

THE WORLD AS IT COULD BE IS WITHIN REACH RITE OF PASSAGE AT ARROYO HIGH SCHOOL
2017-18 CLASS COMMUNITY ACTION PROJECT PLANNING OUTLINE

Investigating for Action Planning

UDHR Article # and right(s): #25 Right to health services and #26 Right to education

Identified Issues or Problems:

- ✓ Lack of access to feminine products
- ✓ Lack of understanding and comfort about natural body development and menstruation
- ✓ Some teachers are insensitive to personal needs regarding menstruation

Desired Results of Addressing the Issues or Problems:

- ✓ Acceptance of and comfort when it comes to people's needs
- ✓ Access to dispensers with free, healthy products in women's and gender neutral bathrooms

Possible Solutions to Achieve Our Desired Results:

- ✓ Getting dispensers with free, healthy products installed on campus
- ✓ Host an after-school event where people can address these issues using the arts to express and promoting comfort towards menstruation
- ✓ Prepare, present and distribute information material:
 - Guide for how to discuss in class
 - Document by video peoples' personal stories
 - Survey students and teachers about their feelings and attitudes about the issues
 - Set up information tables in the quad
 - Figure out how to best present to as wide an audience as possible (The school, the District...)

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What do we need to know?	What research or investigation do we need to conduct? How do we get more information or data?	Who do we need to contact for support?
<ol style="list-style-type: none"> 1. How much would the dispensers and healthy products cost? 2. What companies provide dispensers and products? 3. What are other options besides dispensers? (Baskets...) 4. How would we regulate use of dispensers and taking of the products? 5. Has anyone requested dispensers and products from the District? 6. How would these dispensers and products be funded over time? 7. Who would oversee the dispenser/product restocking process over time? 8. Do other schools offer dispensers and free products? 9. What data do we need to collect from students and teachers to help us figure out the best information to provide? 10. What permissions are needed to put on an event or have information tables? <ul style="list-style-type: none"> • What is the lead time to complete the permission process? 11. What should be included in the documentary? 12. What should be included in the hand-out materials? 		

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Next Steps: Based on our brainstorm, what do we need to focus on doing next to move forward with our investigation actions? What are the logical next steps? List in order below:

Step 1: _____

Step 2: _____

Step 3: _____

Step 4: _____

Step 5: _____

Step 6: _____

Step 7: _____

Step 8: _____

Step 9: _____

Step 10: _____

Reflection: How has this process of identifying articles, issues, and continuing to focus our actions impacted you thus far? How has your understanding and critical thinking about the UDHR developed from this process? What have you learned and what skills are you developing in terms of project planning and management, collaboration, and leadership?

How will our efforts contribute to making our community healthy? How are we improving it for the welfare of people?
