

Case study 1: Towers School and Sixth Form Centre, Kent

Teacher: Zoe Baker

Outcome:

The year 8 classes (12-13 year olds) analysed a number of case studies: two focused on different aspects of gender discrimination and women and girls' rights; two focused on LGBTQ discrimination. Students identified one case study they felt strongly about and prepared an exhibition for staff and parents to publicise their case and enlist support for their action.

"This is our pledge. People sign it to say that they stand for LGBTQIA+."
(Student at school exhibition)

Sequence of learning:	Additional resources:
<p>Lesson 1: What are human rights and why are they important to our lives?</p> <ul style="list-style-type: none"> • Watch the introductory video (a) and then everyone in the class has to recall one right • Work in pairs to consider which rights appear most important to students. Then share your answers and see if anyone changes their opinion. • Look at Eleanor Roosevelt and Robert F. Kennedy quotes (b) to discuss the meaning of 'concerned citizen action' and 'ripple of hope' 	<p>(a) The Universal Declaration of Human Rights. From the Human Rights Action Center: https://youtu.be/hTlrSYbCbHE</p> <p>(b) Video introducing the Robert F. Kennedy Education Project: https://youtu.be/Yvll5MeWPqY</p>
<p>Lesson 2: Human Rights Defenders - Malala</p> <ul style="list-style-type: none"> • Who is Malala? Watch video (c) • What rights does she defend? E.g. Art.7, 19, 26 • Brainstorm the reasons why girls may be denied an education. Use additional videos to help, e.g. video (d) • How is Malala a rights defender and how has she inspired others (use various resources e.g. (e)) • What kinds of actions could you undertake, and how might they help? 	<p>(c) Malala's story - BBC News: https://youtu.be/FnloKzEAX7o</p> <p>(d) Girl Rising – Nepal story: https://youtu.be/Hk2Q7WLzn0s</p> <p>(e) Girl Rising - global campaign for girls' education & empowerment: http://girlrising.com/</p>
<p>Lesson 3: Human Rights Defenders – Jamie Nabozny</p> <ul style="list-style-type: none"> • Who gets bullied and why? Look at video (f) • Share some data from the School Report (2012) illustrating the scope of homophobic bullying, source (g) and ask students if this surprises them • Read the case study about Jamie and take notes on (1) his background, (2) his legal action, (3) his impact and continuing activism • Write an anti-bullying tweet using one fact from today's lesson • What could our school do to challenge homophobia and bullying? 	<p>(f) Trevor Donovan's Performance of Speak Truth To Power monologue for Jamie Nabozny: https://youtu.be/EzzD1BRh-mg</p> <p>(g) www.stonewall.org.uk/sites/default/files/The_School_Report_2012_.pdf</p> <p>"Don't be a #bystander" (Student tweet)</p>
<p>Lesson 4: Human Rights Defenders – Marina Pisklaova and Frank Mugisha</p> <ul style="list-style-type: none"> • Study the material for each defender and think about what rights they are defending, why the problem has arisen and what they are doing to challenge the problem. 	<p>(h) Message from Frank Mugisha, published by Rafto Foundation for Human Rights: https://youtu.be/S6wjlNvAI0A</p>

<ul style="list-style-type: none"> • Thinking about one of these examples, what kind of action could you undertake to support this campaign? Identify your top suggestion and explain why you think it would help. Frank Mugisha's plea for action in in video (h) • Why do different actions work in different contexts? 	
<p>Lesson 5: Becoming a human rights defender</p> <ul style="list-style-type: none"> • Brainstorm all the forms of action that could be used to defend rights and list each on a post-it note. • Take a picture of each of the defenders studied so far and stick three relevant post-it notes on each picture. • Feedback to the class why you identified certain actions with specific causes. • Are there some tactics that can be used in all cases? Are there some that seem appropriate in only some cases? Why? • Group together with people with a similar area of interest and plan an action. 	

Teacher tips:

This project was undertaken by several classes and lessons were reviewed and developed as we went along. The picture / post-it activity in lesson 5 was only used with some classes and this made a huge difference to the students' reasoning about why a particular action might work in a particular situation. Focusing in on what activists do, when and why is really helpful to making the action more realistic and boosting the chances of picking something that can really work. This is an area we will emphasise when we teach it again.

In this case the class were all influenced by the idea of creating small ripples in their school community and so chose to raise awareness of the issues and encourage people to pledge their support. In future we will discuss whether pledging is always the best course of action for all these issues.