

4 Take action: Contents and activity ideas

Preparing to take action is an important discovery phase where students take ownership of the social action that they're willing to participate in. Students' level of interest, commitment and desire for change will determine the most appropriate and successful social action experience for them. The Appreciative Inquiry approach helps to develop this student ownership and commitment.

The possibilities for social action are endless and so are the ways to plan this. The key to planning effective social action is to keep it simple. Choose a suitable planning format which seems best for the action(s) but watch it doesn't bog down the process and stifle motivation. We've provided some planning formats in this section which you may prefer to use as a guide or adapt to suit your students.

Aim to keep it simple and focus on using familiar formats like a shared "To do" list, a shared Word document or spreadsheet, meeting agenda with action points/responsibilities.

Good communication is essential when working with others. Keep the focus on effective communication between those involved.

Maintain a regular monitoring/reporting process with students and establish check points where they need teacher/guardian approval.

It can be worthwhile joining a social action that's organised by an external group. Students still need to do their own planning and make choices for their personal involvement to be effective.

Taking social action is a life-long journey, so measuring our progress is about how many more steps we've taken from where we started. It's not only about final outcomes. It's about the whole person and the thought, care and intention behind our actions. The deepest change to measure is personal change; the understanding, values and actions we now practise in our everyday life.

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Introduction, contents, activity ideas

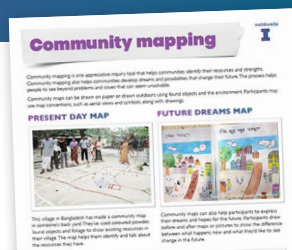
Child rights learning activities – levels 2-3, level 4, level 5

Student sheets

Student sheet 3	My social action profile
Student sheet 4	Which kind of social action
Student sheet 5	Decision-making matrix
Student sheet 6	Social action journey
Student sheet 6	Social action journey
Student sheet 7	Get active template
Student sheet 8	Some questions to ask
Student sheet 9	Progress meeting template
Student sheet 10	Action steps planner
Student sheet 11	Challenges

Take action resources

Resource 7	Making it Right – Get active teacher guide
Resource 8	Making it Right – Get active template
Resource 9	Making it Right – Ideas to get active
Resource H	Appreciative Inquiry
Resource I	Community mapping
Resource J	Social action wheel
Resource K	Details to consider when planning social action
Resource L	Considering other people and ethical implications
Community mapping guide	World Vision



ACTIVITY IDEAS

Adapt any of these activity ideas to use for individual, group or class work.

A Review the issues

Review the issue(s) you/your students selected through the child rights inquiry.

Decide how you'll choose:

- What issue or situation they want take action on.
- What social actions they think might help to address any of these.

Possible approaches:

- Individuals or groups might all focus on the same issue but each choose a different social action (by consensus or teacher choice).
- Individuals or groups could present different ideas/plans to the class. Vote on one action to complete together in class time.
- Individuals or groups could opt to complete social action (or additional actions) outside of class.
- Students start planning their (individual or group) action in class but finish it outside of class time.

B So what? Where to next?

Invite students to reflect on their own social action experience and preferences by completing **Student sheet 3 My social action profile**. What actions do they feel confident about doing and how they can stretch beyond their natural comfort zone?

C Appreciative Inquiry

Refer to or use **Resource H Appreciative Inquiry** with students. Discuss this approach and refer to **Student sheet 3 My social action profile**. How can they build on what they know about themselves to make positive choices for their social action?

<https://appreciativeinquiry.champlain.edu/learn/appreciative-inquiry-introduction/>

D Community mapping

Refer to or use **Resource I Community mapping**. Ask students to map a community they are part of. They need to show the connections they have with other people, resources and assets in this community. They could create a drawing, map or other style of diagram which includes labels and a key to explain what is represented. Students could also summarise the strengths and resources in this community.

Streetwyze have a tool kit called Mapping your community: <http://www.streetwyze.com/>

Toolkit <http://www.streetwyze.com/wp-content/uploads/2017/09/StreetwyzeToolkit.pdf>

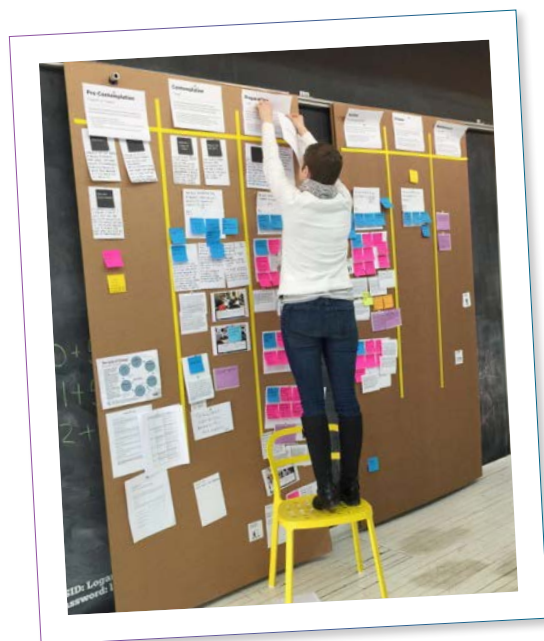
E Brainstorm social action ideas

Give out lots of slips of paper, one for each idea, and set a high minimum number of responses per student. Focusing on quantity helps to silence our internal critic and frees up more creative thinking. It also means that simple ideas get included that may otherwise be overlooked. Working with others can also help to create random connections and ideas.

Remind students to consider different contexts such as their school or local community, their personal or family life, their neighbourhood, suburb, town, city or region, the wider news media, other parts of the world, global situations.

As you compile everyone's social action ideas, begin to group similar ones together on a clear wall space. Take suggestions for how to group ideas together and where to add lines, arrows and headings to organise the ideas.

Don't discard any ideas, instead use a "parking lot" to separate out those ideas that seems over-the-top or irrelevant at this point.



F Personalised social action continuums

Ask students to list the factors that are most important to them in a social action. Use these to design their own set of continuums, making their own version of **Student sheet 1 Social action continuums**. They need pairs of words that are opposites for each end of the continuum. Fill in their personalised continuum sheet for each of the social actions they're considering. They may still need to prioritise which factors are most important to them.

Some possibilities:

- an action you are or aren't already involved with
- low to high level of publicity
- takes place in school or out of school
- low to high costs involved
- existing social action or unique social action
- individual action or action with friends, family or class

G Decision-making

Support students as they decide on their social action. Use decision-making tools such as **Student sheet 4 Deciding on kinds of action** and **Student sheet 5 Decision-making chart** and **Student sheet 8 Some questions to ask**.

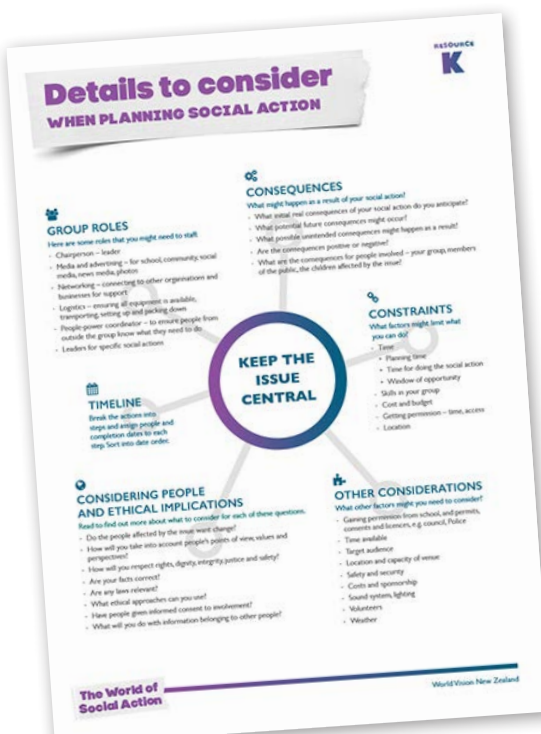
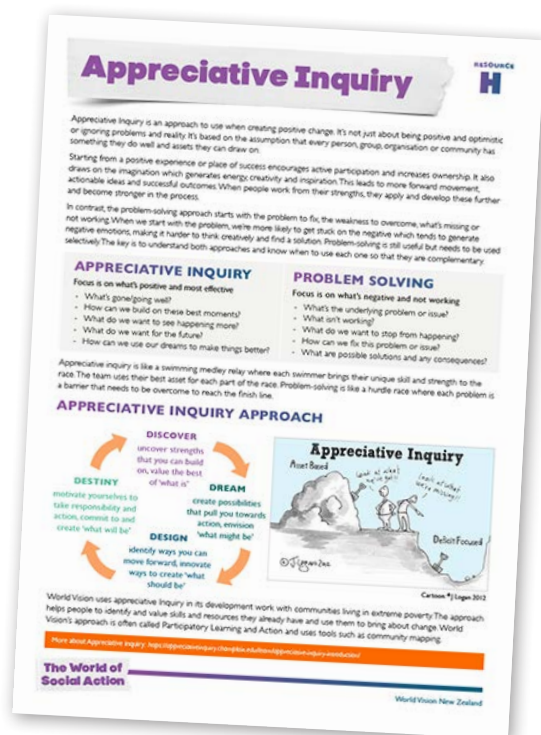
H Planning

Choose a planning template or adapt one that's appropriate for your students. The planning format and process needs to suit those involved and the type of action they're taking.

- Student sheet 6 Social action journey**
(visual journey, can be hand-drawn as a chart)
- Resources 7 & 8 Get active teacher guide and template**
(clear sequence of steps and actions)
Student sheet 7 Get active template
- Resource H Social action wheel**
(keeps the issue at the centre, steps can be done out of sequence)
- Resource K Details to consider when planning social action**
Student sheet 8 Some questions to ask
(clarifying questions)
Student sheet 9 Progress meeting template
(teacher or group leader)
Student sheet 10 Action steps planner
(Use a Word table or create an Excel spreadsheet)

I Social action wheel

Use **Resource H Social action wheel** to break down barriers to social action by keeping the issue at the centre, shown with the multiple arrows. (The numbers are for reference and don't indicate a specific sequence.) There can be different starting points such as: the learning, some event or change happening, or a desired outcome. Whatever the process or sequence, it's the issue which stays at the centre.



J Tips from Wakatipu High School

Share these tips with students to supplement their social action planning.

1. Focus your social action around your passions and interests.
2. Don't compare your social action with what has been done in the past.
3. Everyone has strengths, so use these to assign jobs.
4. Tap into your community for support, distinctives, sponsorship.
5. Start your planning early.
6. Make sure everyone has access to planning documents, rosters, emails, e.g. through a Google folder.
7. Schedule regular meetings – make them more frequent closer to the time and hold special meetings for key aspects.
8. Get support from a teacher, your Principal, your school and the wider community.
9. Really sell what you are wanting to do, be persistent and follow up, especially if you interact with companies and organisations beyond the school.
10. Don't expect everything to go to plan! Use setbacks to develop problem-solving skills.

K Action model

Refer to the Action model diagrams in the **Case studies 01-08** (excluding 03). Use these to help you draw a model for your social action. Your diagram will show the different people and groups involved in or linked with your social action in some way. This will help you consider how each person or group could be affected by your action.

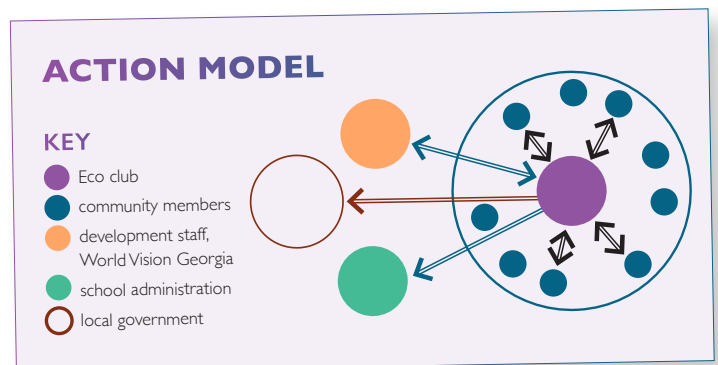
L Do no harm!

Use **Resource L Considering other people** as background for you or your students to consider other people who may be affected by your action. Consider any unintended consequences that could harm others in some way. Identify any risks that could undermine the effectiveness of your action. Consider what might happen if your social action doesn't go to plan or if anything fails. Consider any negative publicity or legal issues that could result.

M Reflection activities

Reflection is an important but often overlooked part of the social action process. Reflection can help identify strengths and interests, and challenge students to undertake further social action. Plan your reflection from the beginning of your unit. Use the different reflection questions and opportunities included in these resources.

- i. **Resource H Social action wheel** (#9 Reflecting and evaluating)
- ii. **Student sheet 6 Social action journey** (How I'll evaluate the quality and outcomes of my social action)
- iii. **Resource 7 Get active Teacher guide** (#7 and After getting active)
- iv. **Resource 8 Get active template** (#7 Reflect on the experience)
- v. **Student sheet 11 Challenges**



N New Zealand Parliament resources

- Parliament 101
<https://www.youtube.com/watch?v=liXib-LR6ZM> (3.04 mins 2014)
<https://www.youtube.com/watch?v=vA7GKji0mcA> (5.42 mins 2018)
- Search for and sign an existing petition, apply for your own petition
<https://www.parliament.nz/en/pb/petitions/>
- Select committees
<https://www.youtube.com/watch?v=0lFIXQ0Gp3s>
- Make a submission
<https://www.parliament.nz/en/pb/sc/how-to-make-a-submission/>
<https://www.parliament.nz/media/2019/makingasubmission2012-2.pdf>
- Contact an MP
<https://www.parliament.nz/en/get-involved/have-your-say/contact-an-mp/>
- Lobbying an MP
<https://www.ppta.org.nz/focus/how-to-lobby-an-mp/>

O Other resources for your action

There are many resources available that are tailored to specific issues, actions and outcomes. Search for these and adapt them for your purposes. Some suggestions are included below to get you started.

- UN Commemorative Days**
<https://www.un.org/en/sections/observances/international-days/>
Link your social action with the theme of an international day. This can be a great way to promote and gain more profile for your action.
- World Vision peer-to-peer online fundraising**
<https://www.worldvision.org.nz/connect/fundraise/>
 1. Sign up to My World Vision and connect with a team or go solo to fundraise.
 2. Choose the cause you want to raise money for. Choose your fundraising goal. Decide what you'll do to raise funds.
 3. Personalise your fundraising page and make it your own with your photos and words. Tell everyone why the cause is so important to you and share your page far and wide.
- Action Station Aotearoa (NZ)**
Offers a platform for petitions, messages to decisionmakers, parliamentary submissions and other actions.
www.actionstation.org.nz and <https://our.actionstation.org.nz/>

