



State of California – Military Department
California Cadet Corps

CURRICULUM ON CITIZENSHIP

Strand C2: Citizenship

Level 11

This Strand is composed of the following components:

- A. Improve Yourself**
- B. Improve Your Community
- C. Improve Your State, Country, and Planet



“Make the World a Better Place: Improve Yourself!”

Table of Contents

A. Improve Yourself.....	3
Objectives	3
A1. Seven Citizenship Skills	4
A2. Civic Awareness	6
A3. Critical Thinking Skills.....	7
A4. Understanding Limitations and Biases of News	12
A5. Social Media.....	14
A6. Travel the World to Understand.....	15
A7. Seven Habits of Highly Effective Teens.....	16
A8. Citizen and Human Rights.....	18
References	23

A. Improve Yourself

Standard #2: Students learn duty, service, and responsibility as a citizen of their school, their community, the state of California, and the United States.

OBJECTIVES

DESIRED OUTCOME (Self-Mastery)

90% of Unit Cadets will know the steps they can take to become better citizens in their daily life, in their community, and in the world.

Plan of Action:

1. Identify the seven citizenship skills and why they're important.
2. Name three ways a Cadet can be involved in his/her community.
3. Define critical thinking in your own words. Explain how questioning assumptions and analyzing the source of your information help you think critically.
4. Name at least two ways to determine the truth of what's reported in the news.
5. Give three examples of things social media accomplishes and three examples of problems with social media.
6. Explain how travel or exposure to different ideas, cultures, or ways of life might change your opinion on controversial issues.
7. Identify the seven Habits of Highly Effective Teens.
8. Define "human rights" and name five internationally accepted human rights.

A1. Seven Citizenship Skills

When we say “citizenship”, we mean the duties, rights, and privileges of being a citizen of a state or nation. We’re not concerned in the Cadet Corps with your status as a citizen—many of our Cadets were born in other countries—but we all live here in the United States, and we want all our Cadets to be “good citizens.” In other words, we want Cadets to be responsible, law abiding, members in good standing in their community.

We count seven skills that are part of being a good citizen:

- Cooperation
- Patience
- Fairness
- Respect
- Strength
- Self-Improvement
- Balance

Cooperation: the process of working together toward the same end (Dictionaries, 2018)

We work TOGETHER to accomplish our goal.

Teamwork is an important skill – the ability to work with others means you’re part of something bigger than yourself.



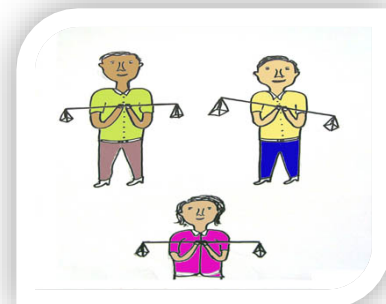
Patience: The capacity to accept or tolerate delay, problems, or suffering without becoming annoyed or anxious. (Dictionaries, 2018)

Knowing when it is best to wait, when it is best to act, and how much action one should take based on the circumstances is a good citizenship skill to have. Being able to ignore your frustration that what you want isn’t immediately available can make you a better person to live with!

Sometimes we just need to be patient and allow a system to work or a process to be completed. Patience is a virtue!

Fairness: Impartial and just treatment or behavior without favoritism or discrimination. (Dictionaries, 2018)

Fairness is a big concept in America—this is the land of opportunity where everyone has the right to achieve on their own merits. We want fairness in our life in everything we do: to be judged fairly, to be treated fairly, to have equal opportunities. We are constantly measuring our individual desires against what is in the best interest of others and the majority of the people around us. If your sense of fairness is skewed because you’re greedy or self-centered, you think it’s okay for others to suffer as long as you get yours. That doesn’t



play well within a group of people – and good citizens accept that fairness benefits you as much as it hurts you.

Respect: A feeling of deep admiration for someone or something elicited by their abilities, qualities, or achievements. (Dictionaries, 2018)



Respect is a pretty significant citizenship skill. It's so important that it's even one of the Cadet Corps' core values! People earn our respect by being or doing something we admire. We respect certain things about people—the rank they have, the position they hold—merely because they have that. We show respect (especially as Cadets) because as good citizens it's the right thing to do. And others respect us for the same reasons (there's that fairness kicking in again).

The Golden Rule—treat others as you would like them to treat you—works really well in regards to respect. We show others our respect by accepting that they are due as much respect as we are, even if they're different from us or believe differently. Everyone's opinion deserves to be heard no matter how much we may disagree with it.

Strength: The quality or state of being strong. (Dictionaries, 2018)

Strength can mean being physically strong, but it can also refer to emotional abilities or character. Inner strength can mean your resiliency or your ability to persevere in a difficult situation. That's often much more a function of your character than of your body. For instance, the ability to make it through Survival Training and earn the red beret shows that someone had the strength to gut it out throughout a long course when they were cold or hot, hungry, scared, lonely, or depressed. They didn't quit. And that's a testament to their strength.



Moral courage is having the strength to stand up for what you believe, even if it's unpopular. It's not easy to single yourself out and speak up, but it's often the right thing to do. To stand up to peer pressure when your friends want you to do something you know you shouldn't do takes strength of character.

Self-Improvement: The improvement of one's knowledge, status, or character by one's own efforts. (Dictionaries, 2018)



Self-improvement is an important citizenship skill. An equivalent in the Army is to "always improve your foxhole." Never stop working to improve your situation, whether it's your defensive position, your organization, or yourself. At your stage in life, you can't avoid self-improvement; there are parents, teachers, and commandants constantly helping you to improve yourself! As you get out on your own, the sole responsibility switches to you, and there are a lot of

competing priorities for your time: work, friendships, chores, fun . . . sometimes it's hard to continue to work at improving yourself. But you're worth it! To continually improve yourself also tends to improve those around you, whether at work, in your family, or among your friends. So what you're doing makes you an important part of your team!

Balance: An even distribution of weight enabling someone or something to remain upright and steady. (Dictionaries, 2018)

You need balance in your life because extremes too often make your life uneasy. Balance relates back to fairness and respect, which are other citizenship skills that are important. As a Cadet, you should understand that there is more than one side to every issue, and you need to develop the ability to come to agreement and resolve differences. Being able to work well with others by showing cooperation and teamwork makes you a valuable member of your unit. You are someone your leaders can count on to come through when others don't.

These seven citizenship skills are important to your success. They make you a better team player—a better “citizen”. If we all work together toward a common goal, we all benefit.

A2. Civic Awareness

Civic awareness refers to the foundation that makes people active participants in the fabric of their community and beyond. What makes a person decide to participate in elections, participate in community planning and decision-making, invest in the community, volunteer in the community and feel connected to the community?

Youth development professionals agree that one of the essential positive developmental steps for youth is establishing strong connections with their communities and the wider world. Youth connect with their communities in many roles—student, neighborhood resident, sports participant, arts participant, volunteer, worker/entrepreneur, voter or soon-to-be voter, and perhaps as participant in town meetings, neighborhood groups, and other community forums.

A combination of formal and informal learning supports this growth. Formal learning supplies the concepts that underlie civic participation: understanding of democracy, voting and elections, the structure of local, state, and federal government, the US Constitution, and the history of democracy and civic participation.

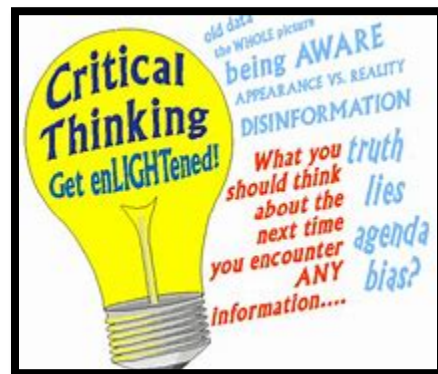
Informal learning supplies the experiences that reinforce a desire to connect with the community and contribute to the community. Early experiences like elementary school field trips to local businesses, organizations, parks, and historic sites show students how others invest in the community and contribute to the fabric of the community. Participation in youth programs in the community, such as sports, arts, technology, and recreation, communicate a sense of a caring community to children as they are growing up. Community experiences that children have with their families—shopping in neighborhood stores, going to local parks and playgrounds and attending local events—shape a sense of community. Community connections with police through day-to-day interaction, special events, and youth/police sports and other events shape a sense of community. Career speakers and career-related field trips and job shadows help youth begin to see themselves in various professional roles in the community and beyond.

Many contextual learning projects and youth leadership projects explore civic connections through a variety of hands-on projects in the community...organizing food and clothing drives, community clean-up days, history walks, museum exhibits, veteran appreciation events and many other interesting projects. (Leonard, 2012)

If you think about it, the California Cadet Corps is all about civic awareness. We encourage Cadets and units to be involved in their school and community, to volunteer in their community to help others, and to play a role as part of their community. We want you to grow up to be adults who are aware of what's going on in your community and who play an active part. We want you to understand the systems that make our government run and play your part in them as a responsible citizen.

A3. Critical Thinking Skills

What is a reasonable goal for what we want to learn in school? It's not to memorize every fact about US History or every scientific theory you're exposed to. We want to teach you how to THINK. The ability to memorize things does come in useful (and that's why we encourage some memorization in the Cadet Corps), but it's not going to help you later in life to have memorized the dates of major events in history or even the rules for grammar. We hope you can remember key things you need to know, and we want you to be able to think for yourself, work your way through problems in a logical way, write capably using correct English grammar, and apply your values to the things you do in life.



Don't go telling your history teacher that we said you don't have to memorize anything anymore! Memorizing information can be part of what you do, on a relatively short term basis, as you go through middle school and high school and learn about the events that have helped mold the world you live in. But longer term, we hope you learn that reading about history can be fun and illuminating, that it can provide relevance to the events that are occurring in your world, and that you can take the stories and facts of history and make connections between ideas. In short, we want to give you the skills to evaluate information critically—to engage in critical thinking.

In life, it's not going to be about the facts you know—they're pretty easy to access any time in an internet search—but rather about *your ability to evaluate the facts* you gather. If you can think through and solve difficult problems, you're much better prepared for anything you'll encounter in life than if you can regurgitate facts or dates.

So, what is critical thinking and how do you get better at it? The answer, I'm afraid, is not very easy. Critical thinking is deliberate thinking. In other words, thinking you put effort into, rather than the 'normal' thinking we do as we go about our everyday life.

"Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by observation, experience, reflection, reasoning, or communication, as a guide to belief and action."

– The Foundation for Critical Thinking (Scriven, 1987)

That definition from the Foundation for Critical Thinking website probably makes you want to go memorize some facts because it's easier than getting your head around the concept of critical thinking! But if you break it down, it does make sense.

When we engage in critical thinking,

- We 'actively and skillfully conceptualize' – we come up with thoughts about the topic
- We 'apply' information – relate what you know to what you're thinking about
- We 'analyze' information – we examine the information methodically in detail
- We 'synthesize' information – we combine information into a coherent whole
- We 'evaluate' information – we assess the information as to its source, validity, truth, etc.

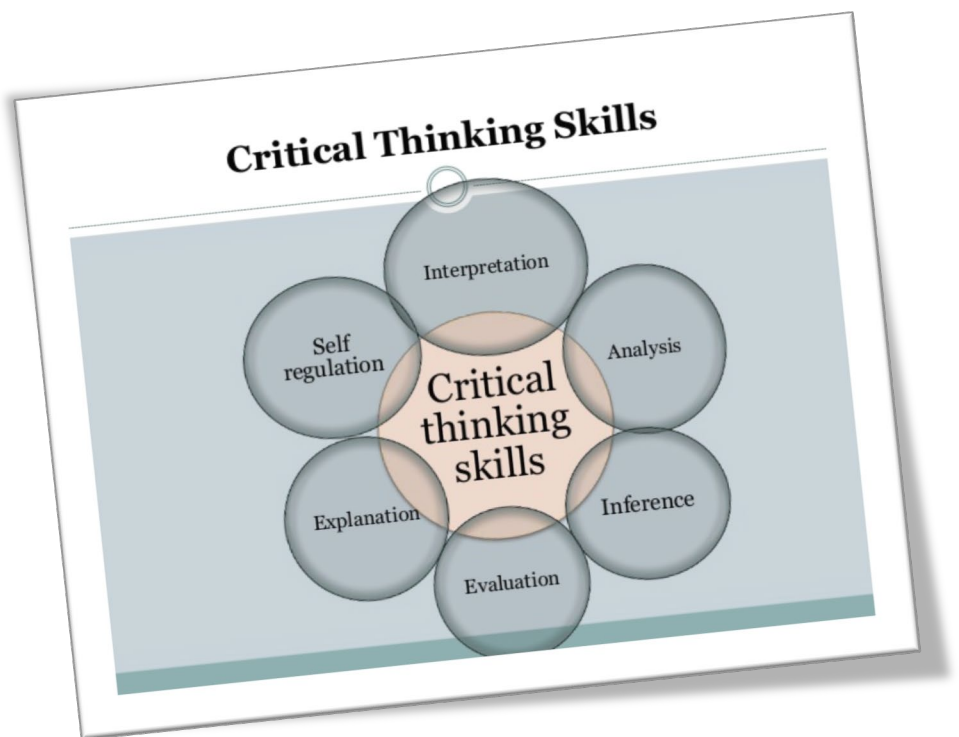
And to what information are we applying this? Information that we 'gathered from or generated by'

- Observation – what we have seen
- Experience – what we have done
- Reflection – what we have thought
- Reasoning – what we worked out through thinking something through
- Communication – what we've read or been told

Finally, we go through this process 'as a guide to belief and action.' In other words, we deliberately gather information, analyze, and synthesize it in order to determine what we believe to be true or what we should do.

"Critical thinking is self-guided, self-disciplined thinking which attempts to reason at the highest level of quality in a fairminded way." (Elder, 2007)

Critical thinking, in essence, is not that complex. Critical thinking is just deliberately and systematically processing information so that you can make better decisions and generally understand things better. In everyday thinking, there isn't much deliberation. Most thinking happens automatically. When you think critically, you deliberately employ any of the above intellectual tools to reach more accurate conclusions than your brain automatically would if you weren't being deliberate.





It doesn't really matter if you fail to think through the fact that you're out of clean shirts and you won't have time to do laundry for the next three days—life will go on. But in more serious matters, without critical thinking, it can be easy for people to manipulate you and for all sorts of catastrophes to result. That's why we want you to understand how to separate fact from fiction or assumption, recognize bias or information from a biased point of view, and recognize fallacies in reasoning.

Critical thinking also matters because it allows you to form your own opinions and engage with material beyond a superficial level. This is useful in

academic situations, but even more so in a job where you're developing a product or information that is unique to your company or employer. Copying what others are doing isn't going to make you successful. You need to be able to craft your own ideas.

Critical thinking helps you make hard decisions. Even using a decision-making process is a way to engage in critical thinking. It allows you to develop different ideas and solutions for your problem, determine criteria that you can use that help you assess the solutions, analyze and compare the solutions, and ultimately determine the best solution.

Unfortunately, we live in a world where many people are trying to take advantage of others. They want to take your money, and not always by giving you something of value in return. Every day there are people who will manipulate you, if you let them, into doing something to their advantage. It might be talking you into buying something you don't really need (or even want), stealing your information through tricking you to click on a fake link in a phishing email, or talking you into doing something against your best interest by lying to you. People try to sell you products that don't work—just look at all the miracle cures for weight loss; don't you think if there really was a pill you could take to safely lose weight, it would be a top-selling product endorsed by everyone?! When you evaluate information critically (especially information meant to sell something), you can avoid falling prey to unethical companies and people.

Being a critical thinker makes you more employable and better paid. The best employees not only know how to solve existing problems, they also know how to come up with solutions to problems no one ever imagined.

So how do we become better critical thinkers?

7 WAYS TO THINK MORE CRITICALLY (Frank, 2018)

1. Ask Basic Questions. Sometimes an explanation becomes so complex that the original question gets lost. To avoid this, continually go back to the basic questions you asked when you set out to solve the problem. Here are a few key basic question you can ask when approaching any problem:

- What do you already know?
- How do you know that?

- What are you trying to prove, disprove, demonstrate, critique, etc.?
- What are you overlooking?

Some of the most breathtaking solutions to problems are astounding not because of their complexity, but because of their elegant simplicity. Seek the simple solution first.

2. Question Basic Assumptions. It's quite easy to make a fool of yourself simply by failing to question your basic assumptions. Some of the greatest innovators in human history were those who simply looked up for a moment and wondered if one of everyone's general assumptions was wrong. From Newton to Einstein to Yitang Zhang, questioning assumptions is where innovation happens.

You don't even have to be an aspiring Einstein to benefit from questioning your assumptions. That trip you've wanted to take? That hobby you've wanted to try? That internship you've wanted to get? That attractive person in your World Civilizations class you've wanted to talk to? All these things can be a reality if you just question your assumptions and critically evaluate your beliefs about what's prudent, appropriate, or possible.

3. Be Aware of Your Mental Processes. Human thought is amazing, but the speed and automation with which it happens can be a disadvantage when we're trying to think critically. Our brains naturally use heuristics (mental shortcuts) to explain what's happening around us. This was beneficial to humans when we were hunting large game and fighting off wild animals, but it can be disastrous when we're trying to decide who to vote for. A critical thinker is aware of their cognitive biases and personal prejudices and how they influence seemingly "objective" decisions and solutions. All of us have biases in our thinking. Becoming aware of them is what makes critical thinking possible.

4. Try Reversing Things. A great way to get "unstuck" on a hard problem is to try reversing things. It may seem obvious that X causes Y, but what if Y caused X? The "chicken and egg problem" is a classic example of this. At first, it seems obvious that the chicken had to come first. The chicken lays the egg, after all. But then you quickly realize that the chicken had to come from somewhere, and since chickens come from eggs, the egg must have come first. Or did it? Even if it turns out that the reverse *isn't* true, considering it can set you on the path to finding a solution.

5. Evaluate the Existing Evidence.

"If I have seen further it is by standing on the shoulders of Giants."

– Isaac Newton

When you're trying to solve a problem, it's always helpful to look at other work that has been done in the same area. There's no reason to start solving a problem from scratch when someone has already laid the groundwork. It's important, however, to evaluate this information critically or else you can easily reach the wrong conclusion. Ask the following questions of any evidence you encounter:

- Who gathered this evidence?
- How did they gather it?
- Why?

Take, for example, a study showing the health benefits of a sugary cereal. On paper, the study sounds pretty convincing. That is, until you learn that a sugary cereal company funded it. You can't

automatically assume that this invalidates the study's results, but you should certainly question them when a conflict of interest is so apparent.

6. Remember to Think for Yourself. Don't get so bogged down in research and reading that you forget to think for yourself—sometimes this can be your most powerful tool. Writing about Einstein's paper "On the Electrodynamics of Moving Bodies" (the paper that contained the famous equation $E=mc^2$), C.P. Snow observed that "it was as if Einstein 'had reached the conclusions by pure thought, unaided, without listening to the opinions of others.' To a surprisingly large extent, that is precisely what he had done." Don't be overconfident but recognize that thinking for yourself is essential to answering tough questions. I find this to be true when writing essays—it's so easy to get lost in other people's work that I forget to have my own thoughts. Don't make this mistake.

7. Understand That No One Thinks Critically 100% of the Time. You can't think critically all the time, and that's okay. Critical thinking is a tool that you should deploy when you need to make important decisions or solve difficult problems, but you don't need to think critically about everything. And even in important matters, you will experience lapses in your reasoning. What matters is that you recognize these lapses and try to avoid them in the future. Even Isaac Newton, genius that he was, believed that alchemy was a legitimate pursuit.

Practicum

Use critical thinking skills to work through the scenario below and see if you can come up with an answer. (There is no right or wrong answer.)

"A woman was near death from a special kind of cancer. There was one drug that the doctors thought might save her. It was a form of radium that a druggist in the same town had recently discovered. The drug was expensive to make, but the druggist was charging ten times what the drug cost him to produce. He paid \$200 for the radium and charged \$2,000 for a small dose of the drug.

The sick woman's husband, Heinz, went to everyone he knew to borrow the money, but he could only get together about \$1,000 which is half of what it cost. He told the druggist that his wife was dying and asked him to sell it cheaper or let him pay later. But the druggist said: "No, I discovered the drug and I'm going to make money from it." So Heinz got desperate and broke into the man's laboratory to steal the drug for his wife. Should Heinz have broken into the laboratory to steal the drug for his wife? Why or why not?"

A4. Understanding Limitations and Biases of News

Part of being a good citizen is being responsible, fair, and balanced. That's hard sometimes if you get caught up in the emotions of what's on the news and how the people around you are reacting to it. It helps to understand the strengths and weaknesses of today's news cycle and sources, and how you can be a responsible citizen who is concerned about the veracity (truth) of reports before you get excited (or get others excited) and spin out of control. Make sure that if you do get passionate about news of the world around you, you're reacting to fact!



The news we learn about on a daily basis has changed tremendously in the past few years—even within your lifetime! Newspaper readership has plummeted, social media has taken over for many people, and the number of independent sources for news has shrunk. Corporate media is owned and managed by a few large conglomerates where there used to be many independent publications, so you could read or listen to multiple sources and get the same story without perhaps realizing that it was coming from a holding company controlled by one owner.

News suffers from filtering – editors control what is reported. What makes the news is often what sells best – whether it's print ads, pop-up ads, or commercials. It is too often 'sensationalist journalism' in order to draw readers or watchers. The focus of news is often crime, sex or money scandals, bizarre or extremist opinions or behavior, or what celebrities are doing. This is the kind of gossip people want to hear about, but they aren't necessarily the most important things going on in the world, the country, or your local area. So you think as a good citizen you're keeping up with what's in the news, but you may not really be learning about the things you need to know about.

News is often reported with a conscious or subconscious bias that has a huge effect on how we think of our country, other countries, or groups of people. Because of what is reported, media can affect peoples' attitude toward different races or genders or political views, causing bias, racism, sexism, etc. You don't even realize that you're forming opinions based on what you hear on a regular basis. In many cases, it's not even the intended message that's being broadcast, but it's effective none the less.

Sometimes the news is real but focused in such a way that you come to believe it's a bigger issue or problem than it is. If all you hear on the news is stories about crime in the streets of your city, you become concerned for your safety and believe that you can't walk the streets without encountering criminals.

Sometimes the problem is the opposite – you only hear a sound bite, which is a very short report of an incident or issue that doesn't give you all the facts or devote enough time to give a full report. Worse, you may hear a quote taken out of context, or emphasis put on an aspect of a story that doesn't give all the facts. News media that is intentionally biased toward one way of looking at things (political, social, racial – any biased reporting is unfair to the public) does a terrible disservice to news media in general, and causes people to distrust the media completely. We have now gotten to the point that people only want to hear 'their' side of news stories, so news organizations intentionally skew their reporting to give their listeners/watchers/readers what they want to hear. And worse, people put all their attention to

biased reporting, don't even get a balanced report of news that is happening, and believe what they hear.

So where's the best place to get your news? That's difficult to answer. The key is to be aware of biased and sensationalist reporting. It might be fun to watch, but should not be the sole source of your news. Try to access different sources for news, whether that's different channels, TV, newspaper, and in-depth reporting in news magazines, sites that report from different perspectives, or sites that emphasize fact based reporting over opinions or sensationalism.



Why is our news media not just reporting the facts of the major issues taking place in the world around us? Understanding the answer to this question will take you a long way toward understanding why our news is presented the way it is. Like many things in America (and elsewhere), it's all about money or power. News that is accurate, balanced, and boring doesn't sell. In a competitive market, news purveyors go with what draws an audience, and that's often biased toward sensationalism or skewed one way or another, or at least coming from a certain point of view.

Using your critical thinking skills is a good way to assess what you're hearing on the news. Consider the source, analyze the facts and assumptions presented, evaluate the evidence, and think for yourself. Don't assume that because it's in print or on TV that it's true. But the sensationalists that scream about 'fake news' aren't right either – they're usually saying that the news they don't like is 'fake', but the news that supports their opinion is 'real'. That doesn't pass the sniff test any more than what's reported in the tabloid newspapers!

Practical Exercise

For a week, check the news from three sites every day. Start by selecting news sites you have heard are biased. Every day, go through all three sites, select one topic or news event that all three have reports on, and compare the reporting. What differences do the reports show? Are the sites biased? How can you tell? How are they influencing their watchers/readers toward a point of view?

A5. Social Media



This isn't a lesson on social media. It's more a discussion of the positive and negative aspects of the social media that has taken over our world. And depending on when you're reading this, social media will have changed significantly from what it is as this is being written.

Think deeply here: What is the purpose of social media? What do you expect to get out of the social media sources you use? Is social media the same as when you first started using it? What has changed?

Many people say that social media is a great way of communicating with other people – friends, family, people who enjoy the same subject matter. It's a way of staying in touch in a world where people have moved apart from each other. Whether by posting, sharing, and/or photos, it brings you closer to many people you no longer see regularly.

Social media can be a way to promote an idea or a product or a business, whether through ads (more on that) or just the sharing of information. It can be a way to make the message about an organization – say the California Cadet Corps – available to many more people than might otherwise ever hear about it.

Social media can be a way to propagate an important news story, and to collect the input of many people on their reaction to that event. It can be a way to 'reach', or communicate with, those people who may want to hear what you're putting out. President Trump moved Twitter into a new category, not by using it in a different way, but by using it to put out the thoughts of the President of the United States. No one had done that in any similar fashion (at least to the extent he did) prior to his presidency.

Unlike almost any other type of media, social media is updated every second. It is (or can be) nonstop data coming at you 24/7, if you stay tuned in. It's hard to keep up with the amount of information available, so you shrink your input to those you want to hear from – and lose any balance of information sources you might otherwise have.

There's no regulation on the internet, except that attempted for 'moral' reasons. The information you see is always biased, and you probably don't even consider the bias. Even the seemingly uncontroversial information can create havoc in your life.

Do you follow friends on some social media program? Are they sharing their life with you? How does it make you feel? Are you seeing the good times and the bad? Do they show photos of beautiful meals, then show the sink of dirty dishes? Do they show the fabulous time they had at Disneyland, and post photos of the long lines they stood in for hours? Do the vacations seem endless, while you're stuck at work? Even the photos of Cadets at Summer Encampment or at a Leadership School show the fun parts – not the hard work they were doing most of the day. Usually, we post the photos of good times, but not the bad. People aren't lying, but they rarely tell the whole truth. If you feel like a failure or like your life is nothing like that of your friends,



you must realize that it's not true. People present a snapshot of their world without the behind-the-scenes boredom that is a part of all of our lives.

But that's just one aspect of social media – how we're connecting with the people we know. Much of what we read and see on social media sites isn't from our friends; rather, it's posted by people trying to get their message to us, either wanting our support, our money, or for us to pass along their message. That may be about abused dogs in our cities, needy people in faraway countries, or cool new solutions for problems we didn't realize we have. Some of it is real, some of it is entirely fake, and some is in the middle – exaggerated to get their point across. There's no proof-reading, no fact-checking, and lots of spoofing going on. There are constraints in putting out their message, and some people are just trying to gather followers based on wild content. Then there are bots and Russian (or other) hackers spreading fake news or fomenting dissent.

Why do we put up with it? What pushes us to this phenomenon, even when we realize the negative aspects of it? Because it's interesting, fun, exciting, and you want to stay in touch. Because it's a part of life now that is never far from our touch, and it's what you do. But this is the point when you can use some of those critical thinking skills to make sure you're not harmed by social media. Identify the fact from the fiction, see beyond the photo to the reality (which can still be fun), and don't buy just because someone is selling. And don't let it consume every minute of your life.

A6. Travel the World to Understand

As the title of this lesson implies, we recommend you seek outside influence to develop a balanced and well-rounded view of the world. You are much better able to assess and determine your feelings and beliefs about something that you have experienced. If you just rely on other peoples' input to develop your point of view, you are just parroting what others say.



Does the 'travel' need to be actual, or can it be through books, on-line references, clubs or groups? Any of these, or other ways to expose yourself to new ideas is better than just accepting someone else's opinion about something, but the best way to experience a new idea, a different culture, or a way of life is to be there.

If you can, travel to experience the culture, interact with the locals, and live alongside people who are affected by a major event or a way of life. Chances are, you will come out of the experience with a much deeper understanding of an issue. If you go to the Middle East and work with both Sunni and Shiite Muslims, or to Northern Ireland and work with Protestants and Catholics, your personal experience will give you better insight to the issues they face daily, and the long history of animosity they can't just ignore. Your experience helps you understand others in a way that is difficult from the other side of the globe, when all you hear is biased reporting from multiple sides of an argument, each with its own agenda. Even if you experience something personally, it may be extremely difficult to get more than one side to an issue.

Most of us can't spend our lives moving around the world experiencing what other people experience. If we do travel, we usually see only what tourists see, protected and separated from the reality of life. Always be aware that there are different sides to an issue, and problems are rarely able to be broken down to good guys and bad guys. Even the good guys have bad aspects to their side, and even the bad guys have good parts to what they do. Use your critical thinking, be thorough and open-minded, and at least realize that unless you're an expert about something, there's going to be a lot you don't know.

If someone is living a life completely different from yours, it's a good idea not to pass judgement about something you probably don't much understand. If you can understand why others do things a certain way, maybe you can understand an issue better. Understanding others often helps you to understand yourself, in both obvious and obscure ways. And we have learned in our training on leadership that understanding ourselves is one of the key steps to becoming a better leader!

So how can you expand your horizons? Perhaps you might choose a vocation or job that gives you opportunities to actually travel and experience other parts of the world. Joining the



military or the Peace Corps may offer those types of opportunities. Jobs with the Foreign Service or even seeking out study exchange programs can place you in position to experience other countries and ways of life. Even just becoming a traveler if that's your passion – staying in inexpensive hostels, backpacking, etc., can open you to many new ideas. And even travel to different parts of the US can open your mind and expose you to new and different ideas. But reading books and on-line publications is a free way to expand your horizons without leaving home. Do your best to find sources on different sides of a controversial issue and be open to what both sides are saying.



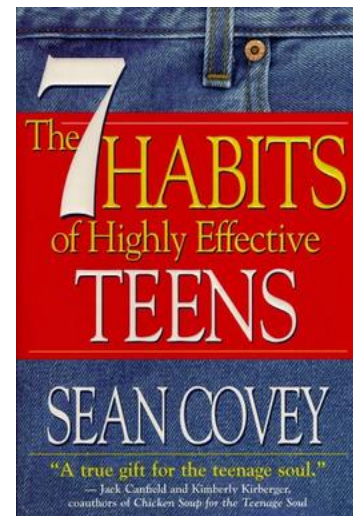
A7. Seven Habits of Highly Effective Teens

The Seven Habits of Highly Effective Teens is a 1998 bestselling self-help book written by Sean Covey, the son of Stephen Covey. In the book Covey discusses how teenagers can become more independent and effective by following seven basic habits. The habits range from being proactive in every aspect of one's life to planning and prioritizing one's daily life and responsibilities. (Wikipedia, 2018)

Habit 1: Be Proactive (District, n.d.)

Principle: I am free to choose and am responsible for my choices.

Being proactive means accepting that as human beings we are fully responsible for our own lives. Our behavior and our actions are the result of our choices, not our conditions. To be effective we need to focus our time and energy. The things we are concerned about are seen as our "*Circle of Concern*". There are things *we can do something about*, that can be described as our "*Circle of Influence*". When we focus our time and energy in our Circle of Concern, but outside our Circle of Influence, we are not being effective. However, we



find that being proactive helps us expand our Circle of Influence. The essence here is to work on things you can do something about.

Habit 2: Begin with the End in Mind

Principle: Mental creation precedes physical creation.

All things are created twice. We create them first in our minds, and then we work to bring them into physical existence. By taking control of our own first creation, we can write or re-write our own scripts, thus taking some control and responsibility for the outcome.

Habit 3: Put First Things First

Principle: Effectiveness requires the integrity to act on your priorities.

Time management is an essential skill for personal management. The essence of time management is to organize and execute around priorities. Methods of time management have developed over time. A matrix can be made of the characteristics of activities, classifying them as urgent or not urgent, important or not important. List the activities screaming for action as “Urgent”. List the activities contributing to your mission, value or high-priority goals as “Important”.

Habit 4: Think Win-Win

Principle: Effective, long-term relationships require mutual respect and mutual benefit.

The most important ingredient we put into any relationship is not what we say or do, but who we are. If our words and actions come from superficial human relations techniques (the Personality Ethic) rather than from our inner core (the Character Ethic), others will sense that duplicity. Interdependence opens worlds of possibilities for deep, meaningful associations, greater productivity, service, contribution and growth. It also exposes us to greater pain. In order to receive the benefits of interdependence, we need to create and care for the relationships that are the source of the benefits. We need to look for or create a win/win situation.

Habit 5: Seek First to Understand Then to Be Understood

Principle: To communicate effectively, we must first understand each other.

We often prescribe before making a proper diagnosis when communicating. We should first take the time to deeply understand the problems presented to us. The real key to influence is example – your actual conduct. Your private performance must square with your public performance. Unless people trust you and believe you understand them, they will be too angry, defensive, guilty or afraid to be influenced. Skills of empathic listening must be built on a character that inspires openness and trust and high emotional bank accounts.

Habit 6: Synergize

Principle: The whole is greater than the sum of its parts.

The exercise of the other habits prepares us for synergy. Synergy means the whole is greater than the sum of its parts. The relationship which the parts have to each other is a part in and of itself – the most empowering, unifying and exciting part. The essence of synergy is to value differences – to respect them, to build on strengths, and to compensate for weaknesses. The way to achieve synergy is through the creative process, which is terrifying, because you never know where the creative process will lead you.

Habit 7: Sharpen the Saw

Principle: To maintain and increase effectiveness, we must renew ourselves in body, heart, mind, and spirit.

Suppose you came upon someone in the woods working to saw down a tree. They are exhausted from working for hours. You suggest they take a break to sharpen the saw. They might reply, “I didn’t have time to sharpen the saw, I’m busy sawing!” Habit 7 is taking the time to sharpen the saw. By renewing the four dimensions of your nature – physical, spiritual, mental and social/emotional – you can work more quickly and effortlessly. To do this, we must be proactive. This is a Quadrant II (important, not urgent) activity that must be acted on. It’s at the center of our Circle of Influence, so we must do it for ourselves.

A8. Citizen and Human Rights

What are human rights? Human rights are the basic rights and freedoms that belong to every person in the world, from birth until death. They apply regardless of where you are from, what you believe, or how you choose to live your life.

They can never be taken away, although they can sometimes be restricted – for example, if a person breaks the law or in the interests of national security.

These basic rights are based on shared values like dignity, fairness, equality, respect and independence. These values are defined and protected by law. (Equality and Human Rights Commission, 2018)

Where do human rights come from? In many ways, protecting human rights was part of the founding of the United States. The people who fought to create the United States as a separate country were concerned that Great Britain wasn’t allowing Americans the rights that the colonists felt they deserved. They believed that the existence of human rights helps secure the peace, deter aggression, promote the rule of law, combat crime and corruption, strengthen democracies, and prevent humanitarian crises. (US Dept of State, 2018)



Since we look at human rights as a phenomenon for all people, we, at some level, need to work together to agree on what the actual rights are that people have. This is done at different levels of government, including by the United Nations (UN). The UN works on this issue all the time and gets countries to work together to both agree on what rights people have and to address violations.



Human Rights. Not everyone agrees on what rights human beings should have. It's hard work to get some countries to agree, when their cultural values are different from the majority of the rest of the world. Any organization addressing this issue has to take into account the diverse people they're making a claim for, whether that's a local, national, or international perspective.



In 1948, the UN published The Universal Declaration of Human Rights. That publication contains the following 30 articles detailing the human rights as ratified within the United Nations.

Article 1: Right to Equality.

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2: Freedom from Discrimination.

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, *color*, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3: Right to Security of Person.

Everyone has the right to life, liberty and security of person.

Article 4: Freedom from Slavery.

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5: Freedom from Inhumane Treatment.

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6: Right to Legal Recognition.

Everyone has the right to recognition everywhere as a person before the law.

Article 7: Right to Equality Before the Law.

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled

to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8: Right to Remedy by Competent Tribunal.

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9: Freedom from Arbitrary Legal Prosecution.

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10: Right to Fair Public Hearing.

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11: Right to Be Considered Innocent Until Proven Guilty.

(1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defense.

(2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12: Freedom from Interference.

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honor and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13: Right to Free Movement.

(1) Everyone has the right to freedom of movement and residence within the borders of each state.

(2) Everyone has the right to leave any country, including his own, and to return to his country.

Article 14: Right to Asylum From Prosecution.

(1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.

(2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15: Right to a Nationality.

(1) Everyone has the right to a nationality.

(2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16: Right to Marriage.

(1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

(2) Marriage shall be entered into only with the free and full consent of the intending spouses.

(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17: Right to Own Property.

(1) Everyone has the right to own property alone as well as in association with others.

(2) No one shall be arbitrarily deprived of his property.

Article 18: Freedom of Belief.

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19: Freedom of Speech.

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20: Right to Peaceful Assembly and Association.

- (1) Everyone has the right to freedom of peaceful assembly and association.
- (2) No one may be compelled to belong to an association.

Article 21: Right to Participate in Government.

- (1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
- (2) Everyone has the right of equal access to public service in his country.
- (3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22: Right to Social Security.

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23: Right to Desirable Employment.

- (1) Everyone has the right to work, to free choice of employment, to just and *favorable* conditions of work and to protection against unemployment.
- (2) Everyone, without any discrimination, has the right to equal pay for equal work.
- (3) Everyone who works has the right to just and *favorable* remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
- (4) Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24: Right to Rest.

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25: Right to Adequate Living Standard.

- (1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
- (2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26: Right to Education.

- (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
- (2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
- (3) Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27: Right to Participate in and Enjoy the Culture of One's Community.

- (1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
- (2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28: Right to Realization of This Declaration.

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29: Duties to Community.

- (1) Everyone has duties to the community in which alone the free and full development of his personality is possible.
- (2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
- (3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30: Freedom from Interference in Above Rights.

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

Some of the issues that generate great debate as to whether they are human rights are:

- Right to keep and bear arms
- Sexual orientation and gender identity
- Sexual and reproductive rights
- Information and communication technologies
- Right to asylum

Most countries, including the United States, have codified many of these concepts into their own laws. Our constitution gives many of these rights to Americans, as to the local, state, and federal laws of the land. There are also regional agreements and organizations that attempt to work against the violation of human rights, such as the African Charter on Human and Peoples' Rights, the American Convention on Human Rights, and the European Convention on Human Rights. Countries that ratify or sign on to these conventions fall under the jurisdiction of various human rights courts set up to adjudicate violations. Of course, the world isn't a perfect place, and often laws or rights are not fairly imposed by governments.

There are organizations active throughout the world that stand up for human rights. Prominent ones are *Amnesty International*, *Human Rights Watch*, *International Service for Human Rights*, and the *International Federation for Human Rights (FIDH)*. These organizations engage in lobbying and advocacy in an effort to convince the United Nations and national governments to adopt their policies on human rights. Many human rights organizations have observer status at the various UN bodies tasked with protecting human rights.

With the exception of a few (the right to life, freedom from slavery, freedom from torture, freedom from retroactive application of penal laws), the UN recognizes that human rights can be limited or even pushed aside during times of national emergency. The emergency must be actual, affect the whole population, and the threat must be to the very existence of the nation. The declaration of emergency must also be a last resort and a temporary nature. (United Nations, 2007) This has been done a few times during the last century (Japanese American internment during World War II, Stalin's Great Purge, the War on Terror), but history often doesn't look kindly in hindsight.

References

- Dictionaries, O. L. (2018, August 4). Retrieved from English: Oxford Living Dictionaries:
<https://en.oxforddictionaries.com/definition/cooperation>
- District, M. V. (n.d.). *Murrieta Valley Unified School District*. Retrieved from [murrieta.k12.ca.us](https://www.murrieta.k12.ca.us/cms/lib5/CA01000508/Centricity/Domain/1704/7%20Habits%20Summary.pdf):
<https://www.murrieta.k12.ca.us/cms/lib5/CA01000508/Centricity/Domain/1704/7%20Habits%20Summary.pdf>
- Elder, L. (2007). *Critical Thinking: Where to Begin*. Retrieved from The Foundation for Critical Thinking:
<http://www.criticalthinking.org/pages/critical-thinking-where-to-begin/796>
- Equality and Human Rights Commission. (2018). *What are Human Rights?* Retrieved from Equality and Human Rights Commission: <https://www.equalityhumanrights.com/en/human-rights/what-are-human-rights>
- Frank, T. (2018). *7 Ways to Improve Your Critical Thinking Skills*. Retrieved from CollegeInfoGeek:
<https://collegeinfogeek.com/improve-critical-thinking-skills/>
- Leonard, J. (2012, April 6). *Skillspages.com/blog*. Retrieved from Skillspages.com:
<http://skillspages.com/blog/?tag=civic-literacy>
- Scriven, M. &. (1987). *Critical Thinking: Where to Begin*. Retrieved from The Foundation for Critical Thinking: <http://www.criticalthinking.org/pages/critical-thinking-where-to-begin/796>
- United Nations. (2007). *The Resource Part II: Human Rights in Times of Emergencies*. New York: United Nations.
- US Dept of State. (2018). *Human Rights*. Retrieved from US Department of State:
<https://www.state.gov/j/drl/hr/>
- Wikipedia. (2018, March 28). *The 7 Habits of Highly Effective Teens*. Retrieved from Wikipedia:
https://en.wikipedia.org/wiki/The_7_Habits_of_Highly_Effective_Teens