

Instruction and Assessment Units





UNIT 10: SOCIAL JUSTICE ACTION PLAN

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Overview

The Social Justice 12 action plan is a major project that consists of several integrated activities and extends over the duration of the course. It represents a major component of the final mark in the course and requires a very high level of organization and planning throughout the course. It is a product of each student's own creative thought and expresses their desire to make social change. It provides students with an opportunity to take on a leadership role and to demonstrate a wide variety of conceptualization, organization, implementation, and presentation skills.

Note: although the action plan is presented here as a single unit, for greatest success it should be “delivered” at various stages during the course. These stages could include the following timeline:

- near the beginning of the course: introduce the plan as a major expectation for the course
- throughout the course, as part of teaching other units: discuss opportunities for integrating learnings from other learnings into the action plan (e.g., undertaking a project related to globalization, LGBT issues, women's rights, genocide, poverty, Aboriginal issues)
- periodically throughout the course: schedule group or class meetings as opportunities for students to share their plans and benefit from the input of their peers
- near the end of the course: schedule students' oral presentations.

There are several aims of the Social Justice 12 action plan, including the following:

- to incorporate the concepts learned in class and apply them to a real-life social justice issue
- to demonstrate an understanding of the personal and organizational skills required to effect real change in society
- to raise students' self-awareness.

The action plan as outlined in this unit consists of three parts: the action, the written report, and the oral presentation.

- The action is the key to the project. It enables the student to identify and then confront a social injustice and endeavour to make change. The action is planned, outlined, and reviewed before it commences.
- The written report is a 1500-word essay that includes a summary of the action and how the experience relates to major concepts covered throughout the course. The written report is a major research paper that should follow an appropriate referencing format.
- The oral presentation is an individual, 10-minute oral report that presents the major findings of the action. It also enables students to demonstrate reflection on the self-assessment activity done at the beginning of the course (see Unit 2). It is recommended that students be allowed to select from any number of oral presentation formats.





Prescribed Learning Outcomes

This unit can be used to help students achieve the following prescribed learning outcomes in whole or in part:

Defining Social Justice

A3 apply critical thinking skills to a range of social justice issues, situations, and topics

A6 conduct a self-assessment of their own attitudes and behaviours related to social justice

Moving toward a Socially Just World

C3 implement an appropriate plan for action on a selected local, provincial, national, or international social justice issue

Action

There are several stages of the action plan. Students should complete each stage and be required to submit evidence of completion at various points throughout the course.

Stage 1: Defining the Action Plan

(For assessment of this stage, see the **Project Outline** assessment instrument provided at the end of this unit.)

Define the goal: Students should create a clear and achievable goal that specifically outlines the exact purpose of the project. The goal statement should be written as follows: “The goal of this project is to...”

Define the topic: Students identify and expand upon the topic outlined in the goal. Students should provide reasons why they are selecting this topic.

Define the issue: Students define the exact issue related to their action plan. Issues may include one of the following: the need for a new or improved process; a desire to raise awareness; a requirement for an increase in volunteers; the need for additional funding; the necessity to have a new or improved policy; the need for civic action; etc. Students should provide reasons why they identified this issue.

Define the action: Students select the specific action that will support their

goal. Actions might include informational campaigns, meetings, volunteering, political action, etc. Students should provide reasons for choosing the specific action. Students will likely need to conduct research at this stage to identify the nature and extent of the problem, and what resources are currently being used to address it.

Stage 2: Planning the Action Plan

(For assessment of this stage, see the **Project Planning** assessment instrument provided at the end of this unit.)

Students should investigate and gather resources for the project. Resources may include journals, books, articles, research papers, newspaper items, magazine articles, interviews, Internet resources, video, etc.

Have students research the topic using the resources they have gathered. The purpose of the research phase is to gather as much information as possible about the area being studied and about the specific task at hand, and then to select the most appropriate information from a variety of sources. Students must create a bibliography and list of references.

Assist students in making contacts with individuals or groups in the community. Some individuals or groups the student may need to contact include government agencies and departments, elected officials, not-for-profit





organizations, philanthropists, etc. Students should inform the teacher prior to commencing this phase. It is important that student safety be a consideration during this phase.

Have students set timelines for key points in their project including the following: making contact, setting meetings, telephone interviews, date of action, period of action, gathering volunteers for meetings, etc.

Have students submit their finalized plan. The plan includes

- the outline from Stage 1
- a step-by-step plan of action expressed on a detailed timeline
- appropriately referenced bibliography with justification for each item
- list of contacts with justification for each individual, company, or organization.

Stage 3: Executing the Project Plan

(For assessment, see the **Project Execution** assessment instrument provided at the end of this unit.)

Students can begin work on their project as soon as the teacher has signed off their plan.

Written

(For assessment of this stage, see the **Journal Entry** and **Final Paper** assessment instruments provided at the end of this unit.)

There are two written requirements for the Social Justice 12 action plan:

1. Process journal entries are a major formative evaluation tool for assessing the reflective process of the student as she or he defines, plans, and executes the project. They should incorporate reflection about the on-going processes, problems, consequences, etc. of the project as it proceeds. They should also incorporate personal student reflections and demonstrate an in-depth

analysis of changes in personal beliefs, biases, assumptions, etc. in relation to the self-assessment conducted early in the year. Students should make a minimum of one entry per week. Process journals are submitted three times throughout the year for evaluation: after stage 1, stage 2, and stage 3 in the action plan.

2. The final paper is a summative assessment activity tying in the student action plan to various aspects of course content material. It is a major research paper of 1500 words. The primary goal of the paper is to allow students to demonstrate connections among various parts of the Social Justice 12 course and their action plan. Specifically, students' papers should

- identify concepts learned in the course and demonstrate a thorough understanding of how they relate to specific components of their project
- identify concepts resulting from research on the topic and demonstrate a thorough understanding of how they relate to specific components of their project.

In doing so, their paper should also:

- demonstrate an understanding of the systemic nature of change
- provide any purpose-driven facts and figures related to their action plan
- explore specific causes and consequences related to their action plan
- include a personal reflection that articulates
 - an analysis of why they believe what they believe (i.e., where their beliefs about this project come from)
 - evidence of change in what they believe (their biases, assumptions, perceptions, etc.)
- identify possible future application of their Social Justice 12 action plan.





Oral Presentation

(For assessment, see the **Oral Presentation** assessment instrument provided at the end of this unit.)

At the end of the year, all students are required to deliver an oral presentation that summarizes their Social Justice 12 action plan and addresses certain key aspects of their learning. Determine the format for students' presentations, either a set format for all (e.g., 10-minute oral presentation with visual aids) or one chosen by individual students.

The oral presentation should include the following:

- a brief summary of their Social Justice 12 action plan, including
 - their project goal
 - a brief review of their action plan
 - the experiences they had
 - anecdotal successes and failures and the lessons learned from each
- an analysis of their belief systems
- what they believe about their area of social justice (as related to their action plan)
- why they believe what they believe (where their beliefs about this action plan come from)
- a critical review of their self-assessment from the beginning of the course and how what they believe has changed (e.g., their biases, assumptions, perceptions)
- demonstration of an understanding of the systemic nature of change as related to their project
- possible future application of their Social Justice 12 action plan.





Assessment Instrument **Project Outline**

Name: _____ Date: _____

Rating (0-3)	Criteria—To what extent does the student
	<ul style="list-style-type: none"> • submit the outline on time
	<ul style="list-style-type: none"> • select a clear and achievable project goal
	<ul style="list-style-type: none"> • define and justify the project topic
	<ul style="list-style-type: none"> • define and justify the project issue
	<ul style="list-style-type: none"> • define and justify the type of action
	<ul style="list-style-type: none"> • present the outline in a legible, complete, and properly edited format
	<ul style="list-style-type: none"> • demonstrate willingness, show interest, and take pride in the project
<p>Comments:</p>	

Key: **3**–excellent, **2**–satisfactory, **1**–needs improvement, **0**–not evident





Assessment Instrument **Project Execution**

Name: _____ Date: _____

Rating (0-3)	Criteria — To what extent does the student
	<ul style="list-style-type: none"> • follow the project plan through to completion
	<ul style="list-style-type: none"> • meet the goal of the project
	<ul style="list-style-type: none"> • demonstrate learning throughout the project
	<ul style="list-style-type: none"> • seek an appropriate amount of support from the teacher
	<ul style="list-style-type: none"> • seek support, counsel or advice in a timely fashion
	<ul style="list-style-type: none"> • complete the project independently
	<ul style="list-style-type: none"> • demonstrate willingness, show interest, and take pride in the project
<p>Comments:</p>	

Key: **3**–excellent, **2**–satisfactory, **1**–needs improvement, **0**–not evident





Assessment Instrument **Final Paper**

Suggested weight for grading:

- Message x3
- Level of Inquiry x2
- Presentation x2
- Completeness x1

Message

4	• The presentation demonstrates an excellent treatment of each of the required components (see below).
3	• The presentation demonstrates a very good treatment of the required components (see below).
2	• The presentation demonstrates a satisfactory treatment of the required components (see below).
1	• The presentation demonstrates a weak treatment of each of the required components (see below).

Required Message Components:

- makes specific connections and references to the Social Justice 12 course content
- makes specific connections and references to the research material
- demonstrates an understanding of the systemic nature of change
- provides any purpose-driven facts and figures related to their action plan
- explores specific causes and consequences related to their action plan
- includes an analysis of why they believe what they believe (e.g., where their beliefs about this project come from)
- demonstrates evidence of change in what they believe (e.g., their biases, assumptions, perceptions)
- explores possible future application of their Social Justice 12 action plan





Level of Inquiry

4	<ul style="list-style-type: none"> The response demonstrates a very high level of personal inquiry, exploring completely issues related to the concept. The breadth of the response demonstrates an excellent awareness of related concepts. The depth of the response demonstrates an excellent awareness of the complexity of the concept.
3	<ul style="list-style-type: none"> The response demonstrates good level of inquiry, exploring most issues thoroughly. The breadth of the response demonstrates a good awareness of related concepts. The depth of the response demonstrates a good awareness of the complexity of the concept.
2	<ul style="list-style-type: none"> The response demonstrates some inquiry and some issues are explored more deeply. The breadth of the response demonstrates a satisfactory awareness of related concepts. The depth of the response demonstrates a satisfactory awareness of the complexity of the concept.
1	<ul style="list-style-type: none"> The response demonstrates very little inquiry beyond stating ideas. The breadth of the response demonstrates a weak awareness of related concepts. The depth of the response demonstrates a weak awareness of the complexity of the concept.

Presentation

4	<ul style="list-style-type: none"> The response is very well organized. The student's thoughts and feelings are very well presented. The language is accurate, clear, precise, and concise. Supporting examples are very effectively integrated into the body of the work.
3	<ul style="list-style-type: none"> The response is well organized. The student's thoughts and feelings are often well presented. The language is accurate, usually clear and precise. Supporting examples are usually integrated into the body of the work.
2	<ul style="list-style-type: none"> Some of the response is well organized. The student's thoughts and feelings are sometimes well presented. The language is sometimes accurate, clear, and precise. Errors do not interfere with the communication of man ideas. Some supporting examples are used.
1	<ul style="list-style-type: none"> Much of the response is not well organized. The student's thoughts and feelings are not well presented. The language used interferes with the communication of ideas. Few examples are used to support ideas.





Completeness

4	• The student follows all of the directions precisely.
3	• The student follows most of the directions.
2	• The student follows some of the directions.
1	• The student follows a few of the directions.

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Assessment Instrument Oral Presentation

Suggested weight for grading:

- Message x3
- Level of Inquiry x2
- Presentation x2
- Mechanics x1
- Message

4

- The presentation articulates an excellent summary of their Social Justice 12 project (goal, action plan, anecdotal experiences).
- The presentation incorporates a sophisticated understanding of how Social Justice concepts learned over the course of the year relate to the project, its aims, and its results.
- The presentation includes an excellent analysis of
 - what they believe about their area of social justice (as related to their project)
 - why they believe what they believe (where their beliefs about this project come from)
 - a critical review of their self-assessment from the beginning of the year and how what they believe has changed (i.e. their biases, assumptions, perceptions, etc.).
- The presentation articulates a sophisticated understanding of the systemic nature of change as related to their project.
- The presentation provides excellent details of possible future application of their Social Justice 12 action plan.

3

- The presentation articulates a good summary of their Social Justice 12 project (goal, action plan, anecdotal experiences)
- The presentation incorporates a good understanding of how Social Justice concepts learned over the course of the year relate to the project, its aims, and its results.
- The presentation includes a good analysis of
 - what they believe about their area of social justice (as related to their project)
 - why they believe what they believe (where their beliefs about this project come from)
 - a critical review of their self-assessment from the beginning of the year and how what they believe has changed (i.e. their biases, assumptions, perceptions, etc.).
- The presentation articulates a good understanding of the systemic nature of change as related to their project.
- The presentation provides good details of possible future application of their Social Justice 12 action plan.





2

- The presentation articulates a satisfactory summary of their Social Justice 12 project (goal, action plan, anecdotal experiences)
- The presentation incorporates a satisfactory understanding of how Social Justice concepts learned over the course of the year relate to the project, its aims, and its results.
- The presentation includes a satisfactory analysis of
 - what they believe about their area of social justice (as related to their project)
 - why they believe what they believe (where their beliefs about this project come from)
 - a critical review of their self-assessment from the beginning of the year and how what they believe has changed (i.e. their biases, assumptions, perceptions, etc.).
- The presentation articulates a satisfactory understanding of the systemic nature of change as related to their project.
- The presentation provides satisfactory details of possible future application of their Social Justice 12 action plan.

1

- The presentation articulates an inadequate or incomplete summary of their Social Justice 12 project (goal, action plan, anecdotal experiences)
- The presentation incorporates limited understanding of how Social Justice concepts learned over the course of the year relate to the project, its aims, and its results.
- The presentation includes a poor analysis of
 - what they believe about their area of social justice (as related to their project)
 - why they believe what they believe (where their beliefs about this project come from)
 - a critical review of their self-assessment from the beginning of the year and how what they believe has changed (i.e. their biases, assumptions, perceptions, etc.).
- The presentation does not articulate a satisfactory understanding of the systemic nature of change as related to their project.
- The presentation provides few or no details of possible future application of their Social Justice 12 action plan.





Level of Inquiry

4	<ul style="list-style-type: none">• The response demonstrates a very high level of personal inquiry, exploring completely issues related to the concept.• The breadth of the response demonstrates an excellent awareness of related concepts.• The depth of the response demonstrates an excellent awareness of the complexity of the concept.
3	<ul style="list-style-type: none">• The response demonstrates good level of inquiry, exploring most issues thoroughly.
2	<ul style="list-style-type: none">• The response demonstrates some inquiry and some issues are explored more deeply.
1	<ul style="list-style-type: none">• The response demonstrates very little inquiry beyond stating ideas.

Presentation

4	<ul style="list-style-type: none">• The response is very well organized.• The student's thoughts and feelings are very well presented.• Visual aids are used very effectively.
3	<ul style="list-style-type: none">• The response is well organized.• The student's thoughts and feelings are often well presented.• Visual aids are used effectively.
2	<ul style="list-style-type: none">• Some of the response is well organized.• The student's thoughts and feelings are sometimes well presented.• Visual aids are used somewhat effectively.
1	<ul style="list-style-type: none">• The response is not well organized.• The student's thoughts and feelings are not well presented.• Visual aids are not used or used ineffectively.



Mechanics

4	<ul style="list-style-type: none"> • The presenter’s voice is consistently clear. • The presenter demonstrates excellent use and/or control of language (pronunciation, intonation, vocabulary, sentence structures, expression). • The presenter demonstrates excellent control of mechanics (speed, pauses/breaks, stops/hesitations, volume). • The presenter maintains appropriate eye-contact, posture, and orientation at all times.
3	<ul style="list-style-type: none"> • The presenter’s voice is clear. • The presenter demonstrates good use and/or control of language (pronunciation, intonation, vocabulary, sentence structures, expression). • The presenter demonstrates good control of mechanics (speed, pauses/breaks, stops/hesitations, volume). • The presenter maintains appropriate eye-contact, posture, and orientation most of the time.
2	<ul style="list-style-type: none"> • The presenter’s voice is sometimes clear. • The presenter demonstrates satisfactory use and/or control of language (pronunciation, intonation, vocabulary, sentence structures, expression). • The presenter demonstrates fair control of mechanics (speed, pauses/breaks, stops/hesitations, volume). • The presenter maintains appropriate eye-contact, posture, and orientation some of the time.
1	<ul style="list-style-type: none"> • The presenter’s voice is not always clear. • The presenter demonstrates poor use and/or control of language (pronunciation, intonation, vocabulary, sentence structures, expression). • The presenter demonstrates weak control of mechanics (speed, pauses/breaks, stops/hesitations, volume). • The presenter seldom maintains appropriate eye-contact, posture, and orientation.

