

Social Action Project - Social Justice 12 “Moving Towards a More Socially Just World”

We’ve learned plenty, and now is the time for action; action is where justice truly begins. This is your chance to take a topic and a format of your choice, and to impact the world around you. Incorporate what you’ve learned in this course. Incorporate love paired with truth. Incorporate your passion and creativity. Don’t fear failure... just take a step.

Project learning targets:

- identify realistic options for participation (e.g., launching an informational or advocacy campaign, volunteering with existing service groups, organizing a letter-writing campaign, consulting elected officials, making presentations to community groups, organizing workshops or forums, creating and presenting a drama, creating a public service announcement video, launching a web site, creating a podcast)
- assess lifelong opportunities related to social justice

A successful project...

1. Involves accurate, detailed, forward planning. Uses a shared calendar and productivity tools. Team members know their jobs for each day.
2. Involves communication between members, teacher, and others.
3. Uses resources effectively (time, people, things, money, space).
4. Contacts outside professionals or help in advance, using courteous, professional communication.
5. Involves clear and measurable goals.
6. Is seen as a growth opportunity and solution-seeking is emphasized, rather than fear of failure.
7. Recognizes that real people are involved and are at stake. Treats subject with appropriate degree of solemnity and respect.
8. Has an elected leader for the duration of project or for specified time windows, who is able to make key decisions and act as liaison.

Doing the project:

- Define the topic or issue you will focus on.
- Choose a group of 2-4. It should be appropriate for the format you choose.
- Define the type of campaign you will create. (I encourage you to think long-term as well as short-term).
- Figure out who your target audience is.
- Figure out what your project goals and targets are.
- Figure out how you can involve outside help (in person or via Internet), especially professionals.
- Begin carrying out your project in consultation with your teacher.
- Utilize the time and resources available to you. Ask questions, and communicate!
- Reflect during and after the project in your journal. Sample reflection questions will be provided.

Names:

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Moving Towards A More Socially Just World: Social Action Project [MARKING RUBRIC]			
	Excellent (4)	Good (3)	Inadequate (1-2)
Planning and preparation	Praiseworthy commitment to advance planning and preparation by team leads to success during the project. Project goals are very clear.	Planning enables team to achieve success during the project. Project goals are clear.	Lack of planning or preparedness cause significant issues for the team during the project. Project goals are unclear.
Use of class time and out-of-class time	Team demonstrates an efficient use of time within class, and schedules time outside of class for project.	Team uses class time to move project forward in a timely manner. Team may use time outside of class well.	Team did not use class time effectively, or time spent outside of class was haphazard.
Collaboration within group	Every group member has a task and role during duration of the project. Collaboration is exemplary and impressive.	Every group member has a task and role for majority of project. Collaboration is highly satisfactory.	Group members do not seem to have tasks and roles at various points during the project. Inadequate collaboration negatively affected project.
Collaboration with outside professionals	Correspondence is timely, respectful, and appropriate. Involvement of outside professionals helps project and adds value to them and to the project.	Correspondence is timely, respectful, and appropriate, with only a few minor issues. Involvement of outside professionals helps project and adds value to them and to the project, with only a few minor issues.	Correspondence is too often rushed or haphazard or inappropriate, or there were major issues. Involvement of outside professionals was not executed well or diminishes value to them or project.
Solution-seeking and creativity	When faced with obstacles, team brainstormed to overcome them. Elements of creativity were present in project, and showed signs of ingenuity or mastery.	When faced with obstacles, team brainstormed to overcome them. Elements of creativity were present in project.	Team could not find solutions for problems faced. As a result, the quality of the project and experience were diminished.
Sources of information	High quality, credible research exhibits a high calibre of academic prowess and intellectual carefulness	For the most part, sources are credible	Many sources are unknown, vague, or seem untrustworthy
Incorporates understanding of various course concepts	Teacher and classmates can identify several ways that course learning was used in the project.	Teacher and classmates can identify some ways that course learning was used in the project.	Teacher and classmates cannot identify ways that course learning was used in the project.
Potential for continuation, duplication, and longevity	Project shows clear potential for continuation, is able to be duplicated, or students show commitment to continue working for social justice in this context.	Project could continue, could be duplicated, or students seem interested to continue working for social justice in this context. Project might be a once-off that worked well, or could need further refining.	Project has little potential to continue or be duplicated without serious reworking, or student commitment to project or topic is lacking.
Impact of project	Project had significant impact and potential for increased impact if continued for a given amount of time. Project impacted team.	Project had some measurable impact or realistic potential for impact if continued for a given amount of time. Project impacted team.	Project had little impact, too little potential for impact, or did not have any impact on the team.

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Brainstorming Page

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The Plan

People to ask	Things we need
Important dates/times	Don't forget...
Questions	Other stuff

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Feedback to group:

From teacher(s)	From peers and classmates	From individuals involved