

Teacher Guide

IB DP Global Politics

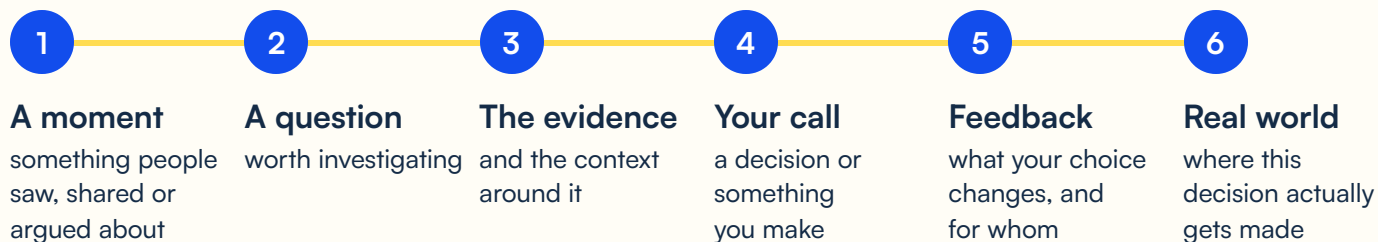
For IB Diploma Global Politics

11 cases about media, law, policy and the decisions that shape your life. For every case: the opener, the case file, a reasoning page, a worked example and a one-period workshop plan.

How this edition works

IB Diploma Programme Global politics classes at SL and HL, mainly for engagement-project rehearsal and thematic-study practice.

Each case starts from something people actually saw or argued about and works toward something students decide or make. Objectives stay explicit for you; students meet the ideas through what they investigate and create.



By the end, students can

- ✓ Analyze local decisions with the core concepts of power, sovereignty, legitimacy and interdependence.
- ✓ Frame a genuine political issue in a local setting and plan ethical engagement with the people involved.
- ✓ Connect local cases to the rights and justice or development and sustainability thematic studies without overstating them.
- ✓ Compare domestic arrangements with international statements of rights.
- ✓ Evaluate multiple perspectives, including those missing from the room.

What's different in this edition

- Most routes rehearse the early stages of the engagement project rather than exam papers
- Nine cases are marked not recommended because they involve no political actors or contest over power
- Every route names its core concepts and, where relevant, its thematic study
- International comparison is required wherever a case is purely domestic

Real, or made for this lesson?

Real source links to reporting, research or an official page you can check yourself.

Fictional case material was written for the story, so you can practise on it safely.

Plan the edition

Preparation

- Use only cases marked strong or partial; the fit reason names the outside material each needs.
- Plan consent, safety and supervision for any engagement with people outside school.
- Gather the international instruments named in routes (for example, articles of the Universal Declaration of Human Rights).
- Keep rehearsal proposals separate from the student's actual engagement project.

Materials

- The case evidence page and the outside sources the route names
- Actor-map and engagement-plan templates
- Texts of the international instruments cited

Timing

Plan about 100 minutes for a scoping rehearsal or thematic-study practice, and about 150 minutes for the full engagement rehearsal on public comment.

Assessment

Give practice feedback on issue framing, ethical engagement, conceptual accuracy and evaluation of perspectives; rehearsals are not internal-assessment submissions and no IB marks are predicted.

Supports that don't lower the bar

Vocabulary

Keep the four core concepts and the thematic-study titles visible, with students' own working definitions.

Read-aloud

Read international instruments aloud with a plain-language paraphrase beside them.

Bilingual planning

Allow engagement conversations and notes in the language the participants use, documented and translated for the report. Never ask a student to disclose a disability, immigration status, family finances or private records to take part.

Oral rehearsal

Rehearse engagement conversations, including consent scripts, with peers before contacting anyone.

Other ways to respond

Accept actor maps, engagement logs and recorded reflections as evidence alongside written proposals.

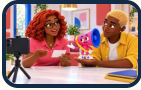
Framework

IB Diploma Programme Global politics (guide for first assessment 2026)

- Core: Understanding power and global politics, with four core concepts explored throughout the course: power, sovereignty, legitimacy and interdependence
- Three thematic studies: rights and justice; development and sustainability; peace and conflict
- HL extension: inquiries into global political challenges, assessed through Paper 3, a stimulus-based paper
- Engagement project (internal assessment): students identify and explore a political issue of personal interest through documentary research and engagement with the individuals and groups involved, and submit a written report

Checked 2026-09-24. Alignment is described here, not certified or endorsed.

What's inside

	4	Whose room is it, anyway? Who gets a say when a shared space changes?	5		5	Okay... where did the rest of my paycheck go? Why is my deposit smaller than what I earned?	12
	7	Who decides what stays on the shelf? A group chat says one complaint got a novel “banned.” What actually happened, and who decides?	19		9	Your ballot is more local than your feed. What’s actually on your ballot, and where do you find out?	26
	10	A city you can actually reach If the usual route is blocked, whose job is it to make the trip work?	33		11	Same work. Different pay. Why? Jordy and Gia worked the same event. Why are their rates different, and how do you ask?	40
	12	A protest is not one legal question When does a school get to limit what students say?	47		13	Before it reaches the bin Could the crew make less waste before anyone reaches the recycling bin?	54
	16	“It’s our policy” is not the end When a new building rule appears, who wrote it and who does it affect?	61		18	Follow the school money The district budget is huge. Why is the theatre curtain still falling apart?	68
	19	Give your comment a destination How do you make a public comment that actually lands?	75				



Case 4

Whose room is it, anyway?

Who gets a say when a shared space changes?

Libraries, rec centers and after-school rooms change hours and fees all the time, and those changes land hardest on people with the least flexible schedules. Learning to read a budget and ask the right decision-maker lets students defend a shared space without pretending money doesn't matter.

In the real world

Education Week, 2023 Letting Students Decide Where Money Should Go: How One District Did It

First Alert 4 (KMOV), 2026 St. Louis shuts down streets to cars, hands them over to neighbors

Mari

Mira, “keep it free” doesn’t pay the person closing up, and I’m that person. So what’s our plan for the gap?

You'll make

Engagement-project proposal, 500—700 words, with an actor map

Time

About 100 minutes

Level

IB DP Global Politics



The case file

Look at what's actually here before deciding what it means.

Fictional case material

1

§ Nonprofit board agenda, board meeting Wednesday 6:30 p.m.

Evening rentals, for discussion. Option A: keep the current free evenings; the funding gap remains. Option B: replace Tuesday and Thursday evenings with paid rentals. Option C: pilot one rental evening for six weeks while seeking additional funding. No vote has been taken.



Is this a vote or a discussion? Which words tell you?

Fictional case material

2

Illustrative weekly budget note prepared for the board (invented figures for practice)

Evening staffing and utilities: \$600. Current grants and donations: \$400. Each paid rental is projected to add \$120 after its extra costs. Two bookings would add \$240; one would add \$120. Demand is uncertain.



Which number here is a guess, and what could change it? Work out the gap with zero, one and two rentals.

Fictional case material

3

Sami works afternoons. Dec rehearses on Thursdays. Mari closes the shop. A nearby resident worries about late noise. The proposed meeting time overlaps with several shifts.

Listening notes from evening users, collected over the weekend



Whose voice is missing from these four notes, and how could they contribute without attending?

Fictional case material

4

"If they take both late evenings, the room might still be "open" when I am working. That is not the same as being able to use it."

Mari, 19, bookseller who closes the shop



What is the difference between a room being open and a room being usable?

Fictional case material

5

"I want us to stop solving this for everybody before we ask everybody."

Sami, 23, uses the room after her print-shop shift

What would the crew have to do before its request could claim to speak for evening users?

Outside the story

The case is fictional. The questions in it are not. Here is where they show up in the real world.

Still missing

Who uses the room on other evenings, whether the \$120 projection rests on any past bookings, what the board will do if the pilot underperforms, and the views of evening users who were not in the listening notes.

Real-world evidence



Real source

Carol Bacchi, “What’s the problem represented to be?” approach

Summary, not a quotation: Bacchi’s policy-analysis approach asks how a proposed solution represents the problem it claims to solve and what that representation leaves unexamined.



article

Letting Students Decide Where Money Should Go: How One District Did It

[Education Week, 2023-02-06](#)

A real district let students propose and vote on how shared school spaces and money would change.



article

St. Louis shuts down streets to cars, hands them over to neighbors

[First Alert 4 \(KMOV\), 2026-06-04](#)

A city pilot that changes a shared space for a trial run, so neighbors can test trade-offs before anything is permanent.

Discuss before deciding

- Which item did you trust first, and why?
- What would you need to see before repeating the strongest claim?
- Who is missing from these documents?

If this, then what?

Follow each option to its consequences. Which consequences depend on a projection, and who carries the cost if it misses?

Option B: paid rentals replace Tuesday and Thursday evenings

A projected \$240 would cover the \$200 gap if both evenings book

Check: What happens if bookings fall short of the projection?

Dec loses Thursday rehearsals and Mari's late evenings stop being usable

Evening users, including people who cannot attend the meeting

Option C: one rental evening piloted for six weeks

A projected \$80 gap remains while the board seeks funding and reviews the pilot

Check: What happens if bookings fall short of the projection?

Words that do the work

Trade-off

Ventajas y costos

A choice that helps one goal while limiting another.

Paid rentals help close the \$200 weekly gap but take away free evenings Sami and Dec use.

Equity

Equidad

Giving people what they need to have a fair chance, which may not be the same thing for everyone.

The same evening slot means a different thing for Sami after a print-shop shift than for someone free all day.

Projection

Proyección

An estimate based on assumptions that may change.

Each rental is projected to add \$120, but demand is uncertain.

Authority

Autoridad

The power or responsibility to make a particular decision.

The nonprofit board decides, not a city community board and not the crew.

One student's draft

Prepare a 90-second public comment recommending an option, using at least one figure accurately.

Good evening. I use the Common Room on weeknights, and I'm here about the evening rental options. I think the board should choose Option C, the six-week pilot.¹ Option B would replace both Tuesday and Thursday free evenings, and Dec rehearses on Thursdays, so he would lose his spot². The budget note says each rental will add \$120, so the pilot will bring the gap down to \$80³. That still leaves a gap, but the board could ask local businesses to sponsor the room. Also, a lot of people who use the room are working during this meeting. Could the board accept written comments for two weeks so they can be heard too?⁴ Thank you.

- 1 A clear position on a specific option, stated early enough for a listener to follow.
- 2 Good use of the listening notes: an affected person tied to a specific evening.
- 3 Revise: the budget note calls \$120 a projection and says demand is uncertain. Say "is projected to" and "if bookings hold."
- 4 Strong request: the board can act on it, and it reaches people the meeting time leaves out.

Works well Uses evidence Gap to fix Think about the reader

One revision

Before

~~The budget note says each rental will add \$120, so the pilot will bring the gap down to \$80.~~

After

The budget note projects \$120 per rental, so if bookings hold, the pilot would bring the weekly gap down to about \$80.

The revision matches the source's own uncertainty, which makes the speaker more credible to a board that knows demand could fall short.

Teacher commentary

The comment is organized for listening: position, affected person, figure, request. Its one weakness is treating a projection as a promise, which a board member would catch at once. With the figure stated conditionally it reaches Proficient on Evidence, and naming the resident's noise concern would move it toward Advanced on Reasoning.

Teach it in one period

IB DP Global Politics

Use the room decision to rehearse scoping an engagement project: define the political issue, map the actors and the power each holds, identify whose voices are missing and plan two ways to engage people directly. Then write a short proposal explaining how power and legitimacy shape the decision.

Sources

The agenda, the budget note and the listening notes, plus one real local example the student identifies, such as a library, rec-center or community-board decision.

Objective

Students practise the early stages of the engagement project by framing a local political issue and planning engagement around power and legitimacy.

Product

Engagement-project proposal, 500–700 words, with an actor map

Assessed by

The teacher gives practice feedback on issue framing, actor analysis and engagement planning; the proposal is not an internal assessment submission and no IB marks are predicted.

45 minutes	You	Students	Check for
5 min Name the decision	Read the agenda aloud. Ask: is this a final vote? Who decides?	Identify the decision-maker and the stage of the proposal.	Students say “nonprofit board, discussion only, no vote yet.”
10 min Work the numbers	Model $\$600 - \$400 = \$200$. Provide calculators.	Model zero, one and two rentals; underline “demand is uncertain.”	Correct figures: a \$200 gap, an \$80 gap with one rental, a \$40 surplus with two.
10 min People map	Draw the map: who uses the room, when, and who might miss the meeting.	Add Sami, Dec, Mari and the resident; add missing voices as questions.	Map includes at least one missing voice written as a question.
12 min Draft the comment	Share the four parts: position, effect, figure, request.	Write a 90-second comment or 120–160 word letter.	Comment uses one figure accurately and asks for something the board can do.
6 min Board test	Partners play board members.	Ask one good-faith question; the speaker revises one line.	Each comment shows one revision made in response.
2 min Exit	Ask for a person affected who may miss the meeting.	Name them and one alternate way to contribute.	Answer names a real route, like a written comment.

Questions to keep asking



Nexo

This is a nonprofit board, not a city community board. Different bodies, different rules.

Support every student, then assess

Success looks like

- ✓ Frames a genuinely political issue about power over a shared resource
- ✓ Maps actors and their sources of power accurately
- ✓ Plans ethical, feasible engagement with the people involved
- ✓ Uses power and legitimacy precisely

Supports at this level

- Actor map: formal authority, resources, influence, voice
- Engagement plan template: who, how, what you will ask, consent and safety
- Core-concept prompts: where do power and legitimacy show up here?

Access

- Provide a calculator and a worked \$600 – \$400 example
- Read one option at a time aloud
- Spanish vocabulary: propuesta, proyección, autoridad, equidad
- Offer a written comment instead of public speaking
- Pre-fill two people on the people map

Stretch

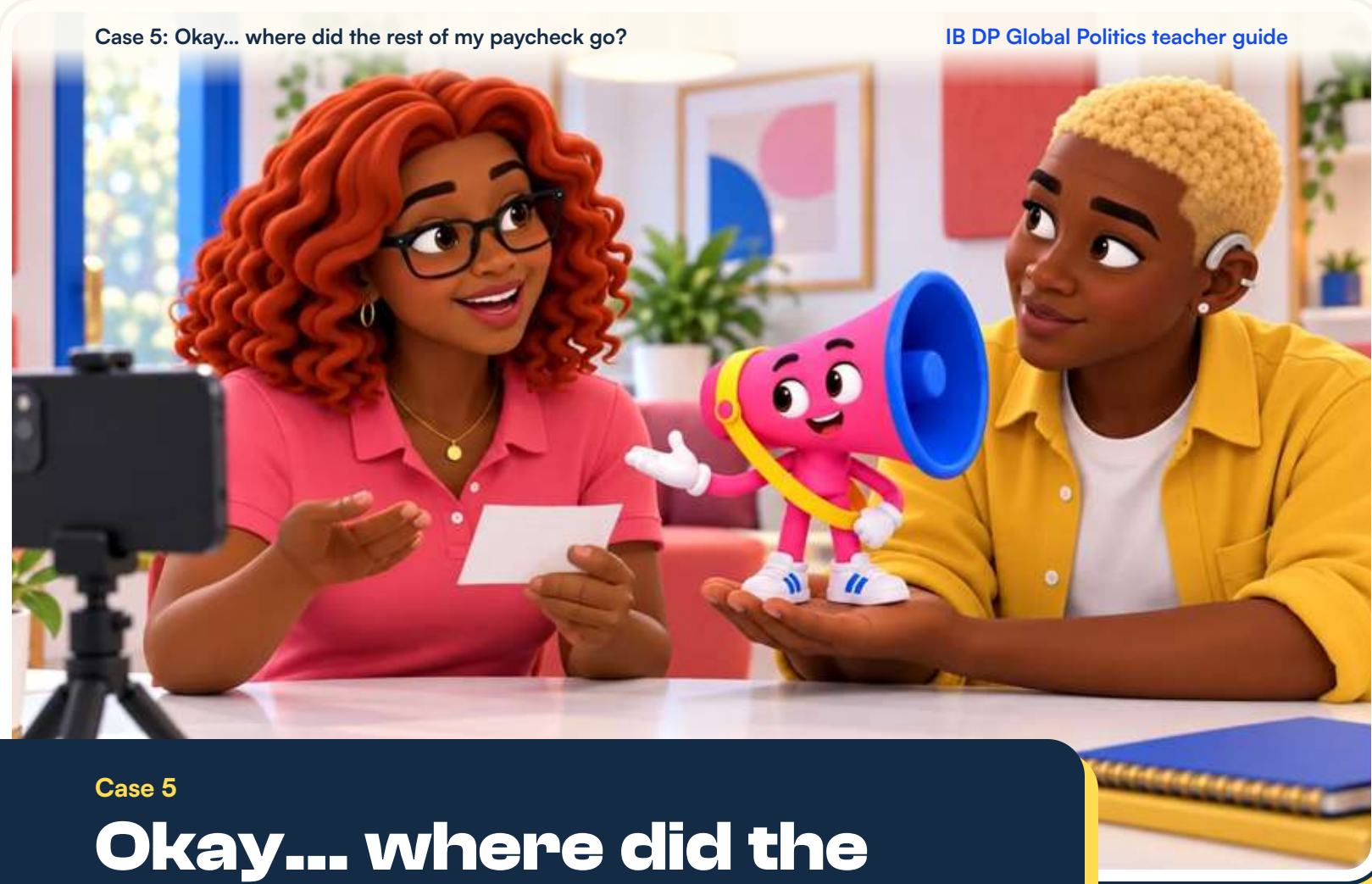
- Model what happens if only four of six pilot rentals are booked
 - Research the difference between a nonprofit board and a public community board in your area
- Challenge:** Explain what would make the board's eventual decision legitimate in the eyes of evening users who could not attend, and what evidence would show it.

Rubric	Beginning	Developing	Proficient	Advanced
Evidence	No figures or perspectives.	Mentions money or people vaguely.	Uses one figure and one affected perspective accurately.	Uses figures conditionally and names an uncertainty.
Reasoning	Assigns bad motives to the board.	States a preference without addressing the gap.	Recommends an option and addresses the gap.	Weights trade-offs across options and explains the choice.
Audience & purpose	Speaks to the wrong decision-maker.	Addresses the board but asks for nothing specific.	Makes a request the board can act on.	Requests a process that includes people who can't attend.
Revision	No change.	Tone edits only.	Replaces a motive claim with evidence.	Adds a figure, a perspective and a follow-up request.

Standards this can show

Global Politics — key concepts: power, equality and justice IB DP

Language A: language and literature — Time and space IB DP



Case 5

Okay... where did the rest of my paycheck go?

Why is my deposit smaller than what I earned?

Many students start working in high school, and a pay statement is often the first place they meet labor law and the social safety net. Reading each line lets a worker spot a real error and understand what their Social Security and Medicare contributions are for.

Gia

I counted my hours twice. Okay, the Saturday shift was after the cutoff. One more question: what's this withholding line?

In the real world

Two Cents / PBS (YouTube), 2019 How Do Your Tax Dollars Get Spent?

NPR, The Indicator from Planet Money, 2018 Social Insecurity

You'll make

Analytical response, 700—900 words

Time

About 100 minutes

Level

IB DP Global Politics



The case file

Look at what's actually here before deciding what it means.

Fictional case material

1

Illustrative pay statement, pay period ending Friday the 12th, paid the following Thursday

Hours: 15.00 at \$17.00. Gross pay: \$255.00. Social Security tax: \$15.81. Medicare tax: \$3.70. Federal income tax withheld: \$8.40. State and local income tax withheld: \$6.10. Net pay: \$220.99. (Invented withholding amounts for practice; they do not predict anyone's taxes.)



Which line shows what Gia earned before deductions? Which two lines together make up FICA?

Fictional case material

2

Gia's shift log in her notes app, last two weeks

Mon the 8th: 4 hrs. Wed the 10th: 4 hrs. Thu the 11th: 3 hrs. Fri the 12th: 4 hrs. Sat the 13th: 3 hrs. My total: 18 hrs.



Which shift falls outside the pay period? Add up the hours that fall inside it.

Fictional case material

3

Gia and Jordy comparing deposits, Thursday 7:20 p.m.

Gia: my deposit is way less than what I worked out??

Jordy: Mine looks different too. But comparing just our deposits is going to send us in circles.

Jordy: Please don't post the whole statement. Just tell me which line.



Why doesn't comparing deposits answer Gia's question? What would they need to compare instead?

Fictional case material

4

"Just did. The period ended Friday the 12th. My Saturday shift was the 13th. So it's probably on the next statement. Probably. I still want payroll to confirm."

Gia, 21, café worker



What does Gia decide to check before making a claim about an error?

Outside the story

The case is fictional. The questions in it are not. Here is where they show up in the real world.

Still missing

Whether the Saturday shift will appear on the next statement, what Gia entered on her W-4, whether any other deductions such as benefits apply to her job, and the minimum wage where she works.

Real-world evidence



Real source

Internal Revenue Service, Understanding employment taxes

Summary, not a quotation: the IRS explains that employers generally withhold federal income tax and the employee's share of Social Security and Medicare taxes from wages, and that federal income-tax withholding is figured partly from the employee's Form W-4.



Real source

Internal Revenue Service, Understanding Taxes tutorial on gross and net pay

Summary, not a quotation: the tutorial defines gross pay as earnings before deductions and net pay as what remains after deductions, the amount often called take-home pay.



video

How Do Your Tax Dollars Get Spent?

[Two Cents / PBS \(YouTube\), 2019-04-10](#)

Starts with a first paycheck that's smaller than expected and explains FICA and income tax withholding.

Discuss before deciding

- Which item did you trust first, and why?
- What would you need to see before repeating the strongest claim?
- Who is missing from these documents?

What the evidence can hold up

Before calling it an error, sort the evidence. Which facts explain the smaller deposit, and which question is still worth asking payroll?

Evidence	Claim 1 Payroll shorted Gia's pay.	Claim 2 The missing 3 hours belong on the next statement.
1 Shift log shows 18 hours; the statement shows 15	Supports	—
2 The period ended Friday the 12th; the 3-hour shift was Saturday the 13th	Challenges	Supports
3 Gross pay of \$255.00 matches 15 × \$17.00	Challenges	—
4 FICA and withholding lines account for the gap between gross and net	Challenges	—

Still open

- Will the Saturday shift actually appear next time? Ask payroll.

Words that do the work

Gross pay

Salario bruto

What you earned before anything is taken out: hours times rate, plus other earnings.

Gia's statement shows 15 hours at \$17.00, or \$255.00 gross in this illustrative example.

Net pay

Salario neto

What actually reaches you after deductions.

The bank deposit Gia checked twice is her net pay, not her earnings.

FICA

FICA (Seguro Social y Medicare)

Payroll taxes for Social Security and Medicare, federal programs for retirement, disability, survivors and health care.

Rachel names FICA in Friends. On Gia's statement it shows up as two lines.

One student's draft

Write Gia's payroll question and a short explainer for a friend starting their first job.

Payroll message: Hi, I'm checking my statement for the pay period that ended Friday the 12th. My shift log shows 18 hours, but the statement shows 15. ¹ Was my Saturday shift on the 13th after the cutoff? ² If so, will it be on my next check? Thanks, Gia

Explainer for Jordy: Your deposit is net pay, which is what's left after deductions. Gross pay is your hours times your rate. FICA is the tax for Social Security and Medicare, and income-tax withholding is basically the same thing, just another name for it ³. So before you think payroll messed up, match the dates first and then read each line ⁴.

- 1** Precise evidence from both records: the exact comparison payroll can check.
- 2** Good reasoning: the writer tests the pay-period explanation before assuming an error.
- 3** Revise: federal income-tax withholding is a separate line from FICA, and its amount depends partly on the W-4.
- 4** Useful, sequenced advice a new worker can actually follow.

Works well Uses evidence Gap to fix Think about the reader

One revision

Before

~~FICA is the tax for Social Security and Medicare, and income-tax withholding is basically the same thing, just another name for it.~~

After

FICA is the tax for Social Security and Medicare. Federal income-tax withholding is a separate line, and the amount depends partly on the W-4 you filled out.

The revision fixes a factual error that would confuse a first-time worker looking at two different lines on the same statement.

Teacher commentary

The payroll message is excellent: it names the period, both hour counts and a specific question, and keeps private details out. The explainer is clear and well sequenced but merges FICA with income-tax withholding. Correcting that sentence moves the response to Proficient on Evidence and Reasoning.

Teach it in one period

IB DP Global Politics

Compare how Article 22 of the Universal Declaration of Human Rights frames social security with how the United States funds Social Security and Medicare through payroll taxes. Then evaluate one argument about whether social insurance is best understood as a right or as a national policy choice.

Sources

The illustrative pay statement, the Social Security Administration overview, the text of Article 22 of the Universal Declaration of Human Rights and one teacher-selected source on social insurance in another country.

Objective

Students relate a domestic social-insurance mechanism to an international statement of economic and social rights and evaluate the gap between them.

Product

Analytical response, 700—900 words

Assessed by

The teacher gives practice feedback on conceptual accuracy, use of evidence and evaluation of perspectives; no IB marks are predicted.

45 minutes	You	Students	Check for
5 min The deposit	Show Gia’s bank deposit and her notes: 18 hours worked.	Predict: why might the deposit be smaller?	Predictions include taxes and at least one non-tax reason.
10 min Read the statement	Hand out the illustrative pay statement. Define gross, net, FICA and withholding.	Label each line and calculate 15 × \$17.00.	Students get \$255.00 gross and find the FICA lines.
8 min Find the three hours	Show the pay-period dates and Gia’s shift log.	Compare dates and explain the missing hours.	Students find the Saturday shift after the cutoff.
10 min Why FICA?	Explain Social Security and Medicare as social insurance and the federal minimum wage vs. local rates.	Write one sentence on what FICA pays for and one question about the local minimum.	Sentences name retirement, disability or health care accurately.
9 min Write the payroll question	Model a line-specific question.	Draft a private message to payroll about any unexplained line.	Message names a period, a line and a document.
3 min Exit	Ask: what would you check before saying payroll made a mistake?	Write two things.	Answers include pay period and hours/rate.

Questions to keep asking



Lupa

Her log says 18 hours; the statement says 15. Check the pay-period dates first.

Support every student, then assess

Success looks like

- ✓ Explains the declaration's article and the U.S. funding mechanism accurately
- ✓ Distinguishes a declared right from a funded program
- ✓ Evaluates at least two perspectives fairly
- ✓ Uses core concepts precisely

Supports at this level

- Rights-versus-policy grid
- Core-concept prompts on sovereignty, legitimacy and interdependence
- Perspective table: young worker, retiree, employer, government

Access

- Provide a color-coded statement and calculator
- Read each line aloud and model the first calculation
- Spanish vocabulary: salario bruto, salario neto, retención, período de pago
- Reduce to three lines: gross, FICA, net
- Students with IEPs may use a partially completed table

Stretch

- Use the IRS Tax Withholding Estimator's public page to list what information it asks for (no personal data)
- Research your state's minimum wage and pay-statement requirements

Challenge: Explain why a right stated in an international declaration may be delivered very differently by different states, and what that shows about sovereignty.

Rubric	Beginning	Developing	Proficient	Advanced
Evidence	No specific numbers.	Mentions hours but no period.	Names hours, period and the line in question.	Cites own records and the statement side by side.
Reasoning	Assumes an error or theft.	Assumes all difference is tax.	Separates hours, deductions and period timing.	Explains which differences are expected and which need checking.
Audience & purpose	Shares private details or demands.	Polite but vague.	Clear question payroll can answer.	Clear, private, and offers the right document.
Revision	No change.	Removes one issue.	Adds period and line, removes private data.	Explains why each change helps payroll respond.

Standards this can show

Global Politics — key concepts: equality and development IB DP

Theory of Knowledge — Knowledge and the knower (core theme) IB DP



Case 7

Who decides what stays on the shelf?

A group chat says one complaint got a novel “banned.” What actually happened, and who decides?

School and public libraries across the country are deciding how to handle challenges to books, and the rules vary by district and state. Students who can tell a complaint from a final decision, and who know where to speak, can take part without spreading rumors or silencing other readers.

In the real world

Chalkbeat Colorado, 2025 Colorado bill to curb school library book challenges clears first legislative hurdle

Chalkbeat Tennessee, 2024 Under stricter Tennessee law, some school library books quietly disappear

Mari

Mira, I found a character in a book like this who made me feel less alone. That's why I care. Now what does the policy actually say?

You'll make

Engagement-project proposal, 600—800 words, with an actor map

Time

About 100 minutes

Level

IB DP Global Politics



The case file

Look at what's actually here before deciding what it means.

Fictional case material

1

Group chat, Thursday 10:12 p.m.

"One parent complained, so that novel is banned. It's gone from the library."



What stage of the process does this message skip? How could you check the second sentence?

Fictional case material

2

§ District reconsideration notice, posted Friday by the school library

"A request for reconsideration has been received for one title in the library collection. Under district policy, the title remains available during the review. A review committee will read the full work and evaluate it against the district's selection criteria. Written input may be submitted by the 15th. The committee's decision may be appealed."



Is the book on the shelf right now? List the stages this notice describes.

Fictional case material

3

§ Review committee input form, due the 15th

Name and role (student, parent, staff or community member). Have you read the entire work? Yes / No. Which selection criteria does your input address? Comments, 300 words maximum.



Who can submit input, and what does the form ask about? Why might it ask whether you read the whole work?

Fictional case material

4

"Mira, I found a character in a book like this who made me feel less alone. That's why I care. Now what does the policy actually say?"

Mari, 19, bookseller and zine maker



What two things does Mari hold together: a personal reason and what else?

Outside the story

The case is fictional. The questions in it are not. Here is where they show up in the real world.

Still missing

Which novel is under review and what the request says, who sits on the review committee, what the district's selection criteria say in full, and what state law, if any, adds to the district policy.

Real-world evidence



Real source

American Library Association, Selection and Reconsideration Policy Toolkit: formal reconsideration

Summary, not a quotation: ALA's example procedure has a review committee whose members read or view the entire work, evaluate it against the collection policy's criteria and vote, with the material remaining available until a formal decision and with an appeal route. ALA presents this as guidance for libraries to adapt, not as law.



Real source

Roald Dahl, Matilda, authorized extract published by Penguin

Summary, not a quotation: in the extract, four-year-old Matilda finds the village public library on her own; the librarian, Mrs Phelps, helps her choose books, and over the following months she reads widely, including classic adult novels.



article

Colorado bill to curb school library book challenges clears first legislative hurdle

[Chalkbeat Colorado, 2025-02-10](#)

A state debated requiring clear reconsideration policies, showing a challenge is a process, not an instant ban.

Discuss before deciding

- Which item did you trust first, and why?
- What would you need to see before repeating the strongest claim?
- Who is missing from these documents?

Who actually gets to decide?

Replace “banned” with the real chain of decisions. Who decides at each stage, which rules bind them, and where can a student’s input land?

Keep, restrict or remove the novel after review

Who decides

The school review committee, which reads the whole work and votes
District-level appeal and, finally, the school board

Under which rule

District reconsideration policy and selection criteria
State law and unsettled First Amendment case law (Pico had no majority opinion)

Who lives with it

Your way in

Written input on the committee form by the 15th

Words that do the work

Challenge

Solicitud de reconsideración

A formal request to reconsider whether a library resource should be available.

A parent filed a request about a novel in Anika’s school library. That started a review, not a removal.

Reconsideration policy

Política de reconsideración

A written process for handling challenges: review, criteria, decision and appeal.

The ALA recommends libraries adopt one.
Anika’s district has its own adopted version.

Selection criteria

Criterios de selección

The standards a library uses to choose and evaluate materials.

The review committee is supposed to judge the whole book against these, not one paragraph.

One student's draft

Write input to the review committee using the published selection criteria.

To the Review Committee, I'm a student at this school, and I'm writing about the novel under review. The district's selection criteria ask the committee to judge each book as a whole¹, not by one passage. Read as a whole, this book follows a character dealing with isolation² and slowly finding people she can trust, and that is why readers my age connect with it. I understand the parent who filed the request is worried about one scene with mature content, and that concern deserves a real answer³. But honestly, anyone who wants a book removed is just trying to control what other people read⁴. I'm asking the committee to keep the novel available and, if the concern is about age level, to consider an age note in the catalog rather than removal. Thank you.

- 1** Strong: the argument is anchored in the committee's own published criterion.
- 2** Good use of the whole-work standard, though one specific scene or detail would make the evidence stronger.
- 3** Good: the writer acknowledges another reader's concern with respect.
- 4** Revise: this assigns a motive to everyone who files a request and contradicts the respect shown one sentence earlier. The committee needs reasons tied to criteria, not judgments of people.

Works well Uses evidence Gap to fix Think about the reader

One revision

Before

But honestly, anyone who wants a book removed is just trying to control what other people read.

After

But the criteria ask about the whole work, and that scene is part of how the story shows the character's isolation.

The revision keeps the disagreement about the book, where the criteria apply, instead of about the parent, which the committee cannot weigh.

Teacher commentary

The input is organized around the committee's criteria, reads the book as a whole and makes a constructive request. One sentence undoes the respectful acknowledgment by attributing a motive to everyone who files a request. Replacing it with a criteria-based reason moves the input to Advanced on Audience, and adding one specific scene would strengthen Evidence.

Teach it in one period

IB DP Global Politics

Rehearse an engagement project on library governance: frame the political issue (who decides what stays on public school shelves, and by what process), map the actors (families on different sides, librarians, the school board, the state legislature, students, advocacy groups), plan ethical engagement with people who disagree with each other, and compare the local process with the freedom to seek and receive information in Article 19 of the Universal Declaration of Human Rights.

Sources

The chat message, the reconsideration notice, the input form, ALA’s reconsideration guidance, one state or district policy and the text of Article 19 of the Universal Declaration of Human Rights.

Objective

Students practise the early stages of the engagement project on a contested local issue and connect it to rights and legitimacy.

Product

Engagement-project proposal, 600—800 words, with an actor map

Assessed by

The teacher gives practice feedback on issue framing, fairness to competing actors and conceptual accuracy; the proposal is not an internal assessment submission and no IB marks are predicted.

45 minutes	You	Students	Check for
5 min The library scene	Read the authorized Matilda extract where Mrs Phelps helps Matilda find books.	Write what the library gives Matilda.	Answers go beyond “books” to access or belonging.
8 min The chat claim	Show the group chat: “One parent complained, so that novel is banned.”	List what you’d need to know to confirm it.	Lists include stage, policy and who decides.
12 min Read the process	Hand out the district policy excerpt and the ALA reconsideration steps.	Map the stages and mark where the novel is now.	Maps show “under review, still available.”
8 min The legal layer	Explain Pico in two minutes and that state laws vary.	Write one sentence on what the law does and doesn’t settle.	Sentence avoids claiming the law clearly forbids or allows removal.
9 min Prepare input	Model a comment tied to criteria.	Draft a 90-second comment or written input for the committee.	Input names a criterion and a reader’s perspective without speaking for everyone.
3 min Exit	Ask: whose reading experience is missing?	Name one and how to hear it respectfully.	Answer doesn’t put a classmate on the spot.

Support every student, then assess

Success looks like

- ✓ Frames a political issue about authority over shared public resources
- ✓ Maps actors on different sides fairly
- ✓ Plans ethical engagement across disagreement
- ✓ Uses power, legitimacy and rights precisely

Supports at this level

- Actor map: formal authority, resources, influence, voice
- Engagement plan that includes people with opposing views
- Core-concept prompts on power and legitimacy

Access

- Offer an audiobook or read-aloud of the Matilda extract (Mari moves between print and audio)
- Provide the process as a visual flowchart
- Spanish vocabulary: biblioteca, reconsideración, criterios, apelación
- Allow oral input
- Never ask students to share personal reasons a book matters to them

Stretch

- Find your district’s reconsideration policy and summarize its stages
 - Research how your state’s laws about school library materials have changed recently
- Challenge:** Explain what would make a final decision legitimate both to the family that filed the request and to students who want the book available.

Rubric	Beginning	Developing	Proficient	Advanced
Evidence	Repeats “banned.”	Mentions a complaint without stage.	States the current stage from the policy.	States stage, next steps and input route.
Reasoning	Declares a legal verdict.	Treats outrage as the argument.	Separates complaint, review and decision.	Connects input to criteria and notes legal uncertainty.
Audience & purpose	Attacks people.	Rallies without direction.	Gives a useful participation route.	Invites participation while respecting other readers and the parent.
Revision	No change.	Tone only.	Corrects the stage and removes attacks.	Explains how each change helps the chat act accurately.

Standards this can show

Language A: language and literature — Readers, writers and texts IB DP

Global Politics — key concepts: rights, liberty and legitimacy IB DP



Case 9

Your ballot is more local than your feed.

What's actually on your ballot, and where do you find out?

National races dominate feeds, but many decisions that shape students' lives, like school boards, judges and local measures, appear lower on the ballot. Knowing how to find your own official ballot and deadlines matters whether you're voting soon or learning how the system works before you can.

In the real world

NPR, 2023 Some states are trying to boost youth voter registration. Here's what they're doing

Ballotpedia News, 2025 Most states allow teenagers to pre-register to vote before turning 18, and some let them vote in primaries

Mateo

Dec doesn't need us picking for him. He needs his own ballot and a registration check before November. Honestly, so do I.

You'll make

Engagement-project proposal, 600—800 words, with an actor map

Time

About 100 minutes

Level

IB DP Global Politics



The case file

Look at what's actually here before deciding what it means.

Fictional case material

1

§ Illustrative sample ballot, November general election

Federal: U.S. Representative. State: State Senator; Superior Court judge (retention). Local: Board of Education, District 3 (vote for two); City Council, Ward 5. Measures: Measure T, transit improvements bond.



Which contests are below the headline race? Which one touches Dec's school, and which touches his bus?

Fictional case material

2

Creator's voter guide, posted three weeks before the election

"Everything you need for November!! Registration closes the 14th. School board: vote Candidate B, the only one who actually cares about students. Measure T: yes, obviously."



Which lines are facts you can check, and which are picks? Whose deadline is "the 14th"?

Fictional case material

3

Gia's group-chat reminder draft, Sunday 6:30 p.m.

"Check your registration and your own sample ballot at vote.gov. Deadlines depend on your state. Please don't post your address here."



What information should stay out of a group chat, and what does Gia share instead?

Fictional case material

4

"I turn 18 in October. I don't need someone picking for me. I need to know what's on my ballot and whether I'm registered in time for November."

Dec, 17, theatre crew



What two things does Dec need to find out, and which official source answers each?

Fictional case material

5

"Dec's feed is all the big race. Then you flip the sample ballot: school board, city council, a transit bond. Nobody's posting about Measure T."

Mateo, 22, moved from New Bedford for college



Which contests does Mateo find below the headline race, and how would he separate the guide's facts from its picks?

Outside the story

The case is fictional. The questions in it are not. Here is where they show up in the real world.

Still missing

Dec's own state, registration status and deadline, the actual sample ballot for his address, what each local office is responsible for where he lives, and who wrote and funds the creator's guide.

Real-world evidence



Real source

Vote.gov, Preparing to vote: age 18 and under

Summary, not a quotation: Vote.gov explains that in most states, the District of Columbia and U.S. territories people can preregister before turning 18, that you must be 18 to vote, that several states let 17-year-olds vote in primaries if they will be 18 by the general election, and that each person should check their own state's rules.



Real source

U.S. Constitution, Twenty-Sixth Amendment, Section 1 (text as published by the National Constitution Center)

"The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age."



article

Some states are trying to boost youth voter registration. Here's what they're doing [NPR, 2023-08-06](#)

Explains preregistration and other state steps that let teens sign up before they turn 18.

Discuss before deciding

- Which item did you trust first, and why?
- What would you need to see before repeating the strongest claim?
- Who is missing from these documents?

Who actually gets to decide?

Separate the two questions Dec has: what is on his ballot, and can he vote. Which rules and offices answer each, and which source should he check first?

Which contests and measures appear on Dec's ballot

Who decides

His address and district lines, drawn through redistricting

Under which rule

Who lives with it

Your way in

Vote.gov, which links to his state or local election office

Whether Dec can register and vote in November

Who decides

Under which rule

Twenty-Sixth Amendment: the vote at 18 cannot be denied on account of age

State rules on preregistration, deadlines and 17-year-old primary voting

Who lives with it

Your way in

Vote.gov, which links to his state or local election office

Words that do the work

Sample ballot

Papeleta de muestra

A preview of the contests and measures for your specific address and election.

Dec finds a school board race and a transit measure below the headline race.

Voter guide

Guía para votantes

A publication explaining or recommending choices; it may be neutral or take positions.

A creator's guide explains some races and recommends others. Mateo separates the facts from the picks.

Registration

Inscripción electoral

Signing up to vote where required; rules and deadlines vary by state.

Gia tells friends to check their own state's deadline, not hers.

Preregistration

Preinscripción

In many states, signing up at 16 or 17 so you're registered when eligible.

Anika, 16, checks whether her state lets her preregister.

One student's draft

Write a nonpartisan explainer on one local contest: what the office does, what's on the ballot and where to verify it. Compare how two guides describe the race.

School Board, District 3 What the office does: The school board sets the district budget, hires the superintendent and approves policies like the school calendar. It doesn't run individual classrooms.¹ What's on the ballot: Two seats are open, with four candidates. There's also a transit measure, but that's a city question, not a school board one². Where to verify: Look up your own sample ballot through vote.gov, which sends you to your state's election office. The creator guide says Candidate B is the only one who cares about students, so you should probably vote for her³. Comparing guides: The county guide prints each candidate's statement in their own words.⁴ The creator guide adds opinions about who is best.

- 1 Good: saying what the office does not control keeps readers from asking it for the wrong things.
- 2 Strong jurisdiction thinking: the writer separates two contests on the same ballot.
- 3 Revise: an explainer must stay nonpartisan. Report what the guide claims as the guide's opinion and leave the choice to the reader.
- 4 Good comparison: the writer identifies how the two guides differ in purpose.

Works well Uses evidence Gap to fix Think about the reader

One revision

Before

~~The creator guide says Candidate B is the only one who cares about students, so you should probably vote for her.~~

After

One creator guide recommends a candidate; that is the guide's opinion, so check each candidate's own statement in the county guide.

The revision keeps the explainer nonpartisan while still teaching readers to tell a recommendation from a fact.

Teacher commentary

The explainer describes the office accurately, including its limits, separates the school board from the city measure and compares the two guides by purpose. One sentence slips from explaining into recommending a candidate, which the task rules out. Replacing it with a clearly labeled description of the guide's opinion moves the response to Advanced on Audience.

Teach it in one period

IB DP Global Politics

Rehearse an engagement project on youth participation in local elections: frame a nonpartisan political issue, such as why young people vote less in local contests, map the actors (election office, schools, parties, youth organizations, candidates), plan ethical, nonpartisan engagement with an election office or youth civic group, and analyze how turnout affects the legitimacy of local decisions, comparing voting age or registration in one other country.

Sources

The sample ballot, Vote.gov’s guidance for people 18 and under, one source on local turnout and one official source on voting rules in another country.

Objective

Students practise the early stages of the engagement project on local electoral participation and analyze it through the core concept of legitimacy.

Product

Engagement-project proposal, 600—800 words, with an actor map

Assessed by

The teacher gives practice feedback on issue framing, nonpartisan engagement planning and conceptual accuracy; the proposal is not an internal assessment submission and no IB marks are predicted.

45 minutes	You	Students	Check for
5 min Your feed vs. your ballot	Show a feed full of one national race. Ask: what else might be on the ballot?	List guesses.	Lists include local offices.
10 min Read a sample ballot	Hand out an illustrative sample ballot with federal, state and local contests.	Circle one local office and one measure.	Students find the school board race and a local measure.
8 min What does the office do?	Model looking up an office’s responsibilities.	Match three offices to three issues students care about.	Matches are accurate (e.g., school board → school budgets).
10 min Guide vs. ballot	Show a creator’s voter guide.	Highlight checkable facts in one color, recommendations in another.	Students separate facts from picks.
9 min Official checklist	Show Vote.gov and the age guide; emphasize rules vary.	Write a personal checklist: election office, registration, deadlines, sample ballot.	Checklist uses official sources only.
3 min Exit	Ask: if you can’t vote yet, what’s one way to take part?	Write one.	Answer names a real route.

Support every student, then assess

Success looks like

- ✓ Frames a nonpartisan political issue about participation
- ✓ Maps actors and their sources of power accurately
- ✓ Plans ethical, nonpartisan engagement
- ✓ Uses legitimacy precisely and compares fairly with another country

Supports at this level

- Actor map: formal authority, resources, influence, voice
- Nonpartisan engagement plan with consent and safety notes
- Legitimacy prompts: does turnout change whether a decision is accepted?

Access

- Provide an illustrated sample ballot with offices color-coded
- Read office descriptions aloud
- Spanish vocabulary: papeleta, inscripción, elección, medida
- Many election offices provide Spanish materials; show where
- Reduce to matching two offices

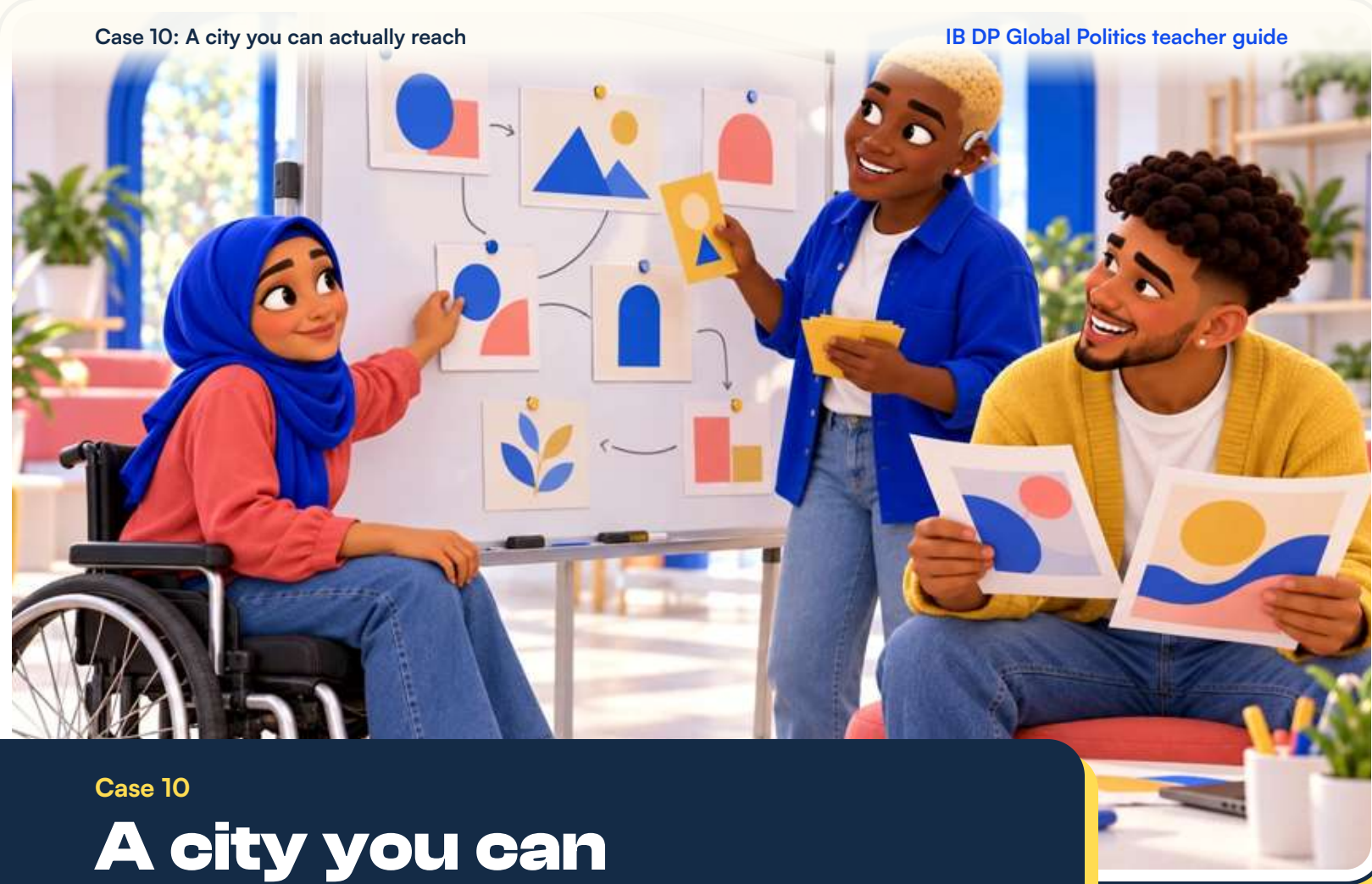
Stretch

- Find your county’s sample ballot for the next election
 - Research the history of the Twenty-Sixth Amendment
- Challenge:** Evaluate two different definitions of legitimacy, one based on procedure and one based on participation, using the local example.

Rubric	Beginning	Developing	Proficient	Advanced
Evidence	Copies one person’s deadlines.	Mentions official sources vaguely.	Points to official sources for each person’s state.	Points to official sources and explains why rules differ.
Reasoning	Treats a guide as the ballot.	Mentions the ballot but not local contests.	Separates ballot, guide and registration.	Explains why local offices matter to the audience.
Audience & purpose	Collects private info.	Generic hype.	Useful, private, nonpartisan.	Includes people not yet eligible.
Revision	No change.	Adds a link.	Replaces copied deadlines with official routes.	Explains how each change helps friends in different situations.

Standards this can show

- Global Politics — key concepts: power and legitimacy IB DP
- Theory of Knowledge — Knowledge and politics (optional theme) IB DP



Case 10

A city you can actually reach

If the usual route is blocked, whose job is it to make the trip work?

Getting to school, a library or a city program depends on sidewalks, ramps, buses and information, and when one piece fails, someone's day falls apart. Knowing which law applies and which office to ask turns frustration into a request that can get a route fixed.

In the real world

HISTORY, 2020 When the 'Capitol Crawl' Dramatized the Need for Americans with Disabilities Act

THE CITY, 2025 North Bronx Subway Station to Get Elevators, Nearly a Decade After ADA Lawsuit

You'll make

Engagement-project proposal, 600—800 words, with an actor map

Time

About 100 minutes

Level

IB DP Global Politics

Sami

I don't need a viral video, Mateo. I need to know if there's a route that gets me to the bus in twelve minutes.



The case file

Look at what's actually here before deciding what it means.

Fictional case material

1

Construction detour sign at the corner, posted Monday, photographed Tuesday 4:05 p.m.

**“SIDEWALK CLOSED AHEAD.
PEDESTRIAN DETOUR →”** The arrow points to a path that begins with a flight of stairs.



Where does this detour send people, and who can use that route?

Fictional case material

2

Route map, home to the city workshop, drawn by Sami and Mateo

1. Home to the corner of Elm Street and 4th Avenue: sidewalk clear. 2. Northeast curb ramp: blocked by construction fencing. 3. Bus stop: next bus in 12 minutes. 4. Bus to the parks department building. 5. Workshop entrance and room: not yet checked.



Which stages of the trip does Mateo's photo leave out?

Fictional case material

3

City workshop flyer posted by the parks department

“Free Community Workshop Series. Tuesdays, 5–7 p.m., Parks Department Annex. All welcome! Questions? Call the front desk.” The flyer gives no information about accessible entrances or how to request access.



Does the flyer say how to request access or whom to contact? What would you add?

Fictional case material

4

“The sign says detour. The detour starts with stairs. So, no. Twelve minutes.”

Sami, 23



Why isn't this detour a detour for Sami, and what does she need to know in the next twelve minutes?

Fictional case material

5

“I had the sign on video before I even thought about it. Sami asked if that gets her on the bus. Fair. Camera down.”

Mateo, 22, already filmed the sign

What is the difference between documenting a barrier and making Sami the content?

Outside the story

The case is fictional. The questions in it are not. Here is where they show up in the real world.

Still missing

Whether an accessible detour exists and how it is marked, how long the ramp will be blocked, whether the workshop entrance and room are accessible, and who the city's ADA coordinator is and how complaints are handled.

Real-world evidence



Real source

U.S. Department of Justice, ADA Update: The ADA and City Governments

Summary, not a quotation: under Title II, city programs, services and activities must be accessible, but program access generally does not require making every facility accessible; a city can, for example, move a service to an accessible place. The guide also covers curb ramps during street and sidewalk work and the city's duty to communicate effectively.

article

**When the
'Capitol
Crawl'
Dramatized
the Need
for
Americans
with
Disabilities
Act**

**HISTORY,
2020-07-24**

A throwback to March 12, 1990, when activists climbed the Capitol steps to show what stairs do to access. The ADA was signed that July.

Discuss before deciding

- Which item did you trust first, and why?
- What would you need to see before repeating the strongest claim?
- Who is missing from these documents?

What the evidence can hold up

Sort what the evidence supports. Which claim can you make today, which one needs more facts, and who can supply them?

Evidence	Claim 1 The city is breaking the ADA.	Claim 2 On Tuesday, the posted detour did not work for a wheelchair user.
1 Photo: the northeast curb ramp blocked by fencing on Tuesday at 4:05 p.m.	Narrows	Supports
2 Detour sign points to a path that starts with stairs	—	Supports
3 DOJ: Title II requires program access, not every facility to be accessible	Narrows	—

Still open

- Is there another accessible route to the bus and the workshop? Ask the ADA coordinator.

Words that do the work

Jurisdiction

Jurisdicción

Which laws and which government bodies apply to a place or program.

ADA Title II covers the city-run workshop and city sidewalks. Private businesses fall under Title III.

Claim vs. evidence

Afirmación y prueba

A claim says something is true; evidence is the record that supports or challenges it.

Mateo's photo shows one blocked curb ramp. It can't prove the whole route is inaccessible or illegal.

Program access

Acceso al programa

Under ADA Title II, a government program as a whole must be accessible, even if not every older facility is.

The city can make the workshop accessible through another entrance or location. The question is whether it works.

One student's draft

Write an access report to the city's ADA coordinator about the blocked route, with one sentence explaining why you ask rather than claim a violation.

To the City ADA Coordinator, I'm writing about the construction at Elm Street and 4th Avenue, next to the bus stop. On Tuesday at about 4:05 p.m., the curb ramp on the northeast corner was blocked by construction fencing¹, and the detour sign pointed to a route with stairs. My friend Sami, who uses a wheelchair and said I could mention her², couldn't reach the bus stop that way. The city is clearly violating the ADA by blocking the ramp.³ Could you tell us whether there is an accessible detour, how it is marked and how long the ramp will be blocked? We would also like to know how to report this if it happens again. Why I asked instead of claimed: I only saw one corner at one time⁴.

- 1 Precise location, time and observation: the details an office needs to find the problem.
- 2 Good: the writer checked with Sami before including her.
- 3 Revise: one observation cannot establish a violation, and the sentence contradicts the writer's own rationale. Program access concerns the whole program, so ask about the detour instead.
- 4 An honest statement of the evidence's limit, which is exactly why a question fits better than a claim.

Works well Uses evidence Gap to fix Think about the reader

One revision

Before

~~The city is clearly violating the ADA by blocking the ramp.~~

After

Because the city runs the workshop and maintains the sidewalk, we understand ADA Title II may apply, so we wanted to ask you directly.

The revision names the relevant law as the reason for contacting this office without declaring a violation the evidence cannot support.

Teacher commentary

The report is specific, respects Sami's consent and makes a clear, answerable request. One sentence declares a violation that the writer's own rationale admits the evidence cannot show. Replacing it with a question-framed reference to Title II moves the report to Proficient on Reasoning and protects its credibility with the office.

Teach it in one period

IB DP Global Politics

Rehearse an engagement project on accessibility where you live: frame a political issue about who is responsible for accessible public routes, map the actors (city departments, contractors, the ADA coordinator, disability advocacy groups, residents), plan consent-based engagement that treats disabled residents as decision-makers, and compare the ADA's approach at a general level with the UN Convention on the Rights of Persons with Disabilities, which the United States has signed but not ratified.

Sources

The route map, detour sign and flyer, the DOJ ADA and City Governments page, the text of the UN Convention on the Rights of Persons with Disabilities and one local accessibility page.

Objective

Students practise the early stages of the engagement project on a local access issue and connect it to rights and sovereignty through an international comparison.

Product

Engagement-project proposal, 600—800 words, with an actor map

Assessed by

The teacher gives practice feedback on issue framing, actor analysis, engagement ethics and conceptual accuracy; the proposal is not an internal assessment submission and no IB marks are predicted.

45 minutes	You	Students	Check for
5 min The blocked route	Describe Sami's trip: blocked curb ramp, detour sign pointing to stairs, bus in 12 minutes.	Write what Sami needs right now and what could be asked later.	Students separate the immediate need from the follow-up.
10 min What the photo shows	Show Mateo's photo. Ask what it proves and what it doesn't.	Sort statements into "the photo shows" and "we'd need more."	"The city broke the law" goes in "need more."
10 min Which law?	Explain Titles II and III of the ADA and program access using the DOJ page.	Match three places (city workshop, sidewalk, private café) to the right title.	Workshop and sidewalk → Title II; café → Title III.
10 min Route audit	Model a route audit: find, get there, enter, take part, leave.	Complete an audit for Sami's trip using case evidence.	Audit lists at least three stages, not just the entrance.
7 min Write the request	Model a message to the ADA coordinator.	Draft a 60—100 word message with location, observation and request.	Message avoids declaring a violation and makes a specific ask.
3 min Exit	Ask: which barrier would a photo miss?	Write one.	Answers include information, timing or communication barriers.

Support every student, then assess

Success looks like

- ✓ Frames a political issue about responsibility for public access
- ✓ Maps actors and their sources of power accurately
- ✓ Plans engagement that respects disabled residents’ agency
- ✓ Compares the domestic and international frameworks accurately

Supports at this level

- Actor map: formal authority, resources, influence, voice
- Consent-based engagement plan template
- Comparison grid: domestic statute versus international convention

Access

- Provide a printed route map with stages labeled
- Read the DOJ summary aloud with a visual of Titles II and III
- Spanish vocabulary: ruta, barrera, rampa, desvío
- Allow an oral report
- Reduce to mapping two stages

Stretch

- Find your city’s ADA coordinator page and summarize its complaint process
- Research how your city communicates construction detours

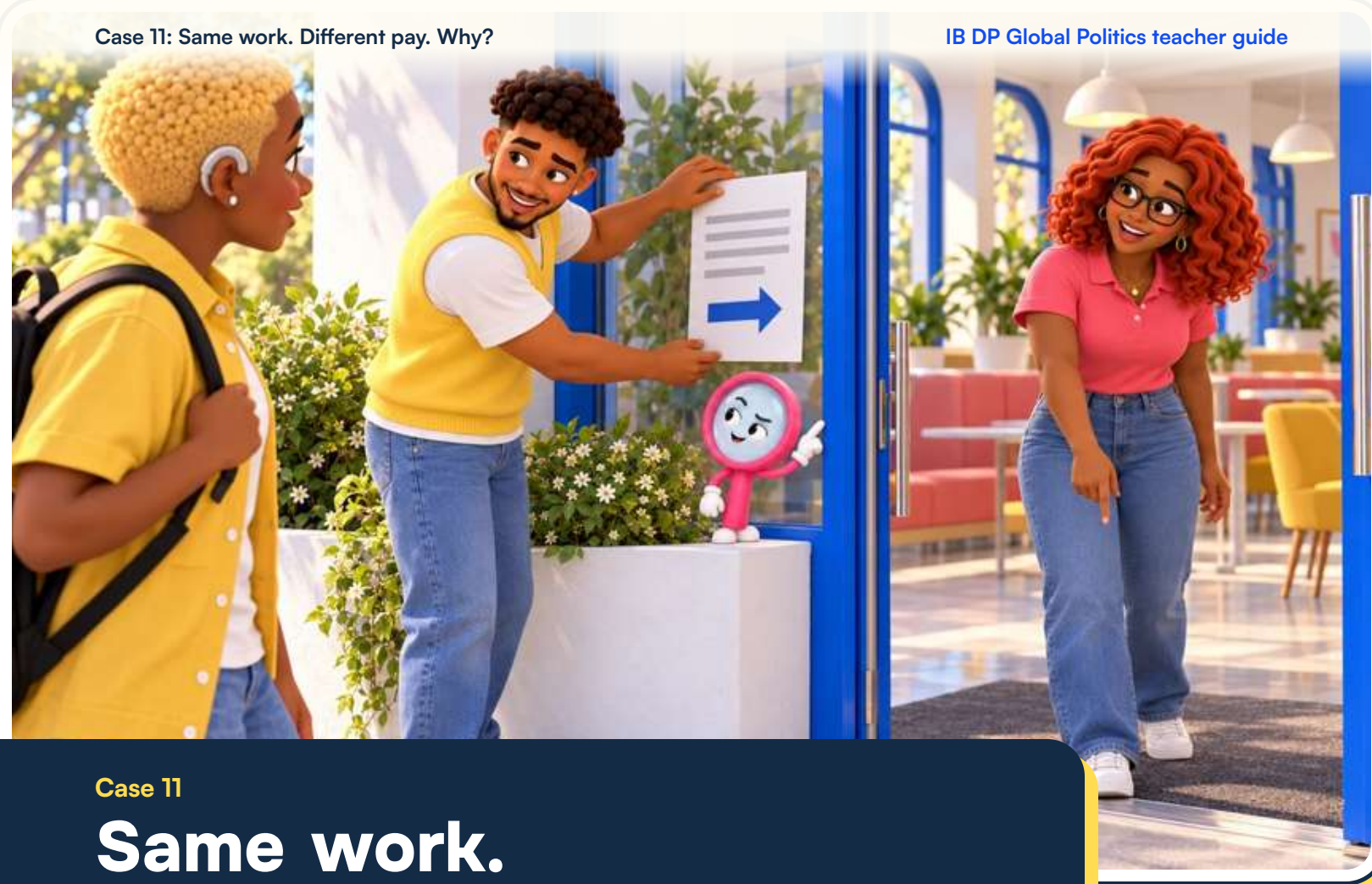
Challenge: Explain why a country might sign a rights convention without ratifying it, and what that means for a resident on a blocked sidewalk.

Rubric	Beginning	Developing	Proficient	Advanced
Evidence	No location or time.	General description.	Specific location, time and observation.	Specific observation plus what remains unknown.
Reasoning	Declares a violation.	Mixes observation and conclusion.	Separates observation from legal question.	Connects observation to program access and asks the right office.
Audience & purpose	Threatening or vague.	Polite but no clear request.	Specific, answerable request to the right office.	Request plus how to report future issues.
Revision	No change.	Tone only.	Adds specifics and removes the legal conclusion.	Explains how each change helps the city act and respects Sami.

Standards this can show

Global Politics — key concepts: rights, equality and power IB DP

Theory of Knowledge — Knowledge and the knower (core theme) IB DP



Case 11

Same work. Different pay. Why?

Jordy and Gia worked the same event. Why are their rates different, and how do you ask?

Pay gaps can come from fair criteria, mistakes or discrimination, and workers usually can't tell which from a paycheck alone. Knowing what the law protects, including the right most private-sector workers have to talk about pay, helps young workers ask without guessing or getting silenced.

In the real world

NPR, 2022 The U.S. national women's soccer team wins \$24 million in equal pay settlement

NPR, 2020 Federal Judge Dismisses U.S. Women's Soccer Team's Equal Pay Claim

Jordy

We were both there till close. I want to know why the numbers differ. Not my statement in a post before we've even asked.

You'll make

Analytical response, 700—900 words

Time

About 100 minutes

Level

IB DP Global Politics



The case file

Look at what's actually here before deciding what it means.

Fictional case material

1

Jordy's pay statement (illustrative), Saturday event, paid the following Friday

Event crew, Saturday. Hours: 8.0 at \$16.50. Gross pay for the event: \$132.00.



What rate and hours does this show? What does it not show about how the rate was set?

Fictional case material

2

Event crew schedule with job titles, posted the Wednesday before

Saturday event, 3:00—11:00 p.m. Crew: Gia (shift lead), Jordy and two other crew members. Setup, 3:00—5:00: all crew. Caption and audio check: Jordy. Closing, 10:00—11:00: all crew.



What does "shift lead" mean on this schedule? What would you need to know to decide whether it explains the rate?

Fictional case material

3

Jordy and Gia comparing notes, Sunday 1:15 p.m.

Gia: I'm fine with you knowing my rate. I just don't want my statement posted anywhere.

Jordy: Got it. Did you do anything different as shift lead?

Gia: I opened up and handled one guest issue. Honestly, I don't know if that's why. We have a question, not a finding.



What does each of them actually know? What has Gia agreed to share, and with whom?

Fictional case material

4

"We were both there till close. I want to know why the numbers differ. Not my statement in a post before we've even asked."

Jordy, 20, event crew and caption editor



What order does Jordy want to do things in, and why?

Outside the story

The case is fictional. The questions in it are not. Here is where they show up in the real world.

Still missing

What the shift-lead role officially involves and how rates are set, whether Gia's higher rate reflects experience or other criteria, how other crew members are paid, and whether the company has any written pay policy.

Real-world evidence



Real source

U.S. Equal Employment Opportunity Commission, Youth@Work: Pay Discrimination

Summary, not a quotation: the EEOC explains that the Equal Pay Act requires men and women to be paid equally for the same work at the same workplace, that other laws it enforces bar pay discrimination based on race, color, religion, sex, national origin, disability, age (40 or older) or genetic information, that compensation includes wages, overtime, bonuses and benefits, and that retaliation for complaining is prohibited.



Real source

National Labor Relations Board, Your Right to Discuss Wages

Summary, not a quotation: the NLRB says that for employees covered by the National Labor Relations Act, employers may not have rules banning wage discussions or requiring permission for them, and may not punish, question, threaten or monitor employees for such discussions, whether or not they have a union.



article

The U.S. national women's soccer team wins \$24 million in equal pay settlement [NPR, 2022-02-22](#)

A real 'same work, different pay' dispute that ended in a settlement and a promise of equal rates.

Discuss before deciding

- Which item did you trust first, and why?
- What would you need to see before repeating the strongest claim?
- Who is missing from these documents?

Same moment, different accounts

Line up the accounts. Where do they agree, where do they differ, and which difference could be a legitimate factor? What would you need to find out before calling it unfair?

Account 1

Jordy's record: 8 hours, setup, caption and audio check, closing, \$16.50

Account 2

Gia's account: same hours, setup and closing, opened up and handled one guest issue, \$18.00

Account 3

The schedule: Gia listed as shift lead, with no description of the role

Where they agree

Both worked the same event, the same hours, and setup and closing.

Where they differ

Title and rate: shift lead at \$18.00 versus crew at \$16.50

Check: Ask the supervisor how rates are set and what the shift-lead role requires

Words that do the work

Equal Pay Act

Ley de Igualdad Salarial

A 1963 federal law requiring equal pay for substantially equal work regardless of sex, with some allowed exceptions.

One of the laws the EEOC page describes. It covers sex-based pay differences, not every difference.

Title VII

Título VII

Part of the Civil Rights Act of 1964 barring employment discrimination, including pay, based on race, color, religion, sex or national origin.

Title VII covers pay decisions based on race, color, religion, sex or national origin at covered employers; the Equal Pay Act covers only sex-based differences.

Compensation

Compensación

All pay and benefits, including rates, bonuses and overtime.

Jordy's statement shows \$16.50 an hour; Gia's shows \$18.00. Both worked setup and closing.

One student's draft

Build a private comparison sheet and draft Jordy's message to the supervisor.

Comparison sheet: Jordy worked the Saturday event, 3 to 11 p.m.: setup, the caption and audio check, and closing, at \$16.50 an hour. Gia worked the same event and hours, setup and closing, at \$18.00. The schedule lists Gia as "shift lead." Message: Hi Dana, I have a question about my rate for Saturday's event. I worked 3 to 11 p.m., did setup and closing, and ran the caption and audio check¹. My statement shows \$16.50 an hour², and I know Gia was paid \$18.00 for the same shift³. Could you explain how rates are set for event crew, and what the shift-lead role involves⁴? Thanks, Jordy

- 1 Precise hours and duties: the facts the supervisor needs to compare roles.
- 2 Good: Jordy states their own record, which is theirs to share.
- 3 Revise: this names a coworker and her pay without her permission. Jordy can raise the question without exposing Gia's information.
- 4 Strong: the question targets the one legitimate factor that might explain the difference.

Works well Uses evidence Gap to fix Think about the reader

One revision

Before

~~My statement shows \$16.50 an hour, and I know Gia was paid \$18.00 for the same shift.~~

After

My statement shows \$16.50 an hour, and I understand another worker on the same shift was paid a higher rate.

The revision keeps the question specific while respecting that Gia's pay is hers to share, which also keeps the conversation about criteria rather than about a coworker.

Teacher commentary

The sheet is accurate, and the message is specific, respectful and focused on the one legitimate factor that could explain the gap. Naming Gia and her rate without her permission is the one serious miss, because the case makes clear her information is hers to share. With that line revised, the message reaches Advanced on Audience and Proficient on Evidence.

Teach it in one period

IB DP Global Politics

Compare the statement of equal pay for equal work in Article 23 of the Universal Declaration of Human Rights with how U.S. federal law (the Equal Pay Act and Title VII) and one state or city pay-transparency law approach it. Then evaluate whether transparency laws change the balance of power between employers and workers like Jordy.

Sources

Jordy’s statement and schedule, the EEOC pay-discrimination page, the NLRB page on discussing wages, the text of Article 23 of the Universal Declaration of Human Rights and one pay-transparency law chosen with the teacher.

Objective

Students connect a workplace pay question to rights, power and legitimacy by comparing an international statement of a right with domestic enforcement.

Product

Analytical response, 700—900 words

Assessed by

The teacher gives practice feedback on conceptual accuracy, use of evidence and evaluation of perspectives; no IB marks are predicted.

45 minutes	You	Students	Check for
5 min Two statements	Show illustrative statements: Jordy \$16.50/hr, Gia \$18.00/hr, same event, same hours.	Write three possible explanations.	Lists include legitimate and illegitimate reasons.
8 min Compare the work	Hand out the event schedule and job titles.	Build a table: duties, hours, title, rate.	Students notice Gia’s “shift lead” title and ask what it involved.
10 min What the law covers	Summarize the EEOC youth page: Equal Pay Act, Title VII, legitimate factors.	Match each explanation to “could be lawful,” “could be unlawful” or “need facts.”	Most land in “need facts.”
7 min Talking about pay	Explain that federal labor law protects most private-sector workers who discuss pay.	Discuss: whose choice is it to go public?	Students say Jordy decides.
12 min Write the question	Model: “We compared these duties and hours. Can you explain the rate?”	Draft Jordy’s message to the supervisor.	Message names duties and hours and asks for the criteria.
3 min Exit	Frame: “An explanation that would satisfy me is __. One that wouldn’t is __.”	Complete it.	Answers distinguish legitimate factors.

Support every student, then assess

Success looks like

- ✓ Explains the international statement and U.S. law accurately
- ✓ Analyzes information as a source of power
- ✓ Evaluates at least two perspectives fairly
- ✓ Uses core concepts precisely

Supports at this level

- Rights-versus-law grid: who states the right, who enforces it, what it covers
- Power prompts: who holds information, and who can act on it?
- Perspective table: worker, employer, regulator

Access

- Provide a pre-built comparison table
- Read the EEOC page aloud with visuals
- Spanish vocabulary: salario, tarifa, discriminación, criterios
- Allow oral message drafting
- Reduce to comparing duties and rates

Stretch

- Find your state labor department’s page on pay equity
 - Research the EEOC’s filing deadlines and how they vary by state
- Challenge:** Explain why a right can be widely recognized yet hard for an individual worker to use, and what that shows about power and legitimacy.

Rubric	Beginning	Developing	Proficient	Advanced
Evidence	Relies on assumption.	Mentions the gap only.	Cites duties, hours and rate.	Cites records and acknowledges what isn’t known.
Reasoning	Declares discrimination.	Assumes the reason.	Asks for criteria before concluding.	Identifies possible legitimate factors to test.
Audience & purpose	Threatens or exposes coworkers.	Polite but vague.	Specific question to the right person.	Specific question that protects coworkers’ privacy.
Revision	No change.	Tone only.	Replaces conclusion with a question.	Explains how changes protect Jordy and get an answer.

Standards this can show

Global Politics — key concepts: equality, justice and rights IB DP

Theory of Knowledge — Knowledge and the knower (core theme) IB DP



Case 12

A protest is not one legal question

When does a school get to limit what students say?

Students speak up at school through shirts, posters, walkouts and posts, and they often hear either “you have free speech” or “you have no rights here.” Both are too simple, and knowing how precedent really works helps students speak effectively without walking into avoidable trouble.

In the real world

PBS NewsHour, 2021 Student free speech makes it to the Supreme Court in former high school cheerleader's case

PBS NewsHour (Associated Press), 2021 Supreme Court rules in favor of cheerleader who published critical social media post in First Amendment case

Anika

The feeling is real. But “free speech, end of story” isn’t a fact pattern. What did the poster say, where did it go up, and under whose rule?

You'll make

Analytical response, 700—900 words

Time

About 100 minutes

Level

IB DP Global Politics



The case file

Look at what's actually here before deciding what it means.

Fictional case material

1

Anika's poster, first version, printed Tuesday 3:15 p.m.

"KEEP OUR LIBRARY OPEN AT LUNCH. Wear blue Thursday." A photo of the school's sign and logo runs across the top. No student name or group appears anywhere on the poster.



Who does this poster look like it comes from? Which single element does most of that work?

Fictional case material

2

§ Student handbook, posting policy, p. 14 (illustrative excerpt)

Students may post materials on the student bulletin boards outside the cafeteria and the library. Materials must be approved by the main office and must show the name of the student or group responsible.



Where are student posters allowed, and who approves them? What would the first version need to change to follow this rule?

Fictional case material

3

Group chat suggesting a walkout, Wednesday 9:02 p.m.

"If they take the poster down we walk out Thursday. Tinker says they can't touch us."

Reply: "Wait, wear blue AND walk out??"



Which part is expression, and which is leaving class? What does the first message assume about Tinker?

Fictional case material

4

"I put the school sign across the top because it looked good. Now it reads like the school is announcing it. It isn't."

Mateo, 22, did the photo and layout



Why might it matter, legally and practically, whether a poster looks school-sponsored?

Outside the story

The case is fictional. The questions in it are not. Here is where they show up in the real world.

Still missing

What the attendance policy says about leaving class, whether the school has objected to the poster or only might, whether the people shown in the photo agreed to its use, and what process the school follows before any discipline.

Real-world evidence



Real source

U.S. Courts, Facts and Case Summary: *Tinker v. Des Moines*

Summary, not a quotation: public-school students were suspended for wearing black armbands to protest the Vietnam War. The Supreme Court ruled for the students, reasoning that a school could not restrict their expression because of a mere fear of disruption.



Real source

Tinker v. Des Moines Independent Community School District, 393 U.S. 503 (1969), majority opinion

"It can hardly be argued that either students or teachers shed their constitutional rights to freedom of speech or expression at the schoolhouse gate." ... "But, in our system, undifferentiated fear or apprehension of disturbance is not enough to overcome the right to freedom of expression."



video

Student free speech makes it to the Supreme Court in former high school cheerleader's case

[PBS NewsHour, 2021-04-28](#)

Explains the Snapchat case the Court used to ask when a school can punish off-campus student speech.

Discuss before deciding

- Which item did you trust first, and why?
- What would you need to see before repeating the strongest claim?
- Who is missing from these documents?

What the evidence can hold up

Test the slogan against the facts. Which evidence supports each claim, which challenges it, and which fact would you still need?

Evidence	Claim 1 Tinker means nobody can face consequences for walking out.	Claim 2 The wear-blue plan closely matches Tinker’s facts.	Claim 3 The poster should carry a student byline instead of the school logo.
1 Tinker’s facts: silent armbands, no substantial disruption, a public school	Narrows	Supports	—
2 A walkout means leaving class, which falls under the attendance rule	Challenges	—	—
3 The logo photo makes the poster look like school-sponsored speech	—	—	Supports

Still open

- What does the attendance policy say, and what process follows?

Words that do the work

Precedent

Precedente

An earlier court decision that guides later cases with similar facts.

Tinker v. Des Moines (1969) guides public-school speech, but only as far as the new facts match.

Constitutional right

Derecho constitucional

A protection from the Constitution that limits what government, including public schools, can do.

The First Amendment limits Anika’s public school. A private school isn’t bound the same way.

Substantial disruption

Perturbación sustancial

Tinker’s test: a public school may limit student speech if it would substantially disrupt school or invade others’ rights.

Wearing blue Thursday is quiet like the armbands. Leaving class mid-period is conduct under an attendance rule.

One student's draft

Write a fact-pattern brief comparing Tinker with the wear-blue plan and the walkout.

Facts: In Tinker (1969), public-school students wore black armbands to protest the Vietnam War and were suspended. Rule: The Supreme Court said students keep free-speech rights at school unless their expression would substantially disrupt school or invade others' rights¹.

Application: Anika's wear-blue Thursday plan is a lot like the armbands. It is silent and doesn't stop class, so Tinker probably protects it.² The walkout is also protected because it is a protest just like Tinker.³ Open questions: We don't know what the attendance policy says⁴ or whether the school would count a walkout as a disruption. We also need to know whether the school has any rule about clothing.

- 1 Accurate rule, including the limit most first drafts leave out.
- 2 Good application: the writer matches specific facts and says "probably" instead of promising a legal outcome.
- 3 Revise: leaving class is conduct under an attendance rule, which Tinker does not settle. Calling both "protest" hides the fact that changes the question.
- 4 Strong open question: it names the exact missing fact that would decide the walkout issue.

Works well Uses evidence Gap to fix Think about the reader

One revision

Before

~~The walkout is also protected because it is a protest just like Tinker.~~

After

The walkout is different: the message may be similar, but leaving class is conduct covered by the attendance policy, so Tinker alone doesn't answer it.

The revision separates the message from the action, which is the distinction the case turns on.

Teacher commentary

The brief states the rule accurately and applies it carefully to the wear-blue plan. It then treats the walkout as the same fact pattern because both are protests, which is the slogan the case warns against. Separating speech from conduct moves it to Proficient on Reasoning, and adding the logo question would reach Advanced.

Teach it in one period

IB DP Global Politics

Compare how the U.S. Tinker framework and Article 13 of the UN Convention on the Rights of the Child treat young people’s freedom of expression, noting that the United States has signed but not ratified the convention. Then evaluate the legitimacy of the school’s posting policy from the perspectives of students, staff and the district.

Sources

The Tinker summary, the posting-policy excerpt, the walkout chat and the text of Article 13 of the UN Convention on the Rights of the Child.

Objective

Students connect a local expression dispute to rights, legitimacy and sovereignty by comparing a domestic legal framework with an international rights instrument.

Product

Analytical response, 700—900 words

Assessed by

The teacher gives practice feedback on conceptual accuracy, use of evidence and evaluation of perspectives; no IB marks are predicted.

45 minutes	You	Students	Check for
5 min The slogan	Write on the board: “Tinker means nobody can face consequences for walking out.”	Agree, disagree or unsure, with one reason.	Students commit to a position before reading.
10 min Read the precedent	Read the U.S. Courts Tinker summary aloud: facts, ruling, reasoning.	Fill a fact-pattern card for Tinker: expression, place, school action, reason.	Cards name armbands, public school, suspension, no substantial disruption.
12 min Compare fact patterns	Introduce Anika’s poster, the wear-blue plan and a friend’s walkout idea.	Build a three-column comparison and mark which facts match Tinker.	Students separate quiet expression from leaving class.
8 min The logo problem	Explain school-sponsored speech (Hazelwood) in one minute.	Decide what to change so the poster reads as student speech, not an official notice.	Revisions remove the logo photo or add a clear student byline.
7 min Draft the next questions	Model: “Which rule is the school citing, and what process follows?”	Write two questions for a school contact about the posting policy.	Questions are about specific rules and procedures, not slogans.
3 min Exit	Frame: “A fact that would make Tinker less useful here is __.”	Complete the frame.	Answer names a changed fact like conduct, sponsorship or private school.

Support every student, then assess

Success looks like

- ✓ Explains both frameworks accurately
- ✓ Analyzes power and legitimacy in the school setting
- ✓ Represents several perspectives fairly
- ✓ Links the local case to rights and justice without overstating it

Supports at this level

- Rights comparison grid: source of the right, who is bound, stated limits
- Legitimacy prompts: who made the rule, how, and can it be challenged?
- Perspective table: students, staff, district, families

Access

- Provide an illustrated two-page Tinker summary
- Read case summaries aloud and pause for paraphrase
- Spanish vocabulary: precedente, expresión, perturbación, política escolar
- Allow oral responses or a chart instead of a paragraph
- Reduce to one comparison: armbands vs. wear-blue

Stretch

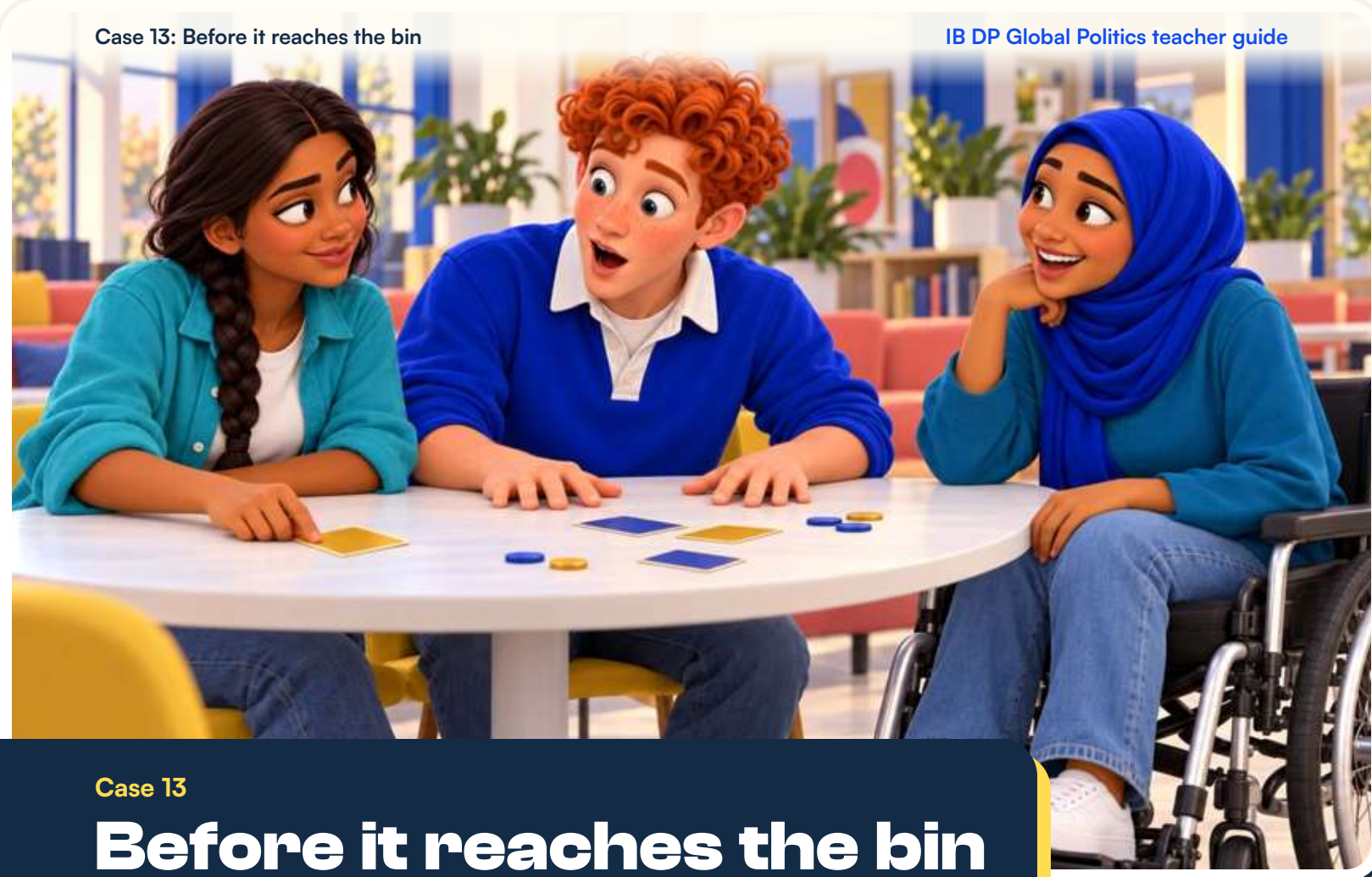
- Read about Bethel v. Fraser (1986) and Morse v. Frederick (2007) and add them to the comparison
- Find your district’s student expression or posting policy and compare it with Tinker

Challenge: Explain how a right can be recognized internationally yet have limited force in one school, and what that shows about sovereignty.

Rubric	Beginning	Developing	Proficient	Advanced
Evidence	No case facts.	Names Tinker without its rule.	States Tinker’s facts and substantial-disruption test.	Adds a second precedent or the walkout exercise accurately.
Reasoning	Treats a slogan as the answer.	Applies Tinker to everything.	Compares facts and separates speech from conduct.	Varies facts to show where the precedent stops fitting.
Audience & purpose	Tells others to break rules.	Argues for one side only.	Recommends a clear next question for the school.	Balances effective expression with respect for process.
Revision	No change.	Softens tone only.	Adds the rule’s limit and removes a legal conclusion.	Explains how each edit makes the argument more precise.

Standards this can show

- Global Politics — key concepts: liberty, rights and legitimacy IB DP
- Theory of Knowledge — Knowledge and politics (optional theme) IB DP



Case 13

Before it reaches the bin

Could the crew make less waste before anyone reaches the recycling bin?

Cities spend public money collecting and managing waste, and the costs of landfills and pollution don't land evenly on every neighborhood. Students who look upstream at what gets bought and reused can make real changes at school events and ask better questions of their local government.

In the real world

NPR, 2018 Starbucks To Eliminate Plastic Straws In Its Stores By 2020

NPR, 2018 Why People With Disabilities Want Bans On Plastic Straws To Be More Flexible

Dec

Half this box is packaging around tiny parts. Before we redo the recycling sign, can we just order smarter?

You'll make

Engagement-project proposal, 600—800 words, with an actor map

Time

About 100 minutes

Level

IB DP Global Politics



The case file

Look at what's actually here before deciding what it means.

Fictional case material

1

Screening supply list, last Friday's event

Single-use cups (plastic-lined paper, labeled "recyclable"): about 120.
Paper plates: 80. Printed flyers: 150. Paper straws, on request: 40.
Folding chairs: borrowed from the bookshop.



Which item was used the most, and could it be reduced or reused?

Fictional case material

2

Parts order with packaging, delivered Tuesday to the theatre shop

Three separate orders of small LED connectors and switches, placed over one week and delivered together: one full box, about half of it plastic air pillows and foam around tiny parts.



What could the next order change before any packaging reaches the shop?

Fictional case material

3

§ City accepted-materials list, current sanitation guide (illustrative)

Accepted in recycling: metal cans, glass bottles and jars, rigid plastic bottles and containers, flattened cardboard. Not accepted: plastic-lined paper cups, plastic bags and film, foam, items labeled compostable.



Does this list accept the cups the crew bought? What does the word "recyclable" on the cup actually tell you?

Fictional case material

4

"Half this box is packaging around tiny parts. Before we redo the recycling sign, can we just order smarter?"

Dec, 17, theatre crew



Where on the waste hierarchy is Dec trying to act?

Fictional case material

5

"Before anyone says this saves money or energy, what are we counting? Washing takes water and time too."

Anika, 16, theatre tech crew

What would a fair comparison need to include, and what would it leave out?

Outside the story

The case is fictional. The questions in it are not. Here is where they show up in the real world.

Still missing

How many cups washable reuse would actually replace, what washing costs in water and volunteer time, whether the bookshop can lend cups every time, and where the city's trash and recycling actually go.

Real-world evidence



Real source

U.S. Environmental Protection Agency, Sustainable Materials Management: Non-Hazardous Materials and Waste Management Hierarchy

Summary, not a quotation: EPA ranks approaches from most to least environmentally preferred as source reduction and reuse, then recycling and composting, then energy recovery, then treatment and disposal, while noting that no single approach suits all materials and circumstances.

article

**Starbucks
To Eliminate
Plastic
Straws In Its
Stores By
2020**
[NPR, 2018-
07-09](#)

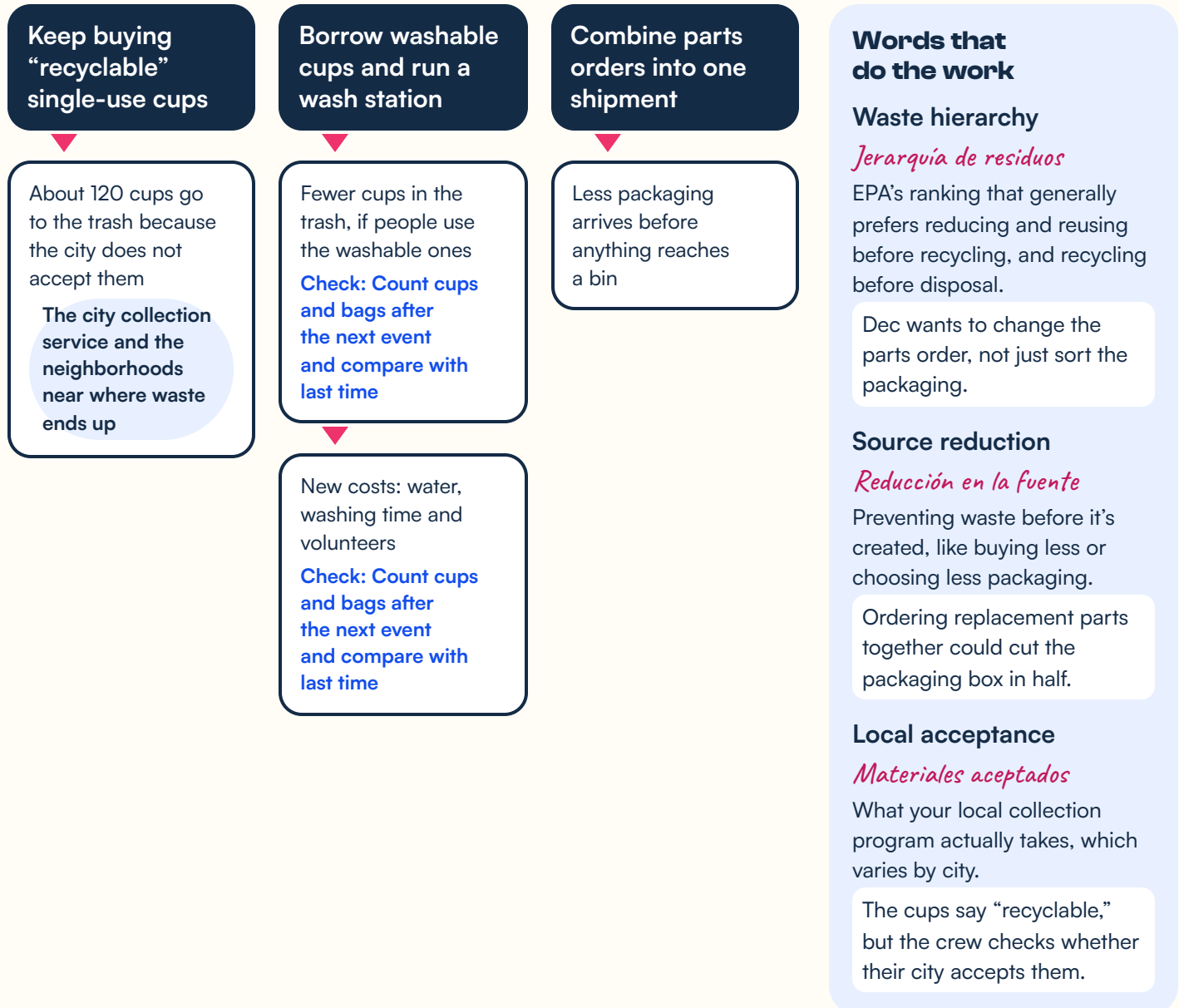
A throwback
to a company
cutting waste
at the
counter,
before
anything
reached
a bin.

Discuss before deciding

- Which item did you trust first, and why?
- What would you need to see before repeating the strongest claim?
- Who is missing from these documents?

If this, then what?

Follow each choice to its consequences, including new costs. Which consequence would you measure first, and what would count as success?



One student's draft

Write a proposal to the event organizers for one purchasing change, with a measurement plan.

Proposal: Replace most single-use cups at the next screening. Last Friday we used about 120 single-use cups², and the city's accepted-materials list doesn't take that kind of cup¹, so they all went to the trash even though they say "recyclable." We propose borrowing 60 washable cups from the bookshop and running a wash station. We'll keep compostable cups available for anyone who needs a disposable one³, like people who can't use a heavy cup. This change will definitely save money and cut our waste in half.⁴ To measure it, we'll count the cups used and thrown away after the event and compare with last time.

- 1** Strong: the writer checks the local rule instead of trusting the label.
- 2** Good use of a count as the baseline for the proposal.
- 3** Good: the access concern is built into the plan rather than added as an afterthought.
- 4** Revise: nothing has been measured yet, and washing has costs of its own. Say what you expect and let the count after the event decide.

Works well Uses evidence Gap to fix Think about the reader

One revision

Before

~~This change will definitely save money and cut our waste in half.~~

After

We expect fewer cups in the trash, but we won't claim savings until we compare the counts and the cost of running the wash station.

The revision matches the claim to the evidence and names a cost the original sentence ignored, which makes the proposal more credible to organizers.

Teacher commentary

The proposal picks one specific change, checks local acceptance, uses a baseline count and builds in an access option and a measurement plan. One sentence overclaims results that have not been measured and ignores the cost of washing. Qualifying it moves the proposal to Advanced on Reasoning.

Teach it in one period

IB DP Global Politics

Rehearse an engagement project on local waste policy: frame a political issue about who decides and who bears the costs of waste where you live (collection, landfill siting, recycling contracts), map the actors (sanitation department, council, contractors, residents, schools), plan ethical engagement with a sanitation or recycling office, and connect the issue to the development and sustainability thematic study.

Sources
The case materials, the EPA hierarchy page, your city’s recycling guide and one teacher-selected source on where your area’s waste goes.

Objective
Students practise the early stages of the engagement project on a local environmental issue and connect it to the development and sustainability thematic study.

Product
Engagement-project proposal, 600—800 words, with an actor map

Assessed by
The teacher gives practice feedback on issue framing, actor analysis and conceptual connection; the proposal is not an internal assessment submission and no IB marks are predicted.

45 minutes	You	Students	Check for
5 min The packaging box	Describe Dec’s full box of packaging from replacement parts.	Guess: where did this waste start?	Guesses point upstream to ordering.
8 min The hierarchy	Show EPA’s hierarchy; stress it’s a general framework.	Place five items (packaging, cups, chairs, parts, flyers) on the hierarchy.	Students place reduction options above recycling.
10 min Check local rules	Hand out the city’s illustrative accepted-materials list.	Check whether the “recyclable” cups are accepted.	Students find the label and the local list disagree.
10 min Materials sheet	Model the event materials sheet.	Fill in item, number used, reduction option, disposal rule, trade-off.	Each row has a trade-off, including access.
9 min One change	Anika’s rule: pick one repeated item and measure.	Draft a proposal for one change and how to measure it.	Proposal has a before/after number.
3 min Exit	Ask: could reducing waste create an access problem?	Name one and how you’d find out.	Answer mentions asking people affected.

Questions to keep asking



Nexo
The packaging box started at the order form, not at the bin.

Support every student, then assess

Success looks like

- ✓ Frames a political issue about the distribution of environmental costs
- ✓ Maps actors and their sources of power accurately
- ✓ Plans ethical, feasible engagement
- ✓ Connects the local issue to sustainability without overstating it

Supports at this level

- Actor map: formal authority, resources, influence, who lives near the costs
- Engagement plan template: who, how, what you will ask, consent and safety
- Concept prompts on power, interdependence and sustainability

Access

- Use picture cards for the hierarchy
- Read the local recycling list aloud
- Spanish vocabulary: reducir, reutilizar, reciclar, desecho
- Offer a partially completed materials sheet
- Reduce to one item: cups

Stretch

- Find your city's recycling rules and compare with a neighboring city
- Research where your area's trash goes after pickup

Challenge: Explain how a decision made in one neighborhood, such as where waste is taken, can shift costs onto another, and what would make that decision legitimate to the people who bear them.

Rubric	Beginning	Developing	Proficient	Advanced
Evidence	No data.	General claims about recycling.	Uses quantities and local rules.	Uses quantities, local rules and a before/after plan.
Reasoning	Treats one fix as solving everything.	Ignores trade-offs.	Applies the hierarchy and names a trade-off.	Weights trade-offs including access and cost with a measurement boundary.
Audience & purpose	Commands people.	Relies on slogans.	Specific change organizers can do.	Specific, inclusive change with roles assigned.
Revision	No change.	Wording only.	Narrows to a measurable change.	Explains how narrowing makes success testable.

Standards this can show

Environmental systems and societies — waste management strategies IB DP

Global Politics — key concept: sustainability IB DP



Case 16

“It’s our policy” is not the end

When a new building rule appears, who wrote it and who does it affect?

Housing rules decide whether people can work, gather and get in and out of their own homes, and renters often have less power than whoever posts the notice. Asking who issued a rule and how it lands on different residents is how neighbors protect each other without spreading rumors.

In the real world

Gothamist, 2019 Brooklyn Landlord Does An About Face On Facial Recognition Plan

HUD (YouTube), 2014 The Federal Fair Housing Act and Reasonable Accommodations

You’ll make

Engagement-project proposal, 500—700 words, with an actor map

Time

About 100 minutes

Level

IB DP Global Politics

Sami

I’m not canceling my workshop over an unsigned notice. I’m also not ignoring it. Who wrote it, and how do I get in after eight?



The case file

Look at what's actually here before deciding what it means.

Fictional case material

1

§ Unsigned notice beside the common-room door, found Monday morning

"NOTICE TO ALL RESIDENTS. Effective immediately, the rear door will be locked at 8:00 p.m. nightly. The common room is for resident social use only. NO BUSINESS USE." No issuer, date or contact appears on the page.



Who wrote this, and how would you find out? Which features make it sound official?

Fictional case material

2

§ Building house rules, last year's version, distributed at lease signing (illustrative excerpt)

"Residents may reserve the common room for gatherings, classes and resident-run workshops. Reservations are made through the building office."



What did the old rule say about resident workshops? Does the new notice say it replaces this?

Fictional case material

3

Building entrance plan from the lobby directory

Front entrance: four steps, no ramp. Rear door: step-free, opens to the elevator hallway. Side door: service use only.



Which entrance is step-free, and what happens to it after 8 p.m. under the notice?

Fictional case material

4

"Rear door locked at 8. That's the only door I can get through. My workshop runs later. So, questions. Plural."

Sami, 23, lives in 3B and runs a workshop in the common room



Which two questions does Sami need answered, and who can answer each?

Fictional case material

5

"All caps, bold, no name, no date. That's a design choice. It isn't authority."

Caio, 24, reading last year's house rules beside the notice

What would count as proof of authority for a building rule?

Outside the story

The case is fictional. The questions in it are not. Here is where they show up in the real world.

Still missing

Who issued the notice and why, whether it replaces or adds to the house rules, what Sami's lease says, whether there has been a security problem at the rear door, and how the building handles accommodation requests.

Real-world evidence



Real source

U.S. Department of Housing and Urban Development, Fair Housing Act overview

Summary, not a quotation: HUD's overview lists the characteristics the Fair Housing Act protects (race, color, national origin, religion, sex, familial status and disability) and says housing discrimination is illegal in nearly all housing, including private, public and federally funded housing.

article

Brooklyn Landlord Does An About Face On Facial Recognition Plan

[Gothamist,](#)
2019-11-21

A throwback about a door rule: the landlord needed state permission to change how tenants got in, and tenants used that process to object.

Discuss before deciding

- Which item did you trust first, and why?
- What would you need to see before repeating the strongest claim?
- Who is missing from these documents?

Who actually gets to decide?

Map who made this rule, which rules it has to fit, who it affects and where residents can take a question. Which box is still empty?

Lock the rear door at 8 p.m. and ban business use of the common room

Who decides

Unknown issuer: the owner, the manager or someone else?

Under which rule

Last year's house rules allowed resident-run workshops
Fair Housing Act: disability is a protected characteristic

Who lives with it

Sami and other residents who need the only step-free entrance

Your way in

A local tenant or housing help line, or HUD for a fair-housing concern

Words that do the work

Housing as a need

La vivienda como necesidad

Stable, safe housing affects health, school and work, which is why governments make rules about it.

Sami's building is also where she runs her workshop calendar. A rule change changes her week.

Authority

Autoridad

The power to make or enforce a particular rule, and where that power comes from.

The notice has bold type but no issuer. Caio says design isn't proof of authority.

Jurisdiction

Jurisdicción

Which laws and bodies apply to a particular place or situation.

A rule from another city can be a comparison but can't stand in for the rules that apply here.

One student's draft

Write Sami's message to the building manager asking about the rule and requesting access after 8 p.m.

Hi, I'm Sami in 3B. On Monday I saw a new notice by the common-room door. It says the rear door will be locked after 8 p.m. and that business use of the room is banned. ¹ I use a wheelchair, and the rear door is the building's only step-free entrance ². If it's locked, I can't get into my own building at night. This notice is illegal under the Fair Housing Act, so please take it down. ³ Also, who issued the notice, and does it replace last year's house rules, which allowed resident workshops? ⁴ Thank you, Sami

- 1 Accurate summary of the notice, so the manager can see exactly which parts Sami means.
- 2 Strong: a concrete, checkable fact about access, taken from the entrance plan.
- 3 Revise: the facts don't establish a violation yet, and removing the notice wouldn't guarantee Sami's access. Ask for an accommodation instead.
- 4 Good question about authority: it points to a specific document the manager can check.

Works well Uses evidence Gap to fix Think about the reader

One revision

Before

~~This notice is illegal under the Fair Housing Act, so please take it down.~~

After

I'd like to request an accommodation so I can get in after 8, such as a key fob for the rear door.

A specific accommodation request is something the manager can say yes to, and it keeps the legal question open instead of declaring an answer.

Teacher commentary

The message quotes the notice accurately, states a concrete access need and asks the right question about authority. The one legal conclusion undercuts it: it accuses before asking and requests something that would not guarantee access. Swapping it for a specific accommodation request moves the message to Proficient on Reasoning and Audience.

Teach it in one period

IB DP Global Politics

Rehearse an engagement project on local housing: frame a political issue about who makes and enforces rules in rental housing, map the actors (owners, managers, tenants, tenant associations, city agencies, HUD), plan how you would engage a tenant organization or housing agency ethically, and explain how power and legitimacy show up in Sami’s case.

Sources

The notice, the older house rules, the entrance plan, HUD’s Fair Housing Act overview and one local tenant-resource page.

Objective

Students practise the early stages of the engagement project by framing a local housing issue and planning engagement around power and legitimacy.

Product

Engagement-project proposal, 500—700 words, with an actor map

Assessed by

The teacher gives practice feedback on issue framing, actor analysis and engagement planning; the proposal is not an internal assessment submission and no IB marks are predicted.

45 minutes	You	Students	Check for
5 min Read the notice	Project the notice. Ask: who wrote this?	List what the notice tells you and what it doesn’t.	Lists include missing issuer, date and contact.
10 min Compare the documents	Hand out the older house rules excerpt.	Mark what changed and whether the notice claims to replace the older rule.	Students identify the new 8 p.m. rear-door lock and business-use ban.
10 min Map the effects	Draw a people map: Sami, other residents, guests, the manager.	Add how each person is affected and what each needs.	Map includes step-free access and workshop use.
10 min The legal layer	Introduce the Fair Housing Act and reasonable accommodation as questions, not conclusions.	Write one question about access and one about authority.	Questions don’t declare a violation.
7 min Rewrite or respond	Offer two options: rewrite the notice fairly, or write Sami’s question to the manager.	Draft 60—100 words.	Draft includes issuer, scope and contact, or a precise question.
3 min Exit	Frame: “One fact that would change my view is __.”	Complete the frame.	Answer names a missing document or fact.

Questions to keep asking



Pauta

No issuer, no date, no contact. Bold type isn’t authority.

Support every student, then assess

Success looks like

- ✓ Frames a political issue about power over housing rules
- ✓ Maps actors and their sources of power accurately
- ✓ Plans ethical, feasible engagement with the people involved
- ✓ Uses power, legitimacy and rights precisely

Supports at this level

- Actor map: formal authority, resources, influence, voice
- Engagement plan template: who, how, what you will ask, consent and safety
- Core-concept prompts on power and legitimacy

Access

- Provide the notice and older rule side by side with changes highlighted
- Read HUD’s overview summary aloud
- Spanish vocabulary: aviso, inquilino, administrador, ajuste razonable
- Offer a fill-in message template
- Reduce to the rewrite-the-notice task only

Stretch

- Research what local tenant organizations exist in your area and what they offer
- Compare federal fair-housing protections with your state’s list of protected characteristics

Challenge: Explain how international statements of a right to adequate housing relate, or fail to relate, to the rules in Sami’s building.

Rubric	Beginning	Developing	Proficient	Advanced
Evidence	No specifics from the notice.	Mentions the notice generally.	Quotes the notice and older rule.	Quotes both and names what is still unknown.
Reasoning	Declares a legal violation.	Complains without a clear need.	Connects the rule to a concrete effect.	Separates the communication problem from the legal question.
Audience & purpose	Hostile or vague.	Polite but no request.	Specific request the manager can act on.	Specific request plus questions that clarify authority.
Revision	No change.	Tone edits only.	Replaces the conclusion with a question and request.	Explains how each change makes a yes more likely.

Standards this can show

Global Politics — key concepts: power, equality and justice IB DP

Language A: language and literature — Readers, writers and texts IB DP



Case 18

Follow the school money

The district budget is huge. Why is the theatre curtain still falling apart?

School budgets decide which rooms get repaired, which programs survive and how many adults are in the building, and students are rarely told where to ask. Learning to read a budget's year, stage and units turns "where did the money go?" into a question a school board can actually answer.

In the real world

NPR, 2016 Why America's Schools Have A Money Problem

Chalkbeat, 2026 A financial reckoning is hitting America's public schools

Mari

Ay, bendito, that curtain. Okay, before we get mad at the big number, which line is supposed to fix it?

You'll make

Engagement-project proposal, 500—700 words, with an actor map

Time

About 100 minutes

Level

IB DP Global Politics



The case file

Look at what's actually here before deciding what it means.

Fictional case material

1

District proposed budget, facilities excerpt, posted in spring for next school year

PROPOSED BUDGET, NEXT SCHOOL YEAR. Total proposed budget: \$48,000,000. Projected enrollment: 3,200 students. Facilities, building repairs (all schools): \$310,000. Note: figures are proposed and may change before the board adopts the budget.



Is this a plan or what was actually spent? Which line might cover a stage curtain?

Fictional case material

2

Social post comparing two districts, shared Tuesday 6:10 p.m.

"Our district: \$48 MILLION. Westbrook: \$21,000 per student. And they can't fix ONE curtain?? Where is the money going?"



Which figure is a total and which is per student? What would you need to compare them fairly?

Fictional case material

3

Facilities repair quote issued to the theatre advisor

Stage curtain replacement, main auditorium: remove the torn curtain, supply and install a flame-retardant replacement. Total: \$6,800.



Which budget line would pay this, and who would decide whether it is ranked ahead of other repairs?

Fictional case material

4

"Forty-eight million dollars, and the curtain still won't close. Ay, bendito. I want to ask about that without pretending the total answers it."

Mari, 19, helping younger neighbors prepare a budget question



What connection does Mari want to ask about, and why doesn't the total answer it?

Fictional case material

5

"I pull that curtain every show. It doesn't close all the way anymore. That part I can show you."

Dec, 17, theatre crew, pulls the curtain every show

What can a photo prove here, and what caption would claim too much?

Outside the story

The case is fictional. The questions in it are not. Here is where they show up in the real world.

Still missing

Whether stage equipment falls under the building-repairs line or another one, how the district ranks repair requests, Westbrook's budget year and stage, and what the board finally adopts after public comment.

Real-world evidence



Real source

National Center for Education Statistics, Condition of Education: Public School Revenue Sources

Summary, not a quotation: NCES reports public school revenue by federal, state and local source, and its data show that the mix of sources differs from state to state.



article

Why America's Schools Have A Money Problem

[NPR, 2016-04-18](#)

Explains how local property taxes make school budgets very different from one district to the next.



article

A financial reckoning is hitting America's public schools

[Chalkbeat, 2026-05-28](#)

Big districts are making cuts, showing how a huge budget can still leave little for extras like a stage curtain.

Discuss before deciding

- Which item did you trust first, and why?
- What would you need to see before repeating the strongest claim?
- Who is missing from these documents?

Who actually gets to decide?

Trace the curtain request from the photo to the vote. Who ranks it, who adopts the budget, which rules limit them, and where can students speak?

Fund the \$6,800 curtain replacement next year

Who decides

The elected local school board, which adopts the budget
The facilities office, which ranks repair requests (how is still unknown)

Under which rule

State and federal rules and funding streams set limits on district budgets
Proposed building-repairs line: \$310,000 for all schools

Who lives with it

Your way in

A written question or public comment before the budget is adopted

Words that do the work

Revenue sources

Fuentes de ingresos

Where school money comes from: federal, state and local sources, in a mix that varies by place.

The NCES table shows the mix differs by state. It can't tell Mari what her district spends on curtains.

Budget stages

Etapas del presupuesto

A proposed budget is a plan, an adopted budget is approved, and actual spending is what happened.

The document the crew found is the proposed budget for next year, not this year's actual spending.

Per-pupil amount

Cantidad por estudiante

Money divided by the number of students, so places of different sizes can be compared.

A post compares one district's total with another's per-pupil figure. Those units don't match.

One student's draft

Correct a misleading social post that compares mismatched budget figures, then write a better comparison with a worked calculation.

Correction: A post going around says our district has \$48 million and Westbrook spends \$21,000 per student, so we're being shortchanged. Those numbers can't be compared. ¹ The \$48 million is our district's total proposed budget for next year, and the Westbrook number is per student. To compare fairly, divide our total by our projected enrollment: $\$48,000,000 \div 3,200 \text{ students} = \$15,000 \text{ per student}$ ². So our district spends less per student, which proves we are underfunded ³. We also need to check that both numbers are for the same year and the same stage ⁴, proposed or adopted. Source: district proposed budget, next school year.

- ¹ Clear diagnosis stated up front, before any math.
- ² Correct calculation that turns the total into a comparable unit, with the work shown.
- ³ Revise: per-pupil figures cannot settle adequacy on their own. Costs, student needs and budget categories differ between districts, and a proposed budget is not spending.
- ⁴ Strong: the writer names the remaining conditions for a fair comparison.

Works well Uses evidence Gap to fix Think about the reader

One revision

Before

~~So our district spends less per student, which proves we are underfunded.~~

After

So our district's proposed budget works out to less per student than Westbrook's figure, but that alone can't tell us whether either district has enough for its students' needs.

The revision keeps the useful comparison while separating what the numbers show from a conclusion about adequacy they cannot support.

Teacher commentary

The correction diagnoses the unit mismatch immediately and shows a correct per-pupil calculation, which is the core of the task. It then overreaches, treating one comparison as proof of underfunding and calling a proposed budget spending. Qualifying the conclusion moves it from Developing to Proficient on Reasoning, and noting that Westbrook's year and stage are unknown would reach Advanced.

Teach it in one period

IB DP Global Politics

Rehearse an engagement project on school funding: frame the political issue (who decides how facilities money is shared, and by what criteria), map the actors from the state legislature to the school board to student groups, plan an ethical way to engage a board member or budget office, and explain how power and legitimacy shape which requests get funded.

Sources

The proposed-budget excerpt, the repair quote, the NCES revenue overview and the student’s own district’s published budget calendar.

Objective

Students practise the early stages of the engagement project by framing a local resource-allocation issue and planning engagement across levels of government.

Product

Engagement-project proposal, 500—700 words, with an actor map

Assessed by

The teacher gives practice feedback on issue framing, actor analysis and engagement planning; the proposal is not an internal assessment submission and no IB marks are predicted.

45 minutes	You	Students	Check for
5 min The curtain	Show Mateo’s photo of the curtain (with permission) and the district’s total budget.	Write the question the photo raises and the question the total raises.	Students notice the two questions aren’t the same.
10 min Label the number	Hand out the budget excerpt. Teach year, stage and units.	Label the excerpt: which year, proposed or adopted, total or per pupil?	Labels identify “proposed, next year, total.”
10 min Fix the comparison	Show the social post comparing a total with a per-pupil figure.	Explain the mismatch and what you’d need to compare fairly.	Students name matching units, year and category.
8 min Who decides?	Map federal, state and local roles; explain equity vs. adequacy.	Place the curtain request on the map: which level, which line, which body?	Map points to the local board and a facilities line.
9 min Write the question	Model a one-line budget question.	Draft a question and a 60-second comment for the board.	Question names a line, a need and a request.
3 min Exit	Ask: what could make spending rise without improving a service?	Write one possibility.	Answers include cost increases or different categories.

Support every student, then assess

Success looks like

- ✓ Frames a political issue about the distribution of public resources
- ✓ Maps actors across levels of government accurately
- ✓ Plans ethical, feasible engagement
- ✓ Uses power and legitimacy precisely

Supports at this level

- Actor map: formal authority, resources, influence, voice
- Engagement plan template: who, how, what you will ask, consent and safety
- Core-concept prompts on power and legitimacy

Access

- Provide a pre-labeled budget excerpt with one line highlighted
- Use a calculator and a worked per-pupil example
- Spanish vocabulary: presupuesto, ingresos, gasto, por estudiante
- Read the budget notes aloud
- Reduce to the source-card task

Stretch

- Find your own district’s adopted budget and locate the facilities or capital line
 - Compare two years of the same line and explain what might explain a change
- Challenge:** Explain what would make a budget decision legitimate to students who had no vote in electing the board.

Rubric	Beginning	Developing	Proficient	Advanced
Evidence	Uses an unlabeled total.	Uses a figure without year or stage.	Labels year, stage and line and cites the need.	Adds a repair quote and notes what the figures can’t show.
Reasoning	Assumes waste or theft.	Compares mismatched numbers.	Links the need to a specific budget line.	Explains process questions: ranking, timing, decision-maker.
Audience & purpose	Accuses the board.	Complains without a request.	Asks a question the board can answer.	Asks a question and offers a concrete way for students to contribute.
Revision	No change.	Removes insults only.	Adds labels and a specific line.	Explains how each change makes an answer more likely.

Standards this can show

Global Politics — key concepts: power, equality and development IB DP

Theory of Knowledge — Knowledge and politics (optional theme) IB DP



Case 19

Give your comment a destination

How do you make a public comment that actually lands?

City councils, school boards and agencies make decisions about parks, buses and schools in meetings anyone can attend, but most people never find the agenda. A short, specific comment in the right place can be one of the most direct ways a young person, including one too young to vote, takes part in local government.

In the real world

Chalkbeat Philadelphia, 2026 'Not what democracy is all about': Philly students slam school leaders' approach to school closures

Chalkbeat Newark, 2025 How a Newark student coalition is using its own research to press for change in schools

You'll make

Engagement report, 800–1,000 words, with a stakeholder map and engagement log

Time

About 150 minutes

Level

IB DP Global Politics

Gia

I wrote three pages. The limit is two minutes. Okay: item four, what I saw, why it matters, what I'm asking. Time me.



The case file

Look at what's actually here before deciding what it means.

Fictional case material

1

§ Parks committee agenda, Tuesday 6 p.m., item 4

Item 4. Evening court hours. Proposal to turn off the court lights and close the lighted courts at 8:00 p.m. Background: complaints about evening noise from nearby residents. Action: committee recommendation to the full council.



Is this item for discussion or a vote? What can this committee do, and what can it not do?

Fictional case material

2

§ Public comment instructions posted with the agenda

Sign up to speak by 5:00 p.m. on the day of the meeting. Each speaker has 2 minutes. Written comments may be submitted before the meeting. Comments and speakers' names become part of the public record.



What is the time limit, can you comment in writing, and what does "public record" mean for what you include?

Fictional case material

3

Gia's three-page draft, Monday night (excerpt)

"The park is really important to everyone and closing it is a terrible idea. I go there all the time with my friends... You guys never listen to young people. Please don't close the park."



Which sentence is her actual request, and is it accurate about what item 4 proposes?

Fictional case material

4

"The courts are good for the neighborhood, but the noise late in the evening carries into our apartment. We have kids with school in the morning."

Written comment from a nearby resident, submitted before the meeting (illustrative)



What does this resident need, and could Gia's request respond to it?

Fictional case material

5

"What is the one thing you want them to answer?"

Mateo, 22, helping Gia prepare

Answer Mateo's question for Gia in one sentence.

Outside the story

The case is fictional. The questions in it are not. Here is where they show up in the real world.

Still missing

How many residents have complained and when the noise occurs, whether any compromise hours were considered, how the full council usually treats committee recommendations, and the views of court users who cannot attend a 6 p.m. meeting.

Real-world evidence



Real source

Seattle City Council, Public Comment

Summary, not a quotation: the page describes hybrid comment in person or by phone, registration before the meeting, up to 2 minutes per speaker, written comments by email, and comment on items on the agenda and within the committee's purview.



article

'Not what democracy is all about': Philly students slam school leaders' approach to school closures [Chalkbeat Philadelphia, 2026-04-03](#)

Students testified at board meetings and used district data, real public comment with a clear destination.



article

How a Newark student coalition is using its own research to press for change in schools [Chalkbeat Newark, 2025-11-26](#)

Teens brought evidence and specific requests to their school board, the formula this case teaches.

Discuss before deciding

- Which item did you trust first, and why?
- What would you need to see before repeating the strongest claim?
- Who is missing from these documents?

Who actually gets to decide?

Follow a comment from the speaker to the final decision. Which body hears it, which body decides, and whose concerns reach the room?

Turn off the court lights at 8 p.m.?

Who decides

Full council: takes the final action

Under which rule

Who lives with it

Your way in

Words that do the work

Agenda item

Punto del orden del día

A specific matter scheduled for a meeting, often with a number, a description and an action type.

Gia's comment is about item 4, the proposal to close the park's lighted courts at 8 p.m.

Remit

Ámbito de competencia

The matters a body is responsible for and can act on.

The parks committee can recommend on park hours. It can't change bus routes.

Key message

Mensaje clave

The one point you want listeners to remember.

Mateo asks Gia, "What is the one thing you want them to answer?"

Public record

Registro público

Comments and names may be published and stay searchable.

Gia leaves her friend's private situation out because the comment may stay public.

One student's draft

Cut Gia's long draft into a 90-second comment, then write a note explaining what you cut and why.

Comment: Good evening. I'm Gia, and I live two blocks from the park. I'm here about item 4, the proposal to turn off the court lights at 8 p.m. ¹ On weekday evenings I've counted twenty to thirty people on the courts between 8 and 9 ². My friend works late and is going through a lot at home ³, so this is her only time to play. Please keep the lights on until 9 on weekdays this summer. Thank you.

Cutting note: I cut the part about the committee never listening to young people, because it didn't ask them for anything ⁴. I cut the long history of the park so the comment fits in two minutes.

- ¹ A precise destination: the item number and the exact proposal tell the committee what the comment is about.
- ² Strong evidence: a specific, first-hand observation tied to the hours in question.
- ³ Revise: this is someone else's private story, and it would stay in the public record. Keep the point that people work late without the personal detail.
- ⁴ Good reasoning in the note: the cut is justified by purpose, not only by length.

Works well Uses evidence Gap to fix Think about the reader

One revision

Before

~~My friend works late and is going through a lot at home, so this is her only time to play.~~

After

Many of us work until evening, so after 8 is the only time we can play.

The revision keeps the reason that matters to the committee while protecting a friend's privacy in a permanent record.

Teacher commentary

The cut comment has all four parts (item, observation, reason, request) and fits the time, and the cutting note explains choices by purpose. The one miss is keeping a friend's private situation, which the case flags because comments become public. Fixing it moves the response to Advanced on Audience, and acknowledging the residents' noise concern would strengthen Reasoning.

Teach it in one period

IB DP Global Politics

Carry out an engagement-project rehearsal on the court-lights item: frame the political issue, identify stakeholders (court users, nearby residents, the parks committee, the full council), hold one consented conversation with a park user or neighbor or observe a real public meeting with a trusted adult, and write a report on how power and legitimacy shape the decision, including whose voices are missing.

Sources
The agenda item, the comment instructions, the resident’s written comment, Seattle’s public-comment page and the student’s own engagement notes.

Objective
Students rehearse the engagement project by investigating a local decision through direct, ethical engagement and analyzing it with the core concepts of power and legitimacy.

Product
Engagement report, 800—1,000 words, with a stakeholder map and engagement log

Assessed by
The teacher gives practice feedback on issue framing, ethical engagement and conceptual analysis; the report is not an internal assessment submission and no IB marks are predicted.

45 minutes	You	Students	Check for
5 min Pawnee vs. real	Contrast a Parks and Recreation meeting clip description with a real agenda page.	Note three differences.	Students notice time limits, agenda items and sign-up rules.
8 min Find the destination	Show the fictional committee agenda and comment instructions.	Identify the item, the body, the deadline and the time limit.	Students find item 4, the parks committee and a 2-minute limit.
10 min Cut the draft	Show Gia’s three-page draft summary.	Highlight what stays: item, observation, why it matters, request.	Kept lines map onto the four parts.
12 min Write and time	Model a 90-second comment. Hand out timers.	Write and time a 90-second comment.	Comment fits the time and ends with a specific request.
7 min Listener test	Partners play committee members.	Repeat the request back in one sentence.	Listener can restate the request accurately.
3 min Exit	Ask: what would you leave out because it may become public?	Write one example.	Example involves someone else’s private information.

Questions to keep asking



Voz
Item 4, two minutes, sign up by 5 p.m. The destination comes before the draft.

Support every student, then assess

Success looks like

- ✓ Frames a genuine local political issue with competing interests
- ✓ Engages people ethically and records what was learned
- ✓ Analyzes power and legitimacy with evidence from the engagement
- ✓ Names missing voices and the limits of the student's own findings

Supports at this level

- Stakeholder map with sources of power and access to the meeting
- Consent script and engagement log template
- Core-concept prompts: where does legitimacy come from in this process?

Access

- Provide the agenda with item 4 highlighted
- Offer a written comment in place of speaking
- Spanish vocabulary: orden del día, comentario público, petición
- Allow students to record their comment for practice
- Reduce to a 45-second comment

Stretch

- Compare comment rules for two different local bodies
 - Track a real agenda item from discussion to vote
- Challenge:** Evaluate whether a recommendation made after public comment is more legitimate than one made without it, and what evidence would show the difference.

Rubric	Beginning	Developing	Proficient	Advanced
Evidence	No facts.	General claim about importance.	One specific observation tied to the item.	Observation plus acknowledgment of another perspective.
Reasoning	Attacks the body.	States a feeling only.	Explains why the change matters.	Weights the concern and offers a middle path.
Audience & purpose	Wrong body or no request.	Request is vague.	Names the item and a specific request.	Request fits the body's remit and includes a follow-up.
Revision	No change.	Shortens only.	Removes private details and adds a request.	Explains each cut in terms of time, privacy and purpose.

Standards this can show

- Global Politics — key concepts: power and legitimacy IB DP
- Language A: language and literature — Readers, writers and texts IB DP

Track the work across the year

Each case has its own four-level rubric on its support page. The criteria repeat, so growth is visible: mark the level each student or group reached, case by case.

Case	Evidence	Reasoning	Audience	Revision	Took a civic step
1 Whose room is it, anyway?					
2 Okay... where did the rest of my paycheck go?					
3 Who decides what stays on the shelf?					
4 Your ballot is more local than your feed.					
5 A city you can actually reach					
6 Same work. Different pay. Why?					
7 A protest is not one legal question					
8 Before it reaches the bin					
9 "It's our policy" is not the end					
10 Follow the school money					
11 Give your comment a destination					

Feedback that moves the work

- Name the evidence the student used, then ask what it can't show.
- Point to one line a reader might misread.
- Ask for one revision, and have the student say why it's better.