



Exploring Social Media and Human Rights through #Saynotoracism Campaign

Overview:

The role of social media in political and social issues worldwide has become increasingly relevant as a means of informing and educating the masses. For example, during the 2014 World Cup, held in Brazil, The Fédération Internationale de Football Association (FIFA), promoted their anti-discrimination social media campaign with the trending hashtag, [#saynotoracism](#). This became a major part of their social responsibility initiative. By utilizing an international tournament that celebrates diversity, FIFA was able to speak out against racism on a global stage.

This activity will allow students to examine the #saynotoracism campaign and reflect on the significance of media and technology on social and political issues. Students will examine human right issues in Brazil and be able to utilize social media, including, Instagram, Vine, Facebook, and Twitter, to spread awareness on that specific issue and write a reflection on their experience.

Background and Information:

Important Vocabulary:

Social Media¹ forms of electronic communication (as Web sites for social networking and microblogging) through which users create online communities to share information, ideas, personal messages, and other content (as videos)

Media Literacy²: the ability to access, analyze, evaluate, and create media. Media literate youth and adults are better able to understand the complex messages we receive from television, radio, internet, newspaper, magazines, books, billboards, video games, music, and all other forms of media.

Human Rights³: rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, color, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible.

¹ "Social Media." *Merriam-Webster.com*. Merriam-Webster, n.d. Web. 25 July 2014. <[http://www.merriam-webster.com/dictionary/social media](http://www.merriam-webster.com/dictionary/social%20media)

² "What is Media Literacy?" Media Literacy Project. Web. 25 July 2014. <<http://www.medialiteracyproject.org/learn/media-literacy>

³ "Your Human Rights." United Nations Human Rights Office of High Commissioner for Human Rights. Web. 25 July 2014. <<http://www.ohchr.org/en/issues/pages/whatarehumanrights.aspx>

Racial Discrimination⁴: shall mean any distinction, exclusion, restriction or preference based on race, colour, descent, or national or ethnic origin which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural or any other field of public life.

Objectives:

Students will be able to:

- Describe and recognize the definition of a human right
- Explore the #saynotoracism campaign
- Examine Article 2 of The Declaration of Human Rights
- Research Human Rights issues from the Human Rights Watch World Report 2013
- Design an awareness campaign that brings recognition to a specific human rights issue in Brazil

Time: 60 minutes

Materials: [FIFA: Against Discrimination](#), [The Universal Declaration of Human Rights](#), [Human Rights Watch: Watch Report 2013](#), Whiteboard

Common Core Standards:

CCSS.ELA-LITERACY.RH.9-10.5:

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas

CCSS.ELA-LITERACY.RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text

AFS Educational Goals:

Personal Realm:

- To look beyond superficial appearances and to be skeptical of stereotypes

⁴ "International Convention on the Elimination of All Forms of Racial Discrimination." United Nations Human Rights Office of High Commissioner on Human Rights. Wed. 25 2014. <http://www.ohchr.org/EN/ProfessionalInterest/Pages/CERD.aspx>

Interpersonal Realm:

- To have a deeper concern for and sensitivity to others and expand their capacity to perceive and respond to the values, and realities of others

Cultural Realm:

- To become more aware of their own culture and recognize its influence on their behavior and attitudes

Global Realm:

- To develop an increased curiosity and concern about world affairs, to develop a sustained commitment to obtaining information from many sources and seek out perspectives from other cultures in understanding world situations and problems

Activity:

- Review the key vocabulary terms: Social Media, Media Literacy, Human Rights, Racial Discrimination
- Read the [FIFA: Against Discrimination](#) campaign
- Challenge students to find the connections between the key terms and the #saynotoracism campaign
- Come back as a group and share connections on the white board
- Break students into groups and assign a human rights issue in Brazil from the [Human Rights Watch: Watch Report 2013](#),
- Allow students to research that specific human rights topic and the steps that have been taken by the government of Brazil to take action. Encourage them to use books, articles, videos, and scholarly sources
- Challenge them to create a digital video that can promote awareness around that issue i.e., reproductive rights and gender-based violence
- Ask students to create a creative hashtag (and even put it on social media)
- Discuss the different ways they can use social media to promote human rights awareness
- Write a reflection

Adaptation:

Challenge students to identify a human rights issue from a different country each month and create awareness through social media.

This lesson plan takes approximately an hour but requires students to complete research outside of the classroom
