



Arbeitsform:  
**Du kannst diese Aufgabe alleine oder mit einem Partner/einer Partnerin machen. Beachte dabei die Anweisungen deines Lehrers/deiner Lehrerin.**

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## AKTIVISMUS

### AUFGABE

**Plane eine Protestaktion, weil es keine Bioprodukte in der Schulkantine gibt.**

Du hast herausgefunden, dass noch immer ein Großteil des Essens in der Schulkantine unter nicht nachhaltigen/nicht-biologischen Bedingungen und mit Pestiziden produziert wird. Jetzt hast du genug, hier muss sich etwas ändern! Plane eine wirksame Protestaktion.



**1 Was ist der Titel und der Hashtag deiner Protestaktion?**

Titel

Hashtag

**2 Was sind die Ziele deiner Protestaktion? Definiere sie so konkret wie möglich.**

**3 Wie soll deine Protestaktion aussehen? Beschreibe sie hier in minimal fünf Sätzen.**



GRÜN, BUNT, GESUND!

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## AKTIVISMUS

- 4** Du kannst nicht alles alleine, sondern brauchst Unterstützung von Mitstreiter\*innen. Wie machst du deine Aktion sichtbar und wie wirbst du um Unterstützung?
- 5** Die Presse wird auf dich aufmerksam. Du bekommst Fragen. Schreibe ein kurzes Statement, das deine Aktion zusammenfasst:
- 6** Deine Protestaktion ist zwar noch klein, aber hat schon erste Erfolge : Ein wichtiger Sponsor möchte dich mit 100.000 USD unterstützen. Was machst du mit diesem Geld? Wie verwendest du es sinnvoll für deine Kampagne?



GRÜN, BUNT, GESUND!

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## AKTIVISMUS

### BEURTEILUNGSRUBRIK

CRITERIA	4 (EXCELLENT)	3 (GOOD)	2 (ACCEPTABLE)	1 (POOR)
<b>TASK</b> <i>Accomplishment of the given task</i>	<i>Student has accomplished all parts of this task completely and correctly.</i>	<i>Student has accomplished most parts of this task completely and mostly correctly.</i>	<i>Student has accomplished some parts of this task completely and to some degree correctly.</i>	<i>Student has accomplished few parts of this task completely and to a small degree correctly.</i>
<b>CONTENT</b> <i>Depth of content, relevance of information, and use of sources and citations (if applicable)</i>	<i>Student shows a profound understanding of the content of the task and has chosen relevant information in a well-structured way. Uses diverse and relevant sources. Citations are completely accurate (if applicable).</i>	<i>Student shows understanding of the content of the task and has chosen mostly relevant information in a mostly structured way. Uses some sources of relevance. Citations are accurate (if applicable).</i>	<i>Student shows some understanding of the content of the task and has chosen some relevant information which is sometimes presented in a structured way. Uses few sources of relevance. Citations lack accuracy (if applicable).</i>	<i>Student shows little understanding of the content of the task and has chosen little relevant information in a mostly unstructured way. Does not use sources of relevance. Citations are missing or inaccurate (if applicable).</i>
<b>LANGUAGE</b> <i>Correctness &amp; Vocabulary</i>	<i>Student uses language correctly, including grammar, spelling, and incorporates a wide variety of new vocabulary.</i>	<i>Student usually uses language correctly, including grammar, spelling, and incorporates some new vocabulary.</i>	<i>Student has multiple problems with language usage and/or uses little new vocabulary.</i>	<i>Student makes many errors in language usage which impede understanding. Does not incorporate new vocabulary.</i>
<b>IDEA AND FORM</b> <i>Originality, creativity, use of media and visuals (if applicable)</i>	<i>Student has chosen a creative and original approach. Has a well thought out visual presentation that shows much effort, creativity and attention to detail (if applicable). Uses appropriate media and/or materials (if applicable).</i>	<i>Student has to some extent chosen a creative and original approach. Has a thought-out visual presentation that shows effort, creativity and attention to detail (if applicable). Uses mostly appropriate media and/or materials (if applicable).</i>	<i>Student has to little extent chosen a creative and original approach. Has a partially thought out visual presentation that shows minimal effort, creativity and attention to detail (if applicable). Has thought little about the use of appropriate media and/or materials (if applicable).</i>	<i>Student has not chosen a creative and original approach. Does not have a well thought out visual presentation that shows effort, creativity, attention to detail (if applicable). Has not thought about the use of appropriate media and/or materials (if applicable).</i>
<b>PRESENTATION</b> <i>(only for speaking tasks)</i>	<i>Student speaks smoothly, clearly and without hesitation.  For classroom presentation: Has acceptable volume and consistent eye contact. Engages audience.</i>	<i>Student speaks relatively smoothly, clearly and with little hesitation.  For classroom presentation: Has acceptable volume and some eye contact. Somewhat engages audience.</i>	<i>Student has some pauses. Occasionally looks at notes/slides, etc.  For classroom presentation: Volume is inconsistent. Eye contact is inconsistent. Partially engages audience.</i>	<i>Student hesitates frequently and speech is very choppy. Reads from notes/slides, etc.  For classroom presentation: Volume inappropriate. Eye contact lacking. Audience not engaged.</i>