



Report on personal involvement in a social justice and human rights action

4 Credits Assessment Title: **My Fair Trade Report on Social Justice**

Student Instruction Sheet

Working Towards	At	Above	Beyond
<p>You have planned a social Action</p> <p>You have yet to take appropriate Social Action</p>	<p>You have provided an adequate social action plan and made some form of personal contribution to the social action</p> <p>You have planned/drafted a report that outlines a Human Rights and Social Justice issue</p>	<p>You have provided a detailed social action plan and made a valid personal contribution to the social action</p> <p>You have provided a report on personal involvement in a social justice and human rights action</p>	<p>You have provided a detailed social action plan and made an effective personal contribution to the social action</p> <p>You have provided an in depth report on personal involvement in a social justice and human rights action.</p>

NCEA Achieved	NCEA Achievement with Merit	NCEA Achievement with Excellence
Report on personal involvement in a social justice and human rights action.	Report, in-depth, on personal involvement in a social justice and human rights action.	Comprehensively report on personal involvement in a social justice and human rights action.

This assessment activity requires you to plan and take social action on an issue you have become informed about. The Human Rights/Social Justice issue is **the importance of fair trade in relation to one of the following topics: bananas, coffee, tea or the garment industry (fast fashion) topics**. The issue may be a local, regional, national, or international. You are required to investigate and evaluate a range of possible Social Action organisations/ Social Actions a person could take in response to this issue. You then need to implement/take part in one action. Your Social Action must be associated with an established Social Action organisation. You are required to make a personal contribution to this social justice and human rights action. Finally, you will prepare a report describing your issue and your personal involvement in the social action.

If you wish to attempt the NCEA Achievement Standard, within your prepared report describing your personal involvement, you will need to:

- provide personal reasons for involvement/an evaluation of personal involvement/
- reflect on personal involvement that includes alternative and/or additional actions/evaluate the effectiveness of these alternative and/or additional actions.

This assessment is due: Monday October 3, 2022 at 3:00 PM.

ASSESSMENT CONDITIONS

In- class/out of class time allowed:

The assessment will be handed out to you in Week 6, Term 3 (Monday August 29). You will be given 12 sessions (4 weeks) in (Global Studies) to work on and it is due on Monday October 3 at 3:00 PM. You will also be expected to work at home on this assessment.

KEY ASSESSMENT PROCEDURES

AUTHENTICITY

- All students will sign an authenticity declaration

LATENESS

- Work is to be handed in on the due date, in the timetabled period for that class, the time stipulated in the upload assignment on MHOL or prior to that date.
- If a student is absent on the due date, work can be delivered to reception.
- Late work may not be assessed.

MISSED ASSESSMENTS

- Where possible students need to complete a Missed Assessment form prior to the day of absence. Students who are absent from an in class assessment must have completed the Missed Assessment form and provided supporting documentation or have provided a signed absence note, giving a reason for their absence and a supporting medical certificate where appropriate, on their return to school. After form is completed it needs to be taken to reception to be scanned along with supporting documentation and the copy forwarded to the NZQA Principal's Nominee by reception (Ms Lambert). The original should be submitted with your assessment evidence to your classroom teacher.
- Approval will be given for sickness, bereavement, serious family reason or on other compassionate grounds. Prior approval should be sought for sporting and cultural representation using the Missed Assessment Opportunity form on MHO. Student's should not be penalised when they are representing the school in a school sanctioned event. Family holidays are not normally considered a reason for missing an assessment or assignment deadline.
- An opportunity for rescheduling the missed assessments may be available during the assessment period.
- In exceptional circumstances assessments may be scheduled at alternative times. These circumstances will be considered by the assessment committee. The assessment committee will consist of the Principal, the Deputy Principal and the NZQA Principal's Nominee.

EXTENSIONS

- Extensions of time may be granted on compassionate grounds or for illness as in above. All extensions should be made on the approved form available in the Appendix of this document and also available on MHO.
- Where possible, application should be made in writing as soon as possible in advance of the hand in date.
- Staff should carefully consider major school events interruptions such as examinations and camps and not schedule internal assessments near to that time.
- Where a class has been given written notification of an assessment date extensions to this on a whole class basis are to be approved by the NZQA Principal's Nominee

Student Instruction Sheet

Situation/Setting/Context

Fairtrade is a system of certification that aims to ensure that a set of standards are met in the production and supply of a product or ingredient. For disadvantaged farmers and garment workers, Fairtrade means workers' rights, safer working conditions and fairer pay. For shoppers it means ethically produced products. This gives labourers an opportunity to improve their lives, their communities, and to better plan for their future.

Task Instructions

STEP ONE - How informed am I about this issue?

1.1 Are you adequately Informed about YOUR CHOSEN issue?

In your report you are required to provide detailed background information about your chosen Social Justice/Human Rights Issue. Complete additional research if need be

Checklist:

- describe what is happening (5 Ws)
- describe cause and effect (and an H)
- explain how this is a social justice/human rights issue

1.2 Possible Social Actions - What Social Action could be taken?

Working in a small group, identify a range of Social Actions that could be taken and Social Action organisations working to respond to this issue. Make a record/list of these options. Evaluate the feasibility and predicted impact of each. Use/Complete the Social Action Evaluation template.

Choose to participate in ONE Social Action and establish which organisation you will work with.

STEP TWO - Plan and take Social Action

Continue to work in your small group, plan your chosen social justice and human rights action that addresses the _____ issue. A Planning template is available.

As a group, carry out the chosen action. Collect evidence (including dates and locations) of your involvement. Your evidence can be in any medium as long as it can be stored and retrieved, for example, text, photos, audio recording, and/or video footage. You must have specific personal contributions from each group member. Use a gantt chart or similar to track the individual contribution of group members.

STEP THREE – Report on personal involvement in a Social Justice and Human Rights Action

Working INDEPENDENTLY, plan and write a report.

Use the evidence of your participation to write a report describing your involvement in the action. Include evidence of your understanding of relevant social studies concepts, for example, social justice, human rights, group, roles, responsibilities, family, community, and society.

In your report:

YOU MUST

- ✓ Provide background information about the issue. Remember to use your research file
- ✓ Describe the social action
- ✓ Describe the intended outcome and how it promotes Human Rights/Social Justice
- ✓ Describe your involvement in the social action

YOU SHOULD

- ✓ Reflect on your involvement in the action
- ✓ Explain why you choose to act
- ✓ Evaluate whether you achieved the intended purpose of the action

YOU COULD

- ✓ Evaluate the effectiveness of the action.
- ✓ Describe and discuss advantages/disadvantages of your social justice and human rights action.
- ✓ Effectiveness in address issue/intended outcome
- ✓ Describe and discuss advantages/disadvantages of alternative social justice and human rights actions (related to the issue) that you could have taken.

Success criteria: You must submit....

MHJC Assessment

1. Social Action Evaluation (group)
3. Social Action plan (group)
4. Record/Evidence of Social Action (group **AND** personal/individual contribution)
5. Report detailing background of issue and your participation in a Social Justice and Human Rights Action (Individual)

Achievement Standard 91042

5. Report on personal involvement in a Social Justice and Human Rights Action

Recommended Sources: (if appropriate - could be MHOL references/websites or books)

- Class research and learning about issue (MHOL)
- Own additional independent research
- Bibliography guidance document (MHOL)
- Social Action Evaluation template (MHOL)
- Social Action Plan template (MHOL)
- Online gantt chart project planning tool
- Report Planning template and writing frame (MHOL)
- **EPIC (e.g., Academic OneFile, MasterFile, Australia & New Zealand Reference Centre, Critical Issues Collection, General OneFile)**

Assessment Schedule - MHJC Global Studies Assessment **Mr Bartholomew: My Fair Trade Assessment on Social Justice**

Task	Working Towards	AT	ABOVE	BEYOND
<p>Detail task/task purpose.. ..</p>	<p>You have planned a social Action</p> <p>You have yet to take appropriate Social Action</p>	<p>You have provided an adequate social action plan and made some form of personal contribution to the social action</p> <ul style="list-style-type: none"> • A number of social action solutions generated/identified • Attempted to evaluate the Social Action solutions • Some record/evidence of planning for Social Action • Attempted to participated in the Social Action <p>You have planned/drafted a report that outlines a Human Rights and Social Justice issue</p>	<p>You have provided a detailed social action plan and made a valid personal contribution to the social action</p> <ul style="list-style-type: none"> • A range of social action solutions generated/identified • Evaluation of the Social Action solutions • A full plan for Social Action • A record/evidence of your personal participation • Planned a report about your issue and participation <p>You have provided a report on personal involvement in a social justice and human rights action</p>	<p>You have provided a detailed social action plan and made an effective personal contribution to the social action</p> <ul style="list-style-type: none"> • A range of social action solutions generated • Evaluation of the Social Action solutions • A full plan for Social Action • A record/evidence of your participation that demonstrate effective participation • Fully planned a report about your issue and participation <p>You have provided an in depth report on personal involvement in a social justice and human rights action.</p>
<p>Detail task/task purpose.. ..</p>			<p>You have:</p> <p>provided a report on personal involvement in a social justice and human rights action</p> <p>The student's report about personal involvement in an action uses relevant social studies concepts (for example, social justice, human rights, group, roles, responsibilities, family, community, society). The student identifies the issue</p>	<p>The student:</p> <p>Report, in-depth, on personal involvement in a social justice and human rights action.</p> <p>The student's in-depth report about personal involvement in an action uses relevant social studies concepts (for example, social justice, human rights, group, roles, responsibilities, family, community, society). The student</p>

			<p>and provides background information, including the intended purpose of the action.</p> <p>For example:</p> <ul style="list-style-type: none"> • <i>Using the 2009 Amnesty International Freedom Challenge theme: The use of children as soldiers is a human rights issue that Amnesty International has chosen as the focus for action in 2009. Amnesty International is an organisation that promotes social justice by ensuring that all people have the human rights they are entitled to. Freedom Challenge encourages students in New Zealand to take action for human rights around the world. Our group's action is intended to raise money for Amnesty to help them pay for publicity for this campaign. We also hope that world focus on the use of child soldiers will help to prevent the practice and restore the family life of these children.</i> <p>The student describes how the social action promotes social justice and human rights.</p> <p>For example:</p> <ul style="list-style-type: none"> • <i>The action that I was involved in was called "Red Hands for Kids". We decided to get students at our school to buy a paper red hand shape for \$1 and write a message on it. The money that we raised can be used by Amnesty International to ensure that the rights of child soldiers</i> 	<p>identifies the issue and provides background information, including the intended purpose of the action.</p> <p>For example:</p> <ul style="list-style-type: none"> • <i>Using the 2009 Amnesty International Freedom Challenge theme: The use of children as soldiers is a human rights issue that Amnesty International has chosen as the focus for action in 2009. Amnesty International is an organisation that promotes social justice by ensuring that all people have the human rights they are entitled to. It is a worldwide movement of more than 3 million supporters, members and activists in more than 150 countries and territories who campaign to protect human rights. Freedom Challenge encourages students in New Zealand to take action for human rights around the world. The campaign get citizens to raise awareness and pressure to governments and officials to protect Human Rights. Our group's action is intended to raise money for Amnesty to help them pay for publicity for this campaign. This year the Freedom campaign focuses on Child soldiers. We also hope that world focus on the use of child soldiers will help to prevent the practice and restore the family life of these children.</i>
--	--	--	---	--

			<p><i>are protected. If New Zealand people are aware of the use of child soldiers they may choose to put pressure on the New Zealand government to protest to the governments of countries which turn a blind eye to the use of children.</i></p> <p>The student gives an account of their personal involvement in the social justice and human rights action.</p> <p>For example:</p> <ul style="list-style-type: none"> • <i>During the action I was responsible for making the red hands. I got the red paper from the art room and spent most of the weekend cutting templates of the hands out. During the lunchtimes I was responsible for selling the red hands to the year 9 and 10 students. The first picture below shows me making the red hands at home; the second one is of me selling a red hand to a year 9 student. The final picture shows me with the finished banner that has 150 hands on it.</i> 	<p>The student describes how the social action promotes social justice and human rights.</p> <p>For example:</p> <ul style="list-style-type: none"> • <i>The action that I was involved in was called "Red Hands for Kids". We decided to get students at our school to buy a paper red hand shape for \$1 and write a message on it. The money that we raised can be used by Amnesty International to fight for the rights of child soldiers. If New Zealanders are aware of the use of child soldiers they may choose to put pressure on the New Zealand government to protest to the governments of countries which turn a blind eye to the use of children.</i> <p>The student provides personal reasons for their involvement.</p> <p>For example:</p> <ul style="list-style-type: none"> • <i>I decided to take action during Freedom Week because I was angry that the child soldiers we have studied have such a hard life. They do not go to school and many do not live with their families. I wanted to help these children get their lives back. Another reason I got involved was to help raise awareness of the good work that Amnesty International does. We have an Amnesty group at college and by showing what Amnesty does we may be able to encourage more students to join up.</i>
--	--	--	---	---

				<p>The student evaluates their personal involvement in the social justice and human rights action.</p> <p>For example:</p> <ul style="list-style-type: none">• <i>During the action I was responsible for making the red hands. I got the red paper from the art room and spent most of the weekend cutting templates of the hands out. This was very successful as I had all the handprints ready when we needed them. Another positive factor was by not having to pay for the paper we were able to make more money for Amnesty International to use for the child soldiers. During the lunchtimes I was responsible for selling the red hands to the year 9 and 10 students. It was a little bit slow on the first day because the students had forgotten to bring their money. However the other 3 days went very well and we reached our target of 150 hands. The first picture below shows me making the red hands at home, the second one is of me selling a red hand to a year 9 student. The final picture shows me with the finished banner, which has 150 hands on it.</i>
--	--	--	--	--

Assessment Schedule – Achievement Standard 91042 Assessment Title _____

Task	Evidence towards Achieved	Evidence towards Merit	Evidence towards Excellence
<p>Detail task/task purpose....</p>	<p>The student:</p> <p>Report on personal involvement in a social justice and human rights action.</p> <p>The student’s report about personal involvement in an action uses relevant social studies concepts (for example, social justice, human rights, group, roles, responsibilities, family, community, society). The student identifies the issue and provides background information, including the intended purpose of the action.</p> <p>For example:</p> <ul style="list-style-type: none"> Using the 2009 Amnesty International Freedom Challenge theme: <i>The use of children as soldiers is a human rights issue that Amnesty International has chosen as the focus for action in 2009. Amnesty International is an organisation that promotes social justice by ensuring that all people have the human rights they are entitled to. Freedom Challenge encourages students in New Zealand to take action for human rights around the world. Our group’s action is intended to raise money for Amnesty to help them pay for publicity for this campaign. We also hope that world focus on the use of child soldiers will help to prevent the practice and restore the family life of these children.</i> <p>The student describes how the social action promotes social justice and human rights.</p> <p>For example:</p> <ul style="list-style-type: none"> The action that I was involved in was called “Red Hands for Kids”. We decided 	<p>The student:</p> <p>Report, in-depth, on personal involvement in a social justice and human rights action.</p> <p>The student’s in-depth report about personal involvement in an action uses relevant social studies concepts (for example, social justice, human rights, group, roles, responsibilities, family, community, society). The student identifies the issue and provides background information, including the intended purpose of the action.</p> <p>For example:</p> <ul style="list-style-type: none"> Using the 2009 Amnesty International Freedom Challenge theme: <i>The use of children as soldiers is a human rights issue that Amnesty International has chosen as the focus for action in 2009. Amnesty International is an organisation that promotes social justice by ensuring that all people have the human rights they are entitled to. It is a worldwide movement of more than 3 million supporters, members and activists in more than 150 countries and territories who campaign to protect human rights. Freedom Challenge encourages students in New Zealand to take action for human rights around the world. The campaign get citizens to raise awareness and pressure to governments and officials to protect Human Rights. Our group’s action is intended to raise money for Amnesty to help them pay for publicity for this campaign. This year the Freedom</i> 	<p>The student:</p> <p>Comprehensively report on personal involvement in a social justice and human rights action.</p> <p>The student’s comprehensive report about personal involvement in an action uses relevant social studies concepts (for example, social justice, human rights, group, roles, responsibilities, family, community, society). The student identifies the issue and provides background information, including the intended purpose of the action.</p> <p>For example:</p> <ul style="list-style-type: none"> Using the 2009 Amnesty International Freedom Challenge theme: <i>The use of children as soldiers is a human rights issue that Amnesty International has chosen as the focus for action in 2009. Amnesty International is an organisation that promotes social justice by ensuring that all people have the human rights they are entitled to. It is a worldwide movement of more than 3 million supporters, members and activists in more than 150 countries and territories who campaign to protect human rights. Amnesty International is independent of any government, political ideology, economic interest or religion and are funded mainly by our membership and public donations. Freedom Challenge encourages students in New Zealand to take action for human rights around the world. The campaign get citizens to take action; to raise awareness</i>

	<p><i>to get students at our school to buy a paper red hand shape for \$1 and write a message on it. The money that we raised can be used by Amnesty International to ensure that the rights of child soldiers are protected. If New Zealand people are aware of the use of child soldiers they may choose to put pressure on the New Zealand government to protest to the governments of countries which turn a blind eye to the use of children.</i></p> <p>The student gives an account of their personal involvement in the social justice and human rights action.</p> <p>For example:</p> <ul style="list-style-type: none"> <i>During the action I was responsible for making the red hands. I got the red paper from the art room and spent most of the weekend cutting templates of the hands out. During the lunchtimes I was responsible for selling the red hands to the year 9 and 10 students. The first picture below shows me making the red hands at home; the second one is of me selling a red hand to a year 9 student. The final picture shows me with the finished banner that has 150 hands on it.</i> 	<p><i>campaign focuses on Child soldiers. We also hope that world focus on the use of child soldiers will help to prevent the practice and restore the family life of these children.</i></p> <p>The student describes how the social action promotes social justice and human rights.</p> <p>For example:</p> <ul style="list-style-type: none"> <i>The action that I was involved in was called "Red Hands for Kids". We decided to get students at our school to buy a paper red hand shape for \$1 and write a message on it. The money that we raised can be used by Amnesty International to fight for the rights of child soldiers. If New Zealanders are aware of the use of child soldiers they may choose to put pressure on the New Zealand government to protest to the governments of countries which turn a blind eye to the use of children.</i> <p>The student provides personal reasons for their involvement.</p> <p>For example:</p> <ul style="list-style-type: none"> <i>I decided to take action during Freedom Week because I was angry that the child soldiers we have studied have such a hard life. They do not go to school and many do not live with their families. I wanted to help these children get their lives back. Another reason I got involved was to help raise awareness of the good work that Amnesty International does. We have an Amnesty group at college and by showing what Amnesty does we may be able to encourage more students to join up.</i> 	<p><i>and to pressure governments and officials to protect Human Rights. Citizen's also share this responsibility to protect other people's Human Rights. Our group's action is intended to raise money for Amnesty to help them pay for publicity for this campaign. Students taking part in Freedom Challenge will be running events and activities in their schools and communities to raise awareness and funds, and asking others to take action. This year the Freedom campaign focuses on Child soldiers. "In the more than fifty violent conflicts going on worldwide, it is estimated that there are some 300,000 child soldiers. Ishmael Beah used to be one of them." We also hope that world focus on the use of child soldiers will help to prevent the practice and restore the family life of these children. A child soldier has many Human Rights violated. For example in the Sudan....</i></p> <p>The student describes how the social action promotes social justice and human rights.</p> <p>For example:</p> <ul style="list-style-type: none"> <i>The action that I was involved in was called "Red Hands for Kids". We decided to get students at our school to buy a paper red hand shape for \$1 and write a message on it. The money that we raised can be used by Amnesty International to fight for the rights of child soldiers are protected. If New Zealand people are aware of the use of child soldiers they may choose to put pressure on the New Zealand government to protest to the governments of countries which turn a blind eye to the use of children.</i>
--	--	---	--

The student evaluates their personal involvement in the social justice and human rights action.

For example:

- *During the action I was responsible for making the red hands. I got the red paper from the art room and spent most of the weekend cutting templates of the hands out. This was very successful as I had all the handprints ready when we needed them. Another positive factor was by not having to pay for the paper we were able to make more money for Amnesty International to use for the child soldiers. During the lunchtimes I was responsible for selling the red hands to the year 9 and 10 students. It was a little bit slow on the first day because the students had forgotten to bring their money. However the other 3 days went very well and we reached our target of 150 hands. The first picture below shows me making the red hands at home, the second one is of me selling a red hand to a year 9 student. The final picture shows me with the finished banner, which has 150 hands on it.*

The student provides personal reasons for their involvement.

For example:

- *I decided to take action during Freedom Week because I was angry that the child soldiers we have studied have such a hard life. They do not go to school and many do not live with their families. I wanted to help these children get their lives back. Another reason I got involved was to help raise awareness of the good work that Amnesty International does. We have an Amnesty group at college and by showing what Amnesty does we may be able to encourage more students to join up.*

The student reflects on their personal involvement, which includes alternative or additional actions and an evaluation of the effectiveness of these alternative actions.

For example:

- *During the action I was responsible for making the red hands. I got the red paper from the art room and spent most of the weekend cutting templates of the hands out. This was very successful as I had all the handprints ready when we needed them. Another positive factor was by not having to pay for the paper we were able to make more money for Amnesty International to use for the child soldiers. During the lunchtimes I was responsible for selling the red hands to the year 9 and 10 students. It was a little bit slow on the first day because the students had forgotten to bring their money. However the other 3 days went very well and we reached our target of 150 hands. The first picture below shows me making the red hands at home, the*

			<p><i>second one is of me selling a red hand to a year 9 student. The final picture shows me with the finished banner, which has 150 hands on it.</i></p> <ul style="list-style-type: none"><i>• An alternative action would have been to get the students to make their own red hand print in paint to place on the sheet. Our group decided not to do this as we were concerned about the mess. The end result would have been the same but the possibility of students getting paint on their uniform or around the school made us reject this alternative as not being effective.</i><i>• Another action that we considered was to make gingerbread men (shaped and decorated as child soldiers) and sell them. We decided this action would not be very effective as it would not have made as much money for Amnesty as our red hand banner did. We would have had to charge \$5 to ensure that we reached our target. Students at our college would not have paid that much money just for a gingerbread man.</i>
--	--	--	---