

KEY UNDERSTANDINGS

- ⇒ People have a range of reasons for seeking social justice and human rights.
- ⇒ People seeking social justice and human rights work together and contribute in different ways.
- ⇒ Seeking and maintaining social justice and human rights requires perseverance, tenacity, and strong belief systems.
- ⇒ Governments and institutions have a role in ensuring that people's human rights are respected and maintained.

LEARNING PROCESSES

Values Exploration. Students will demonstrate skills as they:

- ⇒ establish criteria to evaluate values positions;
- ⇒ demonstrate how groups may share some values and agree to differ about others.

Social Decision Making. Students will demonstrate skills as they:

- ⇒ identify a range of problems associated with an issue and identify underlying problems;
- ⇒ generate a range of possible solutions;
- ⇒ plan possible actions in relation to identified problems or issues and identify the likely consequences of these actions.

LEARNING INTENTION

When students have completed this activity, they will be able to identify and explain their choices of tools and/or strategies used during the process of achieving votes for women and will be able to apply those tools and/or strategies to a social justice issue of the twenty-first century.

TIPS FOR TEACHERS

- ➔ Before doing this activity, make sure your students have successfully completed both diagnostic activities, **Activity 3: Plotting for Change**, and **Activity 4: Snapshots of Change**.
- ➔ This activity requires students to work in pairs or in paired groups.

WHAT YOU LOOK FOR

- ➔ Can students complete the online challenge and explain their choices of tools and/or strategies?
- ➔ Can they identify an issue of social justice or human rights that is relevant today?
- ➔ Can they find twenty-first century equivalents of the tools and strategies they chose during the challenge and apply them to their chosen issue?

WHAT YOU NEED

You need access to the **online activity** the Ballot Box Challenge for your class.

WHAT NEXT?

- ➔ Go to **Activity 6: People Today**.
- ➔ If you have completed all the previous activities, go to **Activity 7: The Monumental Achievement Awards**.



Monumental Stories

ACTIVITY 5: THE BALLOT BOX CHALLENGE

Student Instructions

PURPOSE

When you've completed this activity, you'll be able to identify and explain the tools and/or strategies you've chosen during the challenge and you'll be able to apply those tools and/or strategies to an issue of social justice or human rights in the twenty-first century.

WHAT YOU DO

In pairs, or in two groups, do the **online activity** the Ballot Box Challenge.

When you have completed the challenge, copy down or print out the information about the choices you made.

Then choose one issue of social justice or human rights that is relevant today, for example, children's rights (child labour, equal access to education, protection from harm), basic human rights (food, clean water, education, medical services), employment rights, treatment of immigrants, or political freedom.

Fill out the template on the next page to apply the three tools and/or strategies you used during the Ballot Box Challenge to the twenty-first century.

Extension Activity

Make your own "challenge" using your chosen modern-day issue. For example you could:

- ➔ design your own version of the online challenge by identifying the modern-day obstacles and the tools and/or strategies that might be used to overcome them;
- ➔ turn the obstacles and the tools and/or strategies into a card game;
- ➔ create a board game where the obstacles are "go back" spaces and the tools and strategies are "go forward" spaces.



Monumental Stories

ACTIVITY 5: THE BALLOT BOX CHALLENGE

Student Instructions

The issue of social justice or human rights in the twenty-first century that I/we have chosen is:

Tool or strategy I/we used in the Ballot Box Challenge	A modern day equivalent of that tool or strategy (In some cases the tool or strategy may be the same as it was in the Ballot Box Challenge.)	Reason(s) why this tool or strategy is useful in the twenty-first century	How I/we might use the tool or strategy for this issue
①			
②			
③			

