

# SPEAK TRUTH TO POWER



## DIGITAL LESSON BUNDLE | EDUCATOR GUIDE

# SPARKING CHANGE; BECOMING A HUMAN RIGHTS DEFENDER

## OBJECTIVES

- Identify the personal qualities that make students unique and how they positively impact their role as a human rights defender.
- Evaluate the extent to which human rights violations are taking place around the world.
- Create and revise an action plan for positively impacting human rights.

## OVERVIEW

In this series of lessons, students in 9th–12th grade will explore the topic of human rights, their history, current issues, and each student’s own role as a human rights defender. As students build on their understanding of human rights issues, they will reflect on their own identity, experiences, and culture. As they increase their own social awareness, they will work collaboratively to develop plans to advocate for a more just and equitable world. Throughout this series of lessons, students will take part in practices that prioritize investigation, writing, speaking, listening, and reflection.

This digital lesson bundle both reinforces learned concepts and strategies as well as introduces new ones. It can act as a follow-up to any of the previous human rights activities or videos from Speak Truth to Power.

*For more resources on Human Rights Education, please visit:*  
[www.speaktruthtopowerincschools.com](http://www.speaktruthtopowerincschools.com).

The accompanying presentation was created with PowerPoint so that it can be used in a variety of classrooms. If you are using a laptop with an LCD projector, simply progress through the PowerPoint by clicking to advance. All of the interactive elements, including images, text boxes, and links which will open in your web browser, are set to occur with a simple click. If you are using an interactive whiteboard, tap on each slide with your finger or stylus to activate it. Information on how to proceed is provided in the notes section for each slide.

## BACKGROUND

### Human Rights Education

Human beings around the world, regardless of age, gender, religion, cultural background, or socio-economic status, share a set of basic rights and freedoms simply because they are human. These rights include the right to basic needs, such as food and shelter. These rights also include the right to work, rest, own property, start a family, have freedom of thought and expression, and many others. The Universal Declaration of Human Rights, adopted by the United

# SPEAK TRUTH TO POWER

Nations in 1948, consists of 30 articles that identify and explain these rights and call on all governments to promote and defend them.

Human rights education builds awareness, empathy, and understanding of the basic rights shared by all people. But that is only the beginning. Every day, people around the world have their rights violated by invading armies, their own governments, their employers, or even their families. Human rights education, at its best, engages and empowers students by helping them to recognize and value their own power in making a difference, as they become the next generation of human rights defenders.<sup>1</sup>

## SOCIAL AND EMOTIONAL LEARNING

The Collaborative for Academic, Social, and Emotional Learning is the leading organization advancing the promotion of integrated academic, social, and emotional learning for children in Pre-K through Grade 12. This organization has developed the following five interrelated core competencies for effective social and emotional learning:

- **Self-Awareness** concentrates on understanding your emotions and thoughts and how they influence your behavior. Skills include self-perception, self-confidence, and self-efficacy.
- **Self-Management** emphasizes your ability to regulate your emotions and behaviors in different situations, as well as how to set and work toward goals. Skills include impulse control, executive function, stress-management, and self-discipline.
- **Responsible Decision-Making** highlights your ability to make positive choices and take responsibility for positive and negative outcomes. Skills include identifying problems, analyzing situations, solving problems, and reflection.
- **Social Awareness** focuses on your ability to empathize with others. Skills include empathy, appreciating differences, and respect.
- **Relationship Skills** revolve around your ability to relate well to others. Skills include communicating clearly, listening, cooperation, resisting negative pressure, resolving conflicts, and supporting one another.

These competencies, viewed through the lens of human rights education, can play an important part in engaging students in understanding how their social, emotional, and academic learning connect with the social and historical contexts in their communities and larger society. This lens of SEL, sometimes labeled "transformative" SEL positions students as co-creators in their own learning and encourages students to use their constructed knowledge to address issues of equity, power, injustice, and privilege. Within this set of activities, students will work directly to better understand human rights education and how their identity, culture, and experience shape their role as civic engaged human rights defenders.

During the first session, students will begin to build awareness around the Universal Declaration of Human Rights and the challenges that are faced globally to ensure that those rights are protected. Students will engage in a series of activities to honor their own identity such as a self-inventory and explore their "circle of human concern". Students will read about a human rights defender of choice and utilize both knowledge gained from the reading and personal experience to engage in a Chalk Talk or silent conversation. This activity will allow all students to share their voice as they dig deeper into different global issues that may particularly relate to their personal interests or experiences. This activity will also allow students to co-create knowledge that will guide them over multiple class periods when they are tasked with digging deeper into human rights work and exploring their role as a human rights defender.

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<sup>1</sup> [About the Program | Speak Truth to Power \(speaktruthtopowerinschool.com\)](https://www.speaktruthtopowerinschool.com)

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During the second session, students will utilize the background knowledge they gained from the previous class period to start acting on connections that were made. Students will explore the variety of reasons people become human rights defenders and the methods used to defend human rights. Students will complete a visioning project that will help them to continue exploring their issue and help them determine potential action steps towards becoming a human rights defender. During the first part of this process, an emphasis will be placed on the self-awareness component of thinking deeply about their own experiences, strengths, and challenges that will define their journey. Next they will utilize research of other human rights defenders to better define their future role as a human rights defender. Students will then create their own action plan that will outline ways individuals can take action on an issue or human rights violation.

In the final session, students will share their work with their classmates through a discussion protocol. Students will then reflect as a group to acknowledge new understandings and honor how identity uniquely shaped their approach and that universal threads connect all of us together. Students will then have time to work in small groups to brainstorm the action steps that they can employ to impact change around their issue. Students will look at their ideas along a continuum to best determine which actions they may immediately employ and which actions may require a longer more strategic approach.

## DURATION AND MATERIALS

Three class periods (about 60–90 minutes each)

**Timing note:** While this digital lesson bundle is presented as three class periods, each period may also be divided into shorter segments to better fit the needs of your classroom.

## SESSION 1: WHY IS UNDERSTANDING HUMAN RIGHTS IMPORTANT?

### Goals

- Create a shared understanding of the Universal Declaration of Human Rights.
- Reflect on how individual identity and experience impact critical consciousness.
- Research and discuss human rights issues and defenders from around the world.

### Materials

- *Handout 1: Universal Declaration of Human Rights sort*
- *Handout 2: Circle of Human Concern*
- Larger chart paper with markers
- *Website: Speak Truth to Power in Schools*
- Multiple sticky notes for each student

## SESSION 2: WHAT HUMAN RIGHTS ISSUES MATTER MOST TO ME?

### Goals

- Research human rights defenders and human rights issues
- Analyze how an individual's identity shapes their experiences as a human rights defender.
- Develop an action plan to outline the ways individuals can address human rights violations

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## Materials

- Previous day's chalk talk posters
- *Handout 3: My Self-Inventory*
- *Handout 4: My Future as a Human Rights Defender*
- *Handout 5: PLAN Framework*
- Larger chart paper with markers
- *Website: Speak Truth to Power in Schools*

## SESSION 3: WHAT ACTION CAN I TAKE TO BE A HUMAN RIGHTS DEFENDER?

### Goals

- Share individual work with classmates.
- Reflect important highlights and new understandings.
- Determine actionable steps for informed action.

### Materials

- *Handout 6: Peer Feedback Protocol*
- *Handout 7: Presentation Starter*
- Sticky notes

**Instructional note:** *The following digital learning bundle can be tailored to fit your current mode of instruction. Each section can be presented virtually, each handout can be shared digitally, and sharing and collaboration can occur in breakout rooms as needed. Depending on the learning tools and platforms you have available, you may also be able to display and share student work using a digital bulletin board or by posting pictures. If this is not possible, students can read and/or show their work to one another.*

## GRADE LEVEL

9–12

## COMPELLING QUESTIONS

- What are human rights, and why are they important today?
- How do my lived experiences or understanding of current events empower me to be a human rights defender?
- How can I consistently work to expand my circle of human concern?
- What action can I take to be a human rights defender?

## SEL CONNECTIONS

- Identify how my identity and lived experiences empower me and others.
- Build a critical consciousness or social awareness of the world around me.
- Understand how my decisions impact others.

## DAY 1: WHY IS UNDERSTANDING HUMAN RIGHTS IMPORTANT?

### Goals for Day 1

- Create a shared understanding of the Universal Declaration of Human Rights.
- Reflect on how individual identity and experience impacts critical consciousness.
- Research and discuss human rights issues and defenders from around the world.

### Day 1 | Slide 2

- Begin class with the quote displayed on the slide: "It means a great deal to those who are oppressed to know that they are not alone. Never let anyone tell you that what you are doing is insignificant." —Desmond Tutu
- Provide students a few moments to consider and reflect on the quote. Next, encourage students to share their thoughts with each other as a class. As they discuss, take note of themes that develop and allow for further questioning. You may consider supporting questions such as:
  - *Why is knowing you are not alone during a difficult time so important?*
  - *What obligation do we have as human beings to support each other? Why?*
  - *What do you think Desmond Tutu meant when he included the final line from the quote?*
- Explain that this quote will frame today's thinking. Share with students that today they will examine the importance of human rights defenders and their impact as agents of change both in the United States and around the world. Then they will explore how each of their lived experiences empower them to be human rights defenders as well.

### Day 1 | Slide 3

- After discussing the quote, review the compelling questions of the day's class with the students. Share with students that these questions will guide the investigation and discussion.
- To build a foundation for understanding, it is going to be helpful to define human rights. Share with students that "human rights are rights we have simply because we exist as human beings—they are not granted by any state. These universal rights are inherent to us all, regardless of nationality, sex, national or ethnic origin, color, religion, language, or any other status."
- Share a brief history of the Universal Declaration of Human Rights.
  - **Teacher Note:** *The UDHR is a milestone document that was drafted by representatives from different legal and cultural backgrounds from all regions of the world. It was adopted by the UN General Assembly on December 10th, 1948 as a result of the Second World War. The international community vowed to never again allow atrocities like those of that conflict to happen again. The document*

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*outlines fundamental human rights that are to be universally protected. It has been recognized for inspiring the adoption of more than seventy human rights treaties.*

- Share the video "The World We Want." Following the video, ask students to complete the statement, "I want a world where \_\_\_\_\_ and share it with their classmates."

## Day 1 | Slide 4

- Next, explain to students that the class is going to spend time familiarizing themselves with the Universal Declaration of Human Rights. Remind students that The Universal Declaration of Human Rights is a document that inspires people from around the world (it is translated into over 500 languages) to take action to create change.
- Share the quote on the slide, "The rights of every man are diminished when the rights of one man are threatened"—John F. Kennedy. Next, explain to students that they are going to explore their own connections to the UDHR by completing an activity where they analyze and sort the articles of the Universal Declaration of Human Rights.
- Give students a copy of *Handout 1: Universal Declaration of Human Rights Sort*. Ask students to read the articles of the Universal Declaration of Human Rights and then to sort the UDHR articles into three categories.
  - Directly impacts me or someone I care about
  - May impact me or someone I know in the future
  - Outside of my area of concern
- **Teacher Note:** *Students will not have time to sort all 30 articles. Encourage students to read through the articles to familiarize themselves and then sort a few of the articles that stood out to them the most.*
- Have students briefly share their sort with a partner. Then, ask students to set their sort aside for future use.

## Day 1 | Slide 5

- Reiterate with students that as we explore the journey to becoming human rights defenders, we must not only become aware of human rights violations, but also we are more likely to take action when we find personal connection on some level.
- Acknowledge that the previous sort required students to think about personal impact that human rights issues have or could have within their Circle of Human Concern.
- Ask the students to brainstorm the following question: "Thinking of your UDHR sort, what groups of people in your life are within your current Circle of Human Concern?"
  - **Teacher Note:** *Young people are hardwired for empathy, especially with people that they are close to. The work comes in helping students acknowledge and be empathetic to people outside of their immediate circle of concern. The Circle of Human Concern activity has students explore the people that they considered full members of their immediate circle and then challenges students to create belonging by expanding their circle of concern to others they may have initially disregarded.*
- Distribute *Handout 2: Personal Circle of Human Concern*. Based on their brainstorm, have students fill out their inner circle with the groups of people that are currently in their circle of human concern. Next, challenge students to think of people that may not currently be in their circle of human concern, but may enter it in the future.

- Ask students to think of groups that they may want to challenge themselves to expand their circle of human concern to include. Students should use the knowledge they gained both from the sort and from the class brainstorm to include vulnerable social groups that have historically been marginalized.
- Direct students back to the Desmond Tutu quote. "It means a great deal to those who are oppressed to know that they are not alone. Never let anyone tell you that what you are doing is insignificant." Then, distribute three sticky notes to each student. Ask students to jot one group from each of their own Circle of Human Concern on each sticky note. Allow students to place sticky notes on the projected slide. Ask students their notices and wonderings around the class version of the Circle of Human Concern.

## Day 1 | Slide 6

- To continue to build understanding, students will now learn more about human rights and human rights defenders by visiting Speak Truth To Power. ([speaktruthtopowerinschool.com](http://speaktruthtopowerinschool.com)).
- Direct students to the human rights defenders webpage. If your students do not have 1-1 devices, you may print out the biographies prior to class.
  - **Teacher Note:** Take time prior to class to explore the Human Rights Defenders section of the Speak Truth to Power website. Found under classroom resources, the "Defenders Bios and Maps" section will be the portion of the website that students spend the most time exploring. This section has the biographies of the human rights defenders that they will be using for the next part of the lesson.
- Explain to students that they will be researching a human rights defender of their choice today. Encourage students to select a human rights defender based on their personal interest. Give students time to explore the site. When they are ready, they can choose one defender on whom to focus.
- Distribute *Handout 3: Human Rights Defender Research sheet* that contains the following questions:
  - *What inspired your human rights defender to become passionate about their issue?*
  - *What problem did they identify, and who was most impacted by the issue?*
  - *What characteristics/traits did you notice about the human rights defender you explored? (may require inference)*
  - *What methods or level of action did they use to impact change?*
- Give students time to read about the human rights defender of the choice. They may jot down their thinking as they read.
- While students are reading, prepare for a silent conversation. Post four large poster papers around the room. Each paper should have one of the questions from the handout written at the center of the sheet.

## Day 1 | Slide 7

- When students finish reading and taking notes on their human rights defender, break students into four equal groups. Each group should match up with one large poster question. Students will conduct a silent conversation at their own pace. They will move through three rounds.
  - In Round 1, students will answer the questions on each poster. They may move from question to question at their own pace.
  - In Round 2, students will circulate a second time. This time, students will read their classmates' answers to the questions and write connections that they made to the others' responses.

# SPEAK TRUTH TO POWER

- In Round 3, students will circulate one last time and chart any questions that arise as they think about the ideas and consider the responses and comments of others.
- Collect and hold the charts to be used during the next class.

## Day 1 | Slide 8

- As students finish, bring the class back together. Explain that students have now had a chance to identify areas of personal interest around human rights and also to learn about human rights defenders.
- Next, students will utilize the 3 Y thinking routine to guide their reflection. Direct student's attention to the projected slide. Remind students that during this unit they will look both internally and externally about the topic of human rights and human rights defenders. Ask students to silently reflect on the three questions posted on the board.
  - **Teacher Note:** *The 3 Y Thinking routine can be used throughout this DLB. This particular thinking routine challenges students to uncover the significance of their topic from multiple contexts. Connecting back to the Circle of Human Concern, this unit challenges students to think about human rights defenders through their own identity of becoming an advocate for human rights and also encourages students to constantly reflect on the impact of Human Rights work in multiple contexts (individual, community, and global).*
- To close, say to students, "As you leave today, I want you to think about your role in defending human rights. We will explore your journey in becoming a human rights defender more tomorrow."

## DAY 2: WHAT HUMAN RIGHTS ISSUES MATTER MOST TO ME?

### Goals for Day 2

- Research human rights defenders and human rights issues
- Analyze how an individual's identity shapes their experiences as a human rights defender.
- Develop an action plan to outline the ways individuals can address human rights violations

## Day 2 | Slide 9

- Welcome students back. Ask them to take out their materials and handouts from the previous day to continue their learning.
- Project the following quote on the board and allow students time to reflect and/or discuss: "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." You may consider supporting questions such as:
  - *Why must we consider the small places that human rights begin?*
  - *How do individual experiences inspire the fight for human rights?*
  - *What do you think Eleanor Roosevelt meant when she included "In small places, close to home—so close and so small that they cannot be seen on any maps of the world"?*
  - *How does this quote connect to your circle of human concern experience?*

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- Frame students' thinking about today's lesson by saying, "Today we will take a closer look at our role in defending human rights. We will think about how we can utilize our own personal strengths and talents to join the fight for human rights."
- Take out the previous day's Chalk Talk posters and place them around the classroom. Have students conduct a brief gallery walk to refresh their memories about the previous class period's Chalk Talk. You may want to encourage students to bring a notebook with them and jot down some of the things they notice.

## Day 2 | Slide 10

- Break students into four groups and have each group find one of the posters. Have the groups discuss what they notice and emerging themes.
  - **Teacher Note:** *During this part of the lesson, circulate around the room. You may want to consider asking some guiding questions such as: Do you see themes of what inspired human rights defenders to start their journey? Do any particular traits stand out to you that you think exemplify a human rights defender? Can those traits be grouped into categories? What do you notice about the methods they used? Did any methods surprise you? Overall, aim to help students build a picture of the diversity that exists amongst HRD and the connecting themes that unite them.*
- Bring the class back together for a whole group discussion and allow them to share themes that emerged under each category.
  - *What inspired your human rights defender to become passionate about their issue?*
  - *What characteristics/traits did you notice about the human rights defender you explored? (may require inference)*
  - *What methods did they use to impact change?*
  - *What problem did they identify, and who was most impacted by the issue?*

## Day 2 | Slide 11

- Remind students that as a class they have spent the last class period studying human rights defenders and looking at themes that arose between all of them. For example, almost all of the defenders had personal experiences that motivated them to fight against injustice. In addition, there are many different approaches that a human rights defender takes to stand up for human rights violations. In the next step, students will utilize these themes to explore their own interests in human rights and their possible journey to becoming a human rights defender.
- Next, share with students that becoming a human rights defender means engaging in work that you are passionate about and taking time to identify your own gifts and abilities that you can utilize to impact change.
  - **Teacher Note:** *Positive identity development is an essential socio-emotional learning skill. Students with a positive identity have an understanding and value of oneself. One of the goals of this DLB is to challenge students to look at their own backgrounds through their race, culture, gender, and sexual orientation to identify the strength of perspective they bring and how their identity drives their interests. In addition, each unique individual brings skills that can impact social change in their own unique way.*
- Next, as you distribute copies of *Handout 3: Self-Inventory*, share with students that this reflection will help them to identify issues that they are most passionate about and focus their own strengths that they can lean into in order to make the greatest impact.

- You may consider asking students to share their self-inventory with a partner and discuss possible areas of human rights issues they want to research further for today's classwork.
- Tell the students to keep the self-inventory because they will be using it in the future when they develop their action plan.

## Day 2 | Slide 12

- Remind students of the quote that started the class. Point out that we all can make a significant impact in a variety of ways by focusing on the skills, strengths and interests that we bring. Emphasize that change can start small and we are starting a journey to explore ways that we can help make a positive impact on the world around us.
- Explain to students that today they will work on a visioning project. A visioning project is a project where they will envision themselves as a human rights defender and begin to think of ways they can impact others around them. This project will conclude with students creating an actionable plan to impact change.
  - **Teacher Note:** *You may want to take a moment to have the students gather all of the resources they have used thus far. The Articles from the UDHR can help frame their thinking around issues that they feel most passionate about or want to explore further. This may also be a good time to reintroduce the Speak Truth to Power Human Rights Defenders website to students. When you enter the defenders page, if you launch the map it will take you to an Interactive Map of the Defenders. This map helps frame the different categories of human rights work (Civil & Political, Economic and Environmental, Social & Cultural, Health/Safety).*
- Students will now begin the work portion of the period. First, students will have time to conduct guided research. You may provide students with a resource list of human rights-related information that you see fit. This list of resources will assist in getting students started and allow them to explore human rights causes and other human rights defenders.
  - **Teacher Note:** *For the sake of time, it was designed as guided research so that students would not have to spend time searching for reputable resources. If more time allows, you may want to allow them time to do independent research to find additional sources.*
- Now students will begin the process of designing their future as a human rights defender. Give students *Handout 4: My Future as a Human Rights Defender*. Students will then use the research to complete the student handout.
  - **Teacher Note:** *The handout is broken into two parts to allow students processing time to first identify aspects of their identity that will serve them in making decisions. For example, a student may be drawn to a certain issue because of something they have experienced or felt passionate about. The second part takes them through a series of questions that will guide students through the process of developing their action plan. Depending on the time you have allotted for this, you may want to model for them the PLAN framework on an example of your own.*

## Day 2 | Slide 13

- After students have completed the first part of their research and answered some guiding questions it is their turn to create an action plan to address their issue of concern.
  - **Teacher Note:** *Students will utilize a PLAN framework. This may be similar to other frameworks they have used. It is a way to develop and internalize an action planning strategy. This strategy can actually be applied to address a wide range of situations. You may consider walking them through a universal problem as a class to practice utilizing the PLAN framework.*

- Now, give students *Handout 5: PLAN Framework*. Students will think through their issue utilizing this framework.
  - **Problem:** Create a problem description that defines the issue being discussed
    - *Consider an issue or conflict that impacts a group in a negative way. Also, which articles of the UDHR are involved?*
  - **List:** Brainstorm a list of reasons why the issue exists
    - *When considering your list, continue to ask “why” the issue exists. This interrogation can lead to new thinking about systemic causes.*
  - **Action:** Develop and act on an action plan to solve the problem
    - *Keep in mind that “action” can mean many things and can evolve over time. You might consider what could be immediate actions vs. long-term actions*
  - **Notice:** Notice successes as part of ongoing evaluation and refinement (this could be a possible next step if the teacher decides to continue the project)
- Next, give students the remainder of the period to work on their action plan.
  - **Teacher Note:** *As students are working on their plan, you may want to circulate to check in and help students problem solve or come up with additional ideas. This is a great time for a teacher to serve as a thought partner with students or a group of students that may be having similar challenges.*

## Day 2 | Slide 14

- Finally, students will utilize the same 3 Ys thinking routine to guide their reflection that they did on Day 1. Direct students' attention to the projected slide. Remind students that during this unit they will look both internally and externally at the topic of human rights and human rights defenders. Ask students to silently reflect on the three questions posted on the board.
  - **Teacher Note:** *The 3 Ys Thinking routine can be used throughout this DLB. This particular thinking routine challenges students to uncover the significance of their topic from multiple contexts. Different from Day 1, students will think more directly about their own action plan that they worked on and the impact that they can make.*
- To close, say to students, “As you leave today, I want you to think about your role in defending human rights and that action plan that you created. Remember that we can all create impact in a multitude of ways both big and small. Tomorrow we will take time to share our action plans and utilize peer feedback to revise.”

## DAY 3: WHAT ACTION CAN I TAKE TO BE A HUMAN RIGHTS DEFENDER?

### Goals for Day 3

- Share individual work with classmates.
- Reflect important highlights and new understandings.
- Determine actionable steps along a continuum to encourage next steps.

## Day 3 | Slide 15

- Welcome students back to class. Ask students to take out their previous planning resources including their circle of human concern handout, self-inventory, action plan, and human rights research sheet. Explain to students

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that today they will share their preliminary action plans and answer the question: "What action can I take to be a human rights defender?" Students will spend time today utilizing peer feedback to improve their action plan.

- **Teacher Note:** *Students may need additional work time at the beginning of class to continue work on their action plan. They will use a peer feedback strategy to fine tune their action plans.*
- Next, pose to students the following question: "What are some ways that you have witnessed people improving the lives of others?" Provide students with a few moments of think time.
- After students have considered the question, share with them that there are many ways to impact social change and take informed action. There is not a one size fits all solution to any issue, and many are extremely complex. Instead, we should evaluate what we can do to take the first step to create change.
  - **Teacher Note:** *One important point for students in this process is that there is no right or wrong way to take action. As we explore issues we care about and connect to our identity, we find ways that suit both our current capacity and utilize our individual skill sets. It is important that we look to human rights defenders that have gone before us, but not feel overwhelmed by the level of action they chose to take. Each action we take moves us closer to a more equitable and just world.*

## Day 3 | Slide 16

- Share this quote: "Small acts when multiplied with millions of people, can transform the world. —Howard Zinn Explain to students that sometimes it can be an overwhelming task to think about how we can impact such large-scale issues. It is important to remember that even the smallest acts can impact change. The last few days have helped us start to learn more about human rights violations around the world. We have also learned about everyday people that have worked diligently to fight injustice.
- Explain to students that they may be just starting to explore ways to impact human rights. Encourage students to read over their actions plans and jot a few of their actions on sticky notes.
- Next, have students look at the slide. The slide has four boxes Be Informed (inform), Be Engaged (Engage), Be a Leader (Organize), Be the Change (Transform) that represent different approaches to impact change. Ask students to place their sticky notes in the corresponding box. For example, a student may write down "make phone calls for an environmental organization". They may place that in the box labeled "time" because with that action, they donated personal time to impact change.
- Once all of the sticky notes are placed, give students time to reflect as a whole group. You may want to use the following reflection questions:
  - **Teacher Note:** *You may want to use these discussion questions or have ones of your own. This activity will differ in each class that conducts this activity.*
    - *What do you notice about the actions placed under each category?*
    - *Do some actions fit in more than one place?*
    - *Which of these actions can be done almost immediately and which might take a much longer period of time?*

## Day 3 | Slides 17–18

- After students consider some of the ways they chose to take informed action, they will learn about two people that used their own experiences, personal strengths and interests to impact significant change.

# SPEAK TRUTH TO POWER

- Ask students to read each biography. As a class or individually, ask students to consider the different ways each person made an impact on their issue. Have students sort the featured person's actions into the type of actions that they took.
  - **Teacher Note:** *This may be students' first experience with taking informed action. Continue to remind students that there is no action too big or too small. The people in the featured biographies spent many years seeing needs and finding small ways to address them. As time went on, their actions became more substantial. Encourage students to take that first step.*

## Day 3 | Slide 19

- Next, students move into the peer feedback portion. Students will select a partner and go through a *Handout 6: Peer Feedback Protocol*. This will allow students time to practice active listening skills and receive feedback on their work. In addition to practicing powerful listening skills and giving feedback, another goal of this activity is for students to think of ways to revise or enhance their action plans by completing a deeper reflection on the types of action that are being considered.
  - **Teacher Note:** *Students will have two experiences on this day to offer peer feedback. Peer feedback is a powerful classroom tool. Research has shown that peer feedback is often more powerful than teacher feedback. Peer feedback offers an opportunity for students to have their voices heard and feel listened to. It is important that an emphasis is placed on providing feedback that is beneficial. You may want to model for students an example of giving feedback. You can keep the guidelines as simple as:*
    - **Be kind:** Treat others with respect. Choose your words wisely and remember how much thought each person put into their work. Always start with a compliment.
    - **Be Specific:** Focus on particular areas of improvement. You may only choose one or two, so that the person receiving the feedback does not feel overwhelmed.
    - **Be Helpful:** The goal is to help your partner see aspects of their work from a new lens, think of something in a new way, realize something they may have left out, or find additional ways to improve. Offer specific suggestions or ask questions that may help your partner to think through their topic.

## Day 3 | Slide 20–21

- They will then utilize *Handout 7: Presentation Starter* to prepare to share with the class. Students may create a poster or a digital representation (i.e. a movie trailer hook) of their action plan based off of the class handout. This action plan should include next steps they will take in their community, ways they will be promoting their concern, and possible people they plan to reach out to for assistance.
  - **Teacher Note:** *This may be an area that you want to be flexible based on time. This is an area where students can do creative work to present their action plan and create art or a movie trailer. Knowing that time may be short, the above handout is a way to plan their presentation or can be utilized to be the product that is shared as the presentation.*
- Students will conduct a gallery walk to present their action plans. If you would like to add an opportunity for additional peer feedback, then you may want to allow students to leave positive feedback or thoughts and questions on their classmates' work as they take their gallery walk. This allows students to receive feedback from additional people other than their partner. If the goal is to implement their action plan, then feedback could provide additional insight towards next steps.
  - **Teacher Note:** *You may want to consider inviting an authentic audience to view student presentations. Authentic audiences help increase student engagement and buy-in by giving them a sense that*

*someone else cares about their work. For this particular assignment, it may help students see that their work as a human rights defender is doable and necessary.*

- Following the gallery walk, have students reconvene as a group to debrief and reflect.
- Finally, students will utilize the same 3 Y thinking routine to guide their reflection that they did on previous days. Direct students' attention to the projected slide. Remind students that during this unit they have looked both internally and externally into the topic of human rights and human rights defenders. This time, ask students to jot down their thoughts and allow time for students to share out in a whole group setting.

## CONTENT CONNECTIONS

### C3 Framework

- D1.5.9-12 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
- D2.Civ.7.9-12 Apply civic virtues and democratic principles when working with others.
- D2.Civ.10.9-12 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
- D2.Civ.12.9-12 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
- D2.Civ.14.9-12 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
- D2.Geo.5.9-12 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
- D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
- D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

### ELA Common Core

- RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
- RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

# SPEAK TRUTH TO POWER

- W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively

## Roadmap from Educating for American Democracy Key Concepts

- Analyze leadership through past and present examples of change-makers
- Analyze strategies and examples of civic participation, including instances of participation by those without full political rights
- Engage as active community members and examine the tensions between personal interests and civic responsibilities
- Build civic friendship through informed civil dialogue and productive disagreement

**Directions:** Read through the Universal Declaration of Human Rights. As you are reading, consider the following:

- Which of these human rights impacts me or someone I care about NOW?
- Which of these human rights may impact me or someone I care about in the FUTURE?
- Which of these human rights seem outside of your area of concern at the moment?

Now fill out the chart below by sorting each article into one of the categories. You will most likely not have time to sort all 30 articles, so focus on the articles that stand out the most to you. Write the Article # under the column that you believe it fits in.

Impact me or someone I care about NOW	Impact me or someone I care about in the FUTURE	Currently outside of my direct area of concern

# SIMPLIFIED VERSION OF THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

All people everywhere have the same human rights which no one can take away. This is the basis of freedom, justice and peace in the world. This Declaration affirms the dignity and worth of all people, and the equal rights of women and men. The rights described here are the common standard for all people everywhere. Every person and nation is asked to support the understanding and respect for these rights, and to take steps to make sure that they are recognised and observed everywhere, for all people.

## **Article 1**

Everyone is born free and equal in dignity and with rights.

## **Article 2**

You should never be discriminated against for any reason. Rights belong to all people, whatever our differences.

## **Article 3**

Everyone has the rights to life, liberty and security.

## **Article 4**

No-one shall be held in slavery or servitude.

## **Article 5**

No-one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

## **Article 6**

You have the right to be treated as a person in the eyes of the law.

## **Article 7**

You have the right to be treated by the law in the same way as everyone else. Everyone has a right to protection against violations of their human rights.

## **Article 8**

If your rights under law are violated, you have the right to see justice done in a court or tribunal.

## **Article 9**

No-one shall be subject to arbitrary arrest, detention or exile.

## **Article 10**

You have the right to a fair and public trial by an independent and impartial tribunal.

## **Article 11**

Everyone is to be presumed innocent until proven guilty in a fair trial. No one should be charged with a criminal offence for an act which wasn't an offence at the time the act was done.

## **Article 12**

No-one has the right to intrude in your private life or interfere with your home and family without good reason. No-one has the right to attack your good name without reason.

## **Article 13**

You have the right to freedom of movement within your country. Everyone has the right to leave a country and to return home.

## **Article 14**

You have the right to seek and to enjoy asylum from persecution in other countries. You may not invoke this right if fleeing just laws in your own country.

## **Article 15**

You have the right to a nationality.

## **Article 16**

You have the right to marry and to raise a family. Men and women have the same rights when they are married and when they are separated.

## **Article 17**

You have the right to own property and it cannot randomly be taken away from you.

## **Article 18**

You have the right to freedom of thought, conscience and religion and to peacefully express those beliefs in teaching, practice and worship.

## **Article 19**

You have the right to freedom of opinion and expression.

## **Article 20**

You have the right to freedom of peaceful assembly and association.

## **Article 21**

You have the right to take part in the government of your country.

# SIMPLIFIED VERSION OF THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

## **Article 22**

As a member of society, you have a right to social security.

## **Article 23**

You have the right to work, to good working conditions, to equal pay for equal work and to form and join unions.

## **Article 24**

You have the right to rest and leisure.

## **Article 25**

You have the right to a decent life, including enough food, clothing, housing, medical care and social services.

## **Article 26**

You have the right to an education.

## **Article 27**

No-one may stop you from participating in the cultural life of your community.

## **Article 28**

You have the right to live in the kind of world where your rights and freedoms are respected.

## **Article 29**

We all have a responsibility to the people around us and should protect their rights and freedoms.

## **Article 30**

There is nothing in this declaration that justifies any person or country taking away the rights to which we are all entitled.

*The above Articles are abbreviated. For a full version of the Declaration go to [www.un.org/Overview/rights](http://www.un.org/Overview/rights)*

**Directions:** Think about which groups fall under each category considering your current Circle of Human Concern. Write these groups in the circles below.

### Most Important to Me

- Who is currently in your closest circle of concern? Family members, close friends, etc.

### People or Groups I Am Learning More About

- Who are you learning more about now that matter to you?

### People or Groups That I Want to Learn More About

- Who do you think should be included in the future? Who might be just outside of the circle of human concern at the moment?



**Directions:** Use the prompts below to reflect and become more self-aware of your role in advocating for others and ways in which you may be most interested in getting involved or raising your consciousness to the concerns of others. Please place a mark on where you feel most appropriate.

I believe that people are inherently connected to each other.

Strongly Agree       Agree       Not Sure       Disagree       Disagree Strongly

I have an obligation to stand up to injustice wherever I see it.

Strongly Agree       Agree       Not Sure       Disagree       Disagree Strongly

I care about others, but events or issues around the world are not on my radar.

Strongly Agree       Agree       Not Sure       Disagree       Disagree Strongly

I believe that even small actions matter in supporting others.

Strongly Agree       Agree       Not Sure       Disagree       Disagree Strongly

I want to everyone to live safe, secure, and prosperous but I am just not sure how to help.

Strongly Agree       Agree       Not Sure       Disagree       Disagree Strongly

**Notes:**

**Directions:** Use the prompts below to reflect and become more self-aware of your role in advocating for others and ways in which you may be most interested in getting involved or raising your consciousness to the concerns of others. Please place a mark on where you feel most appropriate.

<b>Skills</b>	<b>Reflect on Impact for Social Change</b>
Watching News on TV	
Researching a Story Online	
Sharing my Opinion	
Posting on Social Media	
Contributing Money to a Charity	
Volunteering My Time to a Cause	
Challenging Other People's Assumptions	
Working as a Truly Collaborative Team	



What other ways do I stay informed or contribute to positive social change?

### Part 1: Questions to consider while researching

What human rights causes are interesting to you and why?

- What particular area of the issue are you interested in?
  
  
  
  
  
  
  
  
  
  
- What is some of the current work being done to combat that issue?
  
  
  
  
  
  
  
  
  
  
- What human rights defenders have you found that have impacted the issue that you are interested in?

Does the human rights defender you are researching have a personal connection to the issue they chose that drew them to it? If so, what was their connection?

- What specific work have they done to fight to improve their cause?
  
  
  
  
  
  
  
  
  
  
- What challenges did they face or anticipate facing?

**Part 2:** Using the knowledge that you gained studying human rights issues and human right defenders, reflect on the following in response to your own ideas and action plan.

What personal characteristics made them successful in their pursuit?

What challenges did they anticipate facing? What ideas did they have to face those challenges?

What was their approach to addressing their issue of concern?

Did they have anyone in mind that they would like to help them with their plan?

**Directions:**

**Problem**

Create a problem description that defines the issues being discussed. *Be sure to consider root causes.*  
*Why does the issue or conflict really exist?*

**List**

Brainstorm a list of reasons why the issue exists.

**Action**

Develop and act on an action plan to solve the issue.

**Notice**

Notice successes as part of ongoing evaluation and refinement.

**Peer Feedback Protocol**

**Student Directions:** After selecting a partner, utilize the structure below to give and receive peer feedback. Make sure to be an active listener. If this means that you need to insert short 30 second breaks between each section to jot notes, then take that extra time.

Time	Phase	Description	Directions for Partner A	Directions for Partner B
0-2	Elevator Pitch	Partner A shares their action plan with Partner B	Share your prepared pitch of your action plan	Take notes on what you are hearing or listen actively
2-4	Clarifying Questions	Partner B asks clarifying questions without giving any feedback	Answer clarifying questions	Ask clarifying questions
4-6	Feedback	Partner B gives feedback to Partner A	Take notes on specific feedback you have received	Utilize the TAG format to offer feedback  Tell something you liked  A-Ask any additional question  G-Give your partner a suggestion
7-9	Next Steps	Partner A makes a list of future revisions	Make a list of future revisions	Check the list of revisions, does this encapsulate your suggestions?
Now repeat the process with Partner B presenting their work				

<b>Questions</b>	<b>Reflection</b>
How long might it take to complete?	
How easy is it to accomplish?	
Who will be most impacted?	
Who might make it challenging for us to accomplish our goal?	
Who are our allies or might support our work?	
Are there other actions we could take?	

**Directions:** This document can be used as a planning document or a final presentation. Think through each step you took over the last few days to learn more about becoming a human rights defender.

- *Start in the inner circle with your own identity by listing some things you learned about yourself.*
- *In the middle circle, identify a few people or groups or entered into your circle of human concern.*
- *In the outer circle, consider what immediate actions you might take to defend human rights.*

