



Stepping Up Classroom Guide

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Featured resources

KQED's The Lowdown: [Stepping Up, What Motivates You to Take Action video series](#)

[Stepping Up Student Viewing Handout](#)

[KQED's Youth Media Challenge](#)

Opening quick write prompt:

Have you ever felt so strongly about an issue that you were motivated to act? Which issue motivated you to take action? If so, what did you do? If not, describe an action you would take?

A quick write allows students to write down their thoughts before discussing the opening question in order to increase participation and make the discussion more accessible to English Language Learners.

Objective

- Students will analyze the experiences of four young people who took a stand in response to an issue that matters to them.
- Students will reflect on an issue that motivates them to take action and describe the action they are taking, or would take, as a result.

Essential Question and Context

How are young people taking a stand on issues that matter to them? What issue has sparked you to act, or what issue do you care enough so much that you are inspired to act?

The four young people in the Stepping Up series all share a passionate commitment to an issue. And this commitment spurred them to action. For Nautika, her early experiences in different schools led her to take a stand on educational equity. Veronica S. stepped up through her work in a youth development organization. Walter started a marching band to raise awareness of immigration issues, and Veronica F.'s encounter with a startling video led her to become active in pro-life causes. Your students may agree or disagree with the views expressed by these young people, but their diverse experiences can spur reflection, analysis and civic action. We hope your students will also participate in KQED's Youth Media Challenge and share what motivates them to step up in their communities.



Investigate

- Discuss the quick-write prompt to gauge which issues are important to students and what actions they are already taking.
- Explain that you will be watching [Stepping Up](#), a video series that spotlights the work of four youth activists. In the series, each activist tells his/her story, what motivated them to action and who inspired them along the way.
- Give students the Stepping Up student viewing handout to use while watching to help organize their thoughts and remember the individual stories.
- As a class or individually, students watch all four videos in the Stepping Up series. Each video is about three minutes. Watch the videos in whatever order makes sense in your classroom.
- **At the end of each video, check for understanding:** What motivated this youth activist to step up and take action? What specific actions did they take? (For example: Speaking out at events, starting a club or activity at school, etc.) and Who supported the youth activist? What allies and organizations did they draw on?
- **After watching all four videos,** ask students to answer the question in writing at the bottom of the student viewing handout: Which youth activist(s) or actions most inspired you? Give specific examples of what inspired you and why.
- Student share their written response with a partner or in a small group. After students have shared, ask volunteers to share their responses with the class.
- **Transition to the Make and Share:** Tell students they will have a chance to share their thoughts on this issue in the comments section of The Lowdown. They will also have a chance to enter KQED's Youth Media Challenge! More on that below.
- Commenting on The Lowdown: Students must sign in to [Disqus](#), a free discussion app
 - To sign in to [Disqus](#), click the "Comments" button at the bottom of the post.
 - Click the blue "Get Started" button in the gray "Welcome to Disqus" box.
 - Students will need to enter a username. We recommend first name, last initial.
 - After signing in for the first time, students must verify their email address before commenting. A verification email will appear in their inbox once they sign in to Disqus.



Make and share

- Individually or in small groups, students post in the comments section of The Lowdown in response to KQED's Youth Media Challenge question: **Have you felt so strongly about an issue that it spurred you to action? Tell us about the issue or event that sparked you to act, and what you are doing about it.**
 - Encourage students to reply to other comments after posting their response. Remind them to use evidence to support their claims and respectful language when responding.

Assessment/reflection

- Students reflect on what they have learned either through a class discussion or in writing:
 - What have you learned about ways you can take action after watching the Stepping Up video series?
 - What was it like to post your responses publically and reply to other posts? What did you learn from other students? What do you hope they learned from you? What will you do the next time you post a comment in response to The Lowdown?

[Circle chats](#), small-group discussions and [think-pair-share](#) provide a safer space for students to practice speaking and listening, and also boost participation during whole-class discussions.

Extension/homework

Encourage students to submit a video, audio or written piece to KQED's Youth Media Challenge!

Just like Nautika, Veronica S., Walter and Veronica F, your students can share an issue or event that inspired them to act, and what they are doing about it. Find out more details on the Youth Media Challenge page.

- Submissions are open to all youth ages 13-18, and are due on Friday, December 1, 2017.
- Selected entries will be featured at the Youth Media Challenge Festival Screening in San Francisco in January and may also be published on the KQED website!

Teachers: [KQED Teach](#), a free online professional learning site, is designed to help build your multimedia production skills to support students in the Youth Media Challenge and other classroom projects. Check out the self-paced courses on [video storytelling](#) and [audio podcasting](#)!



Common Core and C3 standards

CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CCSS.ELA-Literacy.W1	Write arguments to support claims with clear reasons and relevant evidence.
D2.Civ.7.6-8 and 9-12	Apply civic virtues and democratic principles in schools and community settings and when working with other people.
D2.Civ.10.6-8	Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.