An Introductory Curriculum to the Universal Declaration of Human Rights:

Human Rights Learning

Second Edition

Curriculum Prepared by Sara Ramey

Introduction authored by Sara Ramey and Jean-Louis Peta Ikambana

Brooke McDonald and Howard Cell
Editors

American Friends Service Committee
D.C. Human Rights Learning Project

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II. Overview of AFSC and the D.C. Human Rights Learning Project

A. The American Friends Service Committee
The American Friends Service Committee (AFSC) is a Quaker organization that includes people of various faiths who are committed to social justice, peace and humanitarian service. Our work is based on the principles of the Religious Society of Friends, the belief in the worth of every person, and faith in the power of love to overcome violence and injustice.

AFSC was founded in 1917 during World War I. In accordance with their Quaker faith, the new organization gave young conscientious objectors ways to serve without enlisting in the military or taking lives. They drove ambulances, ministered to the wounded, and stayed on in Europe after the armistice to rebuild war-ravaged communities. In 1947, AFSC was a co-recipient of the Nobel Peace Prize, on behalf of all Quakers for our work “…from the nameless to the nameless.”

B. The D.C. Human Rights Learning Project
The Universal Declaration of Human Rights (“UDHR” or “Declaration”) was adopted by the United Nations General Assembly in 1948. The Declaration urges member nations to promote a number of civil, political, economic and social rights, asserting these rights are part of the “foundation of freedom, justice and peace in the world.” This document has helped to make immeasurable changes around the world and is still as relevant today as it was over sixty years ago; yet the articles that the Declaration outlines sometimes seem like lofty ideals—not always immediately relevant or linked to daily life.

In December 2008, a collection of organizations and individuals led by the AFSC successfully presented a Human Rights City Resolution to the D.C. City Council, which gave its unanimous approval. The Resolution noted the importance of ongoing discussions among residents and local authorities to identify the issues and inform the actions that could lead to meaningful and positive economic and social change.

Consequently, AFSC’s D.C. Peace and Economic Justice Program surveyed students from seven public and private schools to determine their knowledge about the Declaration. An overwhelming majority (87 out of 89) responded that they had never heard of it. Every single respondent also indicated that they were interested in learning more about human rights and thus the Human Rights Learning Project (“HR Learning Project”) was born.

The project goal is to ensure that the principles of the Declaration will be understood and exercised by D.C. youth, as well as provide them with the tools to identify and overcome cultural practices and beliefs that do not support human rights. The HR Learning Project empowers young people to engage policy-makers and community leaders at the local, neighborhood, school, city, state, national and global level.
The Human Rights Learning Project strives to achieve universal commitment to the dignity and worth of each human person by working with young people to increase their knowledge and understanding of human rights. Specifically, the three goals of the HR Learning Project are:

1. To increase knowledge,
2. To foster critical thinking, and
3. To empower youth to become agents for social change.


The first AFSC Human Rights Learning Curriculum was published in 2010. It contained ten exercises intended as an introduction to human rights learning. We refer to our model as one of human rights learning because it goes beyond imparting knowledge about human rights, as is most often the objective of human rights education. Human right learning has a transformative dimension that aims to make the learner an agent of social change. In the process, dedication to human rights should become part of the participant’s value system; applicable to daily life. Through the learning process participants become engaged in defining and shaping their experience according to human rights which includes: enhancing knowledge, developing critical thinking, promoting values clarification, building solidarity and changing attitudes and behavior.

Most importantly, human rights learning should lead to action.

Sara Ramey was hired in 2011 as the Stephen G. Cary Fellow. She spent the year revising, improving and expanding the original curriculum. The result is before you.

III. Human Rights Learning: a framework for Peace and Justice

"Where, after all, do universal human rights begin? In small places, close to home—so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighborhood he lives in; the school or college he attends; the factory, farm, or office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerted citizen action to uphold them close to home, we shall look in vain for progress in the larger world." – Eleanor Roosevelt on the Universal Declaration of Human Rights

Human Rights are international ethical standards that were approved by members of the United Nations. They outline the most basic needs of all human beings and demand for transformation from all nations that do not address these obligations, including the United States. The human rights framework illuminates inequities, both at home and abroad, and offers an alternative.

For young people, a comprehensive understanding of human rights is important because it reinforces the ability to live in a society where the rights of all humans are respected. Human Rights Learning provides a language with which people of all ages can advocate for their rights. It has the added benefit of directly engaging people in thinking about the rights of others. The American Friends Service Committee’s best work is grounded in the grassroots—a mix of community organizing, advocacy, education, capacity building, and creative demonstrations of
alternatives to broken economic, political and social systems—what some people would call “service.” While there are many valuable programs that offer extracurricular activities such as sports, arts and academic enrichment, there is a lack of programming that provides young people with opportunities to examine the problems facing their communities while also supporting them to take action and get engaged!

AFSC Human Rights Learning projects challenge young people to address local peace and justice issues. We nurture compelling demonstrations of the power of every community, particularly the next generation, to create their own solutions.

**IV. Introduction to the Curriculum**

**A. Curriculum Layout**
The curriculum is organized into 10 lessons, divided into two units. Each unit has four classes on human rights topics and one about social action.

The entire curriculum is designed in a way that will allow students to choose a social issue and develop a plan to address the issue or engage the community in changing local policy. For example, the action project might be to institute a recycling program where one did not exist or build a playground in a neighborhood without. If the plan is to change the local policy, advocacy might take place at the school level, the neighborhood level or the city level.

The Human Rights Learning Project uses outcomes-based evaluation in order to help assess overall program effectiveness. Participating students must learn about human rights but they must also be able to effect positive change within their communities in order for the project to be successful. We monitor learning through evaluation questions at the end of each lesson. We monitor change in the community through the success of Action Projects.

In Unit One, students spend time “spotting” human rights violations in order to become familiar with identifying opportunities for improvement. Students are asked in each class to identify a problem in their community (local, national, global) on the topic being discussed and propose at least one possible solution to that problem.

In Unit Two, there are a multitude of issues that can be addressed in each lesson—students will choose a topic to focus on for each of the four human rights classes and will explore ways to solve the topic-relevant problem they identify. Ultimately, this will lead to the class deciding on one issue to address (or small groups within the class addressing multiple issues) in Lesson 10.

The following is a breakdown of the main components of each lesson:

1. **Lesson Overview**: The concept of the lesson
2. **Objectives**: The first is dedicated to learning and should be met by using at least one of the objective one activities. The second is action orientated and should be met by using at least one of the objective two activities.
3. Icebreaker: Icebreakers are used throughout the curriculum to build community within the classroom so that students feel more comfortable talking about complex issues.
4. Questions for Class Discussion: These are broad questions that a teacher might use to flesh out the lesson overview.
5. Possible Objective One Activities (Learning): These are example activities to give teachers ideas for meeting the learning objective. You do not have to use all of the activities.
6. Possible Objective Two Activities (Social Action): These are example activities to give teachers ideas for meeting the action objective. Moreover, some of these activities are auxiliary and might help build a particular skill (cooperation, planning, writing etc.) that is an asset in social action work but will not satisfy objective two exclusively.
7. Evaluation: These questions are the most important student take-away points and a standard-form evaluation for students to complete at the end of each lesson (each lesson may span over a couple of class sessions).
8. Additional Information & Resources: Sources to support activities as well as links to recent articles on relevant events.

B. Meeting the Needs of High School Students
While it is true that teaching one’s passions makes for the best lessons, it is also true that teaching to one's strengths makes for the best classes. Thus, while the curriculum includes suggested discussion questions and activities, modifying them where necessary is encouraged as long as the objectives are met and the evaluation is complete.

Each lesson of the curriculum attempts to present the information in a way that is engaging, keeping in mind the age differences that teachers could be confronting in high school (designing skits, for example, might be easier with younger students than older ones who may be more self-conscious). Our hope is that you will use a combination of learning approaches including discussion, role-plays, lecturing, multi-media (video clips and music) engagement, individual writing and reading exercises, and group work.

Activities were designed in part based on the classroom experiences of HR Learning Project Instructors. It has been our experience that students are more engaged when they are able to see how the lessons are relevant to their lives and personal experience. Students tend to remember how something makes them feel and experiences that give them a new insight—those all too rare "Aha!" moments.

Unlike working with students one-on-one, teaching a class presents challenges unique to the group setting, the majority arising from the different personalities, genders, learning styles, backgrounds, and ages of the various participants. Each lesson therefore provides a mix of activities to provide students with different learning strengths the type of instruction they need.

C. Where We Are Going
The following curriculum is only as useful as it is used. In order to make the knowledge more accessible to more students, it is hoped that teachers and administrators find it to be a useful resource and decide to integrate the applicable lessons into their curriculums. Thus, while the intended readership of this curriculum is the HR Learning Project volunteer instructors and others
engaged in human rights education work at AFSC, it is hoped that advocates of all types find the material included herein useful.

Drawing from our rich and long tradition of peace and social justice, and specifically taking actives and experiences from programs throughout the American Friends Service Committee, the curriculum explores many topics. As part of a learning organization, we will continue to revise and improve this curriculum and build upon the experiences and knowledge of the young people in our program.

V. Conclusion to the Introduction

Just as Washington, D.C. is a model as the first Human Rights City in the United States, the Human Rights Learning Project can become a model for other communities across the country. It is a way to engage young people in learning about and securing human rights for all people. In Washington, D.C., it is a way for the city to fully realize its potential as a Human Rights City.

Ultimately, this curriculum is an effort to offer our young people a clearly defined framework (the Universal Declaration of Human Rights) to identify issues within their school, neighborhoods and community. It is also a tool that will help them to work towards a more fair and just society.
VI. Lessons

The order in which these different topics are discussed does not imply that certain human rights are more important than others. On the contrary, human rights are interconnected, and indivisible. No human right can violate another and each human right is important to the full realization of others.
Lesson 1: Dignity and Equality (Articles 1 & 2)

“No one can make you feel inferior without your consent.” – Eleanor Roosevelt

LESSON OVERVIEW: The concept of human dignity is the basis for the Universal Declaration of Human Rights (UDHR) and many other international, regional and national statements of human rights. This concept states that dignity is inherent to the human condition and that therefore all people are entitled to the rights necessary to respect this dignity. Article 1 of the UDHR introduces and connects dignity and equality. Article 2 extends the concept of equality to include a prohibition on discrimination. The purpose of this lesson is to introduce these concepts and relate them to classroom, school and neighborhood situations.

OBJECTIVES:
1. Students will explain why human dignity means that all humans have certain inherent rights and why this dignity is the foundation of equality.
2. Students will identify at least one example of inequality within their communities and propose one or more solution(s).

ICEBREAKER: Icebreakers are used throughout the curriculum to build community within the classroom so that students feel more comfortable talking about issues with each other.

ICEBREAKER: Non-Verbal Birthday Line-up (From AFSC’s Help Increase the Peace manual, p. 71): This is a silent activity. Ask the group to line themselves up according to the month and day they were born, no talking. The participants must figure out how they can communicate without words and where they should start and end the line.

QUESTIONS FOR CLASS DISCUSSION:
- Why do people have human rights?
- What is an example of a human right? What is not a human right?
- What makes your life worth living?
- What do the words dignity and equality mean in your life? How are they related?
- What are some of the ways by which a person can be discriminated against? Which of these do you think should be prohibited? Which are okay? Why?
- Why do people discriminate against others?

POSSIBLE OBJECTIVE ONE ACTIVITIES:
1. Rights I Should Have: Working in pairs, have students prepare a list of the rights they feel they should have within the school and/or the broader community. Each right should be listed on a post-it note. While they are working, the teacher will write each human right (abbreviated) up on the walls around the class. Have students guess which of their post-it notes are human rights by placing them next to the corresponding articles from the UDHR. As a class, select a few of the human rights for further investigation: a) Is this right established in municipal, state or US law?; b) Who is responsible for making sure this right is respected?; c) Is there a government agency and/or non-governmental organization (NGO) that monitors the protection of this right?
2. What Is Human? (Adapted from Reardon, Educating for Dignity): Using construction paper, have each student draw a person. Within that person, have each participant write qualities about him-
or herself that he/she thinks are best: being generous, a loving son/daughter, hardworking, sharing with those who have less, etc. Ask the participants if the qualities they have identified for themselves are ones they respect in others. What does it mean to say you respect yourself and you respect others? If others have good qualities that are different from yours, do you think those other qualities deserve respect? Does every human being deserve respect? Why?

3. **Rights I Need Respected:** Divide the students into small groups and have each group list those rights which, if respected, would enable them to live a dignified life. Have the groups write these lists on a big piece of paper and hang on the wall for comparison and discussion.

**POSSIBLE OBJECTIVE TWO ACTIVITIES:**

4. **Spotting Human Rights Violations:** Divide students into small groups and have them discuss potential human rights violations using the example scenarios below (or others the teacher develops). Then have students determine what violations that they “spot” in their school, neighborhood and/or city. Once each group has identified at least one local violation, discuss what needs to be done in order for these violated human rights to be respected as a class.
   a. I recently moved to a new town. I am informed that I am not allowed to attend the local high school because I am a girl/because I am not a member of a certain racial or religious group.
   b. Six months ago, I was arrested in connection with an alleged crime, but I do not know what the charges are or when/if I will be released. While being held, I have been beaten by the police or kept in isolation.

5. **Big Wind Blows Variation**
   “Experiences of Prejudice and Discrimination.” (HIP manual, p. 62): Gather the group in a circle, each person in a chair, with no extra chairs. Stand in the middle of the circle as you give directions, and remove your chair from the circle. As the person without a chair, you are the “Big Wind.” Using experiences of prejudice and discrimination as your topic, say “The big wind blows for everyone who...” and finish the sentence by naming a characteristic that you probably share with others. For example, “The big wind blows for everyone who has been described stereotypically.” Everyone who shares that characteristic must move to a new seat. No one can move to the seat to either side of their current seat and the Big Wind also tries to get a seat. Whoever is left standing becomes the next Big Wind. If the Big Wind cannot think of a characteristic, he or she can call “hurricane,” and everyone must find a new seat.

6. **Privilege Walk**
   (Adapted by AFSC Pittsburgh from several versions available online): Ask students to line up in the middle of the room facing the same direction. Have them respond, as indicated, to the following statements:
   - If you have never been told that your religion/spirituality is strange or wrong, take one step forward. If you have been told that your religion/spirituality is strange or wrong, take one step back.
   - If your home has at least one computer, move one step forward. If your home does not have a computer, move one step back.

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2 Note: Many times the words prejudice and discrimination make people think of racism, especially for people of color. It is important to share different examples that involve age, size, geographic location, clothes, etc., especially for seemingly racially homogeneous groups.

3 Note: This exercise is hard to do if you have not built rapport with the class and if they are not comfortable with each other. It can be threatening. In those cases, activity 4 or 5 might be more appropriate.
• If you do not have to consider whether a school, public facility or private home is physically accessible to you, take one step forward. If you do have to consider whether a workplace, public facility or private home is physically accessible to you, take one step back.
• If people of your gender can easily be found in the vocation to which you aspire, take one step forward. If people of your gender cannot easily be found in the vocation to which you aspire, take one step back.
• If you’ve never had to worry about your family’s ability to provide you with consistent food and housing, take a step forward. If you have had to worry about your family’s ability to provide you with consistent food and housing, take one step back.
• If your elementary, middle and high school education included extensive history of your racial group, take one step forward. If your elementary, middle and high school education did not include extensive history of your racial group, take one step forward.
• If your actions have never been considered as representative of your whole race, take one step forward. If your actions have been considered as representative of your whole race, take one step back.
• If neither you nor your parents received public assistance, take one step forward. If you or your parents have received public assistance, take one step back.
• If you’ve never had to hide the identity of someone you’ve dated from your parents, talk one step forward. If you have had to hide the identity of someone you’ve dated from your parents, take one step back.
• If you are rarely or never followed by the security guards in stores, take one step forward. If you have been, or are frequently, followed by the security guards in stores, take one step back.
• If you have not been told that your religion believes that the sexual orientation of yourself, a friend, or a family member is wrong, take one step forward. If you have been told that your religion believes that the sexual orientation of yourself, a friend, or a family member is wrong, take one step back.
• If neither you nor anyone in your family has been a victim of violent crime, take a step forward. If you or someone in your family has been a victim of violent crime, take one step back.
• If you generally feel confident that the police will respond to you with helpfulness and fairness, take a step forward. If you do not generally feel confident that the police will respond to you will helpfulness and fairness, take a step back.
• If the neighborhood in which you live is generally represented favorably in the news, take one step forward. If the neighborhood in which you live is generally represented unfavorably in the news, take one step back.

EVALUATION:
1. Why do people have human rights?
2. How is dignity a foundation for equality?
3. What is one potential solution to a problem in your community?

ADDITIONAL INFORMATION & RESOURCES:
• Cyber School Bus: http://www.un.org/cyberschoolbus/humanrights
• 1965 Convention on the Elimination of All Forms of Racial Discrimination
Lesson 2: Freedom of Belief and Expression (Articles 18, 19 & 29)

“Freedom makes a huge requirement of every human being. With freedom comes responsibility.” – Eleanor Roosevelt

LESSON OVERVIEW: Freedom of expression has many components including both freedom to share information with others and freedom to receive information from others. Freedom of expression, including the freedom to practice one’s religious beliefs, is an important avenue through which individuals fully develop their personalities as well as participate in their communities.

OBJECTIVES:
1. Students will explain why freedom of belief and expression gives them the right to seek, receive and share information and ideas. They will also be able to list possible limitations to freedom of expression.
2. Students will identify one example of a conflict of rights (related to freedom of belief or expression) within their community and propose at least one way to resolve it.

ICEBREAKER:
Clapping Game (From AFSC’s Help Increase the Peace manual, p. 63): One person will leave the room and the rest of the group will select an object that is in the room. The person returns and tries to guess the object by listening to the clapping of the group. When the person is far away from the object, the group will clap softly. When the person is near, the group will clap louder.

QUESTIONS FOR CLASS DISCUSSION:
• One freedom articulated in the UDHR is freedom of expression. What does freedom of expression mean to you? (Think about words, gestures, actions, attire and belongings.)
• What are some reasonable limitations to the freedom of expression? For instance, are there things that you can’t wear to school? Are there things that you can’t say or do at school? Are these acceptable limitations in your view? Why or why not?
• What do you need in order to be able to practice your religion or beliefs?
• Does the government need to do or not do certain things in order to make your freedom of religious expression possible?
• What rights do you have to choose the media you use to express yourself and why?

POSSIBLE OBJECTIVE ONE ACTIVITIES:
1. Relating Current Events/Case Study: Pick an issue from the news that is relevant to freedom of belief and expression and split students into two teams: "Pro" and "Contra" (consider also setting up a decision-making body). Example: In October of 2010, the Supreme Court heard oral arguments for and against the actions of the Westboro Baptist Church. This group protests at the funerals of soldiers who died in Iraq and Afghanistan. They believe that the deaths are God's punishment for support of "immoral" U.S. policies, in particular support for homosexual lifestyles.

4 Note: When available, it is frequently helpful to use a video explaining the current event/case study.
Do you think the church should be permitted to protest or be banned from protesting? How would you make an argument for permitting the protest using Articles 1, 2, 18, and 19 of the UDHR? Can Article 29's three limitations on human rights—morality, public order and general welfare—be used to limit the rights of the protesters?

Have each team present their arguments and allow time for rebuttal by the other side. If using a decision-making body, have that body deliberate and render a decision. Debrief: How do you personally think the Supreme Court should rule and why? Can you think of a way that both groups' rights can be respected? Do you agree with the reasons the Supreme Court gave for finding in favor of the church? Why or why not?

2. **Vote with Your Feet (ACLU of Maryland):** Students will be the judges of the following case: The plaintiff is a high school student, Nick Emmett, who is seeking a restraining order to prevent his school district from enforcing a suspension against him. Emmett posted a web page on the Internet that was created from his home without using school resources or time. The web page was entitled, "The Unofficial Kentlake High Home Page," and included disclaimers warning a visitor that the site was not sponsored by the school, and for entertainment purposes only. It contained some commentary on the school administration and faculty. Two aspects of the site are at issue. The page posted mock "obituaries" of at least two of Emmett’s friends. The obituaries were written tongue-in-cheek, inspired by a creative writing class in which students were assigned to write their own obituary. The mock obituaries became a topic of discussion at the high school among students, faculty, and administrators. In addition, Emmett allowed visitors to the web site to vote on who would “die” next—that is, who would be the subject of the next mock obituary.

Three days later, an evening television news story characterized Emmett’s web site as featuring a “hit list” of people to be killed, although the words “hit list” appear nowhere on the web site. That night, Emmett removed his site from the Internet. The next day, he was summoned to the school principal's office, and eventually told that he was placed on emergency expulsion for intimidation, harassment, disruption of the educational process, and violation of ABC School District copyright. The emergency expulsion was subsequently modified to a five-day suspension. Emmett’s suspension also includes a prohibition on participation in school sports, including basketball practice and his team’s playoff game.

As a class, have students provide arguments for both sides. Some examples:
- **The School’s Arguments:** The school has authority to restrict those rights to ensure a proper learning environment. The school’s name was used on the web site and it was not an authorized site. Emmett used names of specific students and staff in an intimidating and harassing way. Harassment and intimidation are well within the boundaries of school disciplinary action. The intended audience was obviously the student body of Kentlake High School.
- **Emmett’s Arguments:** The website was entirely created and maintained outside of the school environment (location, time, resources, etc.); a warning was also on the site that said the site was “unofficial” and not sponsored by the school. No evidence suggests that the web site intended to threaten anyone, actually threatened anyone, or manifested any violent tendencies.

Draw or tape a line for students to stand on down the middle of the classroom. After the case is presented, all of the students should stand on the line. Ask the question: Do you think that
Emmett should have been suspended? The students who agree with the suspension should take a step to the right. If they disagree with the suspension, they should take a step to the left. Using the questions below, change the facts. Students can continue to move to the right if they still think he should have been suspended or to the left if they don’t to answer the following:

- **"Targets":** What if the obituaries were about people who were not Emmett’s friends? What if they were about his enemies? What if they were about people who he seemingly had no relationship to at all? What about teachers or administrators? What if after he was suspended, he targeted his site at the people who punished him?
- **Emmett's Actions:** What if Emmett did not take the web site off the Internet? What if he continued the site as if nothing happened?

Debrief: How does this case relate to freedom of expression? What are some reasonable limitations to the freedom of expression?

**POSSIBLE OBJECTIVE TWO ACTIVITIES:**

3. **Spotting Human Rights Violations:** Divide the students into small groups and have them “spot” human rights violations in the following fact scenarios (or design your own freedom of expression scenarios). Then have students identify violations within their communities related to freedom of expression. In both cases, have them determine what would need to be done in order for human rights to be respected. Example scenarios:
   a. You are the editor of the school paper and want to publish an article about some of the violent incidents taking place at your school. The principal saw your draft paper and told you that you couldn’t run the article because he thought it would only make the bullying worse.
   b. Your friend got suspended for setting up a Facebook page that the principal said had, “libelous, obscene and inappropriate postings about a teacher.” You and 25 others were given detention for signing on as fans.
   c. You asked the principal for permission to set up a table in the cafeteria during lunch with information about alternatives to the military for high school graduates. The principal refuses to let you do that.

4. **Create a Protest Sign:** Have you ever seen freedom of belief or expression limited? As a class, look at some protest signs (historical and/or current) and think about what makes a clear and convincing message (consider words, sketches, photographs, color, size, etc). Is there something in your life that you think is unfair or a time when you’ve witnessed/heard about someone’s rights being violated? Create a sign articulating a direct message about what you want to change!

5. **Expressing Myself:** Write a paragraph explaining why freedom of expression is important to you. If applicable, include examples of times you felt that your right to freely express yourself was restricted and discuss why you think this restriction was or was not justified. Please refer to the UDHR articles we discussed in class when applicable.
EVALUATION:
1. What are some reasons for limiting freedom of belief and/or expression?
2. Why is the right to seek and receive information crucial to the full exercise of freedom of expression?
3. Based on your work today exploring freedom of belief and expression, what are some ways to further protect these rights in your community?

ADDITIONAL INFORMATION & RESOURCES:
Lesson 3: Self-Determination and Citizenship (Articles 15, 20 & 21)

“A silent majority and government by the people are incompatible.” – Tom Hayden

LESSON OVERVIEW: At the personal level, self-determination involves being able to develop a plan or project for one’s life. At the level of the community or nation, self-determination requires rights of association, assembly, and participation in government decision-making through voting and other means.

OBJECTIVES:
1. Students will identify the principal components of self-determination and citizenship.
2. Students will recognize instances in which their school, neighborhood or city do not live up to Articles 15, 20, and/or 21. They will articulate one way that they can contribute to changing that situation.

ICEBREAKER:
Count to 10 (From AFSC’s Help Increase the Peace manual, p. 63): In this game the class has to count to ten as a group with these rules: They cannot go around in a circle or in some other obvious order (depending on how the room is set up). They cannot speak other than to call out a number. Only one person can speak at a time. If two or more people speak at once, the group has to start over. They cannot communicate with each other, even nonverbally, in a way that would indicate order. Usually the counting has to start over several times. Hint for a group that is frustrated: take long pauses!

QUESTIONS FOR CLASS DISCUSSION:
• What impact does nationality (in this case, whether one is or is not a citizen) have on the exercise of other rights in the U.S.?
• What are some of the current limitations in the U.S. on the rights of association and assembly? Do you think these are justified? Why or why not?
• What are some of the current limitations in the U.S. on the right to participate in decision making, such as the right to vote and the right to run for office? Are these good limitations in your opinion?

POSSIBLE OBJECTIVE ONE ACTIVITIES:
1. Determining Citizens’ Rights: The University of Northern South Dakota is conducting a survey of U.S. residents on what rights only citizens should have and what rights everyone in this country should have (tourists, foreign exchange students, diplomats, undocumented immigrants, etc). Once students review the chart use one side of the room to represent “citizens” and the other side of the room to represent “everyone.” As a class, read through the list and have students walk to one side or the other depending on who they think should have the right. Debrief: After each movement, compare students preference with what presently exists in your city and/or in the U.S.

THE RIGHTS
1. Right to healthcare
2. Right to a high school education
3. Right to a university education
4. Right to belong to whatever religion you want/to not belong to any religion
5. Right to express your opinions
6. Right to serve/not to serve in the military

CITIZENS          EVERYONE
7. Right to marry someone of the same sex
8. Right to a lawyer when you are accused of a crime
9. Right to Social Security (government money for retirement)
10. Right to welfare, food stamps, homeless shelters, and other social security
11. Right to vote
12. Right to protest peacefully
13. Right to have the laws protect you like everyone else
14. Right to be free from arrest and detention unless there is a good reason
15. Right to get a driver’s license
16. Right to privacy
17. Right to work
18. Right to serve on a jury

2. **Mock Hearing** *(Adapted from the Guidelines for a Mock Congressional Hearing prepared by AFSC staff in the Great Lakes Region)*: The D.C. City Council sometimes holds hearings in order to get more information about an issue. In these hearings, members of City Council listen to expert witnesses give testimony, and then pose questions to these witnesses to better understand the issue. Selection of hearing topics is determined by members of City Council, with politics sometimes influencing the selection of witnesses offering testimony and consequently the resulting policy recommendations that emerge from the hearing. Organize a mock hearing at your school or in your class around an issue like full citizenship rights for D.C. residents. Remember: it is possible to set the agenda and frame the hearing in a way that will inform the public and the members of the D.C. City Council! **Steps to organize your mock hearing:**

- Choose a topic and title
- Determine the audience: Consider other students at the schools involved in the HRL Project, the parents of HRL students, interested members of the public, School Board, and—last but not least—members of the City Council and their staffs.
- Determine the agenda: Identify different aspects of the topic that might be considered, what witnesses you want to give testimony, etc.
- Act it out!

Debrief: Make sure you discuss the relationship of this exercise to human rights focusing on participation in government decision making.

3. **Democracy in D.C.**: Split the students into three groups: U.S. Representatives, D.C. City Officials, and Average Citizens. Directions for the roll-playing activity are as follows: You have been chosen to play a U.S. Representative, a D.C. City Official, or an Average Citizen at a congressional hearing. Using your human rights knowledge, specifically Article 21 of the Universal Declaration, please defend your position regarding the human right to civic participation.

U.S. Representative: The District of Columbia has no right to have voting representatives in the U.S. Congress because it is not a state. As the nation's capital it should remain under the federal government's authority, with the U.S. Congress approving local laws and the operating budget. Like other U.S. citizens, D.C. residents pay taxes, serve in the government, and vote for President (as well as for city officials).

D.C. City Official: In 1800, Washington, D.C. became the nation’s capital, as a compromise between slave owners of the South and the banks in the North. Two hundred years later, D.C. residents still
do not have the rights of all other U.S. citizens. We have no voting representation in the House or Senate, where our local laws and local budget are reviewed, and sometimes delayed or vetoed by Congress; and D.C. is the only place in the U.S. that does not choose its local judges. We pay taxes just like other U.S. citizens. Although D.C. voters voted for statehood in 1980, our demand for equal rights has been ignored.

Average Citizen: The people of Washington, D.C. still do not have voting representatives in the House of Representatives or Senate. This lack of federal voting representation limits the influence citizens in D.C. have on congressional legislation involving health, governance, budgeting, taxes, gun control and other matters directly affecting D.C. lives and livelihoods.

Bonus: If there is time, have students write a class letter expressing their opinion to the President on actions he should take regarding the issue of civic engagement and democracy in D.C.

POSSIBLE OBJECTIVE TWO ACTIVITIES:
2. **Spotting the Civic Engagement Opportunity:** Divide the students into small groups and have them “spot” opportunities to get engaged in their communities. Use the following scenarios as examples before they spend time discussing opportunities in their school, neighborhood or city.
   
   d. A group of D.C. public school students recently created a voting education website to let voters know how to register, what their voting options and voter rights are, and where they can find information on candidates so they can make thoughtful ballot choices. The goal was to get D.C. citizens committed to voting by changing their mindset and helping them to understand that *they* are the government.
   
   e. Ol Kalou Town Council covers a small town and surrounding rural area in central Kenya. It has benefited over the years from considerable technical assistance from the Small Town Development Program (STDP). One element of the STDP was the production of a Development Plan (DP). The first DP was produced largely by external consultants with little citizen participation. But the second, produced in 1999, involved extensive participation by local organizations. This was a turning point in the relationship between the Council and community organizations, from one in which local residents regarded the Council as a foreign body, to one of partnership. The Council started to regard community organizations as stakeholders rather than enemies, and to involve them in setting priorities for the Council. Nor were those involved just the elite: they included women market traders, jua kali artisans, and residents from the low-income resettlement area.

3. **Being Involved:** Pick one of the groups you are a part of (sports team, after school club, church group, etc.) and describe how you would feel if you were denied the right to participate in that group.
4. **EVALUATION:**
   1. What are two things that are important to the survival of a democratic society?
   2. What is civic engagement?
   3. Why is citizenship important?
   4. What is at least one example of when your school, neighborhood or city has not lived up to Articles 15, 20 and/or 21? What is something that you could do about it?

**ADDITIONAL INFORMATION & RESOURCES:**
Lesson 4: Building Community – Education and Culture (Articles 26, 27(1) & 29)

“The most violent element in society is ignorance.” – Emma Goldman

LESSON OVERVIEW: This lesson focuses on the roles of education and culture in contributing to the development of multiple communities—local, regional, national and global. It is understood that both education and culture enable individuals to acquire a sense of personal identity and to help to build communities that support the rights of individuals and an appreciation of the common good. Education and culture provide a foundation for recognizing the duties that individuals have towards the communities of which they are a part, and likewise the duties that communities have towards their members.

OBJECTIVES:
1. Students will identify the contributions of education and culture to their different communities and will give examples of the duties that individuals and communities have to each other.
2. Students will identify specific ways in which their own education could be improved, including at least one action they could take to achieve this.

ICEBREAKER:
Scrambled Words (From AFSC’s Help Increase the Peace manual, p. 74): Choose a sentence that has roughly the same number of words as there are participants. The sentence should relate to the theme of the lesson. Write each word of the sentence on a separate piece of paper (including punctuation if you need more cards). Give each student a card and ask the group to reconstruct the sentence. When they have finished, ask the group to read the sentence, with each person reading their word in turn.

QUESTIONS FOR CLASS DISCUSSION:
- What communities do you belong to?
- What is culture?
- What are some of the principal elements of your own culture? How do these contribute to/form part of the national U.S. culture?
- How does education contribute to culture?
- Why is education compulsory in the U.S.? What levels of education should be free?
- What are some of the things you think you should be learning in high school? Why?
- Who do you think should decide what you need to learn?

POSSIBLE OBJECTIVE ONE ACTIVITIES:
1. Community Circles: Have students draw a circle for each community they are part of (geographic, sports, arts, music, etc.). If they overlap, draw the circles to overlap; if one community is a subpart of another community, draw it inside of the other. Debrief questions: Does the government have responsibilities to us? Do we to it? Do school officials have responsibilities to you? What are they? Why? Do we have responsibilities to our school community? Introduce Articles 28, 29(1) and 30.
2. Textbook Controversies: The African proverb states, “Until the lion learns to speak, the story of hunting will always favor the hunter.” Discuss with students how teaching materials have been shaped to portray a particular story (e.g., Japan removing references to comfort women and reducing the number of victims at the Nanking Massacre because these claims are "disputed by historians"; Virginia emphasizing African Americans fighting for the Confederate Army in the Civil War when this is disputed). Consider using The True Story of the Three Little Pigs.
3. **Cooking Culture:** Ask students to give examples of typical foods that are eaten in their household. Why do we eat these kinds of food? How do our country’s geography and economy impact what we eat? Ask students for examples of countries from which their families originated (or provide examples). How does food help to define a culture? (If resources are available, prepare different types of food together). Introduce Article 27(1). Ask students for ideas of other things that represent their culture (e.g. music, sports, religion and other beliefs, holidays, history, etc.).

**POSSIBLE OBJECTIVE TWO ACTIVITIES:**

4. **Spotting Human Rights Violations:** Divide the students into small groups and have them “spot” the human rights violations related to community, education, and/or culture using the example scenarios below (or others of your own creation). Have students determine what needs to be done in order for human rights to be respected before they spend time discussing violations they see in their own communities. Example scenarios:
   f. I attend a public school where the students have many different cultural backgrounds. Recently, more students have been getting into trouble and are being sent to the office. Problems are often being caused by issues relating to race, ethnicity, gender or class. The school's approach to bullying is inconsistent.
   g. My friend Nashala was recently ordered to remove her head scarf, or hijab, because it violated the dress code of our school. When she refused, she was given detention. Bonus: Write a letter to a school official, or member of your local board of education, on ways they can improve the education, and/or the overall community, at your school.

5. **Educational Bill of Rights:** As a class, create an Educational Bill of Rights. What does a high quality of education for all look like? What should state and local officials should be responsible for? Parents? Teachers? Students? What will you do to address shortcomings?

6. **You Are the Nightly News:** Working in pairs, have students interview someone from one of their communities (consider visiting another classroom, interviewing someone on the street, etc.) with the following question: "What is it that you believe defines this community?" (If resources are available, video tape the interview.) Compile the responses as a class.

**EVALUATION:**

1. Think of one of the communities you are part of and discuss two of the duties people in that community have to each other.
2. How do you imagine your education might be improved? Is there something that you can do to influence the improvement?

**ADDITIONAL INFORMATION & RESOURCES:**

- *Preamble of the Universal Declaration of Human Rights* "The General Assembly proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society ... shall strive by teaching and education to promote respect for these rights and freedoms."
- *International Covenant on Civil and Political Rights, Article 18(4)*
- *International Covenant on Economic, Social and Cultural Rights, Articles 10 and 13*

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5 Note: Consider using videos and other resources from student led education reform groups like the Baltimore Algebra Project or the Philadelphia Student Union.
Lesson 5: Social Action Part One

“Never doubt that a small group of committed citizens can change the world. Indeed, it’s the only thing that ever has.” – Margaret Mead

LESSON OVERVIEW: The first four lessons of this curriculum have focused on dignity, equality, freedom of expression and religion, democracy, citizenship, community, culture, and education. In each of these lessons students have identified examples within their communities of when human rights are not being fully realized and have proposed potential solutions. This lesson is dedicated to teaching students about social action strategies that they can use to achieve those solutions.

OBJECTIVES:
3. Students will learn skills and strategies for creating positive social change.
4. Students will apply strategies to previously identified community injustices.

ICEBREAKER:
Amoeba Tag: Two people are “it.” Any person they catch joins the chain by linking hands. When another person is caught they can stay together or spilt two and two, but they must split even numbers and can link together at will. This game is played until nobody is left. This naturally leads into the Amoeba for Social Change activity.

QUESTIONS FOR CLASS DISCUSSION:
• Why is it important for affected individuals to be involved in identifying solutions?
• How is community organizing a bottom-up process?
• What is advocacy? What are some different types of advocacy?
• What external factors might cause you to shift your social action strategy?

POSSIBLE OBJECTIVE ONE ACTIVITIES:
1. Amoeba of Social Change (Created by Alan AtKisson and published by Context Institute, adapted by AFSC Pittsburgh): Imagine that your community is an amoeba. Individuals are like the molecules that make up that amoeba. They move around, playing different roles at different times in different parts of the organism. An amoeba moves by sticking out a small pseudopod (“false foot”) into new territory. The rest of the organism inevitably comes sloshing along behind. The Scene: At school you have had a series of lessons on nutrition, and yet your own school lunches are boring and not at all nutritious. All of your friends have been complaining. Hand out role assignments to students and then work it out!
• The Innovator: Seeks to improve things and comes up with new ideas.
• Change Agent: Takes the idea and implements it; the organizer and networker.
• Transformer: Is aware of the problem; needs a plan to get involved.
• Middle of the Roader: The majority in any community; the main stream. Often have not noticed the problem, things are okay. May lack motivation without prompting.

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6 Note: At this point in the curriculum, students will pick the focus for each subsequent class from the human rights topics presented within lessons 6-9.
7 Note: Make sure that students have saved their problems/solutions from the four previous classes.
• **Laggards**: Very complacent. Don’t like change and will be reluctant to go along.
• **Curmudgeons**: Don’t believe anything can change. They will take no part in it.
• **Reactionaries**: Actively resist change. They will be in league with the status quo and are invested in things not changing.

2. **Leona’s Story (AFSC Pittsburgh)**: One way to introduce the idea of social change is to tell a story and have students think through the various stages. The following story is a true story:

   Once again, Martin Luther King, Jr. Day had come around and there was no mention of it at school, not even in history class. In fact, there had never been any civil rights education in this particular school district, period. Leona was really fed up. Leona’s family and church emphasized the importance of action on issues of social justice and human rights and her voice and participation had always been acknowledged. To her this was a very important holiday and she felt that the least the school could do was have a discussion on the Civil Rights Movement and Dr. Martin Luther King, Jr. Ideally she would have liked the school district to recognize it as an official holiday as many other districts did.

   The previous year, her junior year of high school, Leona felt the need to express her concern in a letter to the administration. After talking it over at home and with her friends she decided to send a letter to the school paper, and to her joy it was printed. The answer that came from the Superintendent of Schools was simple: “We are a white community so we feel this is not necessary.” Another year went by, she was a senior and the school still did not recognize this important day. She talked with her friends and family. They sympathized with her but that was all.

   In early January, Leona went to church in another town and listened to a sermon about Rosa Parks, a courageous woman who made a real difference to the civil rights movement. Leona was inspired to act. Rosa was willing to accept arrest to bring attention to the conditions of blacks in the South. This was Leona’s year to make a stand as well.

   Leona called a few friends who were pretty sure she was crazy but eventually some began to listen. If they did not speak up for a student’s right to learn the truth, who would? Eventually, five friends gathered to decide on a plan of action based on their shared beliefs. This led them to determine that non-cooperation was a good course of action. They agreed that they would write a letter to the Superintendent of Schools and their principal and deliver it the next day, Martin Luther King, Jr.’s birthday, stating that “Racism comes from ignorance. Ignorance comes from a lack of education,” and further explaining to them that they would be sitting in the lobby of the school to study nonviolence and heroes of the Civil Rights Movement.

   As they sat, students came by and asked what they were doing. Slowly, others got inspired and joined them until there was quite a crowd. Leona decided to recite the “I Have a Dream” speech, as well as other letters and the writings of Archbishop Desmond Tutu in the hallway. And so they sat in the hallway peacefully, but loudly reading to one another and whoever would listen. Soon they had drawn about forty-five students.
Trying to get the situation under control, the principal threatened the group with suspension. The threat of suspension sufficiently intimidated the new arrivals and they returned to their classrooms. The original five remained.

The students were ordered into the auditorium while school administration called their parents with the information that their children were to be suspended. Leona stood on stage and recited the “I Have a Dream” speech as loud as she could.

The principal decided to utilize in-school suspension for two weeks. The principal’s plan was an enforced solitary confinement in the hope that the rest of the student body would receive the message that these actions would not be tolerated.

Sizing up the situation, Leona’s mom knew that the students clearly would not be heard by the administration if the conversation never left school grounds. She called the press and by the time school ended, local television crews and news reporters were waiting outside. Leona and her friends would not soon be forgotten. The resulting news stories and publicity put pressure on the school district.

The local Jeannette Greensburg NAACP visited the school board, offering their services and resources to the school district. They provided curriculum for a day of education focusing on civil rights. They also testified that, in their opinion, the students had been treated unfairly because they were practicing freedom of speech and the right to protest. The school reduced the in-school suspension to four days.

Leona was awarded a special civil rights award at the Greensburg-Jeannette NAACP honors dinner and a number of changes came about as a result of their actions.

The school district, not feeling they could totally accede to the student’s demands and recognize Dr. King’s birthday, decided to have an in-service day on the day most people celebrated the event. At graduation, the valedictorian spoke of Leona and the other students’ courageous action and the importance of recognizing that one person can make a difference.

3. **Social Change Strategies**: Now it is time to think about some of the different ways students can approach a problem and/or try to influence an issue. As a class, work through the following situations (or develop your own) and decide which approach or strategy (listed below) you would choose in order to try to create change!

- In 2011, Wilson High School moved into a newly renovated green building complete with an atrium that uses piping to capture rainwater for school use (instead of drawing on local water resources). And yet, the school did not incorporate a program to recycle paper. Wilson students want a recycling program—what approaches could they utilize?\(^8\)

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\(^8\) Examples for teachers: Community organizing: create a student run program, public art (e.g., poster campaign, or an advocacy campaign targeting parents and the school board)
• Fuqua High School has seen an increase in bullying. Excessive teasing, shoving in the halls and malicious rumors are starting to become the norm. Fuqua students want things to change—what should they do about it?  
• On April 21, 2004, the District of Columbia enacted the D.C. Language Access Act. By 2010, Cardozo Senior High School was still not in compliance and letters to parents were being sent exclusively in English. For students with LEP/NEP parents this resulted in suspensions and other punishment due to non-compliance with a request that the school had made in their letters. Cardozo students want to do something—what strategy seems most logical?

<table>
<thead>
<tr>
<th>Twelve Approaches</th>
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</thead>
<tbody>
<tr>
<td>Writing: informative or analytical (e.g., data driven study)</td>
</tr>
<tr>
<td>Writing: persuasive (e.g., personal account)</td>
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Debrief: Why do you think that the strategy you chose is the best option? Did you choose multiple approaches?

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9 Examples for teachers: A dramatic performance for the entire school depicting different productive ways to handle conflict, education (e.g., creating a peer mediation project or speaker/panel discussion about the effects of bullying)  
10 Examples for teachers: Meeting with decision makers (principal), collecting petition signatures, or education targeted at the student population
POSSIBLE OBJECTIVE TWO ACTIVITIES:
4. **Plotting & Scheming for Social Change** *(Adapted from materials created by the Reflecting on Peace Practice project at CDA-Collaborative Learning Projects):* Creating a theory of change is not grand or academic. It is simply your answer to: How do you think that desired changes will happen in the present context through the approach(es) you have chosen? **The basic formula for a theory of change is:** “If we do X [activity], it will result in Y [change].” **Examples:** If we train community leaders in key skills, they will be empowered to act for change; If we publish a well-researched and logical report, it will be persuasive to political leaders; If we expose the contradictions between the espoused policy/principles and the reality, people will be motivated to act! Using the chart below map your theory of change.

<table>
<thead>
<tr>
<th>What change do you want to see in the world?</th>
<th>Approach/Strategy</th>
<th>Mark the approaches you want to use.</th>
<th>Your Theory of Change “If we do X [activity], it will result in Y [change].”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing: informative or analytical (e.g., data driven study)</td>
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<tr>
<td>Writing: persuasive (e.g., personal account)</td>
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<tr>
<td>Writing and performing: music, dance, dramatic material</td>
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<tr>
<td>Engaging in education (e.g., workshops, community programs)</td>
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<tr>
<td>Advocating (e.g., providing legislators or the public with information)</td>
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<tr>
<td>Creating public art</td>
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<tr>
<td>Facilitating community dialogue(s)</td>
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<tr>
<td>Letter writing campaign</td>
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<tr>
<td>Fundraising for a cause</td>
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<tr>
<td>Collecting petition signatures</td>
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<tr>
<td>Meeting with decision makers (e.g., negotiate, persuade etc.)</td>
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<tr>
<td>Community organizing (e.g., public assemblies of protest, community creation of alternatives, boycotts)</td>
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</tbody>
</table>

5. **Steps for Making a Difference**¹¹: Now it is time to think through the process from start to finish. Using the rubric below, think through these questions: Who are the key people that will be critical to the continuation or resolution of the problem, due to their power and influence? How can you get them involved in this process? What might get in your way? What is your solution?

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¹¹ Find blank charts in the teachers’ resource.
<table>
<thead>
<tr>
<th>STEP</th>
<th>DESCRIPTION OF STEP</th>
<th>EXAMPLES</th>
</tr>
</thead>
</table>
| One  | Determine the issue (utilize research) and create a Problem Statement identifying the problem to be solved. Think about gaps (not enough housing, jobs, parks), negative behaviors (discrimination), or issues (civic participation, education). | • Homeless children are at higher risk of foster care placement and poor academic performance.  
• There is no recreation area in neighborhood X.  
• Over the past year there has been a rapid increase in violence at Watson High School, particularly towards LGTBQ students. |
| Two  | Who are your “key people”?  
1. Who is involved?  
2. Who has influence over this issue?  
3. Are they using their influence and if so, is it in a positive way? | • Political leaders, legislators, or others necessary to an agreement or change  
• People with broad constituencies or a “stake”  
• Those who can undermine the process towards change  
• Fellow advocates  
• Members of the public |
| Three | Brainstorm potential solutions. What change would have the most impact? Create your “Theory of Change” like this: If we do X [activity], it will result in Y [change]. | • If we train community leaders in key skills, they will be empowered to act for change (ranging from conflict resolution training to decrease violence, to starting a garden to increase healthy food options).  
• If we publish a well-researched and logical report, it will be persuasive to political leaders.  
• If we expose the contradictions between the espoused policy/principles and the reality, people will be motivated to act! |
| Four | What other groups or people might be interested in working for your solution/goal? | • NGOs, advocacy groups or other allies  
• General public  
• Unusual suspects? |
| Five | Who might oppose you? Can you think of a way to work with or around them? | • If you are working to stop mountaintop removal—the coal company, mine workers employed by the coal company, etc. |
| Six  | Students engage in the action that will achieve the solution they defined\(^{12}\). | • Create a community garden to bring people together  
• Start a letter writing campaign to advocate for specific LGTBQ rights |

Note about the Problem Statement: Do not define the problem as a lack of program or facility (i.e., giving one of the possible solutions to a problem as the problem itself). For example, the lack of a medical center in an economically depressed area is not the problem—the problem is that poor people in the area have health needs that are not currently being addressed.

\(^{12}\) Incorporate a self-evaluation for students to reflect on the process and their role in/reaction to that process.
Note about this planning process: This is a cyclical process. It may be that students get to step five and realize that they need to re-evaluate their Theory of Change. No problem! There is never only one solution to a problem and periodic refocusing mirrors the "real world" process.

**EVALUATION:**
1. List three social action strategies.
2. Choose one of the potential solutions you proposed in the first four lessons that you have not talked about in class. What is your theory of change? This would be a broad description of your goal and the social action strategy/ies you believe will get you to that goal. Why is your strategy the best option?

**ADDITIONAL INFORMATION & RESOURCES:**
Lesson 6: Family, Gender, and Privacy Rights (Articles 12, 16 & 25)

“Gender equality is critical to the development and peace of every nation.” – Kofi Annan

LESSON OVERVIEW: The family is considered to be the fundamental social unit to which each of us belongs, as demonstrated by many of the principal human rights documents around the world. For example, the American Convention on Human Rights states in Article 17 that "[t]he family is the natural and fundamental group unit of society." Family rights include marriage rights (freedom from forced marriage, e.g. child marriage, and freedom from arbitrary marriage prohibitions, including those against interracial, religious, or national marriage). Closely related rights include children’s rights, sexual rights, privacy rights, and LGTBQ rights.

OBJECTIVES:
1. Students will analyze why family and gender rights ensure that the most fundamental individual relationships reflect human dignity. Students will also reflect on the reasons why, and to what point, dignity requires governments to respect the privacy of families and individuals.
2. Students will identify a social action technique that would effectively address the class topic.

ICEBREAKER:
Adjective Name Game (From AFSC’s Help Increase the Peace manual, p. 78): Ask participants to say their first name and a positive adjective that describes them. The adjective should start with the same letter or sound as their first name, as in “Cool Cathy” or “Awesome Alex.” Each person repeats the names of all those who went before, and adds his/her own adjective name to the list. The first person then repeats the adjective names of the entire group. Students might use these names as they continue with the rest of the class.

QUESTIONS FOR CLASS DISCUSSION:
• How would you define a family? (Prompt: Is there anyone who is not related by blood that you would/would not consider part of your family? If so, why/why not? E.g., godparents, adopted siblings, the partner of a gay or lesbian sibling?) What roles does the family play in society?
• In what ways might children need extra rights/protection?
• Should mothers and fathers have the same rights to parental leave? Why or why not?
• What is the difference between long-term dating and marriage?
• What is the difference between same-sex marriage and civil unions?
• What kinds of limitations on privacy rights can the government justifiably put in place? Why?

POSSIBLE OBJECTIVE ONE ACTIVITIES:
4. Our Family (Modified from HIP manual exercise My Best Day, p. 82): Participants work alone to draw their vision of an ideal family. Now turn the paper over. Next, form several small groups. Without sharing what they drew individually, ask each group to come up with a shared vision of an ideal family. This might not come easily but keep working on it! To debrief, ask people to silently consider, discuss or write about these questions: How close was your personal vision to the group vision? What did you give up and why did you give it up? What did you gain?
5. **Gender Stereotypes** (*Modified from HIP manual exercise, p. 159*): Ask participants to find a partner. Have one act “like a man” and the second act “ladylike” for five minutes. Bring the group back into a circle and record the words or behaviors that came to their minds during the exercise. Define “stereotype” as a group or offer a definition: an oversimplified generalization about a particular group which usually conveys a negative image. Review the list of responses and identify which of them are stereotypes. Debrief: How do these stereotypes make you feel? How do stereotypes affect people’s lives? Where do we learn gender roles? Can stereotypes ever be positive? What names or put-downs are boys called when they don’t fit the stereotype? How about girls? Differentiate between stereotype, prejudice (an opinion or feeling, usually unfavorable, formed without full knowledge of the specific person or thing at issue; pre-judgment; often the result of stereotyping) and discrimination (an action based on prejudice).

6. **Relating Current Events**: Pick a newspaper article or case study that is relevant to the topic your class has chosen. Have students summarize at least one key idea and write about or discuss: Who is impacted in this situation and how are they impacted? What human rights are involved? **Example Case Study:**

   In 2009, Justice of the Peace Keith Bardwell of Tangipahoa Parish, Louisiana, refused to marry an interracial couple, something he had declined to do at least three times before. Bardwell told the Associated Press: "I'm not a racist. I just don't believe in mixing the races that way." He also told a local Hammond Daily Star reporter, "In my heart, I feel the children will later suffer." He said if he married one interracial couple, he would have to do the same for others. "I try to treat everyone equally."

   Bardwell later resigned without explanation after Louisiana officials, including Governor Bobby Jindal, called for his ouster. In the meantime, Beth Humphrey and Terence McKay, the interracial couple, were married by another justice of the peace and have filed a federal lawsuit against Bardwell.

   Divide students into small groups to discuss the following before reporting back to the entire class. Should the government regulate any of the following: Whom individuals may or may not marry (consider age and LGTBQ)? Whom we have intimate relations with? What types of sexual activity are permissible? The minimum age to become sexually active?

7. **Member of Congress**: You are on the committee in charge of drafting a bill on either parental leave, same sex marriage, or the minimum age for legal marriage. Please write a draft bill on one of these issues. (In the case of parental leave, the bill should include the amount of time off—paid and unpaid—who can take this leave, and for how long.)

**POSSIBLE OBJECTIVE TWO ACTIVITIES:**

8. Continue using some version of the **Plotting & Scheming for Social Change** and **Steps for Making a Difference** activities from Lesson 5.

9. **Organizing with Elicitive (or Strategic) Questions** (*Modified from Before you Enlist and After you Say No, p. 102*): Elicitive questions can be an effective way for an organizer to get new information and ideas; they encourage the person being asked to express their assumptions and beliefs, and enable the person who is doing the asking to understand the other person more fully. Asking an elicitive question is like peeling an onion: they help you to go a little deeper. Examples:

   1. What are some other examples of when that has happened?
   2. What parts of the proposal do you agree with?
3. How did you reach that conclusion?
4. What would you like to do about it? What might be a way to fix that?
5. What is a way of handling this that you have not suggested yet?
6. Who else cares about this?
   a. Ask the students to identify what these questions have in common.
   b. Then invite everyone to practice asking elicitive questions by pairing with a succession of partners and asking two such questions of each partner about a topic that interests them, one question could flow from the answer to the previous question.
   c. Debrief: What was easy and what was challenging about asking elicitive questions? How are they different from questions aimed at persuasion or giving advice? How might this be a particularly effective tool when speaking to individuals who are trying to make up their minds, or when working with groups across lines of difference, such as race, gender, age or class?

EVALUATION:
1. How do family and gender rights strengthen relationships? Why are privacy rights important to human dignity?
2. Based on what you learned in Lesson 5, create a Problem Statement and a Theory of Change for your class topic.

ADDITIONAL INFORMATION & RESOURCES:

Convention on the Elimination of all Forms of Discrimination against Women
http://www.un.org/womenwatch/daw/cedaw/text/econvention.htm#article5

Convention on the Rights of the Child
http://www2.ohchr.org/english/law/crc.htm

Background Information on Parental Leave
- http://www.childpolicyintl.org/issuebrief/issuebrief5.htm
- Parental Leave Policies in 21 Countries: Assessing Generosity and Gender Equality, Center for Economic and Policy Research:
Lesson 7: Social Rights (Articles 22 & 25)

“It has long been recognized that an essential element in protecting human rights was a widespread knowledge among the population of what their rights are and how they can be defended.” – Franklin D. Roosevelt

LESSON OVERVIEW: The purpose of social rights—e.g., access to health care, housing, food and clothing—is to ensure that every member of the community has their basic living needs met. This duty of the community to its members exists to support everyone’s right to freely and fully develop his or her life project. The right to a healthy environment is a fundamental part of these social rights.

OBJECTIVES:
1. Students will analyze why the social rights listed in Article 25 of the UDHR are essential for human dignity.
2. Students will identify a social action technique that would effectively address the class topic.

ICEBREAKER:
Heads Up, Heads Down (From AFSC’s Help Increase the Peace manual, p. 67): Everyone stands in a circle (use two circles for 10+ people) facing in. When the facilitator says, “heads down,” everyone looks down at the floor. Then the facilitator says, “heads up,” and everyone looks up, directly at someone else in the circle. Make sure that everyone is actually looking at someone else, not an empty space. Participants should look at a different person each time. If two people make eye contact, they both step out of the circle. The game continues until only one or two people are left standing. This icebreaker can be used to create partners for subsequent activities (the person you made eye contact with is your partner).

QUESTIONS FOR CLASS DISCUSSION:
• What do you need for your health and well-being?
• What is social security? What are some life circumstances where a person might need the government’s help?
• What conditions are necessary to meet basic needs such as food, shelter, clothing and health care?
• What constitutes a good environment? Why is a good environment important (to you)?
• What are the respective responsibilities of individuals, businesses, governments, and the international community in protecting the environment?

POSSIBLE OBJECTIVE ONE ACTIVITIES:
1. Ideal Community: Participants work together in small groups to draw their ideal community focusing on resources. As students are running out of ideas, ask them if they have considered what their ideal community will do to address crime, pollution and unemployment. Have they considered government, social activities, and health services? What resources will be available (schools, housing, food, etc.)? What source(s) of energy will be used to power the community? Where will this energy come from? Once the small groups have completed their drawings, ask them to try to convince others in the class to come live in their newly planned community!
Debrief by asking them how their ideal community is similar and how it is different from the community they currently live in. What might they do to have their current community more closely reflect their ideal community?

2. **Living on a Welfare or Minimum Wage Budget** *(Modified from an activity developed by AFSC Syracuse)*: Find out the average income for a family of four receiving public assistance (including housing and food stamps) or of a family of four living on a minimum wage income (also include any kind of supplemental assistance). Working in groups of four (representing the average family), participants will set up a budget to determine how they would live for a month on this income. Ask students to consider food, housing, transportation costs, utilities, clothing, etc. What do they consider to be necessities? What resources are available in their community that could supplement the family income? What would they do in an emergency? After the students have created their budgets have a class discussion: Does the budget (with additional community resources) allow the family to fully realize Article 25?

3. **Relating Current Events**: Pick a newspaper article or case study that is relevant to the topic your class has chosen. Have students summarize at least one key idea from the article or case study that is related to social rights. Ask students to write about or discuss: Who is impacted in this situation and how are they impacted? Are there any parallels in your life or community? **Case Study Example**: Focus on Health: HIV/AIDS. Watch all or part of *The Age of Aids* *(Source: http://www.pbs.org/wgbh/pages/frontline/aids/)*

4. **Resource Usage**: Please fill out the chart listing the resources you have used in the past three days, including those you are able to recycle or reuse.

<table>
<thead>
<tr>
<th>Resource Used</th>
<th>Recycled/Reused? If so, how?</th>
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<tbody>
<tr>
<td>Example: bought a take-out dinner last night</td>
<td>Food: consumed</td>
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<tr>
<td></td>
<td>Container: saved to reuse, packed lunch in it today</td>
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<tr>
<td></td>
<td>Plastic carry bag: recycled in my building</td>
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**POSSIBLE OBJECTIVE TWO ACTIVITIES:**

10. Continue using some version of the **Plotting & Scheming for Social Change** and **Steps for Making a Difference** activities from Lesson 5.

11. **Four Roles of Social Change Activists** *(This exercise has been adapted from Bill Moyer’s Movement Action Plan, in his book Doing Democracy)*:

   a. Read the following scenario: A major tornado hits D.C. and knocks down a big apartment building. Almost forty people are still unaccounted for and might be trapped in the rubble. The city’s response is terribly inadequate—both in terms of preparation for a disaster like this
and in terms of mobilizing its resources (it has the resources to respond). The bungled relief effort highlights a number of broader issues about how the city government responds to a disaster. How would you change this situation? Take a moment to think what you would do.

b. Which of these four possible actions would you take (or would you take a different one?):
   1) Helper: People could be dying under the rubble and need help immediately. We should go to the building right now and try to help the rescue efforts. Even if we can’t help them, there are probably children who need care and could use our help.
   2) Organizer: We need to get people together to address all the needs that aren’t being met. What can the churches do? What can the Rotarians and the Chamber of Commerce do? We should bring the people who are suffering and allies together to put pressure on the city government to change the situation.
   3) Negotiator: We need to talk to people working at city hall right away, and see what is keeping the authorities from doing their jobs. We know they could get the Feds in here right away but there's been no discussion of doing this and we think it might be a good idea. There are also disaster response systems in the city that are not being used. We need to make sure everyone has tried all the options.
   4) Protester: We can’t let the city government abuse people like this! Where's the mayor? Where’s the city council? We need to raise our voices so they and the public can hear our outrage! Let’s go camp in front of City Hall until the mayor asks for a disaster declaration and gets the disaster relief funds flowing. We’ll dramatize the loss of homes by setting up tents right where he has to look at them every day!

c. Have students move to four different corners based on their immediate response to this situation. (It may not always be an exact fit, but ask students to pick the role that best describes their impulse.)

d. Debrief: Which of these words (helpers, organizers, negotiators, protesters) best describes you? Why? Would you be in the same spot if it were your family under the rubble? What if this scenario took place far away in New Orleans or Haiti? What is one strength of this role? How is it effective? From your position, what annoys you or concerns you when working with someone from one of the other positions? What would you say to the other roles about working with you?

**EVALUATION:**
1. Why are social rights important?
2. How does the quality of the local environment affect your social rights? (Bonus: How do you think the quality of the environment could affect your economic and cultural rights?)
3. Based on what you learned in Lesson 5, create a Problem Statement and a Theory of Change for your class topic.

**ADDITIONAL INFORMATION & RESOURCES:**
Lesson 8: Economic Rights (Articles 4, 17, 22, 23, 24 & 27)

“Poverty is the worst form of violence.” – Mahatma Gandhi

LESSON OVERVIEW: Economic rights, primarily workers' rights, build on the idea that human labor is not “a commodity to be exploited or bought at the lowest possible price.” These rights include: just and favorable conditions of work, protection against unemployment, equal pay for equal work, the right to form and join trade unions, and the prohibition on slavery. Economic rights also include the right to own, and not be arbitrarily deprived of, personal, intellectual and communal property.

OBJECTIVES:
1. Student will explain why economic rights are essential for human dignity.
2. Students will identify a social action technique that would effectively address the class topic.

ICEBREAKER:
Pattern Ball (From AFSC’s Help Increase the Peace manual, p. 72): You will need a ball for this game. Ask the group to stand in a circle with everyone raising one hand. The facilitator will throw the ball to someone, who will then throw it to someone else. The person throwing the ball should call out the name of the person he/she is about to throw it to. This person should not be standing next to him/her and should still have a hand raised. Once you have caught and thrown the ball, lower your hand. Repeat the pattern.

QUESTIONS FOR CLASS DISCUSSION:
- Have you ever had a job? If so, what was it? What did you like and not like about it?
- What is intellectual property? (examples: book copyright or prescription drug patent)
- Are there disadvantages that make it hard for individuals to break out of poverty?
- Discuss this stereotype: people are poor because they did not work as hard as someone who is rich.
- Can you think of any examples of places you can go without "owning" them? Why can you go there? Would it be a problem for you if you could not? (Discuss the value of communal property, including different concepts of ownership such as those held by many native peoples.)

POSSIBLE OBJECTIVE ONE ACTIVITIES:
1. Bargaining for Rights Role Play: Review Article 22. Assign students to be either Management or Union leaders. Give each group background information about the issue from their perspective (see handout), along with a list of their negotiating interests, and proposed "walk away" points. Debrief with students orally or in writing, including a review of Articles 23 and 24.
2. Community Power Line (provided by AFSC’s West Virginia Economic Justice Project): Working in small groups, participants draw a line across the middle of a large sheet of paper. The line represents the students' community. Above the line, draw the people or things that have power focusing on industry and employment. (For example, in the West Virginia coalfields, the coal industry would have power over the community, as would the politicians who do the bidding of that industry.) Below the line, draw the people or things without power. (These may be the homeless, people who choose not to vote, etc.) Discussion: Why are economic rights important? How does the current power structure in your community affect these rights? (I.e., economic rights affect other rights like self-determination/ability to influence policy-making and other rights
like lack of participation in policy-making affect economic rights.) Talk about ways that those who do not have power can achieve some voice in their community.

3. **Relating Current Events:** Pick a newspaper article or case study that is relevant to the topic your class has chosen. Have students summarize at least one key idea and write about or discuss: Who is impacted in this situation and how are they impacted? **Case Study Example:** The government is going to build a new highway that will significantly ease traffic and consequently promote business development in your neighborhood (as travel will be easier for workers and suppliers and more people will visit). Unfortunately, the plan is to build the highway right through your house. You have been told that you will need to move next week so that crews can begin construction. Your parents are suing. Who do you think should win and why? Discuss and have students consider the necessity of the project, other feasible locations, adequate time to relocate, adequate compensation, etc. Introduce students to Article 17 and the 5th Amendment to the U.S. Constitution ("No person shall be ... deprived of ... property, without due process of law; nor shall private property be taken for public use, without just compensation.")

**POSSIBLE OBJECTIVE TWO ACTIVITIES:**
4. Continue using some version of the **Plotting & Scheming for Social Change** and **Steps for Making a Difference** activities from Lesson 5.
5. **The Blanket Game:** Identifying the phases or stages of a campaign (to define the goals, tactics and strategies involved): *(Modified from the School of Unity & Liberation’s Political Education Workshop)*
   a. Spread a medium-sized blanket on the floor. Have a group of students stand on the blanket (they should be slightly packed).
   b. This is a group challenge in which the group must turn the blanket completely over while standing on it, without anyone stepping off the blanket. No one may leave the blanket, lean against a wall, or use any other non-human prop. If that happens, the group must start over.
   c. After the group succeeds (most do), debrief using the following questions:
      1) What helped your group succeed at the task? (Or, if they were unsuccessful, what seemed to be working?)
      2) What was the goal in this game?
      3) What was your analysis of the situation?
      4) What was your strategy to achieve the goal? A strategy is a plan (series of tactics) to organize the public (base) and your friends (allies) to encourage the opposition (target) to give you the goods (goals).
      5) What were your tactics? Did you change them? If so, how did you decide to do that?

**EVALUATION:**
1. Please list three workers’ rights in the UDHR and explain why they are human rights.
2. Give two reasons why property rights are important economic rights.
3. Based on what you learned in Lesson 5, create a Problem Statement and a Theory of Change for your class topic.
ADDITIONAL INFORMATION & RESOURCES:
Federal Minimum Wage: $7.25/hour as of January 18, 2012. All states must have a minimum wage that at least meets the federal minimum wage. States may enact a higher minimum and individual counties/cities may increase their minimum wage even higher.
BARGAINING FOR RIGHTS
Management Instructions

Please read through the information below and decide as a team when and how you will present your argument, including each piece of information only you have to the other side (you might want to keep a few things secret).

Information Everyone Has
Good Food & Brothers Inc. (GFB) is a business that operates eight sandwich shops in the D.C. area, with 15 employees at each shop. It was founded in 1967 by two brothers from NE to provide tasty, healthy, and cheap sandwiches to workers during their lunch break. They have been a successful business until the recent economic downturn, when profits began to plummet. As a result, GFB is considering a variety of cost-cutting measures, from downsizing to reducing pay. Workers have gotten wind of this possibility and are threatening to go on strike if any changes unfavorable to them are made.

Information Only Management Has
Food prices have increased and although you have raised the price of sandwiches by a dollar each, your research has indicated that if you raise it any more you will lose enough customers that the business will no longer be profitable. You may have to close a store if profits plummet, in which case everyone employed at that store would lose their jobs.

Your Position
You want to prevent the workers from striking as this would damage your company's reputation for providing fair wages and working conditions. In fact, you don't want this dispute to be picked up by the media in any way. It is therefore in your interest to settle the dispute as quickly as possible. Also, should the workers strike, you would lose all income for however long the strike lasted. As managers, you know that your end-of-year bonus will be affected by how much money you are able to save the company.

Your Desired Outcome
You would like to slash wages from $10.25 per hour to $9.25 per hour for all employees (this would save you $15 x 40 per week). This would allow you to keep all of your stores running at their regular rate. (You may want to start off by saying you need to drop wages to the D.C. minimum wage of $8.25.) Closing a store, in particular, would be a bad option as you would then lose your presence in that neighborhood (and that clientele) and would have to find a buyer for your unused equipment.

Your Bottom Line
You could fire two workers from each shop or close one shop. If forced, you could increase wages by $1 per hour but would need to cut paid vacation time from four weeks to two weeks.
BARGAINING FOR RIGHTS

Union Representatives Instructions

Please read through the information below and decide as a team when and how you will present your argument, including each piece of information only you have to the other side (you might want to keep a few things secret).

Information Everyone Has
Good Food & Brothers Inc. (GFB) is a business that operates eight sandwich shops in the D.C. area, with 15 employees at each shop. It was founded in 1967 by two brothers from NE to provide tasty, healthy, and cheap sandwiches to workers during their lunch break. They have been a successful business until the recent economic downturn, when profits began to plummet. As a result, GFB is considering a variety of cost-cutting measures, from downsizing to reducing pay. Workers have gotten wind of this possibility and are threatening to go on strike if any changes unfavorable to them are made.

Information Only Union Representatives Have
While most workers enjoy working for GFB, none of them are making that much money. With these difficult economic times, some workers have become the sole bread-winners for their families. They would like it if you, as their union representatives, could increase their current wage of $10.25 per hour by $1 or $2. Lowering their wages or being laid off would be really bad. Also, striking is really not an option for the workers as many of them do not have savings.

Your Position
Working conditions are generally good but the workers are worried that if anyone gets laid off, the other workers will need to take on more duties and that this will decrease the quality of their jobs. They also want to make sure that they do not lose any paid vacation time.

Your Desired Outcome
No change other than an increase in wages to $11.25 per hour.

Your Bottom Line
Decrease in wages to $9.25 if everyone can stay employed, which is $1 above the D.C. minimum wage ($7.25 per hour is the federal minimum wage). You would also be willing to give up one of your four weeks of paid vacation.
Topic 9: Responses to Conflict (Articles 3, 5, 9 & 28)

“Peace can only last where human rights are respected.” – Dalai Lama

OVERVIEW: This lesson considers how human rights provide a basis for intervention in conflict, ranging from a fight in the school hall to a country’s decision to go to war (the "Responsibility to Protect" doctrine). These materials also consider the conduct of those who are parties to conflict, whether as individuals or as members of a group (including the prohibition on torture and inhumane treatment, rules for arrest and detention, and the laws of war).

AFSC itself supports nonviolent efforts to bring about change in situations of violence around the world, but acknowledges that others—including the United Nations—may endorse the use of armed force to respond to violence and the abuse of human rights.

OBJECTIVES:
1. Students will articulate ways in which individuals, groups, and/or countries are involved in conflict.
2. Students will identify a social action technique that would effectively address the class topic.

ICEBREAKER:
Natural Responses to Conflict: Ask students to stand under/near four papers where names of animals are written: fox, lion, turtle and bird, based on how they react to conflict. Discuss what the people have in common at each animal station and how that's different from the other animals.

QUESTIONS FOR CLASS DISCUSSION:
• Why do some students fight at school?
• Is it appropriate to intervene in a fight if your friend is getting beaten up and calls for your help? How could you intervene without making things worse?
• What are some of the rules/principles that you think apply to individual conflicts? (Consider the Marquess of Queensbury rules for boxing, e.g.)
• What are some reasons that countries go to war?
• What are some of the rules that apply to combatants in a war?
• What constitutes torture? Inhumane treatment?

POSSIBLE OBJECTIVE ONE ACTIVITIES:
1. Responses to Conflict (Adapted from the AFSC Friend of a Friend curriculum): Everyone has the right to life, liberty and security of person (Article 3). How can conflict impede these rights? Have students think of a school bullying situation (or provide them with a case study on this or another type of conflict) and ask them if they have noticed different ways of responding to this type of conflict. Discuss different conflict response styles: competing, accommodating, avoiding, compromising, collaboration. After the students have had time to reflect on the different conflict response styles, discuss the ways these styles emerge in bullying situations by breaking students into small groups to create interactive skits about bullying. Each skit should contain alternate endings based on the different conflict responses styles. Allow the class to vote on which ending/style they like best to choose. Debriefing questions: How might some of these conflict
styles impede your rights? Are there specific styles that you are more likely to demonstrate in a conflict? Why? Can you think of a solution where everyone involved might “win”?

2. **Standing Up for Other Persons** *(Adapted from an activity created by Amnesty International)*: You are a yellow who witnesses a series of events between two groups of people, Greens and Reds. Place two signs on opposite sides of the classroom: “No, don’t get involved” and “Yes, get involved,” then have students move to the side of their choice for each scenario. Note: be prepared for the whole class to move together. Also be prepared for them to say it depends on the context and ask you for more details.

- One Green spits on a Red, and the rest of the Greens laugh.
- The Greens start calling the Reds hateful names and spreading lies about them.
- A couple of Greens beat up a Red guy in the street after calling him names.
- A law is passed that Reds cannot go to school or ride on public transportation.
- More Greens start beating up a lot of Reds, including a couple of children.
- Several Reds die because they were beaten so badly.
- Greens start killing five Reds every day—men, women, children and elderly.
- Greens set up a special factory just for killing Reds. Hundreds of Reds are killed each day.

Suggested debriefing questions:

- Why did/didn’t you intervene when you did/didn’t?
- Is it okay when it’s only one person being treated unfairly? When does it become not okay?
- If you were a Red, when would you want someone to intervene or speak out? How would you feel if nobody came to your aid?
- Does this relate to your life? How does it not?

3. **Relating Current Events**: Pick a newspaper article or case study that is relevant to the topic your class has chosen (this could be presented in a newspaper article, a video clip, a story you tell the class, etc.). **EXAMPLE**: Isolation is used as punishment in prisons across the country. Prisoners held in such conditions are often confined in a cell by themselves for 23 hours a day for periods lasting weeks, months, and even years. Several state legislatures across the country have passed legislation to limit the use of solitary confinement. In your opinion, is this torture or inhumane treatment?

**POSSIBLE OBJECTIVE TWO ACTIVITIES:**

4. Continue using some version of the **Plotting & Scheming for Social Change** and **Steps for Making a Difference** activities from Lesson 5.

5. **Working with your School Board**: With a partner pick an issue of concern to you, such as school bullying, and develop a clear three-minute presentation of one to three good solutions to the issue to present to your school board. School boards have a heavy workload so your school board probably does not have the depth of knowledge needed to understand the issue you are concerned with. It is your job to provide basic, honest and accurate information about your area of concern. Make sure you have good supporting facts.
EVALUATION:
1. What are two actions an individual can take to minimize the use of violence in conflict situations between two friends, two groups, two countries, or a government and an opposition group?
2. Based on what you learned in Lesson 5, create a Problem Statement and also a Theory of Change for your class topic.

ADDITIONAL INFORMATION & RESOURCES:
Lesson 10: Social Action Part Two

“May I stress the need for courageous, intelligent, and dedicated leadership... leaders of sound integrity. Leaders not in love with publicity, but in love with justice. Leaders not in love with money, but in love with humanity.” – Dr. Martin Luther King, Jr.

LESSON OVERVIEW: The last five lessons of this curriculum have given students the opportunity to think through problems and create theories of change. In each of these lessons, students have identified examples within their communities where human rights are not being fully realized. Furthermore, they have determined how they would like to change the situation and the activities they believe that will help them do that. In this lesson, students will choose a human rights issue to focus on for the remainder of the semester and they will begin to plan an Action Project on that issue.

OBJECTIVES:
5. Students will discuss issues that they have learned about from lessons 1-4 and 6-9.
6. Students will identify an issue they want to work on and create an outline of an implementation plan for that Action Project.

QUESTIONS FOR CLASS DISCUSSION:
• What should we do?
• What is most important to do?
• What approaches fit our skill set and also the context of the problem?
• Who is affected by this problem and how should we get them involved?
• Who are the other key parties or stakeholders? What are their interests?
• What are the points of disagreement?
• What external factors might cause us to shift our social action strategy?

POSSIBLE OBJECTIVE ONE ACTIVITIES: Since the objective is to select an issue to focus on for the remainder of the semester, these activities are short and focused on learning about cooperation, leadership, and communication.

6. Human Pretzel (From AFSC’s Help Increase the Peace manual, p. 67): Have the group stand in a circle. (If there are more than 10 people, break up into groups. Eight is good, but less than five is too few.) Ask each person to put their right hand into the circle and grasp someone else’s hand. Do the same with the left. No one should grasp the hand of the person next to him or her, or hold both hands of the same person. Ask the group to untangle this human knot, without breaking their grasp (they can shift their grip with the person they are holding on to, but not let go to change their relationship to others in the group). Debrief: Was there a leader? If there were two groups, how did each group feel about the other group? Were you distracted by the other group’s progress? How did it feel to finish first or second? Through these questions, you can often bring up issues of cooperation and competition, and how the two relate.

7. Tug of Peace (HIP manual, p. 74): Have everyone sit on the floor in a tight circle. Securely tie the rope so that everyone can hold it in front of them without any slack. Tell them to tuck their feet

13 Note: Students will work on an Action Project as an entire class or in large groups.
in front of them and with both hands on the rope (and not on the floor) pull themselves up to a standing position. This is a cooperative effort and if everyone pulls at the same time, the whole group rises at once.

8. **Concentric Circles** (*HIP manual, p. 90*): Ask the group to count off by twos. Ask the “ones” to move their chairs into the circle and sit facing the person who was on their right. There should now be two circles, one inside the other. The inside circle faces out, and the outside circle faces in. Ask the question: What issue should we focus on for the rest of the semester and why is it important to you? Only the “ones” should answer. The “twos” should listen attentively. After one minute, the “twos” answer the same question while the “ones” practice their listening skills. When both partners have discussed the question, ask the outer circle to move one chair to the left. Repeat this process with additional questions as long as it remains productive. Additional questions: What is the thing most needed in the community where you live and why is it lacking? If you could rule the world, what is the first issue you would change and why? Debrief by having the listeners report on the other students' preferences. Consider using this as a brainstorm to help students determine which issue to choose for their Action Project (students should work in small groups of 4-6 people for the Action Project as this will help them build teamwork skills and divide the tasks while also ensuring that each team member has a significant role).

**POSSIBLE OBJECTIVE TWO ACTIVITIES**\(^\text{14}\): 

9. **Action Project Plan**: You have done this activity before but now it is no longer going to be hypothetical! Think realistically—what issue or problem do you and your classmates want to change? Once you decide, think through the process:

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\(^{14}\) Note: These activities should be a process that takes the entire remainder of the semester, spread out over multiple lessons. As students start working on their project you will need to keep checking in with them to make sure they are making progress.
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<th>STEP</th>
<th>DESCRIPTION OF STEP</th>
<th>EXAMPLES</th>
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| One  | Determine the issue (research will help to inform your choice) and create a Problem Statement identifying the problem to be solved or issue to be addressed. Think about gaps (not enough housing, jobs, parks), negative behaviors (discrimination etc.), or issues (civic participation, education). | • Homeless children are at higher risk of foster care placement and poor academic performance.  
• There is no recreation area in neighborhood X.  
• Over the past year there has been a rapid increase in violence at Watson High School, particularly towards LGBTQ students. |
| Two  | Who are your “key people”?  
4. Who is involved?  
5. Who has influence over this issue?  
6. Are they using their influence and if so, is it in a positive way? | • Political leaders, legislators, or others necessary to an agreement or change.  
• People with broad constituencies or a “stake.”  
• Those who can undermine the process towards change. |
| Three| Brainstorm potential solutions. What change would have the most impact? Create your “Theory of Change” like this: If we do X [activity], it will result in Y [change]. | • If we train community leaders in key skills, they will be empowered to act for change (ranging from conflict resolution training that will decrease violence to starting a garden that will increase healthy food options).  
• If we publish a well-researched and logical report, it will be persuasive to political leaders.  
• If we expose the contradictions between the espoused policy and principles and the reality, people will be motivated to act! |
| Four | What other groups or people might be interested in working for your solution/goal? | • NGOs, advocacy groups or other allies  
• General public  
• Unusual suspects? |
| Five | What might get in your way and who might oppose you? How might you get them on your side? | • If you are working to stop mountaintop removal—the coal company, mine workers employed by the coal company, etc. |
| Six  | Students engage in the action that will achieve the solution they defined. | • Create a community garden to bring people together  
• Start a letter writing campaign to advocate for specific LGBTQ rights |

10. **Getting Active**: By now you should have a description of the issue or problem you want to affect as well as a Theory of Change that explains what action strategy/ies you will use to do so. You should have considered who you want to partner with and what people/things might become obstacles. Now, what are the actual activities that you are going to do to help you achieve

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15 Incorporate a self-evaluation for students to reflect on the process and on their role in/reaction to that process.
change? Create an outline of the steps you will take (and the tactics involved) to carry out your Action Project.

EVALUATION:
3. What issue will the class/group focus on for the remainder of the semester? Why?
4. Create an outline of the Action Project implementation plan that reflects the Theory of Change you have chosen.

POSSIBLE HOMEWORK ASSIGNMENT:
Research the issue your class chose and define the problem in your own words.

ADDITIONAL INFORMATION & RESOURCES:
Getting to Yes (a classic book on negotiation by two Harvard-associated experts)