



ILLINOIS HOLOCAUST MUSEUM & EDUCATION CENTER

TAKE A STAND LAB ACTIVITIES



Now that your students have learned about different Upstanders working to make a difference locally and globally, it's time for them to learn how they can make a difference in their own communities.

Discussion Questions:

1. What does it mean to "take a stand"?
2. What are examples of ways that people can "take a stand"?
3. What are some of the ways the Upstanders you just learned about took a stand?
4. What are some other ways that you can think of that you can take a stand in your school? Your community?
5. Can you think of any examples of people taking a stand in your hometown or in the news? What techniques and strategies did they use to make their efforts successful?

The Museum has divided advocacy techniques into 4 different categories: Advocate, Raise Awareness, Give, Participate. See tips below for each and follow the link for further details and action plans for accomplishing each item from the Museum's website.

ADVOCATE

1. Tips for talking to your [elected officials](#)
2. Tips on leading a [letter-writing campaign](#)
3. Template for creating a [petition](#)

Suggested Project: Write to your Senator to help nurses make sure they have enough protective materials to use in hospitals with patients who are or potentially could be sick with COVID-19. Find your local Senator [here](#).

Sample letter below (from [this site](#)):

"As an advocate for the American Nurses Association (ANA) and your constituent, I urge you to immediately ensure that personal protection equipment (PPE) is available to all health care systems and

providers to ensure safe working environments during the current COVID-19 pandemic and any future crisis.

Health care providers – including RNs across all health care settings, are facing severe shortages of PPE, including masks and N95 respirators, that will leave many unprotected and potentially infected by the virus. Information is coming to the attention of our association of nurses using pillowcases and other materials to make masks or are reusing masks, creating unsafe conditions that could negatively impact the nurse and patient.

While the Administration announced that PPE production is ramping up, and has called on states to negotiate directly with manufacturers, nurses and other health care providers should never be placed in a position where they do not have the protective equipment needed to safely do their job.

As an advocate, I call on Congress to:

- Support the immediate reporting on the level of and distribution of PPE to frontline health care personnel from the Strategic National Stockpile (SNS).
- Mandate that sustainable PPE levels should always be maintained at the SNS, including before, during, and following an outbreak, pandemic, or other emergency.
- Require a General Accountability Office (GAO) study to review the actions of all applicable federal agencies to identify root causes of these failures in preparation for the next wave of COVID-19 or any other pandemic to hit the United States.
- Require a GAO study on the current supply chain of PPE in the United States and worldwide to prevent future avoidable shortages.
- Require the Centers for Disease Control and Prevention (CDC) to provide science-based information on the transmission of the virus so that nurses can make the best decisions on the appropriate level of protection.
- Require the Department of Health and Human Services (HHS) to develop reporting requirements to better track shortages of PPE.

In order to ensure that RNs and other frontline health care providers remain healthy and able to continue to provide vital patient care, the Administration and Congress must exhaust every option available to increase PPE production and prioritize distribution to RNs and other frontline providers.”

RAISE AWARENESS

1. Tips for creating an eye-catching [protest sign](#)

2. Tips on social media [best practices](#)
3. Letter-to-the editor [template](#)

Suggested Project: Social media can be a great way to spread some positivity while people are self-quarantining themselves. Think of a hashtag that corresponds to one of the Upstanders you learned about, for example, #BeLikeRBG encourages us to be an Upstander for equal rights like Ruth Bader Ginsburg. After developing your hashtag, create two sample social media posts using your hashtag that emphasizes the amazing qualities of your chosen Upstander and inspires others to want to be like them, too. Also, be vigilant while using social media and combat the spread of misinformation by reporting any false stories that you see online.

GIVE

1. Timeline for [organizing a fundraiser](#)
2. Tips for online [crowdfunding](#)
3. Donation drive [timeline](#)

Suggested Project: Many organizations are currently working hard to ensure that they are helping people affected by the COVID-19 virus. There are many local and national organizations that your students' families might be already contributing to during this time. Follow [this article](#) for tips on how to help healthcare workers, who are on the frontlines of combatting this virus. A project for your entire class could be creating thank you letters for all the nurses, doctors, and healthcare staff working in a local hospital near your school that students can mail from their homes.

PARTICIPATE

1. Steps for organizing a [demonstration](#)
2. Steps for starting an [organization or club](#)
3. [Volunteer Personality Quiz](#)

Current project idea: Following the lead of [these young Upstanders](#), have students make phone calls to their elderly neighbors, relatives, and community members. As elderly people are at greater risk from COVID-19, they are especially being asked to self-quarantine, which can lead to feeling isolated and lonely. Hearing the voice of young people would be a huge lift to their spirits during this time.

