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CIVICS

## TURNING A GOOD IDEA INTO ACTION

How can we get people to turn an idea into action?

High  
School

## Turning a Good Idea Into Action: How can we get people to turn an idea into action?

<b>C3 Framework Indicator</b>	D2.Civ.1.9-12., D2.Civ.5.9-12.	
<b>Staging the Compelling Question</b>	Show brief video of recycling and introduce students to the focus of lesson.	
<b>Supporting Question 1</b>	<b>Supporting Question 2</b>	<b>Supporting Question 3</b>
What actions are being taken to reduce waste and plastic pollution?	What factors make it easier (or harder) to get people to make environmentally friendly choices?	How can we get people to turn the goal of being sustainable and environmentally friendly into action?
<b>Formative Performance Task</b>	<b>Formative Performance Task</b>	<b>Formative Performance Task</b>
Discuss the article as a class, who took action to reduce plastic waste and pollution? Who else will need to take action to accomplish the overall goal?	Students create T-Chart based on article and create comprehensive list as a class including items not included in the article.	Assign different articles to groups and have students discuss sustainability goals before free writing what they have learned.
<b>Featured Sources</b>	<b>Featured Sources</b>	<b>Featured Sources</b>
<b>Source A:</b> “EU Parliament backs plastics ban.” DW, Deutsche Welle, 2019, <a href="https://www.dw.com/en/eu-parliament-backs-ban-on-single-use-plastic-products/a-48088221">https://www.dw.com/en/eu-parliament-backs-ban-on-single-use-plastic-products/a-48088221</a> . Accessed 14 08 2024.	<b>Source A:</b> Niranjan, Ajit. “The zero-waste city: what Kiel in Germany can teach the world.” The Guardian, 18 October 2023, <a href="https://www.theguardian.com/lifeandstyle/2023/oct/18/the-zero-waste-city-what-kiel-in-germany-can-teach-the-world">https://www.theguardian.com/lifeandstyle/2023/oct/18/the-zero-waste-city-what-kiel-in-germany-can-teach-the-world</a> . Accessed 12 August 2024.	<b>Source A:</b> Berg, Kim. “Zero Waste Shops in Germany: this is how the system works.” deutschland.de, 18 January 2019, <a href="https://www.deutschland.de/en/topic/life/package-free-shops-in-germany-this-is-how-the-system-works">https://www.deutschland.de/en/topic/life/package-free-shops-in-germany-this-is-how-the-system-works</a> . 15 August 2024. <b>Source B:</b> “Freeing the ocean from garbage: initiatives from Germany.” deutschland.de, 18 March 2024, <a href="https://www.deutschland.de/en/topic/environment/resources-sustainability/freeing-the-ocean-from-garbage">https://www.deutschland.de/en/topic/environment/resources-sustainability/freeing-the-ocean-from-garbage</a> . 15 August 2024. <b>Source C:</b> Hauptmeier, Carsten. “Climate protection in Germany’s schools and nurseries.” deutschland.de, 1 November 2021, <a href="https://www.deutschland.de/en/topic/environment/climate-protection-in-germanys-schools-and-nurseries">https://www.deutschland.de/en/topic/environment/climate-protection-in-germanys-schools-and-nurseries</a> . 15 August 2024. <b>Source D:</b> Pastoors, Tobias. “Living sustainably: an experience report from Germany.” deutschland.de, 14 November 2020, <a href="https://www.deutschland.de/en/topic/environment/living-sustainably-an-experience-report-from-germany">https://www.deutschland.de/en/topic/environment/living-sustainably-an-experience-report-from-germany</a> . 15 August 2024.
<b>Summative Performance Task</b>	<b>Argument:</b> Students free-write to answer the question: What did you learn from these case studies about how we can get people to turn an idea into action?	
<b>Taking Informed Action:</b> Using your voice to make change	<b>Understand:</b> Students will research their choice of modern problem that needs reforming. They will research the problem; and how people, institutions and governments are trying to take action.	
	<b>Assess:</b> They will determine which course of action to advocate for.	
	<b>Act:</b> They will share their findings and recommend action through a short PSA-style video.	

## Turning Good Ideas Into Action

Target Grade Level: 9

Target Course: World History

### Compelling Question

How can we get people to turn an idea into action?

### Inquiry Overview

This lesson will be focused on the question "How can we get people to turn an idea into action?" This is situated at the end of a unit about the Age of Reform in the 19th century.

The purpose of this lesson is to allow students to look at how people can be encouraged to change their behavior to turn an idea—something they want to change or reform—into reality. Students will look at recycling and sustainability in the German city of Kiel as an example. They will then explore the roles governments, businesses, and individuals can play in creating and maintaining change, using modern Germany as a case study.

Students will be assessed on this lesson through their participation in class discussion. They will then be assessed on the whole unit through a project in which they research a modern issue (of their choice) and create a PSA video with a “call to action” on this issue.

### Teacher Background Information

Germany is often cited as a leader in recycling and sustainability. And for anyone who has lived in or visited Germany, the recycling system is a visible symbol of the amount of effort Germans are willing to dedicate to being sustainable. Certainly, no country is without room to improve, but the German case study is valuable. Looking at a non-American case study also offers students a chance to reflect on their country in a safe way, by looking outside first. For some schools and communities where some discussions can be deemed as “too political” it may feel safer to use a case study about another nation.

Resources from TOP to learn & teach more about [sustainability in Germany](#).

### Suggested Time Frame

One class period for these activities; additional time to complete PSA video.

### Concept List

- Sustainability
- Environmentally Friendly

## Instructional Resources

- Featured Resources in each section
- Internet Access
- Or Printouts of Articles

## NCSS Thematic Strands

- Production, Distribution and Consumption: what factors influence decision-making on issues of the production, distribution and consumption of goods?
- Civic Ideals and practices: What is the role of the citizen in the community and the nation, and as a member of the world community? Students will explore how individuals and institutions interact.

## C3 Framework Indicators

- D2.Civ.1.9-12. Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.
- D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

## Outcomes for Student Learning

- Students will be able to read articles to identify key strategies that people, organizations and institutions in Germany used to become more environmentally friendly.

## Germany-Related Learning Goals

- Students will examine the role of individuals, businesses and government in sustainability in modern Germany.
  - The case study of the EU generally and Kiel in particular will provide an opportunity to see civic participation in action, and it will provide an opportunity to reflect on their own community's sustainability practices.

## Compelling Question

**How can we get people to turn an idea into action?**

## Introductory Activity

- Show an [Instagram reel \(short video\)](#) to students about recycling in Germany. (Optional [follow up reel](#) or [this one](#))
- Brief think-pair-share: what do you think today's lesson will be about? What do you already know about this topic?
- Introduce the focus and sequence of the lesson.

## Resources

- “Recycling is very important in Germany and also a bit tricky to get the hang of right away. ” Instagram. Posted by dw\_europemaxx. 26 February 2022. [https://www.instagram.com/reel/Cac8vMEAF7M/?utm\\_source=ig\\_web\\_copy\\_link&igsh=MzRlODBiNWFlZA%3D%3D](https://www.instagram.com/reel/Cac8vMEAF7M/?utm_source=ig_web_copy_link&igsh=MzRlODBiNWFlZA%3D%3D)
- “1 Day vs 10 Years in Germany: Recycling.” Instagram. Posted by radicaliving. 11 July 2024. [https://www.instagram.com/reel/C9RzLwLuPta/?utm\\_source=ig\\_web\\_copy\\_link&igsh=MzRlODBiNWFlZA%3D%3D](https://www.instagram.com/reel/C9RzLwLuPta/?utm_source=ig_web_copy_link&igsh=MzRlODBiNWFlZA%3D%3D)
- “How to Recycle like a German in Germany.” Instagram. Posted by LaEdwards Family. 6 August 2024. [https://www.instagram.com/reel/C-VS-xrtWQh/?utm\\_source=ig\\_web\\_copy\\_link&igsh=MzRlODBiNWFlZA%3D%3D](https://www.instagram.com/reel/C-VS-xrtWQh/?utm_source=ig_web_copy_link&igsh=MzRlODBiNWFlZA%3D%3D)

### Supporting Question 1

#### What actions are being taken to reduce waste and plastic pollution?

##### Formative Performance Task 1

- Teacher leads a brainstorming discussion with the class to unpack the supporting question “What actions are being taken to reduce waste and plastic pollution?”-- who could take action on this issue?
- Students read “EU Parliament backs plastics ban.”
- Discuss as a class, in this article, who took action to reduce plastic waste and pollution? Who else will need to take action to accomplish the overall goal?

## Resources

“EU Parliament backs plastics ban.” DW, Deutsche Welle, 2019, <https://www.dw.com/en/eu-parliament-backs-ban-on-single-use-plastic-products/a-48088221>. Accessed 14 08 2024.

### Supporting Question 2

#### What factors make it easier (or harder) to get people to make environmentally friendly choices?

##### Formative Performance Task 2

- Read the article “The zero-waste city: what Kiel in Germany can teach the world.” by Ajit Niranjana.
- Take notes on the T-Chart, recording factors mentioned in the article that make it easier to make environmentally friendly choices, and factors that make it harder.
- Share with a partner and add to your charts.
- Teacher calls on students to share with the whole class and build a comprehensive list on the board. Then, discuss as a class “what else is missing?” that may not have been in the article, and add those to the chart.

## ► Resources

- Niranjan, Ajit. “The zero-waste city: what Kiel in Germany can teach the world.” The Guardian, 18 October 2023, <https://www.theguardian.com/lifeandstyle/2023/oct/18/the-zero-waste-city-what-kiel-in-germany-can-teach-the-world>. Accessed 12 August 2024.

### Supporting Question 3

## How can we get people to turn the goal of being sustainable and environmentally friendly into action?

### ► Formative Performance Task 3

- Students work with their partner to review the class list and discuss who has power over it (people? governments? businesses?) and how they can affect it.
- Students share with the class and the teacher records their new list.
  - Discussion as a class: Which of these are easier to do? Harder to do? Why?
- Jigsaw: Read your assigned article and share what you learned about how they are taking action to become more sustainable and environmentally friendly:
  - [“I would like to be part of the solution”](#)
  - [Please don’t package it!](#)
  - [Freeing the ocean from garbage](#)
  - [ABC of climate protection](#)
- Students share with their partners.
- Discuss as a class:
  - Can individuals alone accomplish the goal of being more sustainable? What about governments or organizations? How are they interconnected?

## ► Resources

- Berg, Kim. “Zero Waste Shops in Germany: this is how the system works.” deutschland.de, 18 January 2019, <https://www.deutschland.de/en/topic/life/packaging-free-shops-in-germany-this-is-how-the-system-works>. Accessed 15 August 2024.
- “Freeing the ocean from garbage: initiatives from Germany.” deutschland.de, 18 March 2024, <https://www.deutschland.de/en/topic/environment/resources-sustainability/freeing-the-ocean-from-garbage>. Accessed 15 August 2024.
- Hauptmeier, Carsten. “Climate protection in Germany’s schools and nurseries.” deutschland.de, 1 November 2021, <https://www.deutschland.de/en/topic/environment/climate-protection-in-germanys-schools-and-nurseries>. Accessed 15 August 2024.
- Pastoors, Tobias. “Living sustainably: an experience report from Germany.” deutschland.de, 14 November 2020, <https://www.deutschland.de/en/topic/environment/living-sustainably-an-experience-report-from-germany>. Accessed 15 August 2024.

## Summative Performance Task

<b>Essay / Presentation</b>	Students free-write to answer the question: What did you learn from these case studies about how we can get people to turn an idea into action?
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## Taking Informed Action

<b>Understand</b>	<i>Students will research their choice of modern problem that needs reforming. They will research the problem; and how people, institutions and governments are trying to take action.</i>
<b>Assess</b>	<i>They will determine which course of action to advocate for.</i>
<b>Act</b>	<i>They will share their findings and recommend action through a short PSA-style video.</i>

## Modifications for Differentiation

- Read aloud for articles (or text-to-speech).
- Deliberate student grouping to promote engagement.
- Teacher notes from discussion projected on the whiteboard, and then available to the class via Google Classroom or other LMS.



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