

KEY UNDERSTANDINGS

- ➔ People have a range of reasons for seeking social justice and human rights.
- ➔ 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.
- ➔ Change, or lack of change, in the area of social justice and human rights has implications and consequences for people.

LEARNING PROCESSES

Inquiry. Students will demonstrate skills as they:

- ➔ establish a framework for inquiry;
- ➔ collect and record information from a range of primary and secondary sources;
- ➔ process information, using appropriate conventions and establishing the relevance of information;
- ➔ make a range of valid generalisations supported by evidence;
- ➔ communicate findings clearly and concisely, using conventions appropriate to the mode of communication.

WHAT YOU NEED

You need access to groups or individuals in your community who have witnessed or experienced significant change in relation to social justice and human rights, for example, an older person, a person who has fought for Māori rights, or an immigrant.

LEARNING INTENTION

In completing this activity, students will demonstrate their ability to plan and carry out an interview that provides information about a change in relation to:

- ➔ social justice and human rights, as experienced by the subject of the interview;
- ➔ the effects of that change on the subject and their community.

TIPS FOR TEACHERS

Before doing this activity:

- ➔ Make sure your students have successfully completed both diagnostic activities and **Activity 3: Plotting for Change**.
- ➔ Check that students understand interview techniques. (For more information refer to the guidelines contained in "Talking History: A Short Guide to Oral History" [Hutching, Bridget Williams Books, 1993].)
- ➔ Be aware that interview subjects may offer a wide and diverse range of personal experiences. Ensure that students share this awareness and act accordingly. See "Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis" by Adrienne Alton-Lee. This report can be found in the topical issues section of the Ministry of Education's website;

www.minedu.govt.nz



WHAT YOU LOOK FOR

- ➔ Are your students able to select a suitable person to interview, and can they form appropriate questions for their interview?
- ➔ Does their interview provide information about the person's experience of change and its impact on them and their community?

WHAT NEXT?

- ➔ Go to **Activity 4: Snapshots of Change.**
- ➔ If you have completed this activity go to **Activity 7: The Monumental Achievement Awards.**



Monumental Stories

ACTIVITY 6: PEOPLE TODAY

Student Instructions

PURPOSE

When you've completed this activity, you will have shown that you can plan and carry out an interview to get information about a change that someone has experienced in relation to social justice and human rights and about the effects of that change on that person and their community.

WHAT YOU DO

- 1 Form a group to plan and carry out an interview with a person (or persons) in your community who have witnessed or experienced changes in relation to social justice and human rights.
- 2 In your group, decide and write down what you will look for when:
 - identifying a suitable person to interview about their experiences related to social justice and human rights;
 - making a list, before the interview, of appropriate questions you might ask;
 - requesting the interview;
 - carrying out the interview;
 - using the information from the interview.
- 3 Now choose someone to interview about their experiences of change related to social justice and human rights.

Remember that the person may not have been a leader themselves but will have experienced the implications and consequences of change.
- 4 Prepare the questions you want to cover in the interview by identifying the "what", "how", and "who" of the change(s). To help do this, think about the following questions:
 - What changed? (What were the "before" and "after" situations?)
 - Is it a "change related to social justice and human rights" according to your shared definitions developed during this unit?
 - What effects or consequences did that change have on society in general?
- 5 What effects or consequences did that change have on the person? For example, in what ways did it make their life different? How did they feel about it? Was there a cost involved, for example, higher taxes, loss of other freedoms or choices, or social upheaval?
- 6 What individuals and/or groups were involved in the change?
- 7 How did the change begin?
- 8 What process was used?
- 9 What strategies were employed?
- 10 Is the change being maintained, protected, and/or advanced? If so, how? If not, why not?
- 5 Be prepared to **listen** to the answer to each question and, if necessary, to draw out more information before moving on to your next planned question.
- 6 Carry out the interview.
- 7 Choose how to present the results of your interview most effectively. For example, you might:
 - contribute to a **Monumental Stories** book in your school or local library;
 - make a **Trail of Light** wall display for your community;
 - write a newspaper article for your class, school, or local paper, or prepare a radio talk (school or local radio station), about the person you interviewed.

NOTE: Make sure you have the person's permission **before** making any public display or broadcast.

