



I. Political Alignment

The goal of the activity

The goal of the following activity is to introduce students to the concept of political alignment. Students will learn fundamental vocabulary that will allow them to better participate in political discussions in the proceeding lesson parts. To make the lesson material more applicable, students will practice characterizing the political alignment of their own nation's government and identifying characteristics of each political party. This will present opportunities for students of different nationalities to analyze and compare the party alignment of their respective countries.

Suitable participants

As the first lesson part is introductory in nature, it is most suitable for high school students from the age of 14 or 15 till the age of 19 who might have some prior knowledge of politics. Older students may require less background, making it possible to skip to part II of the lesson plan.

The duration of the activity

The recommended duration of the activity is 30-45 minutes. As this is an introductory activity, it should take less than 60 minutes.

Tools and materials

Suggested apps to use: Canva or Whiteboard.

This activity is primarily discussion-based, but the teacher should prepare a means to display the political alignment chart contained in this lesson as well as to display students' contributions to the class.



DEBATE NOT ARGUE

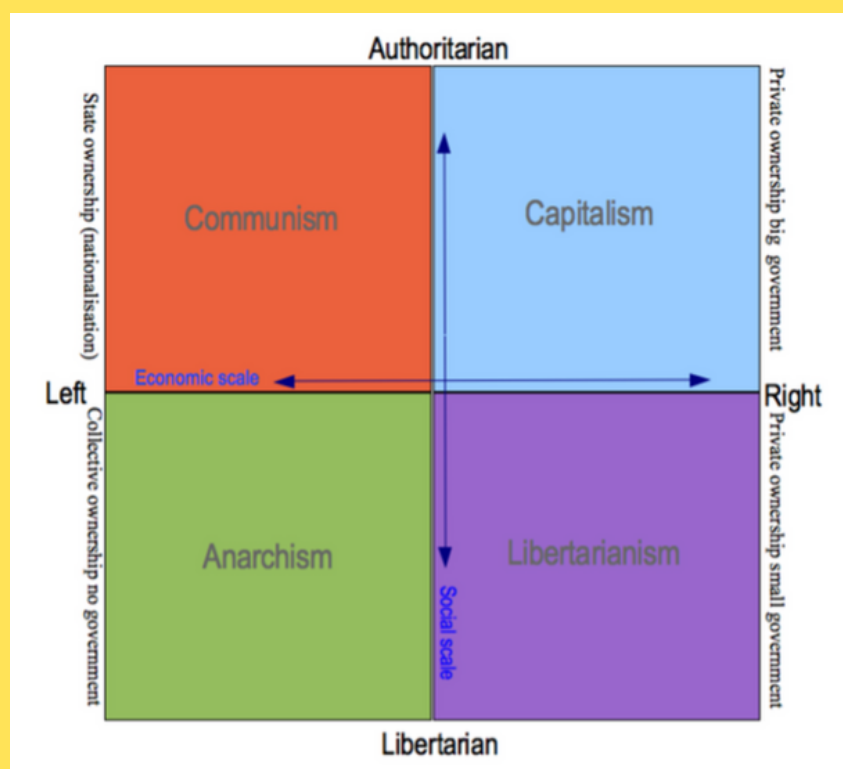
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Introduction

To begin this three-part lesson, the teacher should ask students what initial expectations they have and what they hope to gain from the lesson. The teacher should explain that the lesson will be an opportunity for discussion rather than merely a lecture and that each student can feel comfortable sharing their perspectives with the class.

To introduce the lesson topic, the teacher will pose the question, "what is your first political memory?" The teacher can provide an anecdotal example of their own first encounter with political events or with terminology such as "left" or "right". Then, students will have an opportunity to share how or when they first became aware of politics.

From here, the teacher can explain to students that politics is likely much more nuanced than their first encounters with the topic. They will share that this lesson will help students' become acquainted with the terms that are used to describe different political perspectives or ideologies. Using **Canva** or **Whiteboard**, the teacher will present the following graphic to the class:

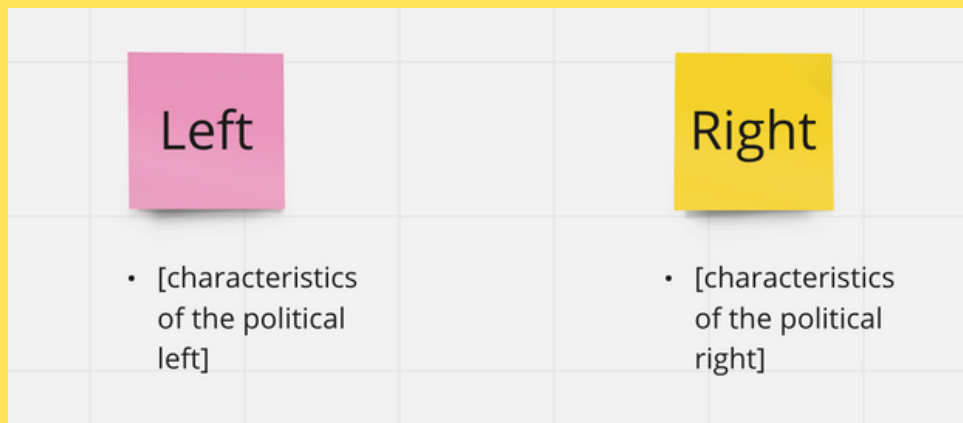




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Dividing the class into small groups or pairs, the teacher will begin by asking the class to brainstorm everything they know about the political "left" and "right". After sufficient time to work, the teacher will collect students' ideas on **Web Whiteboard**, commenting or explaining items as necessary. The teacher will then repeat the process, asking students to discuss the difference between "authoritarian" and "libertarian".



Application

In this section, students will apply their new knowledge of the political spectrum by categorizing their country's government and political parties.

The teacher will present the following questions:

- In which square of the chart is your government located?
- Can you think of a country with the opposite political alignment?
- What political parties fit each category?

Students will have the opportunity to draw their own political alignment chart (either physically or digitally) and assign each government or party to their respective square.

If you have a multinational group, encourage the students to think critically about their own governments and later explain what they know about each of the parties to their classmates who are not familiar with it.



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Optional: More practice

If the students need more practice to understand the concept of political alignment, the teacher can add this supplemental activity to help students think from others' perspectives.

First, the teacher will have students brainstorm a short list of current political topics. Then, the class will practice addressing each issue from the perspective of a different political ideology. For example, if the issue is environmental protection, students will discuss how the political left would approach this issue compared to the political right.

It is possible to split the class into small groups for this activity or to use it as an opportunity for class-wide discussion.