful changemaking? • What do you think Yara means by “in your specificity, you’re actually doing more”? • Why is having “action steps” important for successful changemaking? <p>Debrief:</p> <ul style="list-style-type: none"> • Being a changemaker or activist is one of the many ways we are able to participate in the political process and influence public opinion. Other ways to be civically engaged are participating in community groups, sharing your thoughts by emailing or calling elected officials with elected officials to address public challenges, and following the news and current events.
<p>TIP: Consider putting students in small groups (using Zoom break-outs or another platform) to discuss each story.</p> <p>TIP: If you’re leading a virtual class (Zoom, Google Hangouts, etc) consider the following:</p> <ul style="list-style-type: none"> • Set a visual timer (YouTube has some neat ones!) and ask students to answer the questions independently. • Ask students to share their responses. • If using Zoom, consider creating “Breakout Rooms” (Tutorial on Managing 	<p>MINI-LESSON 15 MINS</p> <p>Learn from Young Changemakers</p> <p>Frame:</p> <ul style="list-style-type: none"> • Like Yara mentions, there are many examples of young people making change in their communities today. There are also countless stories from history. • Today you will explore some of these stories to identify lessons learned, strategies, and best practices that can be applied to future action on the issues you care about. <p>Task: Follow the directions on the Take Action: Learn from Young Changemakers handout.</p> <ol style="list-style-type: none"> 1. Skim the 6 stories of historical and recent youth-led movements from a diverse range of geographies and topics. 2. Identify 1 that resonates (produces a positive feeling or emotional response) with you. 3. Read through the story carefully and respond to the following questions: <ul style="list-style-type: none"> ○ What inspired you to choose this example of youth activism? ○ What traits did they exhibit that you admire? ○ What issue did the young people in the example focus on?

<p>Breakout Rooms) where students can collaborate in small groups to complete this task.</p> <p>TIP: Consider asking students to organize their responses to the debrief question with a Venn Diagram.</p>	<ul style="list-style-type: none"> ○ Why did these youth activists decide change was needed? ○ In what ways were they specific about the change they wanted to make? ○ What challenges did they face in working to make change? How did they overcome those challenges? ○ What tools or action steps did they use that could be replicated for other issues? <p>Debrief:</p> <ul style="list-style-type: none"> ● After you’ve answered these questions, share your responses with your peers/classmates. ● What lessons learned from the changemakers you read about can be applied today? ● How are your answers similar? What are the differences?
<p>TIP: Consider having students work in pairs to write their story.</p> <p>TIP: Encourage students to write their story in their home language. Use a translation tool like Google Translate to read it in English if needed. (https://translate.google.com/)</p> <p>TIP: Encourage your students to use this Editing Checklist for Self- and Peer- Editing. (https://bit.ly/3bMhk4L)</p> <p>TIP: If students are using Google Docs, encourage them to peer edit using the comment feature. (https://bit.ly/3dKzHcl)</p>	<p>WORK TIME 40 MINS</p> <p>Local Changemakers</p> <p>Option A: Share Your Changemaker Story</p> <p>Frame:</p> <ul style="list-style-type: none"> ● In the Do Now video Yara shares that, “ <i>It’s really inspiring to be in a day in age where I’m one of many voices and I’m proudly one of many voices, proudly one of many faces because there’s so many young people doing incredible work.</i>” ● You too can be one of the many young people doing incredible work. Maybe you’ve already started! Today you’ll write and share your story of making change. <p>Task: Follow the directions on the Take Action: Share Your Changemaker Story handout.</p> <ol style="list-style-type: none"> 1. Complete the reflection activity. 2. Draft your story. 3. Edit your story. 4. Share your story with your teacher, friends, and family. <p>Option B: Contact a Local Young Changemaker</p> <p>Frame:</p>

<p>TIP: Consider conducting preliminary research to better support your students in their local young changemaker research.</p> <p>TIP: If you're engaging in direct instruction, keep in mind that students will need time to complete their interviews beyond your class time.</p>	<ul style="list-style-type: none"> ● Today you read and discussed a story of an historical or recent youth-led movement. Some of these stories might be from your own community! Now you will contact a young changemaker in your state or local community to learn about their individual civic engagement story and share it with others. <p>Task:</p> <ol style="list-style-type: none"> 1. Identify an individual or group you're interested in learning more about by conducting a Google search to identify a local changemaker. (If you already have someone in mind feel free to skip this step.) 2. Locate the individual or group's contact information. 3. Read the questions we've prepared and add any others you'd like answered. 4. Contact the individual or group using the contact information you found and conduct your interview. 5. Reflect on your interview.
<p>TIP: Many students do not have social media accounts for a variety of reasons. Consider polling your class using Google Form or Strawpoll prior to engaging in this lesson.</p> <p>If a student does not have social media, consider having students read each other's local changemaker stories. After sharing, they can individually reflect on the similarities and differences between the stories.</p>	<p>WRAP-UP 10 MINS</p> <p>Share a Young Changemaker's Story</p> <p>Frame:</p> <ul style="list-style-type: none"> ● Whether you wrote a story about yourself as a changemaker or interviewed a local changemaker, you can inspire others. Share how your generation, Generation Z, is inspiring future generations to be change agents. <p>Task:</p> <ul style="list-style-type: none"> ● Post a screenshot or photo of your story, interview or reflection on social media. ● Don't forget to add #democracydoesntpause and tag @generationcitizen on Instagram or @gencitizen on Twitter ● Consider including a call to action for your followers to retweet, repost, or send their own message. ● Tag the young person you interviewed or Yara Shahidi @yarahshahidi on Twitter or Instagram - they may respond!