

# Learning path 5 | Taking action

Learners explore how their everyday actions can affect people and society around them. How can discrimination be opposed? 'What can I do?' The educators' guide offers tips & in-depth questions to help lead group discussions.

### Topics

Human rights, discrimination, activism, role models.

### Target group

Learning path 5 has been developed for learners aged 13 years and older. The online toolbox contains open questions that learners can explore at their own level. The lessons are divided into:

● simple → ● ● in-depth → ● ● ● complex

### What do I need?

#### Learner:

- Laptop/tablet/smartphone
- Headphone
- Internet access
- Paper
- Pen
- (free) Student account
- or

#### Teacher:

- Beamer & sound
- Internet access

### Structure

This learning path consists of three lessons. Each lesson is structured in steps. With some of the steps, you can use the tips & in-depth questions to expand the lesson. Tips can be found in the educators' guide for each lesson under 'Structure'.

#### Lesson

Lesson	Theme	Time	Summary
	<b>Discrimination, action</b>	50 mins	Learners explore social engagement and consider reasons for and against taking action in situations involving discrimination.
	<b>Human rights</b>	85 mins	Learners reflect on the way human rights affect their own lives and those of others. They work with one of three cases that were taken to the European Court of Human Rights and consider the people involved.
	<b>Role models, activism</b>	50 mins	Learners listen to five young adults who took action and consider different forms of taking action.

## Lesson 5.1 | Action and change

In this lesson learners look at two points of view about taking action using the case study of a commemorative event after an antisemitic attack on a synagogue in Copenhagen in 2015. They listen to Anna and Naveed, who speak out and organise in their respective communities. Both reflect on the impact of their actions. By discussing both the obstacles to taking action and the benefits, learners are given the opportunity to weigh different perspectives and to consider for themselves that there are reasons for and against taking action in situations involving discrimination.

### Learning goals

- Learners explore how to analyse a photograph objectively
- Learners learn about two acts of solidarity
- Learners reflect on the obstacles and the benefits of taking action

### Level

### Structure (50 minutes)

Time	Steps	Format	Tips & in-depth questions
±5 mins	<b>Introduction</b> Action and change	Class discussion	Ask one of your learners to read the introductory text aloud. This way you ensure everyone starts on the same page.
±10 mins	<b>Step 1</b> Zoom in and out	Individual/ Class discussion	This is an individual activity. Slow down the process of thinking and observing. Make sure the learners are not just guessing what the image shows but actually describing something they see.  The following in-depth questions may help guide the discussion:  - Why do you say/think that? - Is it something you can see or that you think?
±20 mins	<b>Step 2</b> Explore and action	Class discussion/ individual/ pairs	Together, watch the video of <a href="#">Anna</a> and <a href="#">Naveed</a> . By discussing the two examples together learners realise that both those individuals were directly affected by the attack, and that there really are ways bystanders or passers-by can take action.  Take time to discuss what impact the events and Anna's and Naveed's words had on your learners. The violent attack described might evoke strong emotions and this should be acknowledged. Using the 'Say it with your hands' method helps everyone to organise their thoughts. This method is explained for students in the lesson. Discussing in pairs first helps learners put their responses into words. Anyone who wants to can then contribute to a whole class discussion. It should not be rushed.

<b>Time</b>	<b>Steps</b>	<b>Format</b>	<b>Tips &amp; in-depth questions</b>
			<p>The following in-depth questions may help learners work out what they have learned:</p> <ul style="list-style-type: none"><li>- Why do you think Anna spoke out publicly about the attack?</li><li>- Why do you think Naveed attended this memorial event?</li></ul>
±10 mins	<b>Step 3</b> To act or not to act	Individual/ class discussion	<p>Consider whether a discussion in pairs or as a class is more appropriate for your group. Depending on the class dynamics and learners' experiences, one tag cloud might be bigger or contain a larger variety of words. It is not unusual if the obstacles learners write down are linked to negative emotions such as fear, powerlessness or sense of danger. It is important to recognise that, depending upon the situation, these reasons for not taking action are legitimate. On the other hand, it can be beneficial for all students to also consider the empowering experience of taking action by looking at the benefits, both for an individual and at a societal level.</p>
±5 mins	<b>Step 4</b> Actions and change	Class discussion	<p>To round off the lesson, learners are asked to reflect on action and change, either in their local environments or from global examples that interest them.</p>

## Lesson 5.2 | Your right to take action

In this lesson learners gain insight into the way human rights affect their own lives and those of others. The Convention on the Rights of the Child is taken as a benchmark text to clarify the juridical weight of human rights. Learners can focus on one of three cases that were taken to the European Court of Human Rights. By presenting the case to the class they gain basic understanding not only of how human rights were violated and the process of legal redress but also which actors are involved in cases.

### Learning goals

- Learners consider how human rights are relevant to their lives.
- Learners gain an understanding of the relationship between human rights and taking action.
- Learners analyse three cases of discrimination involving young people whose rights were fought for and upheld at the European Court of Human Rights.

### Level

### Structure (85 minutes)

Time	Steps	Format	Tips & in-depth questions
±5 mins	<b>Introduction</b> Taking action	Class discussion	Ask one of your learners to read the introductory text aloud. This way you make sure everyone starts on the same page.
±10 mins	<b>Step 1</b> Being human	Individual/ class discussion	When discussing the two tag clouds, help the learners make the connection that every human has rights. The rights are fundamental to the recognition of human dignity. Learners may be sceptical, as many are aware of human rights violations. Tell learners to hold this thought, as it will be returned to in the latter half of this track.
±10 mins	<b>Step 2</b> A normal day	Individual	Learners think of activities in an ordinary day and arrange them from least to most important.
±10 mins	<b>Step 3</b> A day with rights	Individual/ pairs	Learners link their daily activities to human rights.  After learners have working individually on 'a normal day' and 'a day with rights' allow time for a brief exchange in pairs. This helps them connect more personally to the topic. Keep the class discussion for the next step.
±10 mins	<b>Step 4</b> Complicated rights	Class discussion	The tag cloud will indicate which rights your learners consider most complicated. This might be in relation to their own lives, or to issues in school or in society. Take time to look at several examples. It will make sense to look at those mentioned most, but make sure to acknowledge that a less widely chosen right is also valid for discussion if there were no time constraints. Help learners articulate why they feel the rights they chose to be difficult or complicated to achieve in everyday life.

<b>Time</b>	<b>Steps</b>	<b>Format</b>	<b>Tips &amp; in-depth questions</b>
±10 mins	<b>Step 5</b> Convention on the Rights of the Child	Individual/ pairs	This step is an introduction to working with concrete examples of human rights violations. The short text on the convention is included so that learners can consider the rights in the context of international law. The phrase and word exercise helps learners to focus on what they consider important in a text. Learners might discuss their answers in pairs.
±30 mins	<b>Step 6</b> Action and rights	Group discussion	Create groups or let the learners form their own groups. Encourage groups to take different cases so that each case has at least one group working on it. This is an opportunity for learners to articulate the main facts of the case in their presentations, as well as their thoughts about what in the case resonates with them. If more than one group has worked on the same case, compare how they feel about the outcome of the case.

## Lesson 5.3 | ... and action!

Learners listen to five examples of action taken by young people their own age and choose one to look at more closely. Working in groups, they discuss examples of discrimination and choose a form of action to take against it from a list of suggestions. These steps help learners to prepare their own action plan. This last step does not necessarily need to be completed in the track. It is an intensive step and needs time and careful supervision to be a valuable experience for the learners and their local environment / communities.

### Learning goals

- Learners are inspired by examples of young people's different ways of taking action against discrimination and discuss what they themselves might do.
- Learners find information and a plan that they can use to prepare their own action.

### Level

### Structure (50 minutes)

Time	Steps	Format	Tips & in-depth questions
±5 mins	<b>Introduction</b> Taking action	Class discussion	Ask one of your learners to read the introductory text aloud. This way you make sure everyone starts on the same page.
±10 mins	<b>Step 1</b> The activists	Class discussion	Watch the                      together.
±5 mins	<b>Step 2</b> About the activists	Individual/ group discussion	The actions described by the five young people vary in terms of level of commitment and impactsocietal input, from becoming active in an NGO or helping people in need, to simply reflecting on their own discriminatory behaviour.
±15 mins	<b>Step 3</b> Examples of discriminatory situations	Individual/ group discussion	Learners choose an example of a discriminatory situation and working in groups pick a course of action that can be used against it.  If learners have their own suggestions for ways to respond, they can use those instead. If learners have difficulty answering this question, help them research other NGOs active in this field or tackling this form of discrimination.
n/a	<b>Step 4</b> Action plan	Pairs/ class discussion	If there is time and motivation in the class, suggest that learners might carry out an action plan together if they want to, as this will give them realistic experiences of teamwork and project management. The selection of the topics to work on should be carefully supervised. If several groups are working on different plans, consider who might be available to support and supervise them. Young people are often (over) ambitious and not aware

<b>Time</b>	<b>Steps</b>	<b>Format</b>	<b>Tips &amp; in-depth questions</b>
			<p>of the amount of time needed to organise a seemingly simple event. Empowerment is achieved when the goals that have been set are met. Inside and outside school there may be experienced people (peers or adults) willing to mentor a group.</p> <p>This step can be given as homework.</p>
n/a	<b>Step 5</b> Inspire one another	n/a	<p>We are keen to add examples from across Europe to inspire others to develop a plan too. Please encourage your learners to take good photos of their activities. If you send in an action plan, please include your contact details as their educator, in case we want to get in touch. The information can be sent in your local language.</p>