Equity and Social Justice: From Theory to Practice, Grade 12

University/College Preparation   HSE4M

This course enables students to develop an understanding of the theoretical, social, and historical underpinnings of various equity and social justice issues and to analyse strategies for bringing about positive social change. Students will learn about historical and contemporary equity and social justice issues in Canada and globally. They will explore power relations and the impact of a variety of factors on equity and social justice. Students will develop and apply research skills and will design and implement a social action initiative relating to an equity or social justice issue.

Prerequisite: Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

A. RESEARCH AND INQUIRY SKILLS

OVERALL EXPECTATIONS

Throughout this course, students will:

A1. Exploring: explore topics related to equity and social justice, and formulate questions to guide their research;

A2. Investigating: create research plans, and locate and select information relevant to their chosen topic, using appropriate social science research and inquiry methods;

A3. Processing Information: assess, record, analyse, and synthesize information gathered through research and inquiry;

A4. Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

SPECIFIC EXPECTATIONS

A1. Exploring

Throughout this course, students will:

A1.1 explore a variety of topics related to equity and social justice *(e.g., media representations of women in politics, effects of social networking on activism)* to identify topics for research and inquiry

A1.2 identify key concepts *(e.g., through discussion, brainstorming, use of visual organizers)* related to their selected topics

A1.3 formulate effective questions to guide their research and inquiry

Teacher prompt: "If you were studying media representations of Aboriginal youth, why would it be important to determine the origin or creator of the media products you are examining? How would you ensure that you have a diverse selection of sources? How might you determine whether the representation of Aboriginal youth varies in different types of media or in media from different regions or countries?"

A2. Investigating

Throughout this course, students will:

A2.1 create appropriate research plans to investigate their selected topics *(e.g., outline purpose and method; identify sources of information; develop research tools such as surveys, questionnaires, or interviews)*, ensuring that their plans follow guidelines for ethical research

A2.2 locate and select information relevant to their investigations from a variety of primary sources *(e.g., interviews; observations; surveys and questionnaires; original documents in print and other media such as film, photographs, songs, advertisements)* and secondary sources *(e.g., book reviews, magazine articles, textbooks, critical analysis in journals)*

Teacher prompts: "What is the difference between a primary and a secondary source? How can you determine whether a source is primary or secondary?" "Why is it important to base your research on a variety of sources?"

A2.3 based on preliminary research, for each investigation formulate a hypothesis, thesis statement, or research question, and use it to focus their research

A3. Processing Information

Throughout this course, students will:

A3.1 assess various aspects of information gathered from primary and secondary sources *(e.g., accuracy, relevance, reliability, inherent values and bias, voice)*

Teacher prompts: "What strategies can you use to determine the relevance of the information you have gathered?" "If two sources contradict each other, how might you determine which is more reliable?" "What values are embedded in these sources? Whose voices are represented and whose are absent?" "Whose interests are advanced if you accept the main message of this source?"

A3.2 record and organize information and key ideas using a variety of formats *(e.g., notes, graphic organizers, summaries, audio/digital records)*

A3.3 analyse and interpret research information *(e.g., compare results of surveys and interviews; determine whether common themes arise in different sources)*

A3.4 demonstrate academic honesty by documenting the sources of all information generated through research

A3.5 synthesize findings and formulate conclusions *(e.g., weigh and connect information to determine the answer to their research question)*

A4. Communicating and Reflecting

Throughout this course, students will:

A4.1 use an appropriate format *(e.g., oral presentation, written research report, poster, multimedia presentation, web page)* to communicate the results of their research and inquiry effectively for a specific purpose and audience

A4.2 use terms relating to equity and social justice correctly *(e.g., equity, equality, marginalization, human rights, diversity, ethics)*

A4.3 clearly communicate the results of their inquiries *(e.g., write clearly, organize ideas logically, use language conventions properly)*, and follow APA conventions for acknowledging sources *(e.g., generate a reference list in APA style, use in-text author-date citations)*

A4.4 demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills

Teacher prompts: "In what ways did the primary and secondary sources you used confirm what you already knew and understood about the topic? In what ways did they contradict what you thought was true?" "How might the sources you consulted have affected the conclusions that you reached?"

B. UNDERSTANDING SOCIAL CONSTRUCTION

OVERALL EXPECTATIONS

By the end of this course, students will:

B1. **Approaches and Perspectives:** demonstrate an understanding of a range of perspectives on and approaches to equity and social justice issues, and of factors that affect inequity and social injustice;

B2. **Power Relations:** analyse, in historical and contemporary contexts, the dynamics of power relations and privilege as well as various factors that contribute to power or marginalization;

B3. **Media and Popular Culture:** assess the impact of media and popular culture on equity and social justice issues.

SPECIFIC EXPECTATIONS

B1. Approaches and Perspectives

By the end of this course, students will:

B1.1 demonstrate an understanding of theoretical and research approaches associated with the study of equity and social justice issues *(e.g., postmodernism, anti-oppression theory, feminist analysis, critical race theory, critical disability theory, postcolonial theory, indigenous knowledge approach)*

Teacher prompts: "What are some of the key issues relating to people with disabilities that are being identified within the field of disability studies?" "What contribution has Peggy McIntosh made to anti-oppression theory?"

B1.2 demonstrate an understanding of basic concepts related to the social construction of identity *(e.g., the construction of race, gender, ability, sexual orientation, class)* that have been developed by a range of theorists *(e.g., Judith Butler, George Dei, Jacques Derrida, Michel Foucault, bell hooks, Karl Marx)*, and of how to apply the concepts when analysing equity issues

Teacher prompts: "What does Judith Butler mean by the term *gender performance*? What implications does this concept have with regard to the way we view ourselves and interact with others?" "How does the concept of the policing of identity, as used by Michel Foucault, relate to social constructions of identity?" "How might Jacques Derrida's concept of the naturalization of difference influence the way we categorize identities?"

B1.3 explain how individual and systemic factors *(e.g., fear, greed, isolation, pressure to conform, poverty, individual and systemic discrimination)* can cause or perpetuate inequity and social injustice

Teacher prompts: "Have you ever been in a situation where peer pressure led you to respond negatively to an individual who was different from the members of your group (e.g., a person from a different ethnocultural group or with a different sexual orientation)? Did your response reflect your actual feelings/ beliefs? If not, what did your response reveal about the role that pressure to conform plays in perpetuating inequity?" "How does the privilege of certain groups (e.g., groups based on sex, gender, socio-economic status, or ethnicity), including feelings of entitlement among people from those groups, affect other people's use of and access to resources?" "What is the effect on individuals of bias in standardized tests?"

B1.4 analyse ways in which social and cultural belief systems can affect perspectives on and decisions relating to equity and social justice issues *(e.g., one's position on land development/ resource exploitation versus the preservation of sites sacred to Aboriginal people; Sharia and Halakhah law versus a single system of family law in Canada; individual versus social responsibility)*

Teacher prompts: "In what ways does your own belief system influence your position on social justice issues?" "What are some potential tensions between religious principles and

social ethics?" "What kinds of tensions can exist between traditional and non-traditional social or cultural belief systems?" "Do you think Canada is a religious or a secular society? Give reasons to support your answer."

B1.5 analyse how legislation, the courts, and public policy approach equity and social justice issues (*e.g., federal and provincial human rights legislation, United Nations conventions, Ontario's Environmental Bill of Rights, high court decisions on equity issues, workplace policies on discrimination and harassment*), and how they can affect people's perceptions of these issues

Teacher prompts: "Why did feminist groups lobby to have sex equality provisions included in the Canadian Charter of Rights and Freedoms? What difference do you think it would have made to Canadian law and society if they had not been successful?" "What arguments can be made for and against the idea that access to adequate food, housing, and health care, as well as clean air and water, is a basic human right?" "How effective do you think antidiscrimination policies are in changing individual attitudes and behaviour?"

B2. Power Relations

By the end of this course, students will:

B2.1 analyse the dynamics of power relations and privilege in various social settings, both historical and contemporary (*e.g., the status of women in various historical periods and/or societies; power relations in slave societies; the connections between economic and political power; heterosexual privilege; power relations between dominant and minority language groups*)

Teacher prompts: "In what ways have power relations shifted in Canada over the past century? In what ways have they remained the same?" "Which groups have power at school? In your community? Which groups experience discrimination or exclusion in the community?" "What are some examples of inherent or unchallenged privilege in Canada? Are they unique to Canadian society?" "What responsibilities do people in positions of power have towards those with less power?"

B2.2 analyse the effects of bias, stereotypes, prejudice, discrimination, and oppression on individuals and groups (*e.g., feelings of marginalization, powerlessness, anger, hopelessness, apathy, lack of self-worth, defiance; ghettoization; formation of support groups; motivation to seek societal change or engage in advocacy, action*)

Teacher prompt: "Which groups in Canada face more than one form of discrimination? What impact does such discrimination have?"

B2.3 analyse factors that affect political participation, including standing for elected office, at the local, provincial, and/or federal level in Canada (*e.g., political traditions in one's country of origin; language barriers; feelings of alienation, apathy, or powerlessness; obstacles to elected office facing women, working-class people, ethnic minorities, people with disabilities*)

Teacher prompts: "How does the proportion of women and various racial and ethnocultural groups on your city/town council or in the Ontario provincial legislature compare to their proportion in the general population?" "What could be done to encourage greater diversity among political candidates?" "What could be done to encourage more people to vote in municipal, provincial, and federal elections?" "How might electoral reform encourage diversity in elected officials?"

B2.4 demonstrate an understanding of how the use of language can empower or marginalize individuals and groups (*e.g., the impact of forcing colonized people to be educated in or to use the language of the colonizer; the implications of androcentric language; the benefits of groups "reclaiming" pejorative language*)

Teacher prompts: "What are some instances in which the connotation of words used to describe particular social groups has changed from negative to positive? Why has this happened? What is the effect on individuals and society?" "Why is it important to use inclusive language, even in groups that are not visibly diverse?"

B3. Media and Popular Culture

By the end of this course, students will:

B3.1 analyse stereotypes found in the media and popular culture, and assess their impact (*e.g., with reference to: personal aspirations, expectations, and assumptions; empathy; violent or oppressive behaviour; harassment and bullying; sense of belonging or alienation*)

Teacher prompts: "How do stereotypes of Arabs and Muslims (or any other group) in the media affect both the minority group represented and the majority viewing the images?" "Do you think it is better to be represented in the media in stereotypical ways rather than not at all? Give reasons for your answer." "How might the images of Black men in the media affect people's perceptions of Black men in the

'real world'?" "What are the effects of common cultural depictions of poor and working-class white people as ignorant, misfits, or comic figures?" "How does hip hop culture portray men, women, and sexuality, including homosexuality and homoeroticism? What impact might such portrayals have?"

B3.2 analyse the viewpoints in news reports *(e.g., in print media, on television, on the Internet)* on equity and social justice issues

Teacher prompts: "How are labour issues portrayed in news reports? What does this reporting tell us about what the media consider important?" "What impact do you think the increasing consolidation of media ownership has had on the reporting of social justice issues?" "How does the reporting of social justice issues differ in various news media? In Canadian and American media outlets? In publicly funded and privately funded media outlets? In Canadian and international news services (e.g., Al Jazeera English)?" "Do you think blogs can provide valuable perspectives on social justice issues? Why or why not?"

B3.3 demonstrate an understanding of various ways in which media and popular culture can be used to raise awareness of equity and social justice issues *(e.g., how popular music, feature films, documentaries, photographs, and the Internet can raise social awareness)*

C. ADDRESSING EQUITY AND SOCIAL JUSTICE ISSUES

OVERALL EXPECTATIONS

By the end of this course, students will:

C1. **Historical and Contemporary Issues:** analyse a range of historical and contemporary equity and social justice issues and the impact of economic and environmental factors on these issues;

C2. **Leadership:** evaluate the contributions of individuals and groups and/or movements identified with specific aspects of the struggle for equity and social justice;

C3. **Policies, Strategies, and Initiatives:** compare policies, strategies, and initiatives used by various groups, including indigenous peoples and women, to address equity and social justice issues in a variety of jurisdictions.

SPECIFIC EXPECTATIONS

C1. Historical and Contemporary Issues

By the end of this course, students will:

C1.1 analyse the rationale for specific instances of social injustice in Canadian history *(e.g., denying women the vote; educational restrictions/quotas facing women and Jews; racial segregation; the internment of Japanese Canadians during World War II; the institutionalization and/or sterilization of people with disabilities; forcing Aboriginal children to attend residential schools; the destruction of Africville)*, and demonstrate an understanding of how perspectives on the issues related to these historical injustices have changed

Teacher prompts: "Why were Chinese workers on the transcontinental railway not allowed to bring their families with them to Canada?" "What effect did Canada's involvement in wars and international conflicts have on domestic xenophobia?" "What was the background of the 'Persons Case'?" "When did Aboriginal people in Canada obtain the vote? What was the rationale for the state's withholding it from them?" "What events led to the legalization of same-sex marriage?" "What types of social justice issues do we view differently today than Canadians did a generation or two earlier? What accounts for the change in attitudes?"

C1.2 analyse a broad range of current equity and social justice issues in Canada *(e.g., racial profiling of Blacks and South Asians; Islamophobia; stereo-*

types of East Asians as "model minorities"; the marginalization of Black, Latin American, Hispanic, and Portuguese students in educational systems; temporary and domestic workers' rights; Aboriginal land claim disputes and settlements; an increasing gap between the wealthy and the poor; the racialization and feminization of poverty)* with reference to the underlying social circumstances and potential strategies for addressing the issues

Teacher prompts: "Has the social welfare state adequately met the needs of all citizens? Give reasons for your answer." "What are some of the challenges that people with various disabilities face on a daily basis? How have legislators attempted to address these challenges? Have their solutions been adequate?"

C1.3 analyse the role of economics and globalization in promoting or impeding equity or social justice *(e.g., the impact of World Bank policies, the rise of the middle class in China and India, the creation of maquiladoras in Mexico, the lack of labour and environmental industrial standards in the Canada–U.S. Free Trade Agreement, the establishment of microcredit organizations)*

Teacher prompts: "How has the rise of China as a global economic power affected human rights in that country?" "What impact have World Bank and/or International Monetary Fund policies had on social justice in African or Latin American countries?" "What effect has the marketing of fair-trade products had on farm economies in developing countries?"

C1.4 assess the equity and social justice implications of major environmental issues *(e.g., the privatization of water; the shipment of electronic waste to developing countries; the unsustainable exploitation of natural resources; issues relating to genetically modified crops and the seed-saving movement; the impact of global warming, and policies to reduce global warming, on developing countries; urban/industrial development of protected land or land whose ownership is disputed)*

Teacher prompts: "How do discrepancies between countries' environmental standards benefit some countries or groups of people and harm others?" "What developments need to occur in international law to address global environmental issues?" "What impact has the demand for corn for biofuel had on farmers in developing countries?" "How are farming practices affected when a large corporation owns and controls the use of seeds?"

C2. Leadership

By the end of this course, students will:

C2.1 evaluate the achievements of a range of individual Canadians *(e.g., activists, actors, artists, economists, environmentalists, humanitarians, journalists, philanthropists, politicians, scientists, social visionaries, writers)* in the areas of equity and social justice

Teacher prompts: "How effective has David Suzuki been in raising awareness of environmental issues?" "What are the major achievements of Craig and Marc Kielburger?" "What originally inspired the social activism of Ryan Hreljac? What impact has his work had?" "Why have Naomi Klein and Maude Barlow become spokespersons for the anti-globalization movement?" "To what extent has Rick Hansen been able to raise awareness of disability issues?" "What role has Irshad Manji played in raising awareness of issues facing Muslim women?"

C2.2 explain how the combination of circumstances and personal qualities and skills resulted in specific individuals' becoming effective agents of change *(e.g., Mary Harris "Mother" Jones, Mohandas Gandhi, Rosa Parks, Tommy Douglas, Jean Vanier, Jeannette Corbiere Lavell, Abbie Hoffman, Nelson Mandela, Stephen Lewis, Shirin Ebadi, Vandana Shiva)*

Teacher prompts: "Why was Viola Desmond's decision about where to sit in a Nova Scotia movie theatre so significant? What personal qualities did she display in making this decision and pursuing the legal challenges that followed?"

"What events led to the establishment of Medicare in Saskatchewan? What role did Tommy Douglas play in this process? What skills and qualities allowed him to be so effective?" "What skills and personal qualities are reflected in the accomplishments of Wangari Maathai?"

C2.3 analyse equity and social justice issues that have been confronted by various religious leaders and movements, and assess the contributions that specific religious leaders and movements have made to the advancement of equity and social justice *(e.g., Oscar Romero's championing of the poor and powerless in El Salvador; Mother Teresa's hospices in India; Desmond Tutu's resistance to apartheid in South Africa; the Dalai Lama's challenge to the Chinese control of Tibet; the role of Quakers in the emancipation of slaves; the impact of liberation theology on social inequality in Latin America; the connection between tikkun olam initiatives and human rights)*

Teacher prompts: "What types of social justice issues did the Social Gospel movement confront in Canada?" "What connections did Dorothy Day make between Catholicism and workers' rights?" "What impact did Martin Luther King Jr.'s religious background have on his work in the civil rights movement in the United States?" "What role have Buddhist monks played in protesting human rights abuses in Myanmar?"

C2.4 describe the issues leading to the establishment of a range of secular social justice movements or organizations *(e.g., the Canadian labour movement, Greenpeace, the Assembly of First Nations, Egale Canada, Project Ploughshares, the Arpillera movement in Chile, Doctors Without Borders, Inclusion International, Justice for Children and Youth, Adbusters)*, and assess the impact of these movements on individuals and groups

Teacher prompt: "What advocacy groups have been created by and for young people? Why were these groups established? What impact have they had?"

C3. Policies, Strategies, and Initiatives

By the end of this course, students will:

C3.1 compare challenges facing various equity-seeking groups *(e.g., groups seeking gender equity, racial equity, poverty reduction, or rights for people who are mentally ill or who have physical, intellectual, or sensory disabilities)*, and describe some of the policies, strategies, and initiatives used by these groups to address their concerns

Teacher prompts: "Why is it important that equity-seeking groups frame their objectives within a human rights context? What might happen if they were perceived as seeking charity rather than human rights?" "What strategies have blind activist groups, such as the Alliance for the Equality of Blind Canadians, used to ensure that the issue of support for blind people is seen as a human right? To what extent are these strategies used by other equity-seeking groups?"

C3.2 describe the ways in which Aboriginal peoples in Canada and other indigenous groups around the world *(e.g., the Innu of Labrador, the Lubicon Cree of Alberta, Guyanese indigenous peoples, the Basque people of Spain and France)* have used laws or international attention to try to effect changes in domestic policy with respect to social justice issues

Teacher prompts: "How and why is Amnesty International promoting the cause of the Lubicon Cree?" "What is the significance of the establishment of the Coordinating Body for the Indigenous Organizations of the Amazon Basin (COICA)? What is this group's position on the United Nations Declaration on the Rights of Indigenous Peoples? What is the position of Aboriginal groups in Canada with respect to the UN declaration? What is the position of the Canadian government?"

C3.3 compare the ways in which injustices against women *(e.g., issues related to political leadership, violence against women, the feminization of poverty, women's health care)* have been addressed in Canada to the ways they have been addressed in other countries, with reference both to public policy and the strategies used by groups, particularly women's groups, to effect change

Teacher prompts: "What role have grass roots organization and leadership played in addressing violence against women in Canada and some developing countries?" "What factors account for Canada's lagging behind many countries, including Iraq, South Africa, and Norway, in electing women to national legislatures?"

D. PERSONAL AND SOCIAL ACTION

OVERALL EXPECTATIONS

By the end of this course, students will:

D1. **Promoting Equity and Social Justice:** demonstrate an understanding of how personal values, knowledge, and actions can contribute to equity and social justice, and assess strategies that people use to address equity and social justice concerns;

D2. **Opportunities for Participation:** describe a variety of careers and volunteer opportunities in fields related to equity and social justice, and demonstrate an understanding of the skills and knowledge they require;

D3. **Social Action and Personal Engagement:** design, implement, and evaluate an initiative to address an equity or social justice issue.

SPECIFIC EXPECTATIONS

D1. Promoting Equity and Social Justice

By the end of this course, students will:

D1.1 describe how fundamental values, attitudes, and day-to-day behaviour *(e.g., fair-mindedness, empathy, reflection, respecting and embracing diversity, personal language use)* can contribute to equity and social justice

Teacher prompts: "When individuals speak up against harassment or homophobia, how are they making a contribution to equity and social justice?" "How can the language we use promote equity and social justice?"

D1.2 describe how education can help promote equity and social justice *(e.g., by fostering critical thinking, increasing awareness, exposing students to multiple perspectives)*

Teacher prompt: "In what ways might a course like this one help promote equity and social justice? How do other courses that you are taking address equity and social justice issues? What other educational opportunities could you pursue to increase your awareness of social justice issues?"

D1.3 analyse ways in which personal actions *(e.g., voting, establishing student social justice clubs, supporting fair/ethical trade practices through consumer action, participating in the public policy–creation process, working for political candidates,* *participating in a labour union, engaging in advocacy activities, reducing energy consumption)* can empower individuals and reduce the impact of inequity or social injustice in local, national, and international contexts

Teacher prompts: "What are the costs and benefits of purchasing organic and fair-trade products?" "How can you know whether 'buy-cotting' has a positive effect on the producers of the product you are purchasing?" "Why is it important for citizens to get involved in election campaigns?"

D1.4 assess the effectiveness of various strategies that have been used, both historically and in the present day, to address equity and social justice issues *(e.g., Internet campaigns; boycotts; petitions; letters to the editor; lobbying; participation in non-governmental organizations [NGOs], rallies/demonstrations, revolutionary movements)*

Teacher prompts: "How was the Internet used to help organize the 'Battle of Seattle'?" "How were social networking sites used to challenge the legitimacy of the results of the June 2009 elections in Iran?" "Do you think the Internet can continue to be an effective tool to organize social protest? Why or why not?" "How effective were economic boycotts of apartheid South Africa?" "What are some of the tactics used by NGOs to raise awareness of issues related to child labour? What impact have these organizations had?"

D2. Opportunities for Participation

By the end of this course, students will:

D2.1 describe a range of careers related to equity and social justice (*e.g., community organizer, public policy analyst, NGO worker, diversity trainer*)

Teacher prompt: "What role do human rights lawyers play in the fight for equity and social justice? Where might human rights lawyers work?"

D2.2 describe the education, training, and skills required for careers related to equity and social justice

Teacher prompts: "Which organizations in your community deal with equity and social justice issues? Who could you interview in these organizations to get information on the educational and career paths most appropriate for staff?" "Which provincial or national organizations could you contact to discuss the kinds of skills you would need to optimize your employment opportunities in the social justice field?" "Which postsecondary institutions have programs that specialize in fields relating to equity and social justice? What kinds of careers could a graduate of these programs pursue?"

D2.3 describe volunteer opportunities that relate to equity and social justice initiatives in schools, in the local community, nationally, and globally, and that reflect their personal skills, knowledge, and interests (*e.g., helping to organize or participating in student equity or anti-bullying groups; doing volunteer work for NGOs, political campaigns, or social service or equity groups in the local community; helping to design a website to raise awareness of a social justice issue; attending workshops, lectures, or rallies on social justice issues*)

D3. Social Action and Personal Engagement

By the end of this course, students will:

D3.1 identify a specific need related to an equity or social justice issue, and design an initiative to address this need (*e.g., an initiative such as designing a school workshop or campaign to promote diversity; creating and publicly presenting rap songs, videos, visual art works, dances, dramatizations, or podcasts on the impact and prevention of discrimination; organizing a petition or a letter-writing campaign on a social justice issue*)

Teacher prompt: "What social justice issue do you think needs to be addressed in your school? Who could you consult to assess the impact of the issue in your school?"

D3.2 identify strategies and skills needed for gaining support for and handling potential resistance to their initiative (*e.g., strategies such as finding allies within their school/community, determining who has power and influence, and working with those people/groups; skills relating to advocacy, persuasion, diplomacy, active listening, understanding various perspectives, collaboration and consultation*)

Teacher prompts: "What steps can your group take to be as collaborative as possible?" "Where will you look for resources to support your plan?" "Who do you think will help support your plan? Who are some good contact people?"

D3.3 demonstrate an understanding of how to effectively evaluate social action initiatives (*e.g., strategies for evaluating the clarity of the message and the appropriateness of the initiative for the target audience or group being served, for measuring results*)

Teacher prompts: "What are some methods that organizations use to determine whether an initiative has achieved its goals? How might the modes of evaluation differ depending on the goals?" "What are your short- and long-term goals? What tools or approaches are most appropriate for measuring your success in achieving those goals?"

D3.4 implement their initiative using appropriate planning, organizational, evaluation, and communication skills

D3.5 reflect on the skills and strategies they used before, during, and after designing and implementing their initiative; explain which ones they found most useful in achieving their objectives; and identify what they would do differently in the future to improve their work as committed, responsible activists

Teacher prompts: "Which individuals or social groups were served by your project?" "How do you know your project was effective? What could you have done to make it more effective?" "What skills would you want to further develop before implementing a new initiative? How might you acquire or hone those skills?"