

B2 – GET TO KNOW

TRANSATLANTIC POLITICS

THERE SHOULD BE A LAW!

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SUMMARY

SHORT DESCRIPTION

Students develop a list of concerns for a predetermined topic.

GOALS

- Students get to know peers in the partner class.
- Students become familiar with the concerns of the students in the partner class for a predetermined topic.
- Students will work as a team.

LANGUAGE GOALS

The students will compile a class listing of concerns for a predetermined topic and share with the partner class.

DURATION

1-2 weeks

LANGUAGE

English

MATERIALS

Worksheet for all students: Get-to-Know
THERE SHOULD BE A LAW!

MEDIA

- Teachers use established channels of communication between themselves and their students.
- Students choose their own method of communication for the partner work.
- For the exchanges with the partner class, use a video conferencing tool.

DIFFICULTY



DESCRIPTION

Each class will brainstorm a list of concerns they have for a predetermined topic. For the top five they will research existing laws/protectations and then brainstorm a list of potential laws that should be created. Each class will share their list and what is felt should still be done.

TEACHER PREPARATION

- Teachers select the topic for the activity.
- Teachers will support students as they research laws/ protections.

CLASS INTRODUCTION

- Teachers provide students information on the process, duration, and content of the project.
- Teachers will assist students in understanding the tasks.

Material

Worksheet for all Students: Get-to-Know Task: THERE SHOULD BE A LAW!

EXCHANGE

Working as a class, students brainstorm a list of concerns for a predetermined topic e.g. environment, pollution, bullying/cyberbullying in their community. In small groups, students research existing laws/protectations for the top five concerns. The class brainstorms a list of new laws/protectations that need to be created. Each partner class shares its top five list and proposed laws/protectations determining similarities between the two lists and any surprises.

REFLECTION

In their own class, students reflect on the similarities and differences between their own community and the partner class. See activities in the document METHODS FOR REFLECTION IN THE CLASSROOM.

For the reflection, there are key questions available. See the document REFLECTION QUESTIONS FOR STUDENTS.

