

LGBTQ+ Discrimination | Take Action on Pink Shirt Day

Student Instruction Sheet

Working Towards	At	Above	Beyond
<p>You have yet to complete your research file</p> <p>You have attempted to participate in an established 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 sound research file</p> <p>You have participated in an established 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 research file</p> <p>You have maintained a record of your participation in an established 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 research file from a range of sources</p> <p>You have maintained an accurate record of your participation in an established 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 complete an in-depth investigation to become informed about LGBTQ+ discrimination around the world OR bullying which is a social justice/human rights issue. The issue may be a local, regional, national, or international. You are also required to investigate the possible Social Actions organisation/ Social Actions a person could take in response to this issue. Your Social Action must be associated with an established Social Action organisation. You are then required to participate in your chosen social justice and human rights action. Finally, you will then prepare a report describing 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.

You MUST meet the following checkpoints for this assessment:

Social Action Completed on: Friday 21st May

Social Action Log Due: 3pm, Monday 24th May

Research File Due: 3pm, Friday 4th June

Report on Social Action Due: 3pm, Friday 18 June

This assessment is due: 3pm Friday 18th June

ASSESSMENT CONDITIONS

In- class/out of class time allowed:

The assessment will be handed out to you in Week 2, Term 2. You will be given 5 weeks) in (Global Studies) to work on your Social Action, Research File and Report on your Social Action. 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

LGBTQ+ people have experienced discrimination throughout history and still throughout the world today. You will be required to participate in a dance performance and in Pink Shirt Day activities in order to promote kindness and raise awareness of LGBTQ+ rights. Celebrated annually around the globe, Pink Shirt Day began in Canada in 2007 when two students took a stand against homophobic bullying, after a peer was bullied for wearing a pink shirt. In Aotearoa, Pink Shirt Day works to create schools, workplaces, communities and whānau where everyone feels safe, valued and respected.

Task Instructions

STEP ONE – Independent Research:

1.1 Become Informed about LGBTQ+ discrimination

In class, we will together complete a series of learning activities with teacher scaffolding. We will also learn to use the research process and develop our research skills.

You are required to create a Research File (digital or hardcopy) that includes:

- All source reference details (refer to the bibliography guidance document)
- A range of evidence about the issue. This may include; quotes, photographs, political cartoons, newspaper articles, magazine articles, maps, extracts from books/websites

1.2 Possible Social Actions - What Social Action could be taken? What organisations/charities are already working to improve Human Rights/Social Justice for these people?

Working in a small group, identify a range of Social Justice organisations/charities and the fundraising or awareness campaigns they have established. 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. An evaluation template is available.

STEP TWO – Plan and take Social Action

As a class, decide on the best social action using your evaluation from above. Individually plan how you will participate in the chosen social action.

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.

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. Research File
2. Social Action Evaluation
3. Social Action plan (group)
4. Record/Evidence of Social Action (group)
5. Report of your participation in a Social Justice and Human Rights Action

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 plan (MHOL)
- Bibliography guidance document (MHOL)
- Social Action Evaluation template (MHOL)
- Social Action Plan template (MHOL)
- Report Planning template and writing frame (MHOL)
- EPIC online database

Assessment Schedule – MHJC Global Studies Assessment 1 : (LGBTQ+ Discrimination | Take Action on Pink Shirt Day)

Task	Working Towards	AT	ABOVE	BEYOND
<p>Detail task/task purpose.. ..</p>	<p>You have yet to complete your research file</p> <p>You have attempted to participate in an established 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 sound research file</p> <ul style="list-style-type: none"> • Research file for a number of pieces of evidence and some source details <p>You have participated in an established Social Action</p> <ul style="list-style-type: none"> • Social Action evaluation • A plan 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> <ul style="list-style-type: none"> • Planned a report about your participation 	<p>You have provided a detailed research file</p> <ul style="list-style-type: none"> • Research file for a number of pieces of evidence from different sources and most source details <p>You have participated in an established Social Action</p> <ul style="list-style-type: none"> • Social Action evaluation • A full plan for Social Action • A record of your 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 research file from a range of sources</p> <ul style="list-style-type: none"> • Comprehensive research file containing pieces of evidence from a range of sources and accurate source details <p>You have participated in an established Social Action</p> <ul style="list-style-type: none"> • Social Action evaluation • A full plan for Social Action • A record of your participation that demonstrate effective 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>The student’s report about <u>personal</u> 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"> • <i>Using the 2009 Amnesty International Freedom Challenge theme: The use of children as</i> 	<p>The student’s in-depth report about <u>personal</u> 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"> • <i>Using the 2009 Amnesty International Freedom Challenge theme: The use of children as soldiers is a human rights issue</i>

			<p><i>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> <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 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><i>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> <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</i>
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			<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>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> <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</i>
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				<p><i>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></p>
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Assessment Schedule – Achievement Standard 91042

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 <u>personal</u> 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 to get students at our school to buy a paper red hand shape for \$1 and write a 	<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 <u>personal</u> 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 campaign focuses on Child soldiers. We also hope that world focus on the use of</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 <u>personal</u> 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 and to pressure governments and officials to protect Human Rights. Citizen’s also</i>

	<p><i>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>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>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</i> 	<p><i>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> <p>The student provides personal reasons for their involvement.</p> <p>For example:</p>
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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 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 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.*

			<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>• 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.
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