

PROJECT: GLOBAL INFORM

PROJECT DESCRIPTION

Human Rights awareness has grown over the past 20 years, but violations still persist, and continue to rise up in the midst of conflict. The 2010 Human Rights Watch Report states that despite the growth in the human rights movement, human rights defenders remain vulnerable and greatly in need of support by rights-respecting governments (World Report, 2010). The organization's 20th annual review of human rights practices around the globe summarizes major human rights trends in more than 90 nations and territories worldwide, reflecting the extensive investigative work carried out in 2009 by Human Rights Watch staff. Executive Director Kenneth Roth argues that the ability of the human rights movement to exert pressure on behalf of victims has grown enormously in recent years, and that this development has spawned a reaction from abusive governments that grew particularly intense in 2009 (HRW, 2010).

“Project: Global Inform” (PGI) is a peace education project where students use media to spread awareness about human rights violations. Project Inform came out of the idea that educators too often “teach” students about genocide and human rights violations, but never “do” anything about it. This project’s main objective is to create awareness about current human rights violations. Which human rights violations, and what specific actions should be taken are both the focus and questions of the student’s research.

PROBLEM STATEMENT

Currently there is a gap between what students at the secondary and post-secondary levels are learning about human rights violations, and what is being done to stop them (Cook, 2008). Many humanities’ classes and curricula have genocide and human rights as a unit, but assess their students using traditional assessments. This leads to a rote memorization about human rights violations instead of a true understanding of each situation. Similarly, the organizations fighting human rights have targeted specific violations but lack funding, visibility, and exposure. Students that take part in the fight against genocide and human rights violations can improve their education/understanding of the world, while helping established organizations get the exposure and funding needed.

GETTING STARTED

PGI can be implemented in a two, four, or six week unit depending on the amount of time a class has to spend on it. Infusing PGI with a current unit/curriculum on genocide and/or human rights violations provides for the best possible experience. PGI has been developed through research of best practices and case studies, and uses experiential learning as the backdrop for successful learning goals and outcomes. **SIGN UP YOUR CLASS AT – PROJECT-INFORM.ORG – AND START PLANNING TODAY. PLEASE EMAIL AJJULIANI@PROJECT-INFORM.ORG IF YOU HAVE ANY QUESTIONS OR NEED HELP IMPLEMENTING THE PROJECT IN YOUR SCHOOL. WE WANT TO HEAR WHAT YOUR SCHOOL IS DOING TO PUT AN END TO HUMAN RIGHTS VIOLATIONS!**

REQUIRED TEXTS

*Any text (such as Elie Wiesel's *Night*) that gives a personal account of a human rights violation.

Human Rights Watch (2010). World Report 2010. Retrieved from <http://www.hrw.org/world-report-2010>

THE BIG PICTURE

<p>Project Learning Goals: The student will:</p> <ul style="list-style-type: none"> • Define peace education and its global ramifications; • Identify the four roles in any conflict situation (victim, persecutor, bystander, rescuer). • Define and apply specific processes of action research; • Develop an understanding of the methodologies associated with action research that will enable students to: <ul style="list-style-type: none"> • Identify and articulate a problem/purpose statement; • List research goals, objectives, and timeline for deliverables; • Conduct research and analyze results comparatively; • Develop a detailed action plan based on research results; • Apply research strategies as a practical problem solving approach in a collaborative setting. • Use media and technology to create an awareness campaign; • 	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Examine how media chosen will spread awareness. • Identify what you have to offer a potential host organization; • Understand the use of data-driven decision-making process. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is the relationship between the previous research and your awareness campaign? • What kind peace education is most appropriate to your cause? • What are uses of research in peace education?
<p>Students will know that action research is a process with a variety of approaches and methods. Students will be able to develop specific oral, writing, and technical skills to effectively communicate ideas and research.</p>	
<p>Assessment Evidence</p>	
<p>Authentic Performance Tasks to Demonstrate Understanding:</p> <ul style="list-style-type: none"> • Final Presentation • Action Plan • Three forms of unique media 	<p>Other Evidence Desired:</p> <ul style="list-style-type: none"> • Reflection journal entries

PROJECT EXPECTATIONS

Students in this project are expected to be active learners and participants, requiring all students to take an active role in their own learning and to share the learning process with the class. Evidence of active learning includes:

- *Reading and viewing all assigned materials* and making note of questions, areas of interest, and connections you find to other readings.
- *Active participation in project activities* is essential to allow each student to test his or her own assumptions about personal development, as well as expand his/her worldview.
- No assignments will be accepted late.

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Project Summary: Your group will choose a current “human rights violation” and inform the general public on the issues surrounding the violation. Your task is to create awareness of the violation, because awareness (information) is the first step to taking action. Your group must use technology and media resources to inform, and must create an “action plan” of what, where, when, how, and why you are going to use specific types of media to inform.

Role: Human Rights Activists (Rescuers)

Audience: 1) Your School District; 2) Your Community; 3) Everyone (The General Public)

Purpose: To Inform (Create Awareness)

Task: Use all available resources and technology to inform as many people as possible on a particular human rights violation.









Steps:

1. Research and choose a current Human Rights Violation (use HRW 2010 Report if needed).
2. Create an Action Plan.
3. Use a variety of technologies and media resources to inform the general public.
4. Write a one-page (single spaced) review of the process: outlining the goals, progress, success and failures of your awareness campaign.
5. Present your “awareness campaign” to the class in a 5-minute presentation (either live or pre-recorded).

Requirements:

1. Create (write) an action plan answering the following questions:
 - a. What human rights violation your group has chosen, and what resources you are going to use to create awareness.
 - b. Where (online, in-school, out of school, etc) you are going to inform.
 - c. When (specific times/dates etc) you are going to inform.
 - d. How you are going to create awareness with your chosen media resources.
 - e. Why you have chosen this violation, and why you have chosen these types of media to inform (why they are the best for the task at hand).
2. Use at least THREE distinct types of media/technological resources to create awareness.
3. You must have a specific “Enduring Understanding” that pertains to your chosen human rights violation, and focus your information on that understanding. Quality of information is just as important as the quantity of people you reach through the campaign.
4. Be Creative. Be School Appropriate. Work as a Team. Start DOING.

PROJECT: GLOBAL INFORM SCHEDULE

Dates	Topic	Readings & Activities	Submitted Assignment(s)
Week I	Understanding Genocide and Human Rights	<p>Suggested Reading:  <i>Night</i> by Elie Wiesel (and/or his Nobel Prize Speech)  Sudan/Darfur Packet (can be found on project-inform.org)</p> <p>Activity: Watch <i>Invisible Children: Rough Cut</i> – Visit InvisibleChildren.com for more information.</p> <p>Watch collection of “Did You Know” videos on Project-Inform.org.</p> <p><i>(Note – These are suggestions. Any reading on genocide and human rights violations is recommended)</i></p>	Reflection Assignment on Darfur Packet Reflection Assignment on ‘IC: Rough Cut’
Week II	Human Rights Violations (past and present) Research Methods	<p>Suggested Reading:  HRW 2010 Report  APA Research Overview</p> <p>Watch “Collected Interviews” and read about past project’s successes and failures on project-inform.org.</p>	Initial Action Plan turned in following guidelines in the “Action Plan template” (Due at the end of Week II)
Week III	Developing an Action Plan	<p>Suggested Reading:  Content specific to each groups’ chosen human rights violation.</p>	Resubmission of Revised Action Plan (Due at the end of Week III)
Week IV	Awareness Campaign: Using Social Media & Technology Effectively	<p>Suggested Reading:  Content specific to each groups’ chosen HRV.</p>	Campaign work
Week V	Awareness Campaign: Collecting Data and Measuring Results	<p>Suggested Reading: </p>	Campaign work, Data Collection, PlusTwo Pledge
Week VI	Written Report and Presentations	<p>Suggested Reading: </p>	Submit final group Report (1-2 pages) Present Group findings and success/failures of Awareness Campaign in 5 minute presentation (via Student Summit)
Post-Project	Reflection		Individual Reflections Post results up on project-inform.org

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Rubric: 100 Points Total

5 pts for each box	Followed Guidelines	Creativity	Originality	Professional Product	Team Work
Action Plan					
Use of Media					
Written Review & Presentation					
Total Score:					
5 pts for each box	# of people informed (quantity)	# of people who signed "+2 Pledge" (quality)	Evaluation Of Goals Achieved	Campaign Effectiveness	Team Work
Awareness Created					

Action Plan Template

Purpose: Create a “plan” to inform the school, and general public, on your chosen human rights violation.

Directions:

1. Using this form as a template, develop a plan for goals identified in the project requirements. Modify the form as needed to fit your unique context.
2. Distribute copies of each work plan to the members of the collaboration.
3. Keep copies handy to bring to meetings to review and update regularly. You may decide to develop new plans for new phases of your informative effort.

Goal (Include Human Rights Violation):

Enduring Understanding (The Group’s Message):

Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i>	Timeline <i>By When?</i> <i>(Day/Month)</i>	Resources <i>A. Resources Available</i> <i>B. Resources Needed</i>	Potential Barriers <i>A. What individuals or organizations might resist?</i> <i>B. How?</i>	Communications Plan <i>Who is involved?</i> <i>What methods?</i> <i>How often?</i>
Step 1:			A. B.	A. B.	
Step 2:			A. B.	A. B.	
Step 3:			A. B.	A. B.	
Extra:			A. B.	A. B.	

Evidence Of Success (*How will you know that you are making progress? What are your benchmarks?>*)

Evaluation Process (*How will you determine that your goal has been reached? What are your measures?>*)

THIS SCOPE AND SEQUENCE IS FOR THE GLOBAL FORMAT ONLY

Project: Global Inform

Scope & Sequence (Global Format)**Week 1: Connections/Introductions**

- Students join Wiki and Ning
- Students and Teachers watch videos on PGI website pertaining to human rights and our role in the global community
- Digital Handshakes on the Ning to discuss the project and current understanding of human rights (all project participants will receive the “PGI Student Overview” at the beginning of project to reference – it will be online available for download and I’ve attached it to this email)

Week 2: Research and Wiki

- Teams Created (best scenario is 2 members from US, and 2 from abroad)
- Current Human Rights violations chosen (as column topic) and researched on Wiki
- Wiki should be finished by third week (as the students have a specific are to report on– i.e. four students are writing the wiki section for “overview of blood diamonds”)
- Team Grid is below:

<i>Research Categories (across)</i> CAMPAIGN TOPICS (down)	<i>Overview and History</i>	<i>Current News Political Issues</i>	<i>Organizations Who Are Helping</i>	<i>Media Coverage</i>
Human Trafficking	Team 1	Team 2	Team 3	Team 4
Child Soldiers in N. Uganda	Team 5	Team 6	Team 7	Team 8
N. Korean Oppression	Team 9	Team 10	Team 11	Team 12
Blood/Conflict Diamonds	Team 13	Team 14	Team 15	Team 16
Etc. Topics Cont.				

Week 3: Action Plan

- Wiki editing finished
- Each Team must write an Action Plan (using template) for their awareness campaign (They will use information from wiki to help guide their campaign)
- the Action Plan will detail the Team’s goal, message, steps to create awareness (using at least three forms of media), responsibilities, and timeline.
- Action Plan must be finished and put on the Ning by end of Week 3

Week 4: Awareness Campaign with Media

- Begin Awareness Campaign phase
- Students need to create at least one form of multimedia (video, website, etc) and use at least one form of social media (facebook, twitter, tumblr, etc) to inform
- Teams will continue dialogue on Ning (via Groups or Forum) and refer back to Action Plan
- Add “PlusTwo Pledge” to all created media as a way to gauge influence

Week 5: Awareness Campaign

- Continue Awareness Campaign Phase
- Collect Data (i.e. hits on website, views of a video, fans on facebook, followers on twitter, comments on blog etc) to measure in Week 6

Week 6: Report and Presentations

- Each team will post a 1-2 page report on their campaign's successes and failures, what they did, why they did it, how it worked, what their impact was, and what they will do in the future about human rights.
- Each team will also post and accompanying short Presentation (video, slideshow, etc) about their awareness campaign and what they learned.
- Final sharing and reflection.