

# Investigating, Advising

RESOURCE



## INVESTIGATING

Looking deeper into an issue through research. This may include gathering data, forming and testing a hypothesis, consulting experts, surveying or interviewing people involved, drawing conclusions. *Examples: Mapping your community Streetwyze app; Map your world, UNICEF; Our Voices, Our Rights interviews and report by UNICEF and Save the Children youth ambassadors; Youth Participatory Action Research; INSPIRE strategies to end violence against children, World Health Organisation.*

## ADVISING

Providing change-makers with information that helps bring about change. These may include council advisory panels, policy advisory groups, user consultation groups. *Examples: Youth MPs and Youth Parliament; Youth Advisory Panel, Auckland City Council; Submission on a Bill or Law or Speaking at a Select Committee hearing, NZ Parliament; Barnardos NZ; Child Poverty Action Group NZ.*



### Smoking survey, Armenia

Young anti-smoking advocates marked Armenia's National Anti-Smoking Day with sports competitions and awareness-raising events at schools, government offices and on the streets. The young people also conducted a survey to find out the number of smokers in their town. According to their survey, 52.6 per cent of men were active smokers, while only 4.1 per cent of women said that they smoke. A Health Assessment by the Government revealed that 58 per cent of Armenian males, 20 years and over, smoke daily – one of the highest rates in Europe. Armenia's youth feel they face a huge risk of damaging their health as a result of becoming heavy passive smokers. They're determined to protect themselves from smoke in their homes and neighbourhood.

Photo: Ani Chitemyan / World Vision

## TIPS FOR TAKING ACTION

Decide on your main area of research and how you will find out what you need to know. Decide the most effective way to share this research or communicate with the relevant changemaker(s).

**Investigating** – consult experts, gather unbiased data, test assumptions/hypothesis, question and interview a range of people involved, collate evidence to support conclusions, use a suitable format following conventions, present or publish conclusions, inform those involved.

**Advising** – choose appropriate change-maker i.e. decision-making authority (principal), representative with access to decision-making authority (form teacher, dean), choose an appropriate format, thoroughly prepare and check your information, arrange to present/submit your information by the agreed deadline, provide additional information if needed, request an update or outcome.

**Skills focus:** researching, gathering and interpreting information, communicating.

### Main features

May vary for different actions.

- ✓ Information and facts
- ✓ Inform
- ✓ Collaborate
- ✓ Behind the scenes
- ✓ Aimed at the public and decision-makers
- ✓ Awareness

Social action continuums  
(Student sheet 1)