ST COLUMB'S PARK HOUSE
Activity & Reconciliation Centre

Action Projects.

- What is an action project?
- Why use this tool?
- What skills can be developed from the process of doing an action project?
- Helping Groups with their Action Project - A Checklist
- The Process of an action project
- CEA guidelines for new curriculum

What is an action project?

An Action Project is an activity undertaken by a group of young people addressing an issue that is of concern or interest to them. It requires them to reflect on their particular issue/concern/interest and identify realistic action they could take to address it.

Why?

The action project is a learning tool that enables the student to experience the practice of citizenship and take action for a better society. Through doing an action project, for example, based on human rights or global issues, the student cannot only develop skills of participation, but also experience a positive sense of acting for a better world.

What skills can be developed as part of this?

Skills
Communication

- Group Participation,
- Discussion and debating,
- Listening to others
- Skills of negotiation and the ability to come to an agreement
- Letter Writing
- Enquiring by phone

Learning Skills

- Research Skills
- Questioning
- Critical reflection
- Problem Solving
- Using sources of information
- Compiling surveys
- Drawing conclusions

Action Skills

- Carrying out surveys
- Collecting petitions
- Inviting guest speakers
- Explaining issues
- Dealing with outside agencies
- Fundraising
- Budgeting

Presentation Skills

- Compiling information
- Categorising results
- Public Speaking

Helping Groups with their Action Project - A Checklist

1. Choosing the Action Project

- Have I spent time discussing the young peoples' interests?
- Have they chosen the issue themselves?
- Is there agreement on the chosen subject?
- Do my students have a basic understanding of the concept?
- Can my students give examples of issues relating to the concept?
- Will the action project develop the knowledge, skills and attitudes of the students regarding human rights or global issues?
- Are there enough resources to carry out the action project?
- Do I need the permission of parents or Board of Management?
- Do the students know what they want to achieve?

2. Organising the Action project.

- Have the students identified their source of information, if needed?
- Have the students identified the tasks needed to carry out the action project?
- Does each student have a role to play in the action project?
- Has a list been made of roles and responsibilities within the class?

3. Doing the Action Project

- Is there a reasonable time frame for carrying out the action project?
- Are there leadership roles to ensure each student completes their task?

4. Reflecting on the Action Project

- Can the students describe the information they have learned?
- Can the students identify skills they have practised?
- Can the students explain the importance of the concept they have covered?
- Have the students' attitudes or opinions changed as a result of doing the action project?
- Are the students interested in carrying out further actions on the issue?

Based on "A Human Rights Action Project", Curriculum Development Unit, CDVEC and Trócaire

Based on CSPE Guidelines for Teachers, Department of Education

Process

1. Identification: Young people identifying issues which may form the basis of the action project.

2. Negotiation: They make a case for their issue to be chosen for an action project.
Decision on issue by leader and young people.

3. Investigation: This is where expert help from outside proves useful; NGO's, community groups.

Phase 1: Who, What, When?
Which young people will be responsible for the various areas.
When is the deadline for this research to be finalised?

Phase 2: Review, plan and prove.
Review of research....what is the extent of the problem?
Devise a plan for action project.

4. Participation: Carrying out the action project.

5. Presentation and Evaluation: Young people presentation of their project (oral, video, drama, posters, written work)
Look at what difference they have made.
Leaders evaluation of the project and lessons to be learned.