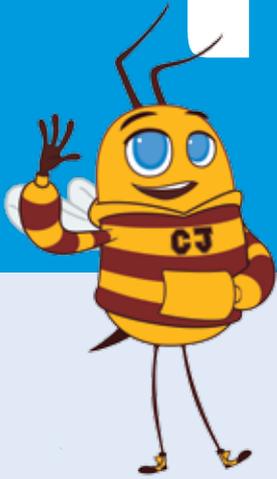


# Trōcaire

Just World Award



Young People Taking Action for a Just World

# Just World Award

The Just World Award (JWA) acknowledges actions taken by young people that are aimed at tackling social justice issues.

## Who can take part?

The Just World Award is a new initiative from Trócaire for all young people aged twelve to eighteen in schools or youth organisations in Republic of Ireland (ROI) and Northern Ireland (NI).

## What are the objectives of the award?

The award has three main objectives:

1. To recognise actions taken by young people that are aimed at tackling social justice issues
2. To promote these actions
3. To offer additional support and structure for further action

## What are the criteria?

There are a number of criteria that each entry must meet in order to qualify for the JWA:

- The action must focus on the theme of Trócaire's annual education resources
- The action must follow the steps laid out in this toolkit
- The action must be completed in groups containing a minimum of three people
- The action must raise awareness/encourage action among other people in your community, reaching a minimum of thirty other people

## How to Enter

The deadline for submissions to the JWA is the end of **May** each year. A panel of experts from different areas within Trócaire (e.g. Humanitarian Team, Human Rights Advisor) will examine each entry and the three projects deemed the most effective will receive special recognition from Trócaire in the form of a prize. Each entry will be recognised by a certificate of achievement.

Schools/youth organisations can submit multiple entries, but each young person must only participate in one entry.

Each entry must include a cover sheet (Appendix 4).

All entries must be posted to:

The JWA  
Trócaire  
Maynooth  
Co. Kildare  
Ireland

If you need further support, or if you have any questions about the award, please contact the Education Team at [deved@trocaire.org](mailto:deved@trocaire.org)

**Trócaire**  
Working for a just world.

ROI  
Charity Regulatory Authority Number: 20009601  
Revenue Number: CHY 5883

NI  
Charity Commission for Northern Ireland Number: NIC103321  
Revenue Number: XR10431

# JWA Toolkit for Taking Action

The following toolkit is designed to encourage young people to plan and complete an action that tackles social justice issues while also highlighting local to global links. The action should be in line with Trócaire's advocacy focus, therefore it is important that the young people are given the opportunity to explore in detail the theme of Trócaire's annual education resources prior to undertaking the Just World Award. Trócaire have a wide range of resources available on their website ([trocaire.org/getinvolved/education/resources](http://trocaire.org/getinvolved/education/resources)). This material will give the young people a deeper understanding of the year's theme so that their action projects are informed and effective.

The toolkit follows three phases:

- **Phase One: Ask Questions** – In this phase the young people will agree an action
- **Phase Two: Create Change** – In this phase the young people will do the action
- **Phase Three: Time to Reflect** – In this phase the young people will evaluate the action

The diagram below shows the various steps involved in each phase of the action plan.

## The JWA Action Planning Cycle



# Teacher's Notes

## PHASE ONE: ASK QUESTIONS

### Research options

**Step 1:** Ask the young people to brainstorm all of the issues/concepts that they examined as part of their exploration of Trócaire's annual theme. Results should be recorded on flip-chart paper.

**Step 2:** Ask the young people to rank in order of importance the issues they feel are most pressing and need to be addressed as soon as possible. It is important to highlight that all issues should have a local to global link.

### Define the problem

**Step 1:** Ask the young people to vote on which of their highlighted issues they feel is the most appropriate to focus on for their action project.

**Step 2:** Once the young people come to a consensus on a chosen issue, use the Why? Why? Why? Chain as a way to look deeper into the issue and highlight some of the points that need to be addressed. Complete the chain on flip-chart paper.

### Sample Why? Why? Why? Chain

Issue: Food



**Step 3:** Ask the groups to add with Post-it notes an action that could be taken to address one of the Whys at the end of the chain. Make sure the young people take into consideration all the different ways that people can take action to bring about change (e.g. awareness raising, lobbying, fundraising, school project, climate march, petition). These potential actions will be used to inform the approach that the young people take.

### Agree your approach

Ask the groups to look at the actions identified at the end of their Why? Why? Why? Chain. The young people should examine each action in terms of how much **effort** it will take to implement the solution, and how much **impact** it will potentially have. The groups can use the Effort/Impact Matrix to score each action and help inform their decision. Using the matrix, groups will place each action in either a green, orange or red box. Actions that land in a green box should be considered first. Actions that land in an orange box can still be chosen, but impact and effort will need to be reviewed and adjusted. Actions that land in a red box should be eliminated.

## Effort/Impact Matrix

### Scoring

**Effort:** Low Effort = 5 points  
 Medium Effort = 3 points  
 High Effort = 1 point

**Impact:** High Impact = 5 points  
 Medium Impact = 3 points  
 Low Impact = 1 point

Score each action using the **Effort** Categories and **Impact** Categories contained in Table One and Table Two. Each action will end up with an average score for both Impact and Effort. See example below.

### Sample Effort/Impact Matrix

Action: Awareness raising display and cake sale to raise funds for refugee camp in Lebanon.

**Table One: Effort**

Effort Categories	Explanation	Effort Level	Score
Time	<i>Two weeks to plan, one day to deliver</i>	<i>Low</i>	<i>5</i>
Resources	<i>Baking materials, kitchen facilities, display location, display content, volunteers to sell cakes and speak to customers about the issue.</i>	<i>High</i>	<i>1</i>
Support from others	<i>Parents/guardians to help with baking, teacher support to help with display and organisation</i>	<i>Medium</i>	<i>3</i>
Collaboration with others	<i>All roles contained within group</i>	<i>Low</i>	<i>5</i>
			Total: <i>14</i>
			Average (divide total score by 4): <i>4*</i>

**Table Two: Impact**

Impact Categories	Explanation	Impact level	Score
Change in behaviour	<i>Possible change in awareness, combined with action taken (buy cake)</i>	<i>High</i>	<i>5</i>
Reach (number of people)	<i>Entire school will pass by stall but perhaps not all will engage</i>	<i>Medium</i>	<i>3</i>
Sustainability	<i>One day only</i>	<i>Low</i>	<i>1</i>
Extra benefits (e.g. funds raised)	<i>Funds raised for refugee camp in Lebanon</i>	<i>High</i>	<i>5</i>
			Total: <i>14</i>
			Average (divide total score by 4): <i>4*</i>

\*when average scores result in decimals, scores up to .4 should be rounded down, and scores with .5 or above should be rounded up. For example, a score of 3.4 = 3, a score of 3.5 = 4

Once both average scores have been calculated, plot the position of the action on the table below. Actions that fall in a red box should be ruled out immediately. Actions that fall in an orange box should be considered with caution. Actions that fall in a green box should be considered first. A blank Effort/Impact Matrix has been included at the end of this pack (Appendix 1).

High Impact (5)					
4				★	
Medium Impact (3)					
2					
Low Impact (1)					
	High Effort (1)	2	Medium Effort (3)	4	Low Effort (5)

## PHASE TWO: CREATE CHANGE

### Plan your actions

Once the young people have agreed on the approach, they need to plan out their actions in detail. They should come up with the following elements of an action plan:

- The title of the action project
- The specific objectives of the project
- An audit of existing skills within their group
- An understanding of what support they will need, including materials, venue, etc.
- A breakdown of each task they need to complete, who will be responsible, and a time frame for it
- A promotional plan

An **Action Planning Template** (Appendix 2) has been included at the end of this pack. Please photocopy as required for each group.

### Carry out your activity

Support the group to carry out their actions, ensuring that all members play a part and are included in decision-making.

### Highlight your success

This action is integrated into the planning template to ensure the group thinks about who they want to inform about their project and the ways they will do this. It might be useful to have a communications subgroup which is tasked with promotion, communicating during the action project and highlighting the success of the group when the project is complete. Elements might include visual displays, articles/blogs, social media, videos and photos, and presentations.

## PHASE THREE: TIME TO REFLECT

### Review the journey

It is important to reflect on the achievements of the process and the outcomes of the action project. As a whole group, you might want to carry out a Head, Heart and Hands Evaluation. On flip-chart paper, draw symbols for a head, a heart and a hand. Give each person three Post-it notes. Ask them to answer each of the following questions on the Post-it notes and stick them on the flip-chart.

**Head:** What new information did you learn about the theme?



**Heart:** How do you feel about your contribution to the project?



**Hands:** What skills did you develop through the action project?



Read out some of the responses and reflect on these as a group.

### Feelings and Skills Spectrum Activity

Lay a piece of string on the floor to represent the spectrum of responses to the questions from 'a little' on one end to 'a lot' on the other. Explain to the group that we are going to reflect on some of the feelings we had during the project and some of the skills that were developed.

After calling out the word, ask the young people to stand on the part of the string that best reflects their experience during the action project. Once they have chosen their spot, you might ask some questions to further explore why they made this selection.

#### To what extent did you experience the following feelings?

- Excited: What part of the action project were you most excited about?
- Angry: Were there elements of the action project which made you angry?
- Guilty: Were there things that you were doing before that you feel guilty about?
- Happy: What did you enjoy most about the project?
- What other feelings did you experience during your action project?

#### To what extent did you develop the following skills?

- Communication skills: discussing, debating, visual communication (designing posters, etc.), reporting
- Analysis skills: collating, sorting, analysing data, evaluating information
- Teamwork skills: listening to others, supporting others, taking leadership roles, delegating
- Negotiating skills: hosting, liaising with external people, decision-making, debating
- Others: fundraising, budgeting

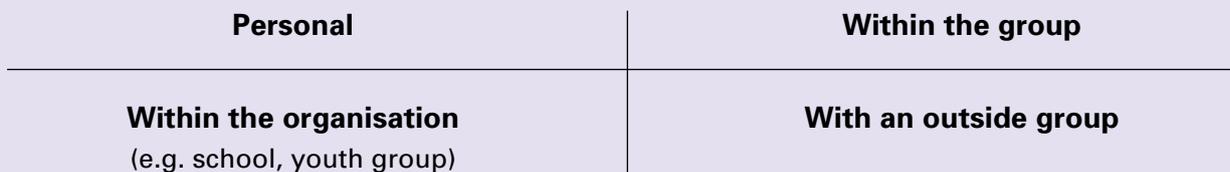
## What did you achieve?

This is a very important part of the process. The information gathered in this section of the project will help Trócaire to understand what has taken place, and how effective it has been. Groups should use the Action Project Report to communicate the achievements of their project in as much detail as possible. Groups are encouraged to include any sheets that they have used and any other evidence they have gathered throughout their action. A copy of the **Action Project Report** (Appendix 3) is included at the end of this pack.

## What next?

At the end of the project you can complete the following short activity with the group to help them consider the next steps in the action journey.

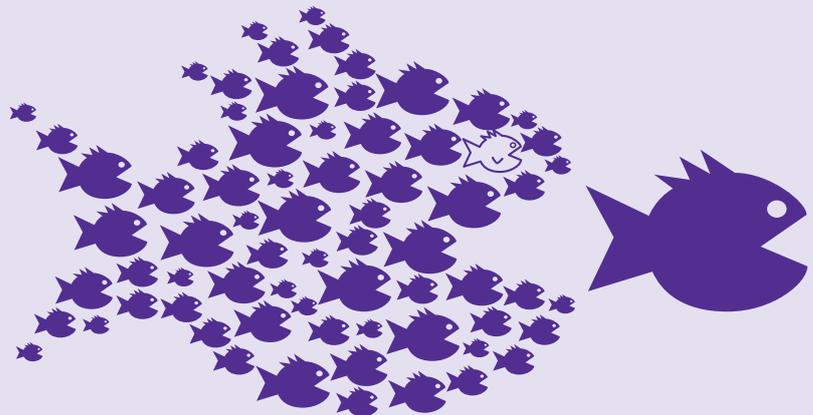
Lay a ribbon on the ground, making four sections. Place a different option in each section, as below.



Ask the group to choose what option they would prefer when continuing with their project and to stand in that section. They can cross over more than one section by placing their feet/hands in various squares.

It may be useful to explore what outside groups the young people can think of that are linked to their actions.

Reflect on different ways that change happens over time, highlighting the achievements of their action project in contributing to long-term change.



# Appendix 1

## Effort/Impact Matrix

Effort Table

Effort Categories	Explanation	Effort Level	Score
Time			
Resources			
Support from others			
Collaboration with others			
			Total:
			Average (divide total score by 4):

Impact Table

Impact Categories	Explanation	Impact Level	Score
Change in behaviour			
Reach (number of people)			
Sustainability			
Extra benefits (e.g. funds raised)			
			Total:
			Average (divide total score by 4):

Effort/Impact Matrix

High Impact (5)					
4					
Medium Impact (3)					
2					
Low Impact (1)					
	High Effort (1)	2	Medium Effort (3)	4	Low Effort (5)

# Appendix 2

## Action Planning Template

What is the title of your action project?

What are the specific objectives of your project? (e.g. What specific change do you want to happen? How many people do you want to reach/involve? Do you want to raise a specific amount of money?) Does it highlight local to global links?

What skills does your team already have to make your project a success? (e.g. artistic skills, IT skills)

What support do you need? (e.g. materials, venue, budget, other people)

What tasks need to be completed? (List steps on the next page)

How will you promote your action? (e.g. communications subgroup – posters, articles, social media, photos)



# Appendix 3

## Action Project Report

Please describe in brief your action project – and what actually happened.

Did you achieve your overall aims and objectives? Please explain (e.g. Were there unexpected achievements?)

How many people attended/were engaged with your action?

Please provide a quote from someone participating in the action from outside of your group describing what they learned or what they intend to do as a result of your action. Please provide other documentation (e.g. photographs, video, social media links)

Did you use skills within the group as expected? Did you gain new skills?

Did your action receive any media coverage?    Yes    No

If yes, please give the name of the newspaper, radio station or TV station, or a link to the social media site:

If you used social media, how many hits/likes/tweets did you receive?

As a group, how would you rate the success of your action? Success can be how much you learned; for example, learning how you would improve the project in the future, even if it wasn't as successful as originally anticipated this time. Please explain below.

Very successful                  Successful                  Neutral                  Not successful                  Not at all successful

Write a few sentences about how successful you felt the project was:

Do you have future plans to expand on the action? If yes, please give details of your plans here:

As a group, how enjoyable would you rate your experience of this project?

Very enjoyable                  Enjoyable                  Neutral                  Not enjoyable                  Not at all enjoyable

# Appendix 4

## Just World Award Cover Sheet

(Please attach one cover sheet to each separate entry)

Action Project Title:

School/youth organisation name:

Class/youth group:

Teacher/youth leader:

Teacher/youth leader contact details (email, phone number):

Number of group members:

Age range of group members: