

TOOLKIT

THE CUBE PROJECT
EVERY PERSON CAN **MAKE A DIFFERENCE**



TABLE OF CONTENT

WELCOME TO THE CUBE PROJECT 2017	2
ABOUT THE CUBE PROJECT	3
FREQUENTLY ASKED QUESTIONS	4
GET STARTED	6
EDUCATIONAL MATERIAL	
CIVIL COURAGE	7
100 ways to make a difference Raoul Wallenberg Academy	7
HUMAN RIGHTS	8
Human Rights Amnesty	8
Write for Rights Amnesty	9
Speak Truth to Power Fryshuset and Robert F Kennedy Center	10
Mission: Democracy The Living History Forum	11
Questions to explore Raoul Wallenberg Academy	12
NORM CRITICISM & DISCRIMINATION	13
Break the Norm! The Living History Forum and RFSL Youth	13
FANATICISM	14
How to cure a fanatic The Order of The Teaspoon	14
ABOUT THE PUBLISHERS	15
PHOTOS	16-17
CONTACT INFORMATION	18



WELCOME TO THE CUBE PROJECT

If you do not know what rights you have, you will not know when your rights are violated, or when you offend others.

Yearly thirty 2x2x2 meter black cubes are placed in schools around Sweden. Each cube is representing one of the 30 human rights included in the UN Declaration of Human Rights. After classroom lessons and group discussions of that specific human right, the pupils co-create content (text, images, videos, music, dance, art etc.) for the cube, to present the human right to the public. By letting students co-create a cube on human rights, it allows them to think outside the box.

The cube functions as a catalyst for raising important issues, for instance the notion that everyone is of equal worth. The history of Raoul Wallenberg's mission in Budapest during World War II serves as a starting point for us, when he saved the lives of thousands of Jews by providing them with Swedish protective passports. Today, we are once again facing major societal challenges and we need more courageous leaders who dare to act. We are convinced that everyone can make a difference if one gets the right knowledge and tools.

Human rights + Civil courage = **Making a difference**

Year 2016 is marked as the starting year for the project to launch abroad, with the aims of continuing the project long-term in each country and build strong relationships between Swedish schools and participating schools all over the world.

It is with great pleasure and anticipation the Raoul Wallenberg Academy and the Swedish Institute want to welcome you to the Cube Project.

With kind regards,
Raoul Wallenberg Academy through
Sarah Bohman, Executive Director.





ABOUT THE PROJECT

THE CUBE PROJECT

The project supports schools to work strategically to fulfill the school's overall democracy and values curriculum, additionally students are also encouraged to make a difference themselves. The project is an ongoing event in Sweden and ends yearly with a grand exhibition, in conjunction with the Raoul Wallenberg day on the 27th of August, when all the 30 cubes are gathered for a public exhibition in Stockholm.

ABOUT THE TOOLKIT

Inside the Toolkit we have collected educational materials from different organizations working with human rights, civil courage and humanity. Some of the materials are suitable both for basic and secondary schools. A lot of the materials have separate teachers' guides which specifies the learning outcomes that can be achieved. You decide for yourselves to what extent you want to use the material in your teaching: to work with all of the content in the Toolkit for a longer period or concentrate on one or a few parts in the Toolkit during some teaching occasions. The material is there to inspire you to initiate discussions on how each person can make a difference.

ABOUT THE CUBE

Use the cube as an exhibition space where students can visualize their work. It is entirely up to you to choose the format for the design; text, picture, video or sound. Each cube has a specific human right assigned to it. You can focus on just that particular declaration or to work with all the human rights in your teaching. Since each international cube are assigned *nr. 30 The right to Human Rights*, the overall goal for securing all the rights, the possibilities are great to explore multiple rights from the UN Declaration or focus on the same right as the sibling school in Sweden.

PARTNER SCHOOL IN SWEDEN

Raoul Wallenberg Academy will match each of the participating schools with a Swedish partner school working with the Swedish Cube Project. During the year teachers from both schools will stay in touch and let their students interact with each other, focusing on exploring human rights in an international perspective. The teachers decide themselves how frequent and how they communicate during the year. Preferably using Skype, e-mail, e-Twinning or social media to share ideas and communicate.



ABOUT RAOUL WALLENBERG ACADEMY

The Raoul Wallenberg Academy was founded in 2001 by, among others, Raoul Wallenberg's sister Nina Lagergren. The Academy is acting in the spirit of Raoul Wallenberg, by supporting young people to find the courage to make a difference. We do this by offering tools, education and long-term school projects.

We cultivate the four qualities common to positive change-makers in society such as Raoul Wallenberg: **empathy, courage, leadership** and **cooperation**. The first two skills are important in the process of enabling the individual to start making a difference, and the latter two are necessary for the execution of the impact of the action. We work with all four skills, since we believe that everyone can make a difference, however we put extra emphasis on the first two. Each year 8,000 young people take an active part in our projects and leadership courses, spread over 1,000 schools, all over Sweden. Through Raoul Wallenberg Day, the 27th of August, we reach duplicate that. Our organisation is built on cooperation with independent partners, who share our vision of a more humane society.

Watch the short video of the Cube Project: <https://vimeo.com/158467046>

Read more about Raoul Wallenberg Academy:
<http://raoulwallenberg.se/in-english/>

FREQUENTLY ASKED QUESTIONS

How did you come up with the idea of the cube project?

The idea of a physical cube is based on a concrete interpretation of a situation when you do not have access to human rights. The cube portrays how people are excluded when human rights are violated and illustrates exclusion. To step into the cube is like getting a glimpse of how it feels to not have access to human rights. We let the student interpret freely and use creativity as a pedagogical tool to approach these sometimes difficult issues.

Why did you decide to do this?

Raoul Wallenberg Academy in Sweden started the project four years ago because we noticed a lack of knowledge about human rights among Swedish students, even though there is a mandatory policy to read about human rights in school. If we don't know our rights, we won't know when they are being violated, thus we started this project to encourage more people to take action. The purpose of the Cube Project is to get people to realise that we all must strive for the protection of human rights and be aware of our responsibilities as human beings. We are convinced that everyone can make a difference if only we get the right knowledge and tools.



What does the future hold for the event? How far could you take this?

This year we will start our fourth year with the project. Today we work with approximately 30 schools around Sweden. Besides schools, we work with voluntary associations, companies, municipal employees and officials and the general public. Imagine every community having their own exhibition with 30 cubes in every region in Sweden.

There are so many possibilities with this project! We have just launched the project abroad. There will be cubes in Paris, Budapest, Belgrade and New York. In the future we are planning to spread the project to more countries and more schools. It is crucial for students all over the world to start conversations regarding the Human Rights.

Who was Raoul Wallenberg?

Raoul Wallenberg was a young man who went his own way. As a Swedish diplomat, he worked at the Embassy in Budapest during the final stages of World War II. His deeds in Budapest are unique; through courage, knowledge, organizational skills, audacity, and ingenuity, he was able to save tens of thousands of Jews from the Holocaust.

Raoul Wallenberg was born in Stockholm on August 27, 1912. In 1944 he was recruited by the American War Refugee Board to travel as a Swedish diplomat to Budapest. By that time, the Nazis had already sent over 435,000 Jews from the Hungarian countryside to the concentration camp in Auschwitz. In Budapest, 230,000 Jews remained, who were restrained to live in certain houses and forced to wear the yellow star of David visibly on their chests. In Budapest, Wallenberg issued protective passports and sheltered Jews in buildings designated as Swedish territory. This way, he could save tens of thousands of Jewish lives. As the Red Army arrived in Budapest towards the end of the War, they captured Raoul Wallenberg.

His fate is still unknown. No Swede has had so many schools, streets, and parks, named after him as Raoul Wallenberg. There are monuments in his honor all around the world. He is an honorary citizen in a number of countries.





GET STARTED

WHAT IS INCLUDED IN THE PROJECT?

1. A physical cube.
2. The possibility to work with digital cubes at kuberna.nu.
3. A Toolkit with pedagogical material to use during lessons.
4. An international network with other participating schools as well as support from the Raoul Wallenberg Academy.

EDUCATIONAL MATERIAL

The Toolkit offers a collection of educational materials that can easily be used in teaching. All the organizations behind the materials have extensive experience of working with these issues.

In the Toolkit you will find digital material from the following organizations:

- Amnesty
- The Living History Forum
- Fryshuset and Robert F Kennedy Center
- Raoul Wallenberg Academy
- RFSL Youth
- The Order of the Teaspoon

The toolkit is also available at www.raoulwallenberg.se.

START WORKING WITH THE TOOLKIT

1. Review the material.
2. Download the material.
3. Contact us if you have any questions.
4. Read more about the project and get inspired by others at <http://sharingsweden.se/toolkits/the-cube-project/>
5. Feel free to document your work! Send pictures and texts to project leader Philip Hjalmarsson (philip.hjalmarsson@rwa.se).

100 WAYS TO MAKE A DIFFERENCE

Raoul Wallenberg Academy

THEME: Moral courage, courage, ability to acting

FORMAT: A list containing 100 challenges that will train your ability to act

SUBJECT: Social science

With the list "100 ways to #makeadifference", we challenge you to practise your skills in civil courage and humanitarianism.

Like all other skills, civil courage is something that can be trained. With small, concrete steps, we can strengthen our courage to make sure we act compassionately in every-day situations. In the spring of 2014, we initiated a conversation about civil courage and collected lots of suggestions for both big and small actions; things that anyone can do to help create a more humane society. The discussion continued on social media, in the sphere of politics, and in different workshops. Based on the suggestions, including all suggestions that were submitted to us via social media, we put together a list of 100 things that everyone can do to train their empathy and civil courage.



Share this list in your local library, at the train station, or in your local sports hall.

raoulwallenberg.se/wp-content/uploads/100_ways_to_make_a_difference.pdf

28 Donate money to an organization you believe in instead of buying a present for someone's birthday.

70 Collect clothing, food, and money for social groups that are at risk in your hometown.

THEME: Human rights, refugees

FORMAT: A digital course

SUBJECT: Social science, English

This Massive Open Online Course will teach you about the specific human rights of refugees, and empower you to defend them. The course is an active learning tool, connecting with course participants from across the world and to become part of a global community campaigning for the rights of refugees to be upheld everywhere.

What you will learn is

- how to explain and defend the human rights of refugees
- the role of governments in preventing human rights violations against refugees
- how to challenge misconceptions, prejudices and discriminatory attitudes and behaviours towards refugees and asylum seekers
- how to take action to protect the rights of people in need of international protection.



www.amnesty.org/en/latest/education/2016/09/register-now-for-amnestys-free-online-course-on-refugee-rights/

These short films from Amnesty are a good complement:

www.amnesty.org/en/latest/education/2015/05/10-best-human-rights-videos

**AMNESTY
INTERNATIONAL**



THEME: Human rights

FORMAT: Digital lesson plan

SUBJECT: Social science


This tool is appropriate for a literacy lesson or as part of a lesson about human rights, non-governmental organisations or global citizenship. It is designed to be implemented in two 45–50 minute class sessions or one 75–minute session, but there are many ways it can be expanded and made into a more in-depth lesson, depending on the needs and time available in your classroom.



https://static.amnesty.org.au/wp-content/uploads/2016/09/Write-for-Rights_2015_secondary_teaching_resource_3-1.pdf

**AMNESTY
INTERNATIONAL**





SPEAK TRUTH TO POWER

Fryshuset and Robert F Kennedy Center

THEME: Human rights, inspiration, role models, human rights defenders, moral courage, democracy

FORMAT: Study material including interviews and discussion questions, photo exhibition, theater work and film competition

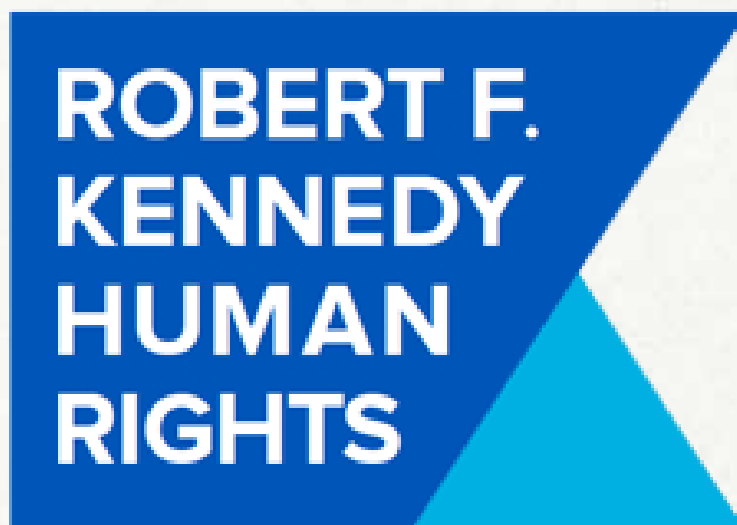
SUBJECT: Social science, History, English

The "Speak Truth To Power"-curriculum, based on the UN's principles of human rights education, is taught to millions of students around the world. Using the stories of human rights defenders in an innovative, flexible manner, "Speak Truth To Power"'s lessons are designed to fit any subject, teaching students that they, too, can learn to self-identify as a human rights defender and have a role to play in the global fight for justice.

The curriculum evolved from Kerry Kennedy's book "Speak Truth to Power: Human Rights Defenders Who Are Changing Our World", now printed in seven languages, featuring interviews with more than 50 human rights defenders.



<http://rfkhumanrights.org/what-we-do/speak-truth-power/>



MISSION: DEMOCRACY

The Living History Forum

- THEME:** Democracy, tolerance, human rights
- FORMAT:** Method Package of 22 different workshops
- SUBJECT:** Social science, History, English

"Mission: Democracy" is a method package that consists of three thematic parts: democracy, tolerance and human rights. Each theme contains workshops with exercises, such as image analysis, case studies, and valuation exercises. They are based on a high degree of student activity. These workshops bring up historical examples that connects to the present time and students' everyday lives. The method package is designed to work well in a multi-disciplinary approach of the subject teaching, mainly in Social studies, History and/or English.

The material is suitable for teaching in Democracy from grade 9 to grade 12.



<http://www.levandehistoria.se/english/educational-projects/mission-democracy>



QUESTIONS TO EXPLORE

Raoul Wallenberg Academy

Here are a few ideas what types of topics that can be explored by letting the students write or talk to each other:

- We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible. But what does that mean? Is this true in your country?
- How do you define yourself? Why do you define yourself in this way? How can this be related to the 30 Human right categories? E.g. your privileges and disadvantages/restrictions.
- We all have the right to freedom of expression. What regulations exist in your country to prohibit the use of freedom of expression? Can freedom of expression be misused or are we allowed to express our thoughts freely?
- Who is your inspiration in support of Human rights? Elaborate further on why this person is inspirational.
- As human beings we all have rights, however do we also have responsibilities to our fellow human beings (to respect their rights)? In that case in what manner and why?
- Violence is defined in multiple different ways in different countries. What is violence to you and what kind of violence is acceptable? Elaborate on this question by asking: Who can practice systematic violence and why?



BREAK THE NORM! *The Living History Forum and RFSL Youth*

THEMES: Norm criticism, hetero norms, religiosity, ethnicity and functionality

FORMAT: Physical and digital material

SUBJECT: Social science, History, English, Arts

”Break the norm!” is an educational material that includes practical exercises and material for discussions focusing on norms around gender, sexuality, ethnicity, religion, color and functionality. The material has been created by the Living History Forum, together with RFSL Youth and is aimed at those who want to work with anti-discrimination and equal treatment within the a school or an organization.

The purpose of the material is to expose the structures of norms and power, instead of exposing those who dare to break the norm. Furthermore, to illustrate how this power is maintained; the privileges that come with belonging to the standardized norm, and the norms that exist within the diverse groups. At the end of the book there are exercises and techniques to translate theory into practice.



<http://www.levandehistoria.se/english/educational-projects/break-norm>



HOW TO CURE A FANATIC

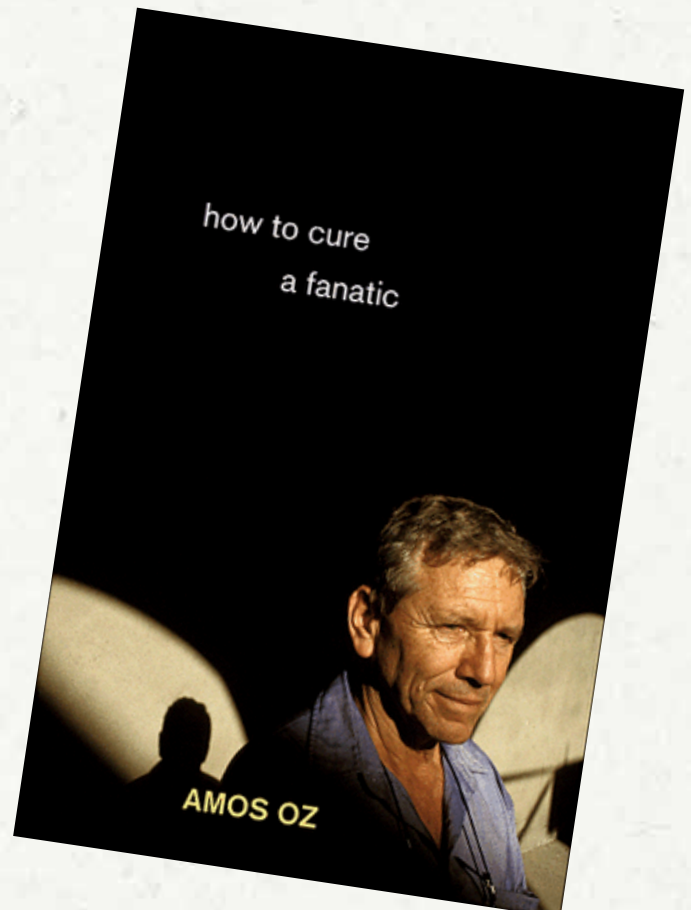
The Order of the Teaspoon / Amos Oz

- THEME:** Fanaticism, compromise, empathy
- FORMAT:** Physical and digital format: book and teacher's guide with discussion exercises
- SUBJECT:** History, Religion, Social science, English

The writer Amos Oz's book "How to Cure a Fanatic" offers the opportunity to reflect and discuss the nature of fanaticism, on who will be fanatics and what you can do to respond to and fight it. With clarity and humor, he discusses various aspects of the rapidly growing fanaticism around the world. A class set can be purchased through Amazon.com



<https://www.amazon.com/How-Cure-Fanatic-Amos-Oz/dp/0691148635>





ABOUT THE PUBLISHERS

THE LIVING HISTORY FORUM

The Living History Forum is a government agency under the Ministry of Culture. Their mission is to, with the foundation from the Holocaust, support activities regarding democracy, tolerance and human rights.

RFSL YOUTH

RFSL Youth is one of Europe's largest and most influential LGBT youth organizations with 1800 members spreading across seven districts. They have a wide range of activities ranging from social activities to political influence at local, national and international level.

SPEAK TRUTH TO POWER

Speak Truth to Power is run by Robert F. Kennedy Center for Justice and Human Rights and reaches hundreds of thousands of students in Cambodia, Hong Kong, Italy, Nicaragua, Romania, South Africa, Spain, Sweden and the United States. In Sweden, the project is conducted in cooperation with Fryshuset.

AMNESTY INTERNATIONAL

Amnesty International is an organization that works for human rights. The work is based on thorough investigations of violations of these rights and the international conventions governing rights. The organization is independent of any government, political ideology, economic interest or religion. Amnesty International's work is about long-term improvement of human conditions and at the same time helping those who suffer here and now.

THE ORDER OF THE TEASPOON

The Order of the Teaspoon is a Swedish foundation that works through an active dialogue with children and young people to promote tolerance and respect between people. Intolerance is a growing threat in today's society. The foundation's aim is to reach young people and get them to reflect on these important issues. The foundation's activities are conducted in Sweden and we also contribute our knowledge in the area of conferences and seminars abroad.







DO YOU HAVE ANY QUESTIONS?

Please visit www.raoulwallenberg.se or contact:

Philip Hjalmarsson, Project Manager, Philip.Hjalmarsson@rwa.se

Sarah Bohman, Executive Director, Sarah.Bohman@rwa.se

FOLLOW US:

Website: www.raoulwallenberg.se

Facebook: Raoul Wallenberg Academy

Instagram: @raoulwallenbergacademy

Twitter: @R_W_Academy

THERE ARE OVER 100 THINGS THAT YOU CAN DO TO CREATE A BETTER WORLD

- 1 Dare to speak up the next time you hear someone use an expression you feel is racist, sexist or homophobic.
- 2 Take a first aid course so you are prepared when someone needs your help.
- 3 Tell the story of Raoul Wallenberg's courageous acts to three other people.
- 4 Invite a group of people you do not know well to a dinner. Mix viewpoints and personalities.
- 5 Conduct social emergency drills: talk to people around you about what actions to take if you see someone collapse/faint, see a fight break out, etc.
- 6 Offer to pay the taxi fare for someone heading home alone late at night.
- 7 Ask yourself each day if you have done something to improve the life of another human being. Make sure you can answer "Yes" to this question.
- 8 Visit a refugee center near you. Ask the residents what you can do to help them.
- 9 Bag the groceries at a supermarket for someone who is unable to do it themselves.
- 10 Have coffee/tea with someone you believe has opinions that are different from yours. Don't try to persuade them to agree with you, just try to understand them and get them to understand you.
- 11 Spend an hour learning about human rights. Knowledge is power.
- 12 Develop a strategy on how you can take action if you witness a dispute or a fight in the city. When is it appropriate to intervene and when should you call 112 (911)?
- 13 Dare to speak up the next time you hear someone say something bad about another person.
- 14 Instead of gifts for your next birthday, request that a contribution be made to a charity.
- 15 Teach children about empathy by talking to them about their fears so they have a better understanding of when others might also be fearful.
- 16 Think about those groups in society that may need your help. Discuss this with others in your community to determine how to make the most valuable contribution.
- 17 Break the silence around subjects that are viewed as taboo if you believe that people would benefit in the long run from talking about these subjects.
- 18 Spend an hour learning about a person who has acted with civil courage. Incorporate what you have learned into your daily life and share your knowledge with others.
- 19 Offer to help the next time you see someone in distress. Ask the person directly if they need your help when you are uncertain.
- 20 Create a safe environment in public places by saying "Hello" to people you do not know.
- 21 The next time you observe an injustice in the community, contact the appropriate politicians and demand a change to prevent this injustice from occurring again.
- 22 Take an hour to determine where your skills are needed or who in your neighborhood might need your support.
- 23 Ask your local public transportation authority to replace advertising with conversation topics that encourage passengers to talk to one another.
- 24 Organize a party where all of the attendees must do something that contributes to the guests' enjoyment at the party.
- 25 Contact companies that have sexist advertising and question their intentions. Also contact the advertising agencies directly.
- 26 The next time you are about to say something negative about a person who is not present, stop yourself and instead say something nice about someone.
- 27 Conduct a knowledge inventory for yourself and your friends. Where can your knowledge and skills be used?
- 28 Donate money to an organization you believe in instead of buying a present for someone's birthday.
- 29 The next time you see something bad or dangerous happen, be quick with your mobile phone and call 112 (911). It is better to make a call too quickly than to wait too long.
- 30 Invite people to a workshop to jointly try to solve an issue in the community.
- 31 Organize a peaceful demonstration for something you believe in. Invite people to participate from various community groups.
- 32 Write letters to newspapers to draw attention to injustices in the community.
- 33 Ask a homeless person if there is something you can do to help them.
- 34 Instead of making a funny status update on Facebook, update with a story about a person you believe has made a difference in the lives of others.
- 35 Take responsibility for the atmosphere in your surroundings. Dare to change an unpleasant atmosphere even if you are not the one who is at risk.
- 36 Strengthen others by pointing out the positive things they do or have done for others.
- 37 Give compliments on actions and personality, rather than just on the person's physical attributes.
- 38 Organize a festival for individuals you believe would benefit, e.g. single parents or the children of parents with drug addiction.
- 39 Invite someone you believe feels left out or alone to an event you will be attending.
- 40 Give something away each day, such as a hug, a compliment, or your time.
- 41 Encourage students to stand up for each other in the classroom, even against adults, when necessary.
- 42 Take responsibility as a teacher, a parent or a student and get involved against bullying. Dare to see what is happening and take action!
- 43 Ask individuals in your neighborhood how they feel today and listen actively to the answer.
- 44 If a younger person in your neighborhood admires you, take the responsibility of being a good role model for him or her. Offer to be a mentor to someone who needs support.
- 45 Contribute your time to introduce two people in your network that you believe could help or learn from one another.
- 46 Pay it forward. The next time someone does a favor for you, don't just say thank you, but do the same favor for someone else within a week.
- 47 Thank a friend who shares a different opinion, even if you do not agree, to encourage an environment of diverse viewpoints.
- 48 Create a blog that highlights people in your town/city that make a difference in the lives of others.
- 49 Practice changing your reasoning. Try to put yourself in another person's shoes. See if this can lead to any new actions. Share what you have learned with others.
- 50 Counteract peer pressure by speaking well of others who do things that deviate from the norm.
- 51 Start a Facebook support group to help others as well as yourself.
- 52 Look at every individual as the friend you have not yet met.
- 53 Donate a reasonable amount of your income each month to a charity you believe in.
- 54 Become a host family to an immigrant family.
- 55 Take extra time to reflect. Do what is right instead of what is easy.
- 56 Start a collection on Facebook for the benefit of an organization, a person or something you believe in.
- 57 Question structures you do not understand.
- 58 Educate yourself about those cultures that are unfamiliar to you. Help others to understand.
- 59 Educate yourself about religions that are unfamiliar to you. Help others to understand.
- 60 Educate yourself about political ideologies that are unfamiliar to you. Help others to understand.
- 61 Spend an hour reading proverbs about being helpful. Make the decision to live according to the 10 proverbs you like the most. Display them in a location where you will see them.
- 62 Devote one month to getting involved in an organization that does something you believe in.
- 63 Donate an experience to someone who is unable to afford such an experience.
- 64 The next time you are at a party, talk to someone who looks lonely.
- 65 Take a look at the items you have purchased. Is there anything you do not need? If so, give it to someone who is in need.
- 66 Share a story that has inspired you with someone you believe would be equally inspired.
- 67 Find a way to remind yourself that you own and are responsible for your actions.
- 68 Contact a nursing home nearby and volunteer your time. You will gain significant knowledge in return.
- 69 Recognize injustices that you observe around you. Take action against them and set a good example.
- 70 Collect clothing, food, and money for social groups that are at risk in your hometown.
- 71 Be creative when someone asks for money if you don't have any cash available.
- 72 Dare to follow your inner hero.
- 73 Share stories with children about individuals who inspire you.
- 74 Develop a game about civil courage.
- 75 Help someone overcome a fear.
- 76 The next time you are on the bus or subway, don't spend all of your time looking at your telephone – look around you and pay attention to situations where you could be of assistance.
- 77 Reflect over your core values and work actively to live up to at least one of these each day.
- 78 Organize a group of people who want to change the same thing as you do and get involved together to make this happen.
- 79 Do something you believe in instead of something that is expected of you.
- 80 Create patterns of positive thoughts with individuals in your surroundings by asking them what makes them happy.
- 81 Ask for help from someone who does not like you, preferably several times, and repay that person by doing favors in return.
- 82 Donate a day of your time toward something good, such as volunteering for an organization, a person or a company that does something you believe in.
- 83 If you have a steady job, calculate your daily wages after tax and donate this amount to someone in greater need.
- 84 Challenge someone you feel doesn't take social responsibility to adopt on one of the items from this list and encourage your friends to do the same.
- 85 Volunteer for something you believe in. Don't wait until tomorrow. Do it today.
- 86 Read up on oppression and injustice. Get involved in making a difference.
- 87 Contact an after-school program or youth center in your neighborhood and volunteer your time. You will receive much more in return.
- 88 Ensure that your child/children meet many people with different backgrounds, not just those who live nearby.
- 89 Challenge companies on Facebook and ask them how they make a difference in the world.
- 90 Give a public transportation card to someone who is homeless.
- 91 Read the manifestos of various political parties and write your own based on these. Then work towards these ideas.
- 92 Praise the positive qualities of your friends. When you do others will follow suit.
- 93 Pay for the coffee of the person standing behind you in the queue.
- 94 Refuse to ignore what is happening around you.
- 95 Take responsibility for the atmosphere at your workplace/school. Talk to your manager/teacher when you see that someone has been hurt/offended.
- 96 Raise the question: What does civil courage mean to you?
- 97 Share this list and challenge your friends to do at least 5 of the items listed.
- 98 Always offer to help, even if you are not certain it is needed.
- 99 Come up with 100 things you specifically can do to make a difference.
- 100 Be the change maker, make a difference.



100 WAYS TO MAKE A DIFFERENCE
RAOULWALLENBERG.SE/GORASKILLNAD
#MAKEADIFFERENCE

RAOUL WALLENBERG
ACADEMY