

MODULE

8,9,10

EnACT x CORE

“How wonderful it is that enact exists”
- *ben frank or something*
- *definitely bernard weber*

Introduction

Introduction to the best elective (enact)

Agenda

1. In-Line Discussion
2. The First Amendment
3. Vaccination Harassment
4. Activities

Facilitation Notes

- SELL ENACT BECAUSE IT'S THE BEST

Where do you Stand? (30 minutes *or more if discussion is good)

Purpose:

Students will be able to visibly see how their classmates' opinions align with current patterns of thinking in society.

Materials:

- Piece of paper for each student
- Pens

Directions: Students will each write down an opinion on a post-it note, then pass it to their facilitators. The facilitators will then read out each statement, and then pick a side of a room that demonstrates each opinion and its extreme. (Left side of the room = strongly agree, right = strongly disagree) Students will then be prompted to justify their reasoning behind their answer. **Emphasize that their opinions can be as serious or unserious as they want them to be. Facilitators: Make sure to determine what is appropriate for the class and what isn't appropriate.**

- Just for a twist, randomly add in some of the statements we put below this (or one of your own); whether or not you tell the students you're adding statements in is up to you

Sample Statements

1. White air-forces are basketball shoes.
2. Climate change is the most urgent threat to society
3. Capitalism advances the human condition
4. Political discourse shouldn't be included in public K-12 schools
5. "One nation under God" should be omitted from the pledge
6. Healthcare is a human right
7. The pink tax should be removed

Discussion:

1. What was the biggest surprise to you in this activity?
2. How do people with different answers to opinions come together in a group and implement things? (How do activist groups form with so many people?)

First Amendment (10 mins?)

Sources:

- <https://www.colorado.gov/dora/masterpiece-cakeshop-v-colorado-civil-rights-commission>
<https://www.colorado.gov/pacific/dora/civil-rights/public-accommodations-discrimination>

Core Crash Course:

The first amendment of the United States reads "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances."

The first amendment protects the freedom of religion for all US citizens. However, there have been many instances where religious beliefs interfere with the rights of other citizens, which is where confusion can arise. Most notably, Masterpiece Cakeshop v. Colorado Civil Rights, a Supreme Court case, juxtaposed the Freedom of Religion with LGBT+ rights. When the shop refused to make a cake for an LGBT couple's wedding, they sued for the violation of their civil rights. Ultimately, the courts ruled in favor of the cake shop.

Discussion Questions (you're free to turn this into an in-line):

1. Do first amendment rights justify discrimination?
2. Where does "hate speech" start? Should it be protected by the 1st amendment?
3. Anti-discriminatory laws are a relatively new concept – how were things different before these protections came into play?
4. What role should morals play in law-making if morals are subjective?

Vaccination Harassment Current Event (20 mins?)

Purpose:

To introduce students to the current events of EnAct.

Sources:

1. <https://www.santacruzsentinel.com/2021/10/11/new-law-bans-harassment-at-vaccination-sites-but-free-speech-concerns-persist/>
2. <https://www.abc10.com/article/news/politics/gov-gavin-newsom-signs-bill->

[protecting-peoples-right-to-get-the-covid-19-vaccine/103-eed4d439-885f-4d90-8afd-a7be51045ea2](https://www.foxnews.com/health/covid-19-vaccine-availability-103-eed4d439-885f-4d90-8afd-a7be51045ea2)

3. Videos

a. Overview

i. <https://abc7.com/california-law-vaccine-protest/10937377/>

b. Anti-Vax Video

i. <https://www.cnn.com/videos/us/2021/10/08/schools-mask-mandate-protest-parents-students-newday-vpx.cnn>

Lecture Notes:

Senate Bill 742:

- “Existing law makes it a crime to, by force, threat of force, or physical obstruction that is a crime of violence, intentionally injure, intimidate, interfere with, or attempt to injure, intimidate, or interfere with any person or entity because that person or entity is a reproductive health services client, provider, or assistant, or with any person lawfully exercising or seeking to exercise the First Amendment right of religious freedom at a place of religious worship.”

- “This bill would make it unlawful for a person to knowingly approach a person or an occupied vehicle at a vaccination site, as specified, for the purpose of obstructing, injuring, harassing, intimidating, or interfering with, as defined, that person or vehicle occupant. The bill would define “vaccination site” as the physical location where vaccination services are provided, including, but not limited to, a hospital, physician’s office, clinic, or any retail space or pop-up location made available for large-scale vaccination services. The bill would impose a fine not exceeding \$1,000, imprisonment in a county jail not exceeding 6 months, or by both that fine and imprisonment for a violation.”

- This bill intends to protect individuals wishing to get vaccinated from harassment by protests outside of vaccinations sites.

- There is major concern that this is violating the First Amendment by limiting freedom of speech. This plays into a larger narrative and longer discussion that America has been having for decades: Where does free speech end and hate speech begin?

- According to Eugene Volokh, a First Amendment professor at the UCLA law school, the government is allowed to restrict speech, but only if it’s “content-neutral” and applies equally to all protests, no matter the subject or message.

- The Supreme Court has already struck down two laws that have restricted protesting but allowed for exemption of labor disputes, BOTH TOOK PLACE IN ILLINOIS!!!

- “In 1972, it overturned a Chicago ordinance that outlawed picketing within 150 feet of a school, other than picketing arising from labor disputes at those schools. In 1980, the court found an Illinois law unconstitutional because it prohibited protests in front of homes, except in cases of labor disputes.”

- There are also concerns about the amount of breadth a protester must give the clinic and people attempting to be vaccinated

- The buffer is a 30-foot zone that prevents protests from having a conversation with someone or asking them questions, which, according to David Snyder, executive director of the First Amendment Coalition, is lawfully protected speech

- However, Erwin Chemerinsky, dean of the University of California-Berkeley School of Law and a First Amendment expert, thinks that this buffer argument might not be enough of a justification. For instance, people can use bullhorns to yell things

Discussion Questions (you’re free to turn this into an in-line):

1. Where does free speech end and hate speech begin?
2. Do you believe this law is constitutional? Why or why not?
3. Is the buffer argument valid? Why or why not?

EnACT Summary (CONCLUDE w this)

(1-2 minutes)

Resources:

1. EnACT Module Outline and Syllabus

Instructions

1. Summarize EnACT's curriculum and what the elective is about.

CORE Crash Course (CCC):

1. EnACT stands for **Enabling Activism**.
2. Activism is about promoting, changing, directing, and/or intervening in social, political, and/or economic reform with the desire to make changes in society.
3. Our goal is to equip students to exercise their voice in society/politics, we strive to encourage leadership through activism, and we hope to establish a general knowledge on government and politics and guiding social political activism on current events on large and small scale topics. Through EnACT, students will learn to develop opinions on current events, gain public speaking skills, and learn how to be an effective activist.

Activities (Supplemental)

Where do you Stand? (30 minutes)

Purpose:

Students will be able to visibly see how their classmates' opinions align with current patterns of thinking in society.

Materials:

- Piece of paper for each student
- Pens

Directions:

Students will each write down an opinion on a post-it note, then pass it to their facilitators. The facilitators will then read out each statement, and then pick a side of a room that demonstrates each opinion and its extreme. (Left side of the room = strongly agree, right = strongly disagree) Students will then be prompted to justify their reasoning behind their answer.

Emphasize that their opinions can be

Discussion:

3. What was the biggest surprise to you in this activity?
4. How do people with different answers to opinions come together in a group and implement things? (How do activist groups form with so many people?)

Pits of Activism (20 minutes)

Purpose: To prove the challenges of activism in a fun engaging way that is also possible even within a remote setting

Materials: N/A

Directions: Each student is messaged/given a certain movement they want to make happen. In addition to this movement, they have a certain resource that they must utilize to make it all happen assuming that this is the only resource available to them (examples: followers, money, office, etc). Once everyone is assigned a resource, they must develop for 10 minutes the best approach to make their specific movement be able to promote some change with their given resource. They will then share with the rest of the class.

Discussion:

1. Were there any other resources that you wish you had to make your plan more effective? How would you have utilized these resources?
2. What challenges did you come across trying to support your movement? How do the social movements we have talked about tackle these challenges?

Intro In-Line (or replace this with the where do you stand activity)

Purpose:

To introduce students into opinion building.

Directions:

- Divide the room in half and indicate which side is disagree and agree, you can use objects, post-it notes, etc to mark

Lecture Notes:

- This can get off topic easily so try to allow for some discussion but don't get too distracted.
- Make it clear it's starting as general first amendment statements, and then we're going more into depth

Questions (these are just sample questions so u have ideas,, ask whatever/whichever questions you want to):

1. White air-forces are basketball shoes.
2. Climate change is the most urgent threat to society
3. Capitalism advances the human condition
4. Political discourse shouldn't be included in public K-12 schools
5. "One nation under God" should be omitted from the pledge
6. Healthcare is a human right
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