

Who Makes Your Heart Race?

Lesson Length:
45 minutes

Objectives

After this lesson, students will be able to

- study creative action campaigns critically and identify the perspectives of the creative action campaigns.
- identify the persuasive techniques used in an effective creative action campaign.
- explain the impact of a creative action campaign.

Required Materials/ Technology

- Internet
- Writing paper and utensils

Links

- <https://www.unicef.org.au/stories/five-child-activists-you-need-to-know?>
- <https://www.theteenmagazine.com/top-10-famous-teenage-activists-who-will-inspire-you>
- <https://thepadproject.org>
- <https://www.danelondon.org/about/introduction/>

Overview

This lesson will guide students as they begin to independently explore changemakers and how these changemakers use art/ media to highlight their issues. This step-stone lesson will lead students to discover their own causes and select their own methods of creative change-making.

Guiding Questions

- Who are the creative changemakers in your world today?
- How does their work inform? Unite? Confront?
- What strategies do these changemakers use to tell their stories and create lasting impact?

Standards

RI.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

SL.1.d: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

WHST.9: Draw evidence from informational texts to support analysis, reflection, and research.

SEL: Social-awareness: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.

1. Ask students to consider the word “changemaker.” What does it mean to be a changemaker? What does the word imply about a person? Then ask them to consider what kinds of positive changes a changemaker can effect in their communities or the world at large. Next, ask them how a person can make positive change. As students brainstorm ideas as a class, narrow in on examples of creative action, i.e., action that is framed by the use of art and/or media.
2. Next, give students brief background information about one creative activist that will open further conversation about what creative change looks like and what it can do. Show them a video about that changemaker.

Our suggested creative changemakers are either Dan Eldon (who has appeared in a previous lesson) or Bana Alabed.

Here is Dan Eldon’s bio:

- <https://www.daneldon.org/about/introduction/>.

Here is a brief video about Dan Eldon, which can be shared with the class:

- <https://www.youtube.com/watch?v=KSv-MfAHkoY>.
- Here is Bana Alabed’s bio: <https://www.peacetalks.net/pt/bana-alabed/>.
- Here is Bana’s Instagram account: https://www.instagram.com/alabed_bana/?hl=en.

Here is a brief video narrated by Bana and introducing her book, Dear World:

- <https://www.youtube.com/watch?v=V60iBESXVLw>.

(Other links to young activists can be found under “Additional Links.”)

3. Ask students to reflect on the young changemaker from the lesson by answering the following questions:
 - How did you feel watching the video? What specific emotions were evoked by the video?
 - How did the changemaker’s storytelling contribute to the evoking of your emotion?
 - What cause(s) did the changemaker choose?
 - What medium/media or genre(s) of art did they choose to send forth their message?
 - How did their choice of media support their cause?
 - How successful were they with their campaigns?
 - In what ways can you (the student) relate to this person? What do you (the student) have in common with this person?
 - In what ways is this person’s life experience, perspective, and access to resources different from yours?

Have students share their responses with the class. Discuss.

4. Homework/classwork: Have students research young changemakers and find one that speaks to them. They should identify the young change maker by: name, age, and geographic location. They should also answer the previous questions that were posed in class about Dan Eldon. If time allows, students could create a small PPT/Google Slide Presentation to share with the class.

