

# COMMUNITY & SOCIAL RESPONSIBILITY AUDIT

Name \_\_\_\_\_

Grade \_\_\_\_\_

## INTRODUCTION

What do you think social responsibility means?

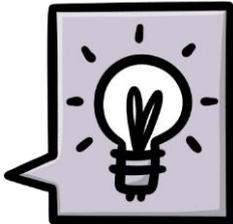
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**Did you know?** Every action we take can have an effect On the world and others around us. Social responsibility means we should try and ensure that our actions and ideas have a positive impact on our world.

- How socially responsible do you think you are?
- How does your school help you to be a socially responsible citizen?

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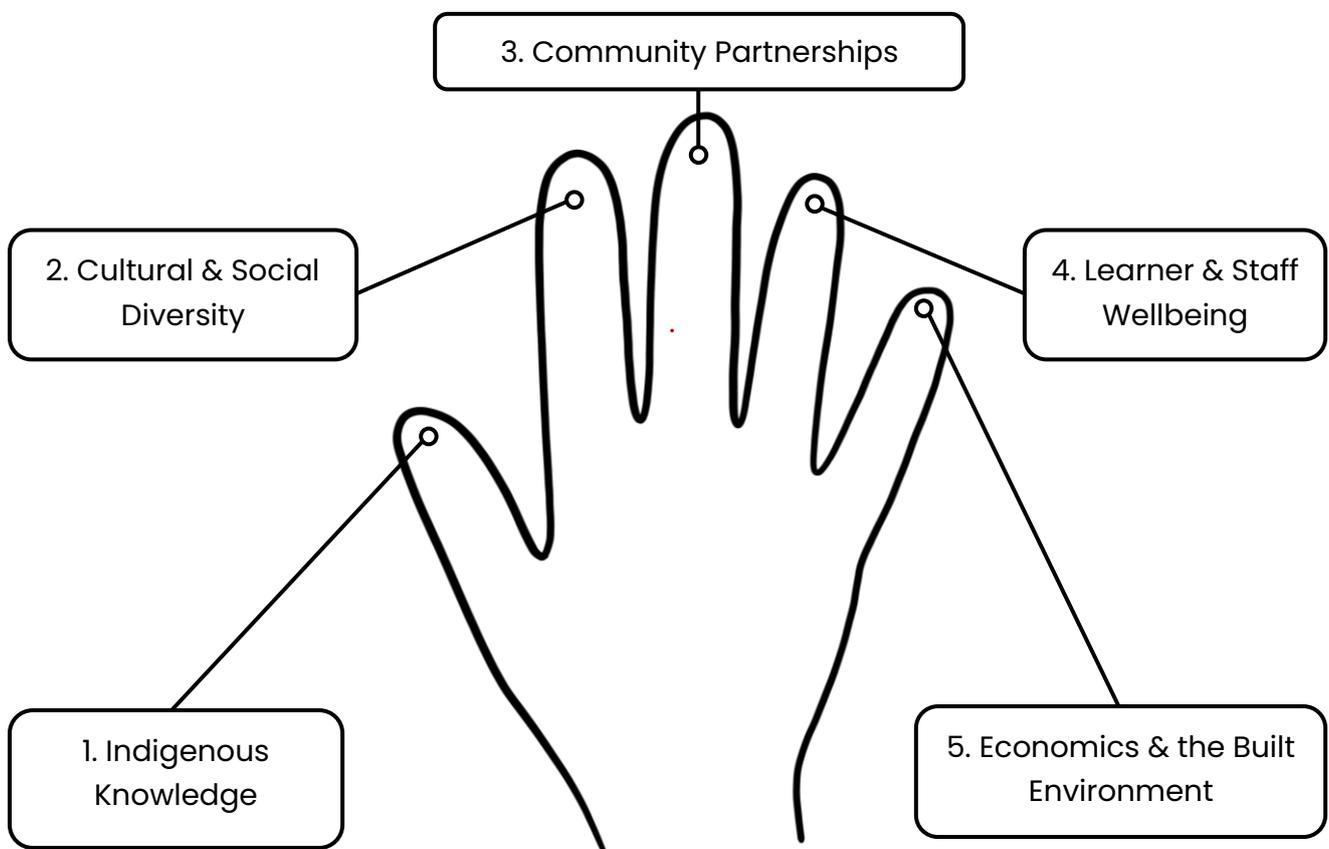
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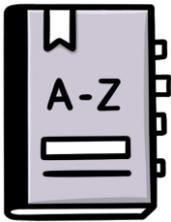
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## Social Responsibility Handprint

Many of us are familiar with the Ecological Footprint that measures our impact on the environment. We can use a similar technique to measure our (or our school's) social impact on our environment.

Each finger represents a different aspect of social responsibility.



**ACTIVITY****1. Indigenous Knowledge****Indigenous Knowledge**

**UNESCO definition:** “Local and indigenous knowledge refers to the understandings, skills and philosophies developed by societies with long histories of interaction with their natural surroundings. For rural and indigenous peoples, local knowledge informs decision making about fundamental aspects of day-to-day life.”.

This knowledge is integral to a cultural complex that also encompasses language, systems of classification, resource use practices, social interactions, ritual, and spirituality.

These unique ways of knowing are important facets of the world’s cultural diversity and provide a foundation for locally appropriate sustainable development.”

Every single person that you meet will come with a source of indigenous knowledge that has informed their culture and current behaviours.

To start the approach to learning and utilising indigenous and cultural knowledge in the classroom, one can start with a fun activity suitable for any age.

- Anonymously write down one fact from your culture that informs the way you live.

*For example, someone could write “I go and look for mushrooms in the forest with my Finnish father during winter.”.*

- Hand your piece of paper to your teacher who will shuffle them and randomly hand them out. Read the fact on the piece of paper they hand out and try to guess which of your classmates it belongs to.

## ***DISCUSSION***

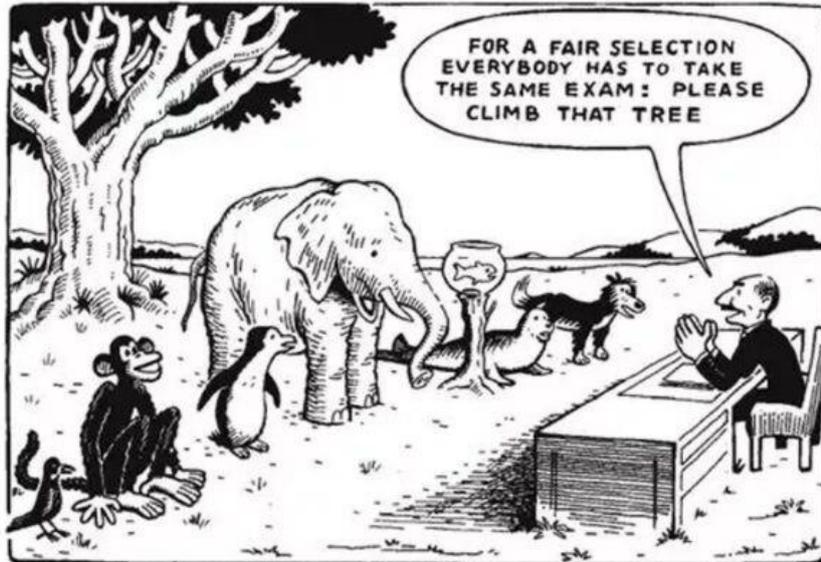
### **Discussion points**

- How does local and indigenous knowledge contribute towards sustainable development?
- How can indigenous knowledge contribute negatively?
- How can we protect indigenous knowledge?

**ACTIVITY**

**2. Cultural and Social Diversity**

- Look at the image below: Is the test fair for all learners?



- How inclusive is your school towards cultural and/or social diversity?

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- Let's play diversity bingo to get an idea of your classroom's attitude towards social and cultural diversity. Tick each box that you think applies to your classroom situation.

Does my class have open and honest discussions about racism?	Have I learnt about a different culture from a classmate?	Is my classroom disability friendly? (e.g., wheelchair access, support for visually impaired learners)	Are boys and girls treated differently in my classroom?
Do I feel safe in my classroom?	Does my teacher respond positively to diversity?	Is my classroom LGBT friendly?	Do my classmates respond positively to diversity?
Are there classroom policies to prevent bullying?	Can I express my views and feelings without feeling scared?	Are learners with different home languages catered for in my classroom?	Does my teacher treat learners with respect and dignity?
Is there religious freedom in my classroom?	Is the curriculum culturally inclusive?	Is there equal access to resources in my classroom?	Does my classroom encourage positive growth?
Are learners with different learning strategies supported?	Are women represented as leaders in my classroom?	Is there a procedure in my classroom to safely report racism?	Does my classroom encourage growth?

**DISCUSSION**

**Discussion points**

- How many boxes were you able to tick?
- Which one's were you not able to mark off?
- Did everyone in the class feel the same about each box? Why?
- How do you think your behaviours contribute to an inclusive classroom?
- Which area are you most concerned about?
- What can be changed to ensure your classroom is more inclusive towards diversity?

**ACTIVITY**

**3. Community Partnerships**

Take a moment to think about your community. **What do you think your school offers to the community?** Does it offer skills, resources and/or experiences that can uplift people in the surrounding areas? Does it work with other local organisations to raise awareness and support initiatives that service the needs within the greater school family?

There are endless ways to support your local community both inside and outside the school gates. There is no need to do an audit, we can and should always be doing more.

**How many of these does your school do?**

School feeding programmes	
Stationery drives for the underprivileged	
Knowledge sharing across the grades	
Write encouraging notes for staff and learners that might be struggling	
Pick up litter in your community	
Visit an old age home and read to the elderly	
Collect toiletries for the underprivileged	
Have a cake sale for a local charity	
Organise a blood drive	
Plant trees in your community	
Write to your local paper about an issue you feel strongly about	
Donate toys to a local hospital	
Make baby packs for new moms	

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Start a local sports team	
Create a community library	
Start a literacy programme	
Have a teacher appreciation day	
Bake birthday cakes for underprivileged children in your school	
Write an anonymous note sharing something positive to a classmate	

**ACTIVITY**

**4. Learner and staff well-being**

Most people will struggle with mental health issues at some point in their lives. Common issues include depression and anxiety. It is vitally important that both learners and educators are provided with safe, understanding spaces to talk about mental health challenges that schools are best able to promote psychological, emotional, and physical wellbeing.

**Please fill in the table below to give a general idea of your school’s approach to learner and staff well-being.** Some of these questions may require you to speak directly with your teacher. An example has been provided.

Statement	Agree/ Disagree	Evidence	Improvement
<i>Teachers treat each other with respect</i>	<i>Agree</i>	<i>Teachers always talk to each other politely.</i>	<i>This could be better if they had more opportunity to share work that they do.</i>
Teachers treat each other with respect			
In our school we learn about the importance of expressing our feelings and emotions respectfully.			
I feel safe approaching a staff member to talk about an issue.			
Our teachers check in each day with us to see how we are doing.			

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The school actively encourages staff to be open about feelings and emotions.			
There are sufficient facilities, material and skill sources to help learners and teachers with mental health issues.			
Our school has procedures for parents to be open about their children's feelings.			
The school environment is safe for learners.			
Teachers welcome contact from parents.			
Educators believe the school has an important role to play in mental health.			
Teachers value the contribution of learners.			
Learners are encouraged to support the mental health of others.			

***DISCUSSION***

**Discussion points**

- Do you feel your school values learner and staff well-being?
- What more do you think needs to be done to improve learner mental health?
- What more do you think needs to be done to improve teacher mental health?
- What tools can be implemented in the classroom to improve classroom mental health?

**ACTIVITY**

**5. Economics and the Built Environment**

Development is all around us. It is a critical aspect of sustainability and affects both the natural environment as well as our mental health. You will learn far better in a warm, engaging classroom filled with light than in a dark classroom with no windows.

**Have a look at the school building and answer the following questions:**

- What effect do the buildings have on the natural environment (think water, sunlight, other animals, and plants)?

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- What effect do the school buildings have on learner and staff well-being?

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- What simple changes could you make to improve the building spaces for mental health?

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- What simple changes could you make to improve the building space for the natural environment?

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***ACTION PLANNING***

**Tie it all together...**

- Write down one goal for each “finger” of your social handprint

<b>1. Indigenous Knowledge</b>
<b>2. Community Partnerships</b>
<b>3. Student &amp; Staff Well-being</b>
<b>4. Cultural &amp; Social Diversity</b>
<b>5. Economics &amp; the Built Environment</b>