



Unit 9 — Youth Protest Movements

Track E · Klasse 10 · Niveau E

Learning objectives

- *I can read a comparative text on two youth movements and identify their tactics, demands, and outcomes.*
- *I can use cleft-sentence emphasis (it is precisely the demand that ...).*
- *I can hold a 5-minute panel-style discussion in formal English.*

Lead-in

Maja's class compared two youth movements: a climate school-strike movement of the late 2010s and a housing-rights movement that began in Lisbon in 2024. Same age range, similar visibility online, very different policy outcomes. Mr. Yilmaz framed the question: *what made one of them legible to the system, and the other not?*

Practise

- Build a cleft sentence: emphasise *the legibility* in *the legibility of the first movement made it useful*.
- T or F from text: school-strike was in 130+ countries; Lisbon housing demands were broad; specificity produced sharper results.
- Build 4 cleft sentences emphasising different elements of the same fact.

Your turn

Panel-style discussion (5 min). Groups of 4. Each speaker delivers a 60-second opening on: *what makes a youth movement effective?* Use 1 cleft + 1 hedge + 1 specific example. Other speakers ask 1 follow-up.

Reflect

- I can identify tactics, demands, and outcomes of two youth movements.
- I can use cleft-sentence emphasis.
- I can hold a 5-minute panel-style discussion.