

Rise Up & Write: Youth Voices for Human Rights

July 10-14 & 17-21

9:00-2:00

UW-Madison Campus (MERIT Library, 225 N Mills St)

Monday

7/10 - Day 1

Sign in: pick up binder, make name tag, decorate lunch bag (in binder)

9:00 AM: Welcome

- **Bryn** → Write In: What brings you to Rise Up & Write?

- **Bryn** → Introduction Circle: Names, pronouns, grade, school, best movie you have ever seen?

- **Bryn** → Settle in
 - Schedule for the week
 - Tour of space (bathrooms, computers, space to eat, etc.)
 - Students sign up to do write ins / outs

- **Bryn** → Community Building Activity: Human Bingo (cards in binder)

- **Aitor** → Large Group: Building Community Agreements & Group Norms - how we will work together
 - Write 7 mins: What do you need from the group to be successful over these two weeks? What do you have to offer the group to help others find success?
 - Share out - draft community agreement statements
 - Examples: Be positive, Speak your mind, but be conscious of verbal space., Assume positive intentions, Be present, Respect each others identities and personal truths

- **ALL** → Small Groups: Intro to research & writing groups
 - Intros in small groups
 - Reintroduce or do a name challenge
 - Community building activity: Commonalities
 - The goal of the activity is to come up with as many things as possible that they all have in common. Try to push the thinking beyond: we are all in high school, we are all people, etc.
 - Quick Write: Why are you passionate about this issue? What is your history with it? When / how did you first learn about it? How has your understanding of the issue changed over time? What previous work have you done? What more do you want to do?
 - Allow each member to share some of what they wrote / summarize for the group.
 - Give an overview of the calendar & research process / materials - answer any clarifying questions

11:30 AM- 12:00 PM: Lunch

- **Aitor** → Large Group: Circle Question: What is the issue you are researching?

12: 00 - 1:30 PM

ALL → Small Groups: Understanding the Issues

- Goal: Define the Problem
- Quick write: What is the current status of our issue as of today? How do we know about it?
 - Share in small groups
- Define the problem research: What's the issue? And What's being done?
 - Students use guide in YAT to do mini-research
 - Encourage students to work in small groups or pairs
 - Discuss what students found and what your group can learn from it

Bryn → Large Group: model Root Causes

- Small group: Root Cause for group issue on big paper

Bryn → Large Group: model Ecological Model

- Small group: Ecological Model for group issue on big paper

~~**Bryn** → Large Group: Presentation of Root Cause & Ecological Model diagrams~~

1:30 PM: Write Out

Authors Chair

For tomorrow: paper bags → everyone should bring back their bag with three objects that represent them

Take home: Emily Mills recent articles

Tuesday

7/11 - Day 2

9:00 AM

- **Bryn** → Write In & Announcements
 - Facebook group
- **Aitor** → Paper bag share out: What items did you bring and why are they important to you?

9:20 AM

Bryn → Large Group: model Ecological Model

- Small group: Ecological Model for group issue on big paper

Bryn → Large Group: Ideal State and how to get there

- Naming Positive Outcomes
 - Large Group Model
 - Quick write: Name Positive Outcomes: What would it look like if...?
- Developing research questions
 - Large Group Model → use positive outcomes to develop research questions
 - Quick write: Question Brainstorm

ALL → Small groups:

- Discuss and determine research questions
- Make big paper with group names and research questions

Gwyn → Large group: Moving into Research

- Benefit to focusing on root cause vs. "big issue"
- Intersectionality
- "Symptoms" functioning as narrative

ALL → Research Time

11:30 AM- 12:00 PM: Lunch

Jen → Large Group: Circle Question: Brainstorm questions for Emily Mills

- 12:15PM: Guest speaker: Emily Mills

Research Time (if time allows)

1:30 PM: Write Out

Authors Chair

Wednesday

7/12 - Day 3

9:00 AM:

- **Aitor** → Write In & Announcements
 - **Gwyn** → Daily Log
- **Bryn** → ACTIVITY: Speed dating: Create two lines of chairs facing each other about 1 foot across. Have the students sit in the chairs and assign one line side A and the other side B. Explain to students that you will pose a series of questions. First side A will answer and side B will NOT SPEAK but simply listen. Then side B will answer and side A will NOT SPEAK and simply listen. Each side will have one minute to answer.
 - If you could have dinner with any one person throughout history, who would it be?
 - What is the best movie you have ever seen? What makes it the best?
 - What do you think is the greatest problem in the United States today? Why?
 - If your house was burning down and all of the living things were out, and you had time to grab one thing, what would you grab? Why?
 - What person has influenced your life the most? How?
 - What will you be doing 10 years from now?
 - What would be the first thing you would do if you won the lottery? Why?
 - If you could physically transport yourself anywhere in the world right now, where would you go?
 - If you were going to be stuck on a desert island with one other person, who would you want to be stuck with? Why?
- **Bryn** → Thank you notes to Emily Mills

9: 20 AM

Bryn → Large group: Analyze model source & use source notes page for support

- Pre-reading: Assess credibility / authority / bias
- During reading: code for author's claim & evidence provided
- After-reading: What information might be helpful
- Review research tools & reminders as well Research Note-Catcher

ALL → Small Groups

- Review models from yesterday
- Resource Search / Reading / Note-catching

11:30 AM- 12:00 PM: Lunch

- **Gwyn** → Large Group: Circle Question:

ALL → Small Groups: Research share out

- What are the most compelling arguments / pieces of evidence?
- What are the opposing arguments? Where do these come from?

Bryn → Large Group: Circle back to Root Cause & Ecological Model Charts

- Would you adjust or add anything now?

Bryn → Large Group: Model Brainstorm 3 Pieces

All → Small Groups: Brainstorm 3 Pieces

- Use following questions as thinking tools to determine audiences / claims
 - How can we figure out whose decisions or actions can make our goal happen?
 - What does the goal call for?
 - What organization or governing body or leader decides on the rules or outcomes that your goal seeks to address?
 - Who in the organization is a key decision maker? Who is a person of influence?
 - Might the effort be directed to a larger group?
 - Who might be some other persons or organizations seeking the same goal?
 - Who might take an opposing position on the issue and how might we speak with them?
- Suggested:
 - Peers: Social Media Campaign
 - Community: Op-ed
 - Changemakers: letter to representative
- Individuals or in small groups: Complete Determining Who to Influence & Planning to Write

Jen → Large Group: Impromptu / Elevator Speech Activity: what is your issue? Why does it matter?

1:30 PM: Write Out

Authors Chair

Take Home: Amber Walker current articles

Thursday

7/13 - Day 4

9:00 AM: Write In

- **Gwyn** → Write In & Announcements
- **Aitor** → One sentence post-it share-around
- **ALL** → Mixed Groups: Read and discuss an Amber Walker article → generate questions for her visit
- **Bryn** → Large Group - Organizing to write for Peers
 - Read aloud / think aloud models
 - What do we notice about the organization?
 - What makes the piece effective?
- **ALL** → Small Groups / Individual - create organizer & begin drafting
 - Students should model their work after a piece they like or create their own organizational tool.

10:30 - 11:30: Guest speaker: Amber Walker

11:30 AM- 12:00 PM: Lunch

- **Jen** → ACTIVITY: Focus count: The object of the game is for the group to count to 10 without anyone saying the same number at the same time, or saying the same number twice. No one is allowed to gesture or talk to decide who will say the next number. Have someone start out by saying the number 1. Then without saying anything or making a gesture, someone else has to say 2, then someone else says 3, and so on until the group gets to 10. If people speak at the same time, or gesture, start over!
- **Aitor** → Large Group: Circle Question: Takeaways from Amber Walker?

Writing Time - Drafting: writing to peers

1:30 PM: Write Out

Authors Chair

Article Discussion Small Groups!

Natalie	Aitor	Gwyn	Bryn
Audrey Emily Rosa Kim	Emma Michael Ashley Zoe	Heather Camille Sharon Matthew	Kumba Bethany Sam Aaron

Friday

7/14 - Day 5

9:00 AM

- **Jen** → Write In
- **Bryn** → Thank you note to Amber Walker
- **Bryn** →
 - Think about AUDIENCE
 - Your MODE & MEDIUM is probably your social media platforms
 - Bryn will share work via Rise Up & Write platforms as well
 - Remember: Solution Oriented & Action Oriented
 - What can your audience DO about this problem to make a difference?
 - Go back to your ROOT CAUSES / ECO Model → What DIRECT ASKS can you make?
 - Buttons!! What key message do you want to communicate to your peers?
- **ALL** → Draft / make button design (about an hour)
- **ALL** → Feedback Session

Small Groups

Natalie & Jen	Aitor	Gwyn	Bryn
Matthew Rosa Camille Zoe	Ashley Michael Heather Emily	Aaron Audrey Emma Kim	Kumba Sam Bethany Sharon

Writing Time - finish writing piece to Peers

11:30 AM- 12:00 PM: Lunch

- **Jen** → Large Group: Circle Question:

Writing Time - finish writing piece to Peers

1:15 PM:

- End of week appreciations
- Invitations to Celebration next week
- Write Out
- Authors Chair

Monday

7/17 - Day 6

9:00 AM

- **Gwyn** → Write In
- **Bryn** → Announcements
 - Tomorrow: Photographers coming! Wear your Rise Up & Write t-shirts!
 - Celebration on Friday
 - Meet here - go to union south together
 - Pizza for lunch :)
 - Gallery-style presentation of writing
 - Send FB invites
 - Potluck this week → Thursday
- **ALL** → Large Group Activity: This or That

live in the country or the city? use social media or watch tv?

be very short or very tall? be invisible or be able to fly?

have two close friends or a live in the future or the past?

lot of acquaintances? indoors or outdoors?

travel every day or never leave
home?

read the book or watch the movie?

Playing sports or watching sports?

- **ALL** → Gallery-style sharing of Writing to Peers
 - Set out feedback sheet near your work
 - Read, review, leave appreciations
- **Bryn** → Writing to our Community
 - Writing Op-eds
 - Read aloud / think aloud: Driverless cars articles
 - Key words / Definitions
 - Claim
 - Evidence
 - Commentary
 - Discuss: What do you notice these authors doing?
 - For issues pertaining identity / belief systems: Instead of thinking about “opposing arguments” consider your audience as someone who might not understand something about the population
- **Gwyn** → Framing arguments
- **Small Groups meet** → Discuss organizing arguments

11:30 AM- 12:00 PM: Lunch

Writing to Community Work time

1:30 PM: Write Out

Authors Chair

- Announcement: Reminders from this morning

Tuesday

7/18 - Day 7

9:00 AM

- **Aitor** → Write In

9:30 - 10:30 AM

- GUEST SPEAKER: Melanie Conklin - District Outreach & External Relations for Mark Pocan

Writing Time - Finish Writing Piece to Community

11:30 AM- 12:00 PM: Lunch

- **Jen** → Large Group: Circle Question:
- **ALL** → Small Group - Revisit Planner
 - Review / revise Writing to my Changemakers
- **Aitor** → Large Group: Organizing to write for Changemakers
 - Read aloud / think aloud models
 - What do we notice about the organization?
 - What makes the piece effective?
- **ALL** → Small Groups / Individual - create organizer & begin drafting

1:30 PM: Write Out

Authors Chair

Take home: Chris Rickert's recent columns

Wednesday

7/19 - Day 8

9:00 AM

- **Bryn** → Write In
- **Bryn** → Thank you note to Melanie Conklin

Writing Time - writing to changemakers

- **Jen** → Fishbowl / Debate: Practice talking about the issues with others

11:30 AM- 12:00 PM: Lunch

- **Gwyn** → Large Group: Circle Question:

12: 15 - 1:15 PM: Guest Speaker:Chris Rickert

1:30 PM: Write Out
Authors Chair

Thursday

7/20 - Day 9

9:00 AM:

- **Aitor**→ Write In
- **Bryn** → Thank you note to Chris Rickert

Writing time - writing to changemakers

11:30 AM- 12:00 PM: Lunch

- **Gwyn** → Large Group: Circle Question:
- **Jen** → Large Group: Discuss Feedback & Critique Expectation (In participant binder)
- **ALL** → Feedback for Writing to Change Makers
 - Protocol: Facilitated Peer Feedback
 - Model Facilitated Peer Feedback practice
 - Practice Facilitated Peer Feedback
- Writing Time - finish writing piece to Change Makers

1:30 PM: Write Out
Authors Chair

Friday

7/21 - Day 10

9:00 AM: Write In

ALL → Finishing Touches - Finish writing piece to change-makers

Bryn → Thank you to parents & teachers who nominated

11:30 AM- 12:00 PM: Lunch

ALL →12:00 - 1:30 AM: End of Camp Celebration: Rise Up & Celebrate!!

Bryn → End of week appreciations

1:30 PM: Write Out
Authors Chair