

Student Workbook

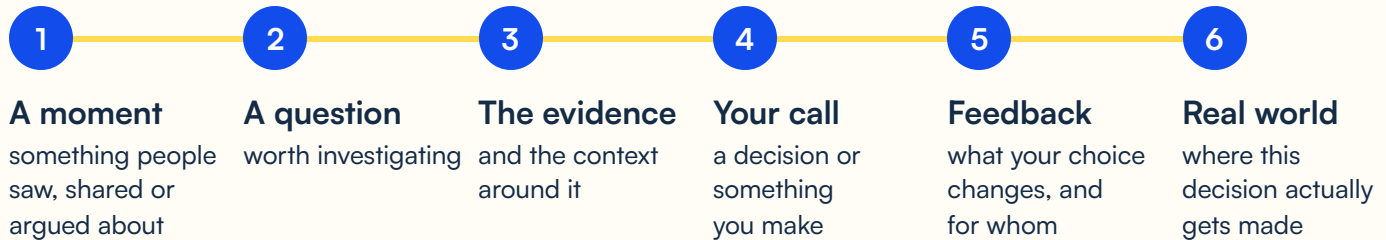
IB DP Global Politics

For IB Diploma Global Politics

11 cases about media, law, policy and the decisions that shape your life. For every case: the story, the case file, a thinking page and a work page shaped like your task.

How this edition works

Every case starts with something that happened, a question worth asking and the evidence to check. Then you make a call or make something. Write on the pages, fill them in on a computer, or scan the code on a work page to do it online.



The companions in the margins



Lupa
Evidence



Duda
Questions



Pauta
Rules



Onda
Impact



Nexo
Connections



Voz
Next steps

What's different in this edition

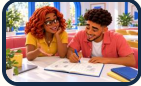
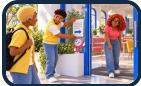
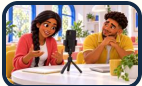
- Most routes rehearse the early stages of the engagement project rather than exam papers
- Nine cases are marked not recommended because they involve no political actors or contest over power
- Every route names its core concepts and, where relevant, its thematic study
- International comparison is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

What's inside

	4	Whose room is it, anyway? Who gets a say when a shared space changes?	4		5	Okay... where did the rest of my paycheck go? Why is my deposit smaller than what I earned?	10
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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.

What I notice across the case file Which item changes your first reaction most?

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

**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.

Equity

Equidad

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

Projection

Proyección

An estimate based on assumptions that may change.

Authority

Autoridad

The power or responsibility to make a particular decision.

Your thinking Answer the question above in two or three sentences.

[illegible]

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.

Your turn: revise one line Pick one highlighted line and rewrite it so it does its job better.

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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.

Use

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.

You'll make

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

Who decides Role and the rule behind it

Who can influence them How?

Who lives with it Who wasn't in the room?

Done when

- ☐ 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

Need a boost?

- 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?

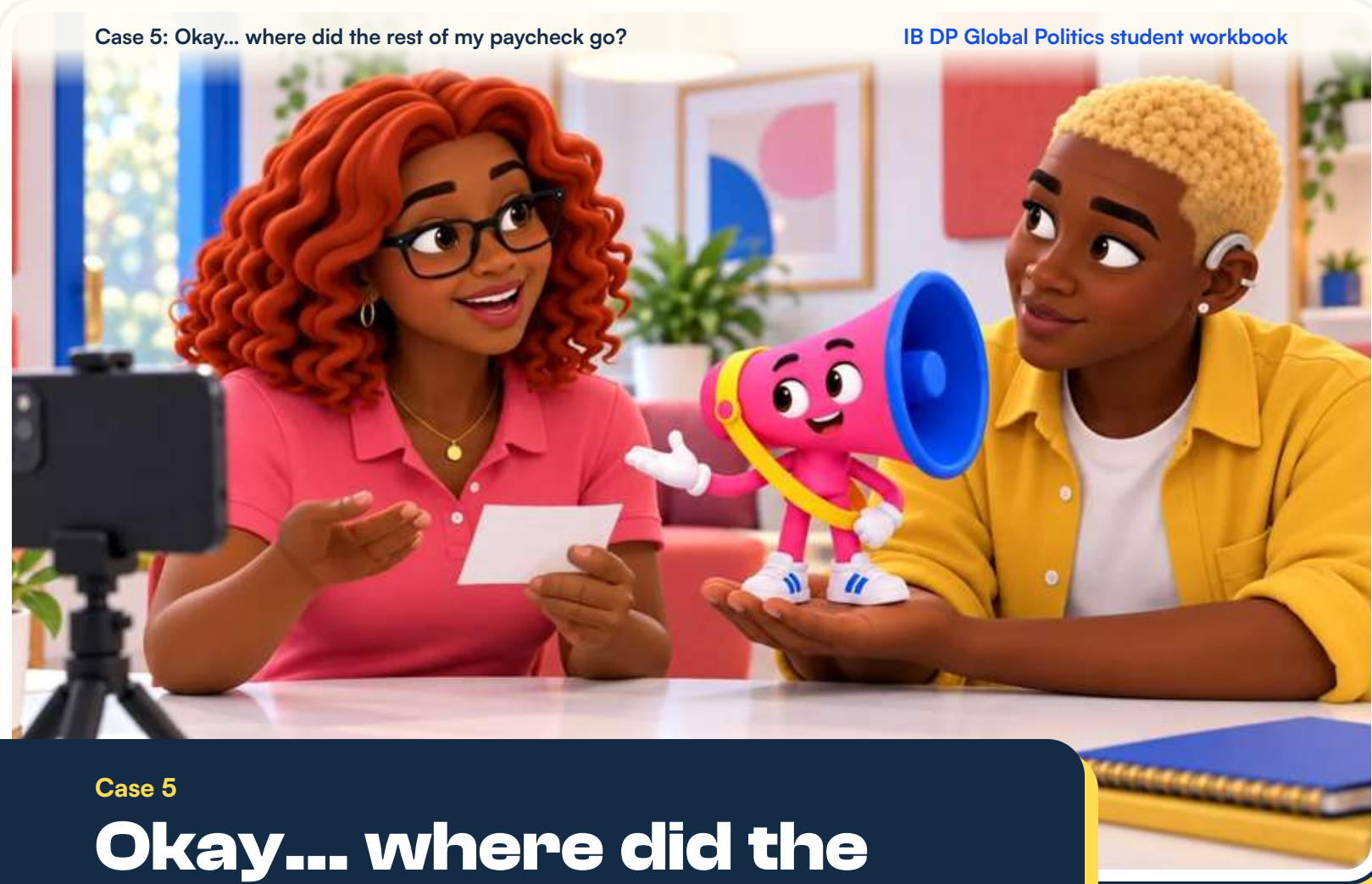
The best place to push Which person or process, and what you'd ask



Prefer typing? Scan to do this in the online workspace.

Take it off the page

Find the room where your community's decisions happen.



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.

What I notice across the case file Which item changes your first reaction most?

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		
2 The period ended Friday the 12th; the 3-hour shift was Saturday the 13th		
3 Gross pay of \$255.00 matches 15 × \$17.00		
4 FICA and withholding lines account for the gap between gross and net		

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.

Net pay

Salario neto

What actually reaches you after deductions.

FICA

FICA (Seguro Social y Medicare)

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

Withholding

Retención

Money your employer takes from pay and sends toward taxes you may owe, based partly on your W-4.

Your thinking Answer the question above in two or three sentences.

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.

Your turn: revise one line Pick one highlighted line and rewrite it so it does its job better.

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.

Use

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.

You'll make

Analytical response, 700—900 words

Version A What it says or shows

Version B Same moment, told differently

Done when

- ☐ 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

Need a boost?

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

The difference that matters What does one version leave out, add or frame differently?

Who would react differently, and why



Prefer typing? Scan to do this in the online workspace.



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.

What I notice across the case file Which item changes your first reaction most?

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

Words that do the work

Challenge

Solicitud de reconsideración

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

Reconsideration policy

Política de reconsideración

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

Selection criteria

Criterios de selección

The standards a library uses to choose and evaluate materials.

Professional guidance vs. law

Recomendación profesional y ley

Recommendations from groups like the ALA aren’t binding law; adopted policies and statutes are.

Your thinking Answer the question above in two or three sentences.

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.

Your turn: revise one line Pick one highlighted line and rewrite it so it does its job better.

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.

Use

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.

You'll make

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

Who decides Role and the rule behind it

Who can influence them How?

Who lives with it Who wasn't in the room?

Done when

- ☐ 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

Need a boost?

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

The best place to push Which person or process, and what you'd ask



Prefer typing? Scan to do this in the online workspace.

Take it off the page Find your library's reconsideration policy.



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.

What I notice across the case file Which item changes your first reaction most?

[illegible]

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.

Your turn: revise one line Pick one highlighted line and rewrite it so it does its job better.

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.

Use

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.

You'll make

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

Who decides Role and the rule behind it

Who can influence them How?

Who lives with it Who wasn't in the room?

Done when

- ☐ 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

Need a boost?

- 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?

The best place to push Which person or process, and what you'd ask



Prefer typing? Scan to do this in the online workspace.



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.

What I notice across the case file Which item changes your first reaction most?

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.		
2 Detour sign points to a path that starts with stairs		
3 DOJ: Title II requires program access, not every facility to be accessible		

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.

Claim vs. evidence

Afirmación y prueba

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

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.

Burden of proof

Carga de la prueba

In a legal dispute, the side making a claim usually has to show evidence for it.

Your thinking Answer the question above in two or three sentences.

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.

Your turn: revise one line Pick one highlighted line and rewrite it so it does its job better.

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.

Use

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.

You'll make

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

Who decides Role and the rule behind it

Who can influence them How?

Who lives with it Who wasn't in the room?

Done when

- ☐ 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

Need a boost?

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

The best place to push Which person or process, and what you'd ask



Prefer typing? Scan to do this in the online

Take it off the page Find your city's ADA contact.



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.

What I notice across the case file Which item changes your first reaction most?

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

Where they differ

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.

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.

Compensation

Compensación

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

Legitimate factor

Factor legítimo

A reason other than a protected trait that can lawfully explain a pay difference, like seniority or job duties.

Your thinking Answer the question above in two or three sentences.

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.

Your turn: revise one line Pick one highlighted line and rewrite it so it does its job better.

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.

Use

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.

You'll make

Analytical response, 700—900 words

Version A What it says or shows

Version B Same moment, told differently

Done when

- ☐ 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

Need a boost?

- 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

The difference that matters What does one version leave out, add or frame differently?

Who would react differently, and why



Prefer typing? Scan to do this in the online workspace.



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.

What I notice across the case file Which item changes your first reaction most?

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			
2 A walkout means leaving class, which falls under the attendance rule			
3 The logo photo makes the poster look like school-sponsored speech			

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.

Constitutional right

Derecho constitucional

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

Substantial disruption

Perturbación sustancial

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

School-sponsored speech

Expresión patrocinada por la escuela

Speech that looks like it comes from the school, which schools can regulate more (Hazelwood, 1988).

Your thinking Answer the question above in two or three sentences.

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.

Your turn: revise one line Pick one highlighted line and rewrite it so it does its job better.

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.

Use

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.

You'll make

Analytical response, 700—900 words

Version A What it says or shows

Version B Same moment, told differently

Done when

- ☐ 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

Need a boost?

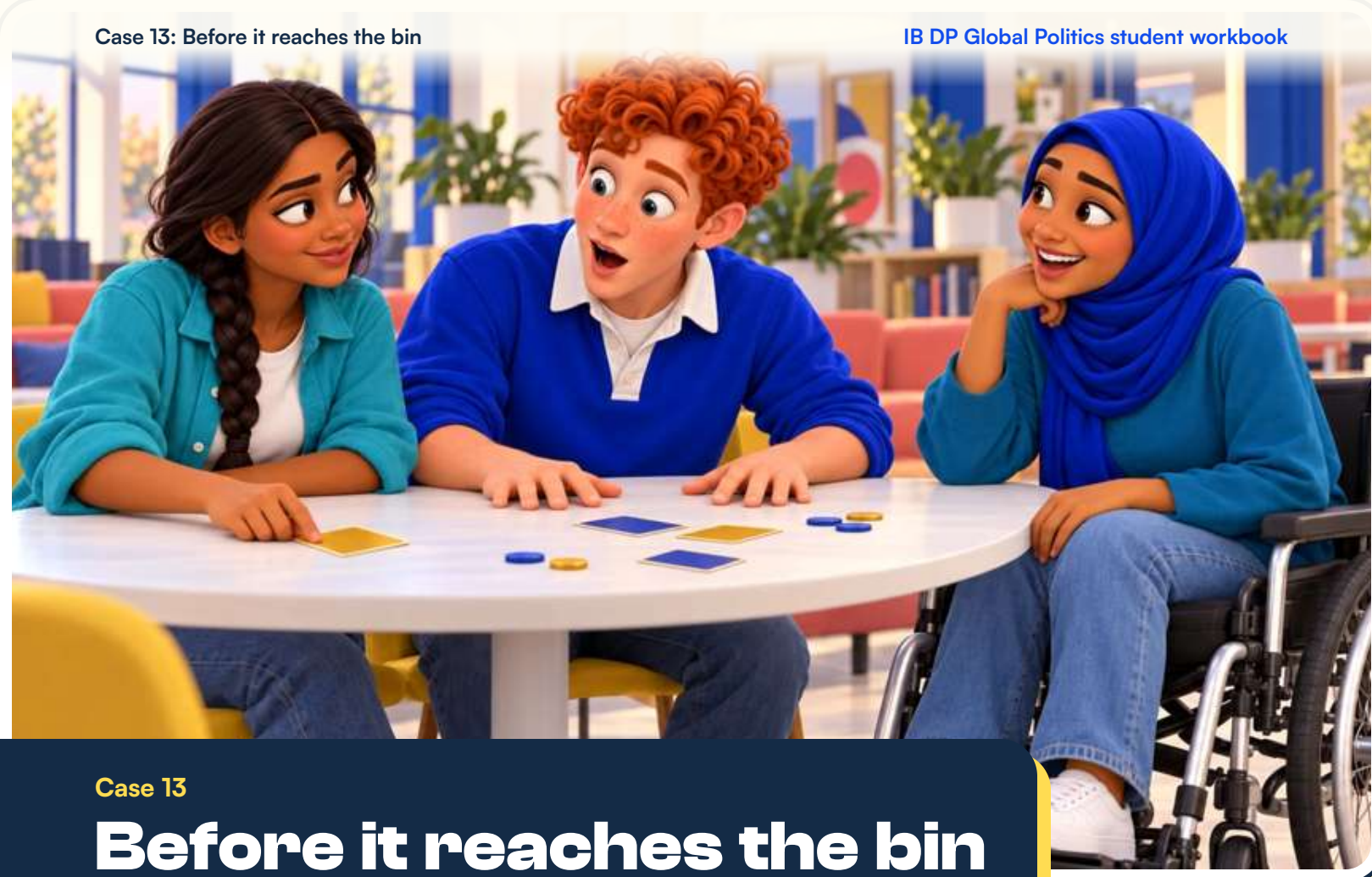
- Rights comparison grid: source of the right, who is bound, stated limits
- Legitimacy prompts: who made the rule, how, and can it be challenged?
- Perspective table: students, staff, district, families

The difference that matters What does one version leave out, add or frame differently?

Who would react differently, and why



Prefer typing? Scan to do this in the online workspace.



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.

What I notice across the case file Which item changes your first reaction most?

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?

**Keep buying
“recyclable”
single-use cups**

About 120 cups go to the trash because the city does not accept them

Borrow washable cups and run a wash station

Fewer cups in the trash, if people use the washable ones

Check: Count cups and bags after the next event and compare with last time

Combine parts orders into one shipment

Less packaging
arrives before
anything reaches
a bin

New costs: water,
washing time and
volunteers

Check: Count cups and bags after the next event and compare with last time

Words that do the work

Waste hierarchy

Jerarquía de residuos

EPA's ranking that generally prefers reducing and reusing before recycling, and recycling before disposal.

Source reduction

Reducción en la fuente

Preventing waste before it's created, like buying less or choosing less packaging.

Local acceptance

Materiales aceptados

What your local collection program actually takes, which varies by city.

Public service

Servicio público

A service government provides for everyone, like trash and recycling pickup, paid for with public money.

Your thinking Answer the question above in two or three sentences.

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.

Your turn: revise one line Pick one highlighted line and rewrite it so it does its job better.

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.

Use

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

You'll make

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

Who decides Role and the rule behind it

Who can influence them How?

Who lives with it Who wasn't in the room?

Done when

- ☐ 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

Need a boost?

- 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

The best place to push Which person or process, and what you'd ask



Prefer typing? Scan to do this in the online workspace.

Take it off the page Change one thing before the next event.



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.

What I notice across the case file Which item changes your first reaction most?

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

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.

Authority

Autoridad

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

Jurisdiction

Jurisdicción

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

Fair Housing Act

Ley de Vivienda Justa

A federal law barring housing discrimination based on race, color, religion, sex, national origin, familial status or disability.

Your thinking Answer the question above in two or three sentences.

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.

Your turn: revise one line Pick one highlighted line and rewrite it so it does its job better.

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.

Use

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

You’ll make

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

Who decides Role and the rule behind it

Who can influence them How?

Who lives with it Who wasn’t in the room?

Done when

- ☐ 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

Need a boost?

- 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

The best place to push Which person or process, and what you’d ask



Prefer typing? Scan to do this in the online workspace.

Take it off the page

Ask who wrote the rule before you argue about it.



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.

What I notice across the case file Which item changes your first reaction most?

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

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.

Budget stages

Etapas del presupuesto

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

Per-pupil amount

Cantidad por estudiante

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

Equity vs. adequacy

Equidad y suficiencia

Equity asks if resources are fairly shared given different needs; adequacy asks if there's enough to meet the goals.

Your thinking Answer the question above in two or three sentences.

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.

Your turn: revise one line Pick one highlighted line and rewrite it so it does its job better.

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.

Use

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

You'll make

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

Who decides Role and the rule behind it

Who can influence them How?

Who lives with it Who wasn't in the room?

Done when

- ☐ 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

Need a boost?

- 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

The best place to push Which person or process, and what you'd ask



Prefer typing? Scan to do this in the online workspace.

Take it off the page Find one line in your school's budget.



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.

What I notice across the case file Which item changes your first reaction most?

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.

Remit

Ámbito de competencia

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

Key message

Mensaje clave

The one point you want listeners to remember.

Public record

Registro público

Comments and names may be published and stay searchable.

Your thinking Answer the question above in two or three sentences.

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.

Your turn: revise one line Pick one highlighted line and rewrite it so it does its job better.

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.

Use

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

You'll make

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

Who decides Role and the rule behind it

Who can influence them How?

Who lives with it Who wasn't in the room?

Done when

- ☐ 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

Need a boost?

- 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?

The best place to push Which person or process, and what you'd ask



Prefer typing? Scan to do this in the online workspace.

Take it off the page Find your next local agenda.

[illegible][illegible][illegible]

This image shows a single sheet of white paper with horizontal blue ruling lines. The paper has rounded corners and a dark blue border. There are ten evenly spaced horizontal lines across the page, creating nine rows for writing. The paper is completely blank, with no handwriting or other markings.