The Jyot Curriculum: Empowering Youth Through Social Justice
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(in alphabetical order)

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Waheguru ji ka Khalsa, Waheguru ji ki Fateh!

On behalf of the Sikh Coalition staff and board, thank you for your interest in “The Jyot curriculum: Empowering Youth Through Social Justice.”

The Sikh Coalition is proud to share this youth development toolkit in an effort to enable Sikh community members with workshops designed to engage Sikh and minority youth across the United States in social justice and leadership. We have developed and refined these workshops with the five-year running Junior Sikh Coalition program in New York City. As these workshops have proven successful in enabling these high schools and college students to think and act more critically, we hope to charge other communities across the country to invest in their youth as community leaders.

The toolkit includes seven workshops: What is Privilege, Pyramid of Power, Social Movements, What is Organizing, Campaign and Strategy Development, Social Media Activism, and Bigotry and Religious Intolerance. The goal of these workshops is to engage Sikh youth in social justice issues, encourage them to participate in community development, and help them develop crucial leadership skills that will also benefit their academic and professional lives. The modules strive to encourage dialogue and inspire critical thinking.

Each module contains a list of objectives and a list of materials needed, and mentions any prerequisites to the workshop. The overall order of the workshops may vary depending on the needs of your community, but we recommend that prerequisite workshops be completed prior to the more advanced ones. Notes and instructions to the facilitator(s) are included throughout each module and we have included some sample implementation formats that we hope are useful to you.

These workshops are inspired by many individuals, organizations and workshops. In particular, we are grateful to The School of Unity & Liberation (SOUL) for their trainings. Each module includes appropriate credit acknowledgment and extra resources. We plan to regularly update these modules with feedback and additional workshops.

We hope that these resources will make an impact on the lives of Sikhs and other minority youth across the nation. The challenges our communities face can be daunting, however we believe that our youth is our future. Giving them the right tools to face and conquer these challenges is the way to bring long-lasting change.

Satjeet Kaur
Executive Director, The Sikh Coalition
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<td>What is Privilege?</td>
<td>Between 40 minutes and 1 hour 15 minutes</td>
<td>This module encourages participants to recognize personal privilege or lack thereof, and how that contributes to power or powerlessness within various social identity groups.</td>
<td>None</td>
</tr>
<tr>
<td>Pyramid of Power</td>
<td>1 hour 10 minutes</td>
<td>This module identifies power, institutions of power and the relationship between power and systems of change.</td>
<td>What is Privilege?</td>
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<tr>
<td>Bigotry and Religious Intolerance</td>
<td>2 hours</td>
<td>This module describes the negative effects of bigotry and religious intolerance as well as strategies to actively fight hate and intolerance.</td>
<td>What is Privilege?</td>
</tr>
<tr>
<td>What is Organizing?</td>
<td>2 hours 5 minutes</td>
<td>This module introduces organizing as a unique way of creating social change and encourages participants to apply the principles of organizing to develop solutions to community problems.</td>
<td>Pyramid of Power</td>
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<tr>
<td>Campaign and Strategy Development</td>
<td>2 hours 22 minutes</td>
<td>This module describes the role of campaigns as a tool for organizing and provides participants an opportunity to design a campaign.</td>
<td>What is Organizing?</td>
</tr>
<tr>
<td>Social Movements</td>
<td>1 hour 20 minutes</td>
<td>This module defines social movements and their role in facilitating social change.</td>
<td>None</td>
</tr>
<tr>
<td>Social Media Activism</td>
<td>Between 1 hour 30 minutes and 2 hours</td>
<td>This module describes the role of social media in political and social movements and discusses the pros and cons of social media activism in building and sustaining social movements.</td>
<td>None</td>
</tr>
</tbody>
</table>
Facilitators can mix and match sessions based on the interest of youth attending the workshops and needs of the local community. Here are some recommendations if you would like to implement part of the curriculum and have limited time:

Stand alone modules (no prerequisites):

- What is Privilege?
- Social Movements
- Social Media Activism

Multiple modules:

Two sessions:

- What is Privilege? + Bigotry & Religious Intolerance
- What is Privilege? + Pyramid of Power
- Social Movements + Social Media Activism

Three sessions:

- What is Privilege? + Bigotry & Religious Intolerance + Pyramid of Power
- What is Privilege? + Pyramid of Power + What is Organizing?

Four sessions

- What is Privilege? + Pyramid of Power + What is Organizing? + Campaign & Strategy Development
What is Privilege?

The Jyot Curriculum
What is Privilege?

Learning Objectives
• Define privilege
• Identify the spectrum of privilege within the group, in the Sikh American community, and in any community nationally
• Recognize personal privilege or lack thereof
• Describe power and powerlessness within various social identity groups

Skills to Learn
• Leadership
• Community Bridging
• Critical and Analytical Thinking
• Teamwork
• Self-development

Prerequisite? None

Facilitator’s Key
• Say out loud
• Video
• Conversation/Debrief

Materials Needed
• Laptop, projector, and screen
• Internet access to play video
• Speakers
• Easel with chart paper or whiteboard
• Markers
• Scrap paper (to crumple and throw into a trash can)
• Trash can
• Tape to make lines on the floor

Workshop Timeline

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>Privilege Spectrum Activity</td>
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</tr>
<tr>
<td>Introducing White Privilege Blindness</td>
<td>5 mins</td>
</tr>
<tr>
<td>What is Privilege Power Shuffle Activity</td>
<td>25 mins</td>
</tr>
<tr>
<td>TEDx Talk: The Power of Privilege (optional)</td>
<td>35 mins</td>
</tr>
<tr>
<td><strong>Total Time</strong></td>
<td>40 mins - 1 hour 15 mins</td>
</tr>
</tbody>
</table>
## What is Privilege?

### Privilege Spectrum Activity

- Give each student a piece of scrap paper to crumple up into a ball. Place a trash can in the front of the room. Move the students into at least 3 rows.

You all represent the country’s population. And everyone in the country has a chance to become wealthy and move into the upper class. To move into the upper class, all you must do is throw your wadded-up paper into the bin while sitting in your seat.

- Students in the back row should exclaim that they are at a disadvantage (which is the point of this game). The students toward the front will have a better chance at making it in than the students toward the back.

The closer you were to the recycling bin, the better your odds. This is what privilege looks like. Did you notice how the only ones who complained about fairness were in the back of the room? By contrast, people in the front of the room were less likely to be aware of the privilege they were born into.

**Conclude:** Your job, as Sikhs and as activists, is to use your privileges, may it be your background, your education, your language skills, being able to be here at this workshop, etc. to advocate for those who are in the back rows and do the best you can to achieve great things for your own families and self.

### Introducing Privilege Blindness

- A critical part of being a true activist and ally for folks who are less privileged requires self-reflection on what your privileges are, and what you lack.

There is the story told about the wise old fish who was swimming through the water. As he swam along he encountered two young fish coming by. He turned to them and asked “How is the water?” and the young fish replied – “What water?” Many white people are like the young fish in the ocean; they don’t see their privilege, and it’s not necessarily intentional.

But we fall in the same category; even within the Punjabi-Sikh-American community, we need to recognize the spectrum of privileges and our personal privileges in this context, understanding that we may be more privileged within certain communities even if we are not privileged in the whole American society.
What is Privilege?

What is Privilege Power Shuffle Activity 25 mins

➣ Have participants try to define privilege. Brainstorm on the whiteboard or chart paper.

➣ Give them this definition after brainstorming: “an advantage or benefit enjoyed by an individual or group at the expense of others.”

➣ Have floor taped as many “yard lines” as you can, equidistant from each other.

➣ Have students line up horizontally on the middle yard line, holding hands.

Read the questions included at the end of this section (“If” Statement List).

➣ Direct students to take a step forward or backward as per each question (if you take a step forward, others don’t need to take a step back, and vice versa).

➣ They should try their best to hold hands, until they physically have to let go (should be after a few sentences).

➣ After the last statement, allow students to stand in their spots for 20-30 seconds in silence, noticing where each of them are.

Power Shuffle: If Statements

➣ If you are a U.S. citizen, take a step forward.
➣ If you were brought up working class, take a step backward.
➣ If you graduated from or are enrolled in college or university, take a step forward.
➣ If you are female, take a step backward.
➣ If you are not caucasian, take a step backward.
➣ If the breadwinner in your family was ever unemployed while you were a child, take a step backward.
➣ If you went to a sleepaway camp (gurmat camp, band camp, model UN, etc) growing up, take a step forward.
➣ If you are able-bodied, take a step forward.
➣ If you identify with the LGBTQ+ community, or are sometimes perceived to be, take a step backward.
➣ If you have travelled outside the U.S., take a step forward.
What is Privilege?

- If you took an annual family vacation growing up, take a step forward.
- If you attended a private liberal arts college or Ivy League university, take a step forward.
- If you or members of your family have been on welfare, take a step backward.
- If you are a first-generation college student, step backward.
- If English was your first language, take a step forward.
- If you grew up in a two-parent household, take a step forward.
- If you are a turbaned-sikh, take a step backward.
- If you can easily enter any building or location without considering its accessibility, take a step forward.
- If you had your own bedroom growing up, take a step forward.
- If you were born in this country, take a step forward.
- If you can go out alone without fear of being followed, harassed, or in physical danger due to your gender, take a step forward.
- If when the police pull you over, you can be sure you haven’t been singled out because of your race, take a step forward.
- If you can easily find your religious faith and culture expressed and valued in popular culture and media, take a step forward.

Have everyone sit in a circle and collectively reflect on this activity.

TEDx Talk: The Power of Privilege (optional) 35 mins

- Screen TEDx talk by Tiffany Jana at TEDxRVAWomen:
  
  🎥 https://www.youtube.com/watch?v=N0acvkHliZs

  Encourage each student, including himself/herself, to share their thoughts in depth, offering personal experiences and viewpoints on Punjabi/Sikh community.

  🎈 How can we use our privilege to give back and turn it into action?

  ✍️ Conclude: Ask them to discuss privilege with their parents and to learn where their privilege comes from, how privilege has changed, how immigration has granted these youth privileges that their parents did not have, and reflect on how privileges can be obtained rightfully and how to help others, especially within our community, bridge these gaps.
Sources

Newseum Ed. “11 Resources for Teaching Social Movements Past and Present”
https://newseumed.org/idea/11-resources-for-teaching-social-movements-past-and-present/

Pyramid of Power
The Jyot Curriculum
# Pyramid of Power

## Learning Objectives
- Define & identify power as well as institutions of power
- Define & identify systems of oppression
- Demonstrate imbalance of power and its effects
- Analyze the relationship between power and systems of change

## Materials Needed
- Easel with chart paper or white board
- Markers
- Post-it notes
- Projector
- Laptop for PowerPoint

## Skills to Learn
- Leadership
- Community Bridging
- Critical and Analytical Thinking
- Self-development

## Prerequisite?
**What is Privilege?**

## Facilitator’s Key
- Say out loud
- Video
- Conversation/Debrief
- Reference Powerpoint

## Workshop Timeline

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is Power</td>
<td>10 mins</td>
</tr>
<tr>
<td>Institutional Power vs. Power of the People</td>
<td>10 mins</td>
</tr>
<tr>
<td>Understanding Power Structures</td>
<td>20 mins</td>
</tr>
<tr>
<td>Break</td>
<td>10 mins</td>
</tr>
<tr>
<td>Pyramid of Power</td>
<td>15 mins</td>
</tr>
<tr>
<td>Debrief</td>
<td>5 mins</td>
</tr>
<tr>
<td><strong>Total Time</strong></td>
<td><strong>1 hour 10 minutes</strong></td>
</tr>
</tbody>
</table>
What is Power?

What do you think of when you hear the word “power”?

[Take responses.]

How would you define power?

[Take responses.]

The definition we can loosely agree on is:

Power = the capacity to control circumstances in your favor

How do the examples you all shared illustrate this definition of power? (i.e. money – people with money can control the media)

Institutional Power vs. Power of the People

➢ What are examples of institutions in our society?

➢ [Take examples of institutions. Ex.: education system/colleges, banks, corporations, etc.]

➢ Based on our examples, how can we define institution then?

➢ [Take responses.] The definition we can loosely agree on is:

Institution = an influential organization or structure that helps to establish and maintain the norms and rules of society

➢ What do we think institutional power means then?

➢ [Take responses.] The definition we can loosely agree on is:

Institutional Power = the control that institutions have over the way society is constructed and maintained

➢ So how do the people fit in to this system of power?

➢ [Take responses. Guide participants to the term power of the people and have them define.]

Show political cartoon on next slide in the powerpoint as a hint

We call this the Power of the People = the power that all of us have as everyday people to collectively make change in the world
We are going to fill out a chart based on groups with institutional power and the groups that don’t have such power in society, as we were just discussing.

Split butcher paper into four columns, titled **Power Group**, **Oppressed Group**, **Target Group**, **Examples**, and **Power Structure**.

As we were doing before, let’s discuss what are some groups with power, and what are the corresponding groups without the power?

[Complete the chart accordingly.]

[If helpful, use questions like “Who do you usually see in positions of power? Who has more power in society, ____ or ____? How do you know? What groups face discrimination?”]

### Sample Table/Some Examples

<table>
<thead>
<tr>
<th>Power Group</th>
<th>Oppressed Group (Examples)</th>
<th>Power Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>The wealthy</td>
<td>The working class Healthcare is not accessible to all. Minimum wage is not a livable wage in many states</td>
<td>Capitalism</td>
</tr>
<tr>
<td>Cisgendered Males</td>
<td>All other genders (Women; non-binary, trans, gender non-conforming, intersex, two-spirit folx)</td>
<td>The Patriarchy</td>
</tr>
<tr>
<td>White People</td>
<td>People of color Preference in hiring, likeliness to not have obstacles that are because of their skin color, white privilege</td>
<td>White Privilege</td>
</tr>
</tbody>
</table>
Use the powerpoint to get participants to guess power structures and aid them in filling out the chart

➢ Show cartoon, have them discuss who has the power and who is oppressed and fill these in on the “Power Structure” chart. Guide them to the name of the power structure. The term will appear upon click, and then the next slide gives a definition.

➢ **Power structures and definitions from the powerpoint:**

➢ **White privilege** = the system that gives white people power and privileges at the expense of people of color and minorities.

➢ **Capitalism** = the economic system we live under where rich people gain profit and power from the exploitation and oppression of poor and working class people.

➢ **Male privilege** = the system we live under where men gain profit and power at the expense of women and other genders.

➢ **Ableism** = the system that gives power and privilege to able-bodied people (people who are not differently-abled) at the expense of people who are differently-abled.

➢ **Heterosexism** = the system we live under where heterosexuals gain power and privilege at the expense of LGBTQ people.

➢ **Institutional Racism** = The system that give power to white people at the expense of people of color on an institutional level. This type of racism is wide-spread and affects masses of people rather than racism targeted against individuals. This power is created and backed by institutions and even the law.

There are other target groups that also face systematic, institutional oppression, such as immigrants, non-English speakers, etc. Does anyone have questions before we continue?

It is important to remember that not all members of power groups are “bad people” – not all white people are bad, not all men are bad, etc. It is the groups as a whole that lead to historically imbalanced institutional power structures – not individual power structures. In fact, many of us are different sides of the chart, including the power groups. Being able to recognize our power and roots of oppression is the critical first step. This allows us to leverage our privileges under these systems of oppression to help the targeted groups. This is called allyship. Can anyone name some ways we can be good allies?
Pyramid of Power

Break to Process Definitions... 10 mins

Pyramid of Power 15 mins

➢ Draw out a pyramid on chart paper or a whiteboard. Split into three levels.

➢ Hand out post-it notes to every participant. Have each participant write some identity groups (power group, oppressed group, cultural group, etc).

➢ Have participants place post-its where they think the group would be in the pyramid, the top being the most powerful and the bottom being the least.

➢ The top portion would be the most powerful (white, able-bodied, heterosexual, male, etc.), and the bottom would be the least powerful (people of color, disabled, LGBTQ, female, immigrants, non-US citizens, undocumented folks, etc.).

If the top of the pyramid is so small, how do they hold the most power?

➢ Allow participants to respond, probing them to include the mentioned systems of oppression in their answers to demonstrate the imbalance of power and thus their understanding of institutional power versus people power, and systems of oppression (i.e. the top of the pyramid has the smallest group of people, but their power is significant due to white supremacy, capitalism etc.).

Debrief 5 mins

➢ Ask participants for their reactions. What did they learn through this workshop? What is something that surprised them? What is something they want to research more?

Do you feel this pyramid is fair, a world that you want to live in? If not, how would you want to see this changed? [Take responses of ideal situations.]

The important thing to remember from this pyramid is the Power of the People. People truly have great power – we are the masses, and there is power in numbers with the right organizing. We need to shift power away from the top and dismantle the systems of oppression.
Sources


“Pyramid of Power: What is power?” pages 41-42

“Pyramid of Power: Power Chart” pages 45-48

“Pyramid of Power: Pyramid of Power” pages 49-50
Bigotry and Religious Intolerance

The Jyot Curriculum
Bigotry and Religious Intolerance

**Learning Objectives**
- Define bigotry and religious intolerance
- Describe how all minority groups are negatively affected by bigotry
- Recognize their own personal prejudices
- Apply learnings to actively fight hate and intolerance
- Practice strategies to change personal prejudices

**Prerequisite?**
*What is Privilege?*

**Facilitator’s Key**
- Say out loud
- Video
- Conversation/Debrief
- Reference Powerpoint

**Skills to Learn**
- Community Bridging
- Critical and Analytical Thinking

**Materials Needed**
- Laptop, projector, and screen
- Internet access
- Speakers
- Easel with chart paper or white board
- Post-its
- Markers

**Workshop Timeline**

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<tr>
<th>Activity</th>
<th>Time</th>
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<tbody>
<tr>
<td>More Than a Label Exercise</td>
<td>45 mins</td>
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<tr>
<td>The Pyramid of Hate</td>
<td>45 mins</td>
</tr>
<tr>
<td>Religious Intolerance</td>
<td>20 mins</td>
</tr>
<tr>
<td>Ways to Fight Hate</td>
<td>10 mins</td>
</tr>
<tr>
<td><strong>Total Time</strong></td>
<td><strong>2 hours</strong></td>
</tr>
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</table>

**More Than a Label Exercise**

- **Perspective:**
  - Class participation
  - Small group discussions

**The Pyramid of Hate**

- **Perspective:**
  - Class participation
  - Small group discussions

**Religious Intolerance**

- **Perspective:**
  - Class participation
  - Small group discussions

**Ways to Fight Hate**

- **Perspective:**
  - Class participation
  - Small group discussions

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The Jyot Curriculum
More Than a Label Exercise

To start, I’m going to test your observational skills in this exercise.

➢ Show youth a set of photos on the screen (powerpoint attached)

➢ Look at each photo & write down the first word or words that come to mind about the person’s character in the photo. This should not be a description, as in “He’s wearing a blue coat,” but what they can tell about the person or his/her personality/values. This is a safe space, so you do not need to write down your answers. This exercise is meant to be a time for self-reflection, so please think to yourself and be honest with what your first thoughts are.

➢ Show the photos quickly, so the youth don’t have much time to rethink their initial impression/judgment.

➢ Ask the youth to shout out descriptors/answers they used for several of the photos. Write out the list on chart paper.

➢ Discuss why they made the choices that they did. What (false) assumptions were these descriptions based on?

➢ Show youth the second set of photos included in the powerpoint. Show paired photos side by side and ask youth to note to themselves their initial, unfiltered responses to associated questions that you ask for each pair of photos. The questions are included in the powerpoint.

➢ Discuss the youth’s answers and why they made the decisions that they did. What (false) assumptions were these decisions based on?

➢ Lead a brief discussion about bigotry (and how our assumptions and judgments play into it). Questions might include:

➢ What is bigotry? [have youth brainstorm and try to come up with a definition together.] Below are some examples

➢ a person who has strong, unreasonable ideas, esp. about race or religion, and who thinks anyone who does not have the same beliefs is wrong (Cambridge Dictionary)

➢ stubborn and complete intolerance of any creed, belief, or opinion that differs from one’s own. (Dictionary.com)

➢ obstinate or intolerant devotion to one’s own opinions and prejudices (Merriam Webster Dictionary)

➢ What are examples of some of the bigotries that society encourages?
Bigotry and Religious Intolerance

More Than a Label Exercise (continued) 45 mins

➢ What bigotries did you notice from the activity we just did?
➢ Why do we often make snap judgments about others?
➢ How do our snap judgments affect our worldview and our ability to be good citizens?

Lead a brief discussion on “why we do it?” Sample questions might include:

➢ When we treat a person or group with prejudice, what do we get out of it?
➢ How does it make us feel?
➢ How does it make others feel?
➢ What kind of world are we creating when we judge another group?
➢ Ask youth to brainstorm: What actions can we take to reduce bigotry on both a personal and societal level?

Pyramid of Hate 45 mins

➢ Have participants close their eyes. Read out the following “have you ever?” questions and have them contemplate the answers in their heads:

➢ Overheard a joke that made fun of a person of a different ethnic background, race, religion, gender, or sexual orientation?
➢ Been the target of name-calling because of your ethnic group, race, religion, gender, or sexual orientation?
➢ Made fun of someone different from you?
➢ Left someone out of an activity because he/she was different from you?
➢ Not been invited to attend an activity or social function because many of the people there were different from you?
➢ Engaged in stereotyping (lumping together all people of a particular race, religion, or sexual orientation? i.e. White men can’t jump!)
➢ Been threatened by someone who is different from you because of your differences?
➢ Committed an act of violence against someone because that person was different from you?
Lead a debrief discussion using some or all of the questions listed below:

➢ Why do you think people tell ethnic jokes about other groups, insult others, or exclude them socially? (A possible response might be that “others” are different.)

➢ Why would these differences cause a person to put down someone else? (Possible responses might be that it makes the person feel superior or more important, that he/she is afraid of the “other,” or that he/she fails to understand another’s culture.)

➢ Where do people learn to disrespect people who seem different? (Responses may include home, school, friends, or the media – newspapers, television, movies, and music.)

➢ Can you give examples of a prejudice you have perceived and/or learned through the media?

➢ Read the following case study out loud

In one school, a group of four boys began whispering and laughing about another boy in their school that they thought was gay. They began making comments when they walked by him in the hall. Soon, they started calling the boy insulting, anti-gay slurs. By the end of the month, they had taken their harassment to another level, tripping him when he walked by and pushing him into a locker while they yelled slurs. Sometime during the next month, they increased the seriousness of their conduct – they surrounded him and two boys held his arms while the others hit and kicked him. Eventually, one of the boys threatened to bring his father’s gun into school the next day to kill the boy. At this point, another student overheard the threat and the police were notified.

Debrief: Ask the students if something similar to this could happen at their school. How do they think a situation like this could affect the entire school? What could have been done to stop the situation from escalating? Who should have stopped it?

What you have been discussing a situation that started out as “whispering and laughing” and became more intense, escalating to violence. A visual way of describing this type of progression is called a Pyramid of Hate.
**Pyramid of Hate (continued)**

- Draw a pyramid on chart paper/on the white board. Write **only the titles** of each pyramid level. Briefly review each level of the pyramid starting with Level I (use the ADL’s Pyramid of Hate supplement for reference.)
- Ask students to provide one or two examples to exemplify each level.
- Based on the case study, ask students the following questions:
  - **Where would you place “whispering and laughing” on the pyramid? (Level I)**
  - **Why do you think that what seemed harmless initially progressed into violence?**
    - (Answers might include that nobody stopped it, that the perpetrators gained confidence that they could continue without interference or consequences, or that the victim did not seek help, etc.)
  - **Even if it seemed harmless to the perpetrators and bystanders, do you think it felt harmless to the victim? How do you think he felt?**
  - **At what level of the pyramid do you think it would be easiest for someone to intervene? What would be some possible ways to intervene?**

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**Religious Intolerance**

- We’ve talked a lot about bigotry today. Religious intolerance is one type of bigotry.
- Review a few examples of religious intolerance - **ideally, use events that have occurred recently.** Otherwise, you can find some examples below. Feel free to print out articles or have examples listed on chart paper.
  - Corsican mayor bans burkini after violence at beach and protests
  - Muslim Police Officer Sues NYPD Over Beard Ban (He was later reinstituted)
  - Man says facial hair got him kicked off Alaska Airlines flight
  - Trump Says Racially Profiling Muslims Should Be The Country’s Response To San Bernardino
  - Actor And Designer Waris Ahluwalia Kicked Off Plane Because Of His Turban

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The Jyot Curriculum
This type of intolerance, religious intolerance, is a major factor that leads to hate crimes.

➤ Review a few examples of hate crimes against Muslims - ideally, use events that have occurred recently. Otherwise, you can find some examples below. Feel free to print out articles or have examples listed on chart paper.

➤ Minneapolis Students Wounded After Drunken Gunman Opens Fire While Screaming ‘F*ck Muslims’
➤ Suspect charged with hate crime in murder of Lebanese neighbor
➤ Man Yells He Wants to ‘Kill Muslims,’ Attacks Store Owner in NYC; Police, Victim
➤ Man Charged With Arson in California Mosque Fire

These are all examples of Muslims being targeted and attacked. What was fueling hate towards this minority group?

Sikhs are also targeted in hate crimes – often because of our “foreign” external appearance.

Minority groups must stand together and fight hate collectively. Review a few examples of hate crimes against Sikhs - ideally, use events that have occurred recently. Otherwise, you can find some examples below. Feel free to print out articles or have examples listed on chart paper.

➤ Sikh man is hit by a truck and beaten by two men in Fresno hate crime
➤ Gunman, six others dead at Wisconsin Sikh temple
➤ Two Elderly Sikh American Men Shot in Possible Hate Crime
➤ Man Indicted On Hate Crime Charges After Allegedly Ramming Sikh Man In Queens
➤ The First 9/11 Backlash Fatality: The Murder of Balbir Singh Sodhi

As a collective community, we should avoid saying “Sikhs are not Muslim,” in response to a comment about terrorism because it implies that Muslims should be the target of bigotry. We should never throw another community under the bus, as no community deserves this kind of hate. Instead we should make it a learning opportunity to educate about Sikhism.

➤ Does anyone have any questions?
We all have a role to play in preventing hate crimes and stopping religious intolerance. This is part of our purpose and mission as Sikhs, and as activists—we must work to tackle hate crimes and injustices long before they take place, by stopping bullying based on religion and other factors in schools. There are a lot of ways we can combat hate. What are ways that you have seen others combat hate? Discuss.

10 ways to Fight Hate

➤ **Act**
Do something. In the face of hatred, apathy will be interpreted as acceptance by the perpetrators, the public, and — worse — the victims. Community members must take action; if we don’t, hate persists.

➤ **Join Forces**
Reach out to allies from churches, schools, clubs, and other civic groups. Create a diverse coalition. Include children, police, and the media. Gather ideas from everyone, and get everyone involved.

➤ **Support the Victims**
Those who have experienced hate crimes are especially vulnerable. If you have ever experience hate, bias or discrimination, report every incident — in detail — and ask for help. If you learn about a hate crime incident in your community, show support. Let them know you care. Surround them with comfort and protection.

➤ **Speak up**
Hate must be exposed and denounced. Help news organizations achieve balance and depth. Do not debate hate group members in conflict-driven forums. Instead, speak up in ways that draw attention away from hate, toward unity.

➤ **Educate Yourself**
An informed campaign improves its effectiveness. Determine if a hate group is involved, and research its symbols and agenda. Understand the difference between a hate crime and a bias incident.

➤ **Create an alternative**
Do not attend a hate rally. Find another outlet for anger and frustration and for people’s desire to do something. Hold a unity rally or parade to draw media attention away from hate.
Bigotry and Religious Intolerance

Ways to Fight Hate

➢ Pressure Leaders
Elected officials and other community leaders can be important allies. But some must overcome reluctance — and others, their own biases — before they’re able to take a stand.

➢ Stay Engaged
Promote acceptance and address bias before another hate crime can occur. Expand your comfort zone by reaching out to people outside your own groups.

➢ Teach Acceptance
Bias is learned early, often at home. Schools can offer lessons of tolerance and acceptance. Host a diversity and inclusion day on campus. Reach out to young people who may be susceptible to hate group propaganda and prejudice.

➢ Dig Deeper
Look inside yourself for biases and stereotypes. Commit to disrupting hate and intolerance at home, at school, in the workplace and in faith communities.

➢ Also direct youth to Sikh Coalition resources.

[If you want to end on a light/humorous note, screen this short video with Samantha Bee discussing Muslims in America.]

Wrap up the discussion by having youth offer reasons why they commit to helping combat hate.
Sources


Anti-Defamation League; USC Shoah Foundation Institute, University of Southern California, “Pyramid of Hate Exercise.” 2003.
Social Movements
The Jyot Curriculum
Learning Objectives

• Define social change and social movements
• Describe various social movements and how they were formed
• Discuss the role of social movements in facilitating social change
• Assess the pros and cons of social movements

Materials Needed

• Laptop, projector, and screen
• Internet access
• Speakers
• Easel with chart paper or white board
• Markers
• Tape
• Social movements definition on chart paper

Skills to Learn

• Organizing
• How to initiate change
• Critical and analytical thinking
• Public speaking
• Research

Prerequisite?

None

Facilitator’s Key

Say out loud
Video
Conversation/Debrief
Reference Powerpoint

Workshop Timeline

<table>
<thead>
<tr>
<th>Activity</th>
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Defining Social Movements

Today we will be discussing social movements and social change.

Who here is interested in social change?
[Make this question as interactive as possible. It is important that the kids remain engaged and understand the significance of this topic].

What are some of the things we are passionate to change?
[Examples listed below]
➢ Environment
➢ Institutionalized Racism and Discrimination
➢ Equal Pay
➢ Gun Control

As we can tell with this list, there are a lot of things that need to be changed in this world. However, real and serious social change always happens in the context of a social movement. Social movements can be transformational. They transform society variations of speed, depth and extent of change, depending on the subject matter at hand.

Since social movements are significant and are necessary to cause social change - we need to understand what they are.

➢ Social Movement: a group of diffusely organized people or organizations striving toward a common goal relating to human society or social change, or the organized activities of such a group.

Defining Social Movements

Now that we have a solid definition and understanding of social movements, can we come up with a few that have taken place?
Examples of social movements:
➢ Black Lives Matter movement
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➢ LGBTQ social movements
➢ Occupy Wall Street movement
➢ U.S. labor movement
➢ Anti-war movement
➢ Women’s suffrage movement
➢ #metoo movement
➢ #neveragain gun-control movement (Parkland students)
Defining Social Movements (continued)

Why are these important?
What tactics/strategies have activists used to promote their cause in a particular social movement or even in social movements overall? Ask them to tell the story a little.

What have been some pros?
➢ brings people together
➢ becomes a support group
➢ encourage to speak against wrongful doings

Some cons?
➢ could get violent
➢ lose vision of mission
➢ division in society - some people may view you differently

How do you determine whether a movement is succeeding towards its goal?
It is important to know that movements do not really have structured timeline. Some ebb and flow for years, others may die down and revive after a triggering event.

Example: The Civil Rights movement still exists today. It is not the same as it was in the 60s, but it has transformed to fit the present society’s needs and wants.

Understanding Social Movements Activity

Split participants into groups of 4 to 5. Assign them a movement to discuss amongst their group.

What were the pros and cons of these movements? Do you agree with the strategies used?

How did we get to this point? What events led to the birth of these movements? Are they still alive today?

Video Screening

Screen this Ted Talk video on what is missing in relying too much on digital media in movements.
Today we learned that Social Movements are important and are vital if we want to see change implemented. It is also important to note that change cannot happen overnight. Many movements last more than a lifetime and transform into the needs of the community.

Things to think about as we end our session is how we can begin implementing change in our community. It is important to see how our Sikh community can move forward and progress in a direction that is safe for all.

You as the youth of the Sikh Panth are responsible for how you want to carry this generation- not just in the Sikh community, but also your local communities; where you live, go to school or where you work. As Sikhs, we should always advocate for what is right.
Sources


Campaign and Strategy Development

The Jyot Curriculum
The Jyot Curriculum

Campaign and Strategy Development

Learning Objectives
• Define campaigns
• Identify steps to create a campaign
• Describe the role of campaigns as a tool for organizing
• Design a campaign

Skills to Learn
• Leadership
• Campaigning and Organizing
• Critical and Analytical Thinking
• Teamwork

Materials Needed
• Laptop, projector, and screen
• Internet access
• Speakers
• Easel with chart paper or whiteboard
• Markers
• Tape
• Papers with individual terms/definitions
• Campaign definitions handout
• Stages of a campaign handout
• Campaign issues for breakout groups

Prerequisite?
What is Organizing?

Facilitator’s Key
Say out loud
Video
Conversation/Debrief
Reference Powerpoint

Workshop Timeline

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<td>Review Definition of Organizing</td>
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<tr>
<td>What is a Campaign?</td>
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<tr>
<td>Campaign Overview</td>
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<tr>
<td>Running a Campaign: How Do You Know Your Campaign Was Successful?</td>
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</tr>
<tr>
<td>Sample Campaign</td>
<td>20 mins</td>
</tr>
<tr>
<td>Develop a Campaign</td>
<td>60 mins</td>
</tr>
<tr>
<td><strong>Total Time</strong></td>
<td><strong>2 hours 22 minutes</strong></td>
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</table>
Review Definition of Organizing 2 mins

➢ Who remembers the definition of organizing? [Take responses and then read the following definition aloud.]

➢ Organizing is the process of building organizations of oppressed people who use their collective power to win changes in peoples’ lives and shift the balance of power.

Definition of a Campaign 20 mins

Campaigns are central to organizing work. Who can give me a definition of campaign?

➢ Take responses and then read the following definition aloud (or have a youth member read it).

➢ Campaign: An organizing fight with concrete demands, targets, and strategies used to win victories around an issue.

In a previous session, we talked about how organizing has impacted our lives. Many of the victories we discussed were achieved through campaigns, such as the bus boycott campaign that significantly contributed to ending bus segregation in Montgomery, Alabama.

There are several steps to building a campaign. We are going to figure out those steps now:

➢ Have the following steps individually printed, and ask for 7 volunteers. Give each volunteer one step. Ask the other members to put them in order. If there are not enough members, have the volunteers put themselves into order. Have them explain their chosen order, and then help them order the steps as following.

➢ Identify problems in the community
➢ Get a bigger picture (analyze institutions and power structures)
➢ Focus on one issue and research it
➢ Set goals: SMART Goals (will be explained in handout)
➢ Develop a strategy
➢ Run your campaign
➢ Evaluate your work
Definition of a Campaign

➢ Discuss these stages of building a campaign and sub points below using real examples if possible. Write stages out on chart paper or a whiteboard.

➢ Issue Identification: Identify problems in the community.

➢ Research: Focus on one issue and research it.

➢ Power Analysis: Identify your target, and get a bigger picture; analyze institutions and power structures.

➢ Goal-setting: Develop your campaign goals.

➢ Social Justice: Social justice is a concept of fair and just relations between the individual and society. This is measured by the explicit and tacit terms for the distribution of wealth, opportunities for personal activity, and social privileges. What are your social goals for issues you are fighting for. How will this help the community? What will it provide?

➢ Base-building: How will you create a solid foundation for your campaign? How will it be organized? What strategy would you use to bring people aboard?

➢ Leadership Development: Leadership development expands the capacity of individuals to perform in leadership roles within organizations. Leadership roles are those that facilitate execution of a campaign’s strategy through building alignment, winning mindshare and growing the capabilities of others.

➢ Strategy: Develop a campaign strategy.

➢ Tactical Strategy: How will you gain your objective goals?

➢ Media Strategy: How will you gain attention among a larger population? How will your campaign be recognized as a whole? It is important to begin creating relationships with small media outlets and have a presence on social media.

➢ Campaign: Run your campaign.

➢ Action Planning: Develop a plan. List what steps need to be taken in order to achieve a specific goal. Keep in mind, each goal may need different steps in order to succeed.

➢ Alliance-Building: An alliance is a bond created between two organizations that is formed for mutual benefit. Creating a positive relationship with organizations or campaigns can help accomplish goals and succeed.

➢ Evaluation: Evaluate the campaign.
**Sample Campaign**

- Review a few sample campaigns on Amnesty International’s website. [Click here](https://www.amnesty.org/) and campaigns are listed under, “GET INVOLVED WITH OUR GLOBAL CAMPAIGNS.”

- Screen this TED Talk: [Melati and Isabel Wijsen: Our campaign to ban plastic bags in Bali](https://www.ted.com/talks/melati_and_isabel_wijsen_our_campaign_to_ban_plastic_bags_in_bali).

**Campaign Overview**

- [Have papers with either a term or a definition placed under the chairs around the room. Have a definition handout ready to give to each youth member after the exercise has been completed.]

  **I want everyone to look under their chairs. If you have a piece of paper under your chair, you’re going to play a part in developing a list of definitions for the many different terms that we’re going to use in this section.**

  Half of you have single terms on your paper, and the other half of you have definitions. I want you to read your paper, and then I want you to get up and find the person whose paper corresponds to yours. Once you’ve found each other, stay next to each other.

- Give the participants time to find each other. Once they’re all paired up, go through the definitions in the following order, calling out the term and reading the definition. If the pair is correct, have them come up and post their answers at the front of the room. Ask if participants have questions on terms throughout this part of the exercise.

  - **Campaign:** An intensive, sustained, and coordinated organizing fight that uses the collective power of organizations to strike at a target until it meets your demands. Organizing campaigns mobilizes people to engage in direct action on specific issues against defined targets. Campaigns seek to redistribute power and/or resources, bring institutional change, and build grassroots leaders.

  - **Tactics:** The specific activities used to apply pressure on the target(s) in order to push it to give you what you want. They are one step in a campaign plan.

  - **Direct Action:** A tactic used by organizers to expose, confront, and hold accountable the campaign target. These are face-to-face confrontations between a constituency and an individual target over a specific demand.
Campaign Overview (continued) 30 mins

Campaign Goals: The desired outcomes for an organizing campaign. Most campaigns strive to achieve three types of outcomes:

- Social Justice: Also known as campaign victory. The specific policy or institutional change for which the campaign is aiming.
- Base-building: Strengthening the group’s membership size and power.
- Leadership Development: Developing the leadership skills and experience of the group’s members.

Strategy: A plan to organize your people and your allies to force the target to meet your demands and help you reach your goals.

Organizing Strategies: Your plans for building your base and increasing the number of allies who support you in the fight.

Campaign Strategies: Your plans for pressuring the decision-makers and neutralizing your opposition.

Target: In an organizing campaign, the person who has the power (aka the decision-making authority) to give you what you want. An individual is the easiest to hold accountable, so organizers strive to determine through research which person has the most significant control.

Power Analysis: The process used to evaluate the power of your target and other important players (allies and opponents) in comparison to your group’s power. This includes conducting an analysis of where you and your target are vulnerable, the position and power of key supporters and opponents, and opportunities for changing the balance of forces.

Problem: A general social condition or a system that negatively impacts your community.

Issue: A solution or partial solution to the problems impacting your community. It always has at least three elements: a constituency with a grievance, a set of demands that address the grievance, and an institutional target at whom the grievance is directed.

Demand: The specific concessions that you are demanding from your target as solutions to your community’s problems.

Frame: The way your organization talks about the issue to your constituency, target, and the media. Your frame should both speak clearly about your specific issue and promote your deeper values.

Issue Identification: The process whereby constituency members assess and define their own needs and visions for change, and choose the issues around which they will organize and fight.
Consider criteria for what a good campaign should do. What do you think are some factors that can indicate that your campaign is successful?

- Answers may include that the campaign must:
  - Result in concrete changes
  - Give people a sense of their own power
  - Alter relations of power
  - Be winnable
  - Be worthwhile
  - Be widely felt
  - Be deeply felt
  - Be easy to understand
  - Have clear and simple messaging
  - Include compelling stories/shocking facts/statistics
  - Have a clear target(s)
  - Have a clear timeframe
  - Be non-divisive
  - Build leadership
  - Set you up for the next campaign
  - Celebrate small victories with supporters/constituency
  - Can be used to raise money

Let’s talk about tactics for a few minutes. A tactic is an action we can take to use our power as everyday people to force the target(s) to meet our demands/give us what we want. A good tactic puts direct pressure on the target(s) and builds the confidence of your base. What do you think are example of tactics?

- Sample answers to discuss:
  - Letter writing
  - Delegation visits
  - Mass demonstrations
  - Takeover of public property
  - Accountability sessions
  - Teach-ins
  - Civil disobedience
  - Public meetings

The best approach to campaign planning is to escalate your tactics over time.

- Ask students to offer an example of when they have seen this, small or large scale.
Develop a Campaign

Break up the group into four, or what works for your group size. Assign each group an issue and ask them to develop a campaign using what they’ve learned (give them about 20 minutes to develop the campaign). Inform them that they will be presenting for 3-5 minutes each, and they should use the stages of a campaign and terminology they just learned. They will use the provided worksheet as a skeleton for building their campaign. Allow for discussion and be sure to provide each group with feedback. You may create your own sample issues, or use the options below.

Issue #1: Your school has made a new rule that students are no longer allowed to wear any religious symbols at school. This rule prevents Sikhs from wearing articles of faith such as turbans and kiras, prevents Christians from wearing crosses, Muslims from wearing hijabs, etc.

Issue #2: The local government in your town has decided to shut down a public health facility that currently provides free and much-needed health care to low-income individuals in your community. Without this health facility, most people in the community will have nowhere else to go for their health needs.

Issue #3: Your state’s government gave permission to a corporation to run a gas line underground through the state. You know that this gas line will bring many potential health and environmental risks to people living in the state.

Issue #4: The U.S. government has declared war on Canada over a silly argument between the two governments. You do not believe in this war and know that many people will die unnecessarily, if the United States moves forward with it.
Sources


Youth Organizing for Community Power: Organizing Skills Training Manual, The School of Unity & Liberation (SOUL), pages 197-200, 205
Social Movements
The Jyot Curriculum
Social Movements

Learning Objectives
• Define social change and social movements
• Describe various social movements and how they were formed
• Discuss the role of social movements in facilitating social change
• Assess the pros and cons of social movements

Materials Needed
• Laptop, projector, and screen
• Internet access
• Speakers
• Easel with chart paper or white board
• Markers
• Tape
• Social movements definition on chart paper

Skills to Learn
• Organizing
• How to initiate change
• Critical and analytical thinking
• Public speaking
• Research

Prerequisite?
None

Facilitator’s Key
Say out loud
Video
Conversation/Debrief
Reference Powerpoint

Workshop Timeline

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Defining Social Movements 15 mins

Today we will be discussing social movements and social change.

Who here is interested in social change?
[Make this question as interactive as possible. It is important that the kids remain engaged and understand the significance of this topic].

What are some of the things we are passionate to change?
[Examples listed below]
➣ Environment
➣ Institutionalized Racism and Discrimination
➣ Equal Pay
➣ Gun Control

As we can tell with this list, there are a lot of things that need to be changed in this world. However, real and serious social change always happens in the context of a social movement. Social movements can be transformational. They transform society variations of speed, depth and extent of change, depending on the subject matter at hand.

Since social movements are significant and are necessary to cause social change - we need to understand what they are.

➣ Social Movement: a group of diffusely organized people or organizations striving toward a common goal relating to human society or social change, or the organized activities of such a group.

Defining Social Movements 15 mins

Now that we have a solid definition and understanding of social movements, can we come up with a few that have taken place?

Examples of social movements:
➣ Black Lives Matter movement
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➣ Environmental justice movement
➣ Khalistan movement
➣ LGBTQ social movements
➣ Occupy Wall Street movement
➣ U.S. labor movement
➣ Anti-war movement
➣ Women’s suffrage movement
➣ #metoo movement
➣ #neveragain gun-control movement (Parkland students)

More examples on the next page.
Defining Social Movements (continued)

Why are these important?

What tactics/strategies have activists used to promote their cause in a particular social movement or even in social movements overall? Ask them to tell the story a little.

What have been some pros?

➣ brings people together
➣ becomes a support group
➣ encourage to speak against wrongful doings

Some cons?

➣ could get violent
➣ lose vision of mission
➣ division in society - some people may view you differently

How do you determine whether a movement is succeeding towards its goal?

It is important to know that movements do not really have structured timeline. Some ebb and flow for years, others may die down and revive after a triggering event.

➣ Example: The Civil Rights movement still exists today. It is not the same as it was in the 60s, but it has transformed to fit the present society’s needs and wants.

Understanding Social Movements Activity

Split participants into groups of 4 to 5. Assign them a movement to discuss amongst their group.

What were the pros and cons of these movements? Do you agree with the strategies used?

How did we get to this point? What events led to the birth of these movements? Are they still alive today?

Video Screening

Screen this Ted Talk video on what is missing in relying too much on digital media in movements.
Today we learned that Social Movements are important and are vital if we want to see change implemented. It is also important to note that change cannot happen overnight. Many movements last more than a lifetime and transform into the needs of the community.

Things to think about as we end our session is how we can begin implementing change in our community. It is important to see how our Sikh community can move forward and progress in a direction that is safe for all.

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Sources


Social Media Activism

The Jyot Curriculum
Learning Objectives

- Describe social media activism
- Explain the role of social media in political and social movements
- Analyze the pros and cons of social media activism in building and sustaining social movements
- Develop strategies to use social media for activism

Materials Needed

- Laptop, projector, and screen
- Internet access
- Speakers
- Easel with chart paper or whiteboard
- Markers
- Break-out groups may need phones to view videos
- Copies of readings and case studies

Prerequisite?

None

Skills to Learn

- Social Media
- Leadership
- Campaigning and Organizing
- Self-development

Facilitator’s Key

- Say out loud
- Video
- Conversation/Debrief

Workshop Timeline

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<td>10 mins</td>
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<td>Video: “Clay Shirky: How Social Media Can Make History”</td>
<td>16 mins</td>
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<tr>
<td>Reading and Discussion</td>
<td>35 mins</td>
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<tr>
<td>Case Studies Activity</td>
<td>25 mins</td>
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<tr>
<td>Debate on “Slacktivism“ (Optional)</td>
<td>30 mins</td>
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<tr>
<td><strong>Total Time</strong></td>
<td><strong>1 hour 30 minutes - 2 hours</strong></td>
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Social Media Activism

Ice Breaker 10 mins

To start off, I want us all to share our favorite news source and how we consume news. Do you read or hear about news every day? Every other day? Every week? This does not need to be a traditional media source, but can be. Be specific and pick one

➤ (i.e. CNN on TV, AJ+ on Facebook, NYTimes on Twitter, friends sharing news on Twitter, etc.).

➤ Write these down on a whiteboard/chart paper.

➤ Take a few minutes to collectively reflect on the groupings of these sources (are these mostly traditional media, print, TV, social media, etc.?)

Video Screening 20 mins

Screen TED Talk “Clay Shirky: How Social Media Can Make History”

➤ Encourage students to take notes or identify key points they wish to discuss further.

💬 Debrief and ask for takeaways from the video

Reading and Discussion (optional) 35 mins

➤ Have participants spend 15-20 minutes reading these two articles:

➤ [The Case For Social Media and Hashtag Activism](#)

➤ [Social Media Activism: A Real Thing, or a Trick We Play On Ourselves?](#)

💬 Discuss the following questions:

➤ What were key learnings for each of you?

➤ Was there a common theme, and if so, what was it?

➤ Do you agree more with Omar’s perspective or Sabina’s?

➤ Who are the key power players to understand?

Make biases clear: Fox News - conservative/right winged

CNN - liberal/left winged

BBC - liberal/left winged etc.
Social Media Activism

Case Studies Activity 25 mins

➢ Break up the youth into 4 groups and give each group a different case study (below) to analyze. They should discuss and present on these key questions:

➢ What was the issue here? What was the intent in sharing this story?
➢ Was there a goal in mind when sharing the story? Was there an action?
➢ Who produced the content? Was the content difficult to produce?
➢ Who shared the content?
➢ Did social media activism work in this case?
➢ What did not work or could have worked better?
➢ What are 3 best practices on successful social media activism you learned from this case?

➢ Case Study Links:

➢ #Freejagginow Campaign
  ➢ give them handout included
➢ #MeToo Movement
➢ #Blacklivesmatter Movement

Debate: “Slacktivism” (optional) 25 mins

➢ Count members off into two separate groups, and then assign the following question with one team in favor and the other team against:

➢ The concept of slacktivism refers to “actions performed via the Internet in support of a political or social cause but regarded as requiring little time or involvement such as signing an online petition or joining a campaign group on a social media website.” Is slacktivism a genuine form of activism?

➢ Note: it is important to assign members rather than letting them choose the side they agree with to allow youth to flex critical thinking skills and develop arguments from another perspective.

➢ Allow members 10 minutes to gather their points as a team, 15 minutes to debate, and then 15 minutes to come together and discuss the question itself, and the process of debating for an opinion other than your own as a larger group.

If participants have wifi/phone access, encourage them to look up the social media accounts of these campaigns.
Shirky, Clay. “How social media can make history,” https://www.ted.com/talks/clay_shirky_how_cellphones_twitter_facebook_can_make_history/up-next


Usman, Omar. “Social Media Activism: A Real Thing, Or A Trick We Play On Ourselves?” https://www.ibnabeeomar.com/social-media-ais-it-good-for/


# Glossary of Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
<th>Module</th>
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<tbody>
<tr>
<td>Ableism</td>
<td>The system that gives power and privilege to able-bodied people (people who are not differently-abled) at the expense of people who are differently-abled.</td>
<td>Pyramid of Power</td>
</tr>
<tr>
<td>Advocacy</td>
<td>Pleading the cause on behalf of the individuals or groups affected by the problem.</td>
<td>What is Organizing?</td>
</tr>
<tr>
<td>Base-Building</td>
<td>Strengthening the group's membership size and power.</td>
<td>Campaign &amp; Strategy Development</td>
</tr>
<tr>
<td>Bigotry</td>
<td>A person who has strong, unreasonable ideas, esp. about race or religion, and who thinks anyone who does not have the same beliefs is wrong (Cambridge Dictionary), stubborn and complete intolerance of any creed, belief, or opinion that differs from one's own. (Dictionary.com), obstinate or intolerant devotion to one's own opinions and prejudices (Merriam Webster Dictionary)</td>
<td>Bigotry &amp; Religious Intolerance</td>
</tr>
<tr>
<td>Campaign</td>
<td>An organizing fight with concrete demands, targets, and strategies used to win victories around an issue (2) An intensive, sustained, and coordinated organizing fight that uses the collective power of organizations to strike at a target until it meets your demands.</td>
<td>Campaign &amp; Strategy Development</td>
</tr>
<tr>
<td>Campaign Goals</td>
<td>The desired outcomes for an organizing campaign. Most campaigns strive to achieve three types of outcomes.</td>
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<tr>
<td>Campaign Strategies</td>
<td>Your plans for pressuring the decision-makers and neutralizing your opposition.</td>
<td>Campaign &amp; Strategy Development</td>
</tr>
<tr>
<td>Capitalism</td>
<td>The economic system we live under where rich people gain profit and power from the exploitation and oppression of poor and working class people.</td>
<td>Pyramid of Power</td>
</tr>
<tr>
<td>Demand</td>
<td>The specific concessions that you are demanding from your target as solutions to your community’s problems.</td>
<td>Campaign &amp; Strategy Development</td>
</tr>
<tr>
<td>Direct Action</td>
<td>A tactic used by organizers to expose, confront, and hold accountable the campaign target. These are face-to-face confrontations between a constituency and an individual target over a specific demand.</td>
<td>Campaign &amp; Strategy Development</td>
</tr>
<tr>
<td>Education</td>
<td>Raising knowledge about issues so that people affected by the issues can be informed. [ex.: Raising awareness about the discrepancies between poor schools and rich schools.]</td>
<td>What is Organizing?</td>
</tr>
<tr>
<td>Electoral Effort</td>
<td>[Ex.: Lobbying elected officials whose platforms included educational reform.]</td>
<td>What is Organizing?</td>
</tr>
<tr>
<td>Electoral Work</td>
<td>Making change through the ballot – through voting, legislation, lobbying elected officials and government officials, etc.</td>
<td>What is Organizing?</td>
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<tr>
<td>Frame</td>
<td>The way your organization talks about the issue to your constituency, target, and the media. Your frame should both speak clearly about your specific issue, and promote your deeper values.</td>
<td>Campaign &amp; Strategy Development</td>
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<tr>
<td>Heterosexism</td>
<td>The system we live under where heterosexuals gain power and privilege at the expense of LGBTQ people.</td>
<td>Pyramid of Power</td>
</tr>
<tr>
<td>Institution</td>
<td>An influential organization or structure that helps to establish and maintain the norms and rules of society</td>
<td>Pyramid of Power</td>
</tr>
<tr>
<td>Institutional Power</td>
<td>The control that institutions have over the way society is constructed and maintained</td>
<td>Pyramid of Power</td>
</tr>
<tr>
<td>Issue</td>
<td>A solution or partial solution to the problems impacting your community. It always has at least three elements: a constituency with a grievance, a set of demands that address the grievance, and an institutional target at whom the grievance is directed.</td>
<td>Campaign &amp; Strategy Development</td>
</tr>
<tr>
<td>Issue Identification</td>
<td>The process whereby constituency members assess and define their own needs and visions for change, and choose the issues around which they will organize and fight.</td>
<td>Campaign &amp; Strategy Development</td>
</tr>
<tr>
<td>Leadership Development</td>
<td>Developing the leadership skills and experience of the group's members.</td>
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<td>Male privilege</td>
<td>The system we live under where men gain profit and power at the expense of women and other genders.</td>
<td>Pyramid of Power</td>
</tr>
<tr>
<td>Oppression</td>
<td>When an individual or group(s) of people are held down by injustice</td>
<td>Pyramid of Power</td>
</tr>
<tr>
<td>Organizing</td>
<td>The process of building organizations of oppressed people who use their collective power to win changes in people’s lives and shift the balance of power.</td>
<td>What is Organizing &amp; Campaign and Strategy Development</td>
</tr>
<tr>
<td>Organizing Effort</td>
<td>[Ex.: Collectively coming together to make changes in the way schools are funded by administration/district.]</td>
<td>What is Organizing</td>
</tr>
<tr>
<td>Organizing Strategies</td>
<td>Your plans for building your base and increasing the number of allies who support you in the fight.</td>
<td>Campaign and Strategy Development</td>
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<tr>
<td>Power</td>
<td>The capacity to control circumstances in your favor</td>
<td>Pyramid of Power</td>
</tr>
<tr>
<td>Power Analysis</td>
<td>The process used to evaluate the power of your target and other important players (allies and opponents) in comparison to your group's power. This includes conducting an analysis of where you and your target are vulnerable, the position and power of key supporters and opponents, and opportunities for changing the balance of forces.</td>
<td>Campaign and Strategy Development</td>
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<tr>
<td>Privilege</td>
<td>An advantage or benefit enjoyed by an individual or group at the expense of others</td>
<td>What is Privilege?</td>
</tr>
<tr>
<td>Problem</td>
<td>A general social condition or a system that negatively impacts your community.</td>
<td>Campaign and Strategy Development</td>
</tr>
<tr>
<td>Service Provision</td>
<td>To provide basic services to people who need them, often to meet people's needs, such as food, health care, etc.</td>
<td>What is Organizing</td>
</tr>
<tr>
<td>Social Justice</td>
<td>Also known as campaign victory. The specific policy or institutional change for which the campaign is aiming.</td>
<td>Campaign &amp; Strategy Development</td>
</tr>
<tr>
<td>Social Movements</td>
<td>A large-scale sustained mobilizations of masses of individuals and organizations united in common action by a common issue or vision. In general, social movements draw on a wide range of tactics and methods.</td>
<td>Social Movements</td>
</tr>
<tr>
<td>Spontaneous Combustion Myth</td>
<td>The idea that movements happen like a big explosion – all of a sudden, usually following a crisis.</td>
<td>What is Organizing?</td>
</tr>
<tr>
<td>Strategy</td>
<td>A plan to organize your people and your allies to force the target to meet your demands and help you reach your goals</td>
<td>Campaign &amp; Strategy Development</td>
</tr>
<tr>
<td>Superhero Myth</td>
<td>The idea that a superhero swoops out of the sky to save the day</td>
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<td>System</td>
<td>A group of institutions, social relations, and cultural norms working together (to function as a complex whole)</td>
<td>Pyramid of Power</td>
</tr>
<tr>
<td>Tactic</td>
<td>An action we can take to use our power as everyday people to force the target(s) to meet our demands/give us what we want.</td>
<td>Campaign &amp; Strategy Development</td>
</tr>
<tr>
<td>Target</td>
<td>In an organizing campaign, the person who has the power (aka the decision-making authority) to give you what you want. An individual is the easiest to hold accountable, so organizers strive to determine through research which person has the most significant control.</td>
<td>Campaign &amp; Strategy Development</td>
</tr>
<tr>
<td>White Privilege</td>
<td>The system that gives white people power and privileges at the expense of people of color and minorities.</td>
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