

KEY UNDERSTANDINGS

- ⇒ People seeking social justice and human rights work together, and contribute, in different ways.
- ⇒ Seeking and maintaining social justice and human rights requires perseverance, tenacity, and strong belief systems.
- ⇒ Governments and institutions have a role in ensuring that people's human rights are respected and maintained.

LEARNING INTENTION

After completing this activity, students will be able to identify some of the strategies, processes, and tools people use when pressing for change in relation to social justice and human rights.

LEARNING PROCESSES

Social Decision Making. Students will demonstrate skills as they:

- ⇒ identify a range of problems associated with an issue and identify underlying problems;
- ⇒ generate a range of possible solutions;
- ⇒ plan possible actions in relation to identified problems or issues and identify the likely consequences of these actions.

TIPS FOR TEACHERS

- ⇒ Before doing this activity, make sure your students have done both diagnostic activities.
- ⇒ This activity links to Activity 4: Snapshots of Change, Activity 5: The Ballot Box Challenge, and Activity 6: People Today.

WHAT YOU NEED

- Learning materials to illustrate the ways people press for change in relation to social justice and human rights, for example:
 - ⇒ the **Trail of Light biographies** (examples that illustrate the use of strategies, processes, and tools include: Mary Ann Muller, Kate Sheppard, Anna Stout, Meri Mangakahia, Elizabeth McCombs, Ethel Benjamin, Elizabeth Gunn, Te Puea Hērangi, Doris Gordon, Mabel Howard, Whina Cooper, Iriaka Rātana, Erihāpeti Rehu-Murchie, Eva Rickard, Te Arikinui Te Atairangikaahu, Penny Jamieson).
 - ⇒ the **Landmarks for New Zealand Women**.
 - ⇒ any offline materials that you have available.



WHAT YOU LOOK FOR

- ➔ Can your students identify some of the strategies, tools, processes, skills, and personal characteristics used in making changes related to social justice and human rights?
- ➔ Do they show this understanding in their flow diagram?

WHAT NEXT?

- ➔ Go to one of the following activities:
Activity 4: Snapshots of Change
Activity 6: People Today.
- ➔ If you have completed these activities, go to
Activity 7: The Monumental Achievement Awards.



Monumental Stories

ACTIVITY 3: PLOTTING FOR CHANGE

Student Instructions

PURPOSE

When you've completed this activity, you'll be able to identify some of the **strategies, processes, and tools** that people use when pressing for change in relation to social justice and human rights.

WHAT YOU DO

- 1 Choose an example of a person or persons pressing for change in relation to social justice and human rights.

For example: Mary Ann Muller, Elizabeth McCombs, Ethel Benjamin, Iriaka Rātana, Erihāpeti Rehu-Murchie, Eva Rickard, Te Arikinui Te Atairangikaahu, Penny Jamieson.
- 2 List the way your chosen person pressed for change and the strategies, processes, and tools they used. Some examples are: collaboration, publicity, letter writing, approaching authorities, holding meetings and presenting petitions to change laws.
- 3 Use your list to make a flow diagram similar to the one below so that it shows: the change process; the strategies, processes, and tools; the person's skills* and personal characteristics** that helped make the strategies or tools effective; and the result(s) the person achieved.

Strategy used ↓	Strategy used ↓
Skill or characteristic ↓	Skill or characteristic ↓
PERSON → → → <i>process</i> → → → RESULT	
Skill or characteristic ↑	Skill or characteristic ↑
Strategy used ↑	Strategy used ↑

* For example, the skills needed when holding a public meeting might include public speaking, knowing how to conduct a meeting and confidence.

** Examples of personal characteristics include tenacity, perseverance, patience, confidence, adaptability, resilience, charm, humour, cunning, and quick thinking.

