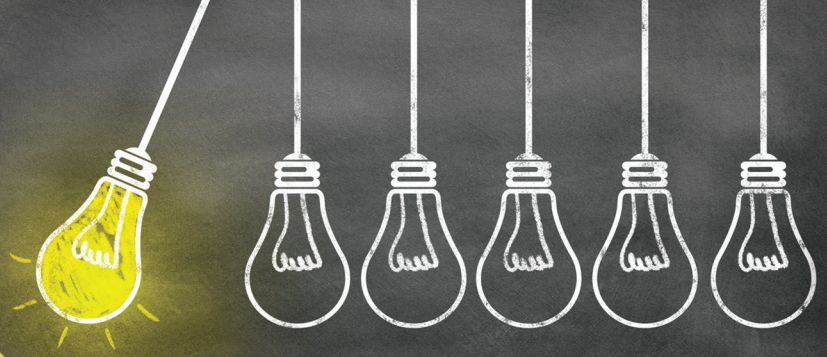


7th
Annual

STUDENT VOICES PROJECT



Calling all middle school and high school students

We welcome submissions from all students (Quaker and non-Quaker) at Friends schools and also Quaker students in other educational venues, such as public schools and homeschooling.

PROMPT

Write about
creating change in
your local
community.

2019-2020 Theme: CREATING CHANGE

Positive change in a community is dependent upon individuals speaking up, coming together around a shared goal, and making a plan for action. Quakers have a long history of organizing for change in response to various social, economic, racial, and environmental injustices; most often this change begins with community members working together at the local level. See examples on the reverse side of Quakers who have helped create change.

Submission Guidelines

- One entry per student.
- Must have an original title, and it must be typed.
- Word count: between 300 and 1,500 words.
- Submit individual entries via Submittable (link at [Friendsjournal.org/studentvoices](https://www.friendsjournal.org/studentvoices)).
- Deadline: February 10, 2020.

GET PUBLISHED IN FRIENDS JOURNAL

A selection of the submissions will be featured in the May 2020 issue, reaching thousands of readers living on every continent. Honorees will also receive a free one-year subscription and will be recognized by Friends Council on Education for their work.

Two approaches:

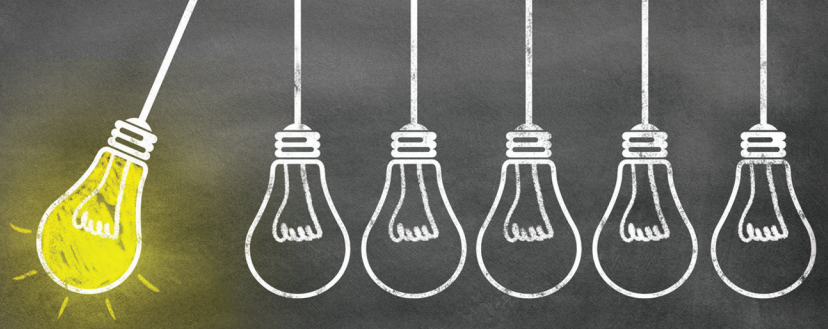
1. What change do you want to see happen, why, and how you would do it?
2. What change have you already been a part of creating and how has it made a difference?

Advices and queries to consider (suggestions only):

- Describe the events and feelings leading up to the moment when it was determined something needed to change and it's time for action.
- Learn about the four roles of social change: the Helper, the Advocate, the Rebel, and the Organizer. (Watch the short video of Quaker activist Eileen Flanagan describing these roles, available at [Friendsjournal.org/studentvoices](https://www.friendsjournal.org/studentvoices).) Which one do you identify with? How are they all important in creating real, lasting change?
- How do Quaker values influence your approach to creating change? Think about this in terms of working with other people and addressing different needs. What about in terms of decision making and consensus building?
- What privileges do you have in making change happen and how can you use them to lift up others who don't have those same privileges?
- What obstacles, challenges, or roadblocks did you encounter along the way? How did you respond to them?
- What surprising, joyous, or Spirit-led things happened while working for change? How did they affect the process or outcome?

[Friendsjournal.org/studentvoices](https://www.friendsjournal.org/studentvoices)

Examples of Social Change in History and Today



Lucretia Mott's (1793–1880) interest in women's rights began after she became a young teacher and discovered that male teachers at her school were paid significantly more than female staff. She went on to play a major role in the women's equality movement throughout her life, including co-organizing the Seneca Falls Convention, the first women's rights convention, in 1848. Her early work for women's suffrage was instrumental in the passage of the Nineteenth Amendment in 1920 (40 years after her death), which prohibits sex discrimination in the right to vote.



Susan B. Anthony (1820–1906) began collecting anti-slavery petitions when she was 17. In 1856, she became the New York state agent for the American Anti-Slavery Society. In that role and in addition to her work on women's rights, she organized anti-slavery meetings throughout the state under banners that read "No compromise with slaveholders. Immediate and Unconditional Emancipation." The Emancipation Proclamation issued by President Abraham Lincoln became effective in 1863.



In high school, **Bayard Rustin** (1912–1987) was arrested for sitting in the "whites only" section of his hometown movie theater. He continued to peacefully resist racial discrimination wherever he encountered it and grew up to become one of the key figures of the American Civil Rights Movement, teaching Martin Luther King Jr. the philosophy and techniques of nonviolent direct action. In 1963, he organized the March on Washington, one of America's most historic protest marches, where King delivered his "I Have a Dream" speech.



For the 2017 People's Climate March, young Friend **Kallan Benson**, of Annapolis (Md.) Meeting, painted a colorful butterfly on a large parachute with 1,600 messages and signatures from kids in her community to raise awareness about climate change. Now thousands of others from around the world have joined her Parachutes for the Planet project, creating their own parachutes to display. Along with Greta Thunberg and other environmental activists with Fridays for Future, she received Amnesty International's 2019 Ambassador of Conscience Award.



In 1987 **young members from Brooklyn (N.Y.) Meeting** were concerned about their hungry and homeless neighbors so they proposed that the meeting host a monthly community dinner event to provide a free hot meal to those in need. The meeting agreed, working together to organize the first one, and the tradition has continued for more than 30 years.



After learning about and discussing the U.S. immigration system earlier this year, **sixth-grade students at Greene Street Friends School in Philadelphia, Pa.**, reached out to a local sanctuary church to ask how they could help one of the refugee families being provided shelter. They ended up throwing a third birthday party for one of the children and made connections with the entire family during the celebration; the experience created a deeper understanding of the everyday reality of immigrants living in the United States.