

# 2024 U.S. ELECTIONS CURRICULUM – HUMAN RIGHTS & THE US ELECTIONS 101 UNIT

## GRADES:

6-12, University

## FACILITATOR NOTE(S):

- This unit should be completed before moving on to any other units related to 2024 U.S. Elections Curriculum.
- Facilitators have the choice to complete the entire unit or complete specific activities from this unit, depending on how much time is allotted.

## MATERIALS:

- Slide Deck
- Slide Deck Lecture Notes
- US Government Pop Quiz
- Pencils
- Crayons
- Colored pencils
- Markers
- Anchor chart paper

## ESSENTIAL QUESTIONS:

- What are Human Rights?
- What is the Universal Declaration of Human Rights and why is it significant?
- What is International Human Rights Law and how are states held accountable when they violate it?
- What are the branches of the US government and what are their obligations to protect, respect and fulfill Human Rights?
- How does the political party system work in the US?
- How does the voting system work in the US?

## COMMUNITY NORMS:

- **One mic, one voice:** One person speaks at a time.
- **“Ouch:”** Should a participant feel offended or upset by a comment made during community discussion, that participant can call “ouch” and then educate the rest of the group as to why the comment was offensive/hurtful. This can lead to deeper discussions and strengthen understanding about people’s specific lived experiences.
- **Embrace discomfort:** Get comfortable with being uncomfortable. Growth hurts but the expansion is worth it!

## RECOMMENDED SEQUENCE FOR THIS LESSON:

Begin with introduction to the unit, review Community Norms, Essential Questions, and AIUSA Elections Platform.

## WARM UP: WHAT DO HUMAN RIGHTS MEAN TO ME? (15 MINUTES)

- What Do Human Rights Mean to Me?
- Participants may decorate outline to represent themselves
- Participants may share what they wrote in small groups, pairs, or as a whole group.

## LECTURE

- Detailed lecture notes are linked above under “Materials”
- Facilitators have the freedom to break up lectures as they see fit. For example, the Facilitator can choose to teach a couple of slides each day before breaking participants up into their activities.
- Flipped Classroom: Assign specific slides and lecture notes to participants
  - Participants should review the slides before coming to this session
  - Participants should define unfamiliar vocabulary and come up with 2-3 questions and talking points to discuss with peers
  - Facilitator may break participants up into pairs to discuss what they learned from the slides and their questions/talking points as a Warmup
- Allow 5-7 minutes for US Government Pop Quiz



## ACTIVITY(S):

Choose 1 activity to complete immediately after the Warmup. You may complete additional activities in this unit during a separate session.

### 1. Deconstructing the UDHR (45 minutes)

- Participants break into small groups (4-5)
- Groups analyze the individuals of the drafting committee of the UDHR using these **Fact Sheets**
- Discussion Questions:
  - What expertise and lived experiences do each member of the drafting committee bring to the UDHR?
  - What lived experiences and voices are not represented in the drafting committee? How can these missing voices contribute to the understanding, protection, and respect for Human Rights?
  - Participants may come together as a whole community and share their thoughts on the UDHR drafting committee.

### 2. The Universal Declaration of Human Rights Game (60-80 minutes)

- Participants break into groups (5-7)
- Groups analyze the **30 articles** that make up The Universal Declaration of Human Rights (UDHR)
- Discussion Questions:
  - Before diving into the UDHR, what is your understanding of this document?
  - Why is it important to include the UDHR in K-12 school curricula and normalize language around Human Rights?

- How many of the 30 articles of the UDHR did you know were universal Human Rights?
- Which of the 30 articles of the UDHR resonates with you most? Why?
- Game Rules:
  - Played in rounds
  - Each round, 1 group is given an article from the UDHR
  - One group must create an illustration (no words/numbers) that represents the UDHR article (5 minutes to draw)
  - The other groups guess which article is being illustrated; first group to guess correctly receives 1 point
  - Illustrating group cannot use words while others are guessing (only to confirm/reject) guesses
  - Play 5-6 rounds
  - Community Debrief:
    - What did it feel like to illustrate Human Rights and not use words?
    - What symbols or images consistently came to mind as you drew the articles? Where do you think you developed these associations?
    - What did you notice about how your peers perceive Human Rights?
    - Why is it critical to normalize Human Rights in your schools, families, and communities?