



3.2 ENGAGE: WHAT DO WE WANT TO CHANGE?

What would make the school better for everyone?



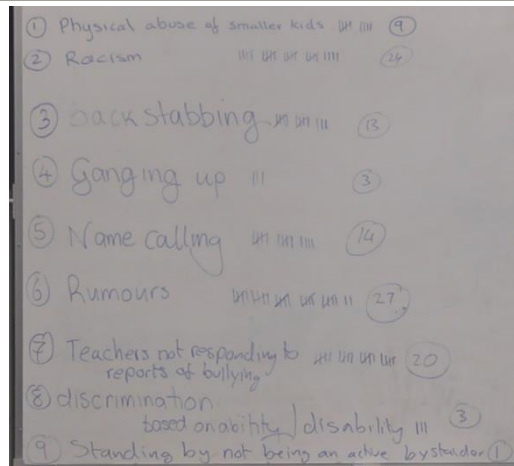
Time required	25 minutes
Adapted from	<i>ruMAD? Program</i> , Foundation for Young Australians, http://afairerworld.org/makingadifference/
Grade level	6 - 7 - 8
Resources required	<ul style="list-style-type: none"> ■ Sticky notes ■ Paper for poster ■ “Brownlow vote”
Aim	<ul style="list-style-type: none"> ■ To further explore areas of student concern around discrimination and identify the aspects of school culture that they would most like to improve.
Procedure	<p>Ask students to recall their discussion on the strengths of the school. Then ask them to think about the school culture i.e., the accepted behaviour of students, teachers and parents.</p> <ul style="list-style-type: none"> ■ Is the school welcoming to new people? Parents? Community visitors? ■ Is everyone valued and supported equally? ■ Is there respect for difference (i.e., people with different backgrounds, cultures, religions, skin colour, physical or mental disability)? <p>Ask students (without using names):</p> <ul style="list-style-type: none"> ■ What aspects of the culture would you MOST like to improve? ■ What aspects of the school culture make you mad, sad or worried? ■ Think about what affects you. ■ Write the issue on a post-it note. ■ Collect the post-it notes on the board and help students to collate them by putting together similar issues and giving them one title. (This will prevent the vote taken below from being split between like issues.)

Use a “Brownlow vote” (students vote 3, 2, 1) to rank the students' issues. (It is important at this stage that **no issues are excluded** so that all students feel a connection with the list.)

Create a poster, which can be referred to later, with all the issues in their order of ranking.

Conclude the activity by explaining to students that they will be “doing something” about these issues.

Extension: Students write a story or journal entry about their issue and tell the story to someone else.



Teacher notes

Identifying issues

This identification of issues is crucial to the program. Teachers should photograph and bring this list to the next planning meeting for the program for comparison and identification of common themes. Some issues may require immediate school action.

If students name specific incidents or people, tease these out to be generalisations or broader issues.

Example issues that might come up include:

- Name-calling e.g. “fag”, “wog”.
- Teachers not following up when discrimination/bullying is reported.
- Cyber-bullying.
- Bus drivers “picking” unfairly on students because they are young.
- Parents/coaches discriminating/not treating students fairly at sporting events.
- Not feeling safe in some of the toilets/other areas of the school.
- People spreading untrue rumours.

If issues are duplicated, they need not be written on the board again; the sticky note can be put beside the issue already written up.

Letting students know where this is heading

If you are doing Keys 1 to 8 then it would be helpful to show the students, the diagram of the 8 Keys explaining where the program is heading. The program gives them the opportunity to take an issue that they are passionate about and work on it in a small group. The aim is to create an action or campaign that can make a difference to

others at the school, helping them to feel more included and safe. Ask them to start thinking about which issue they most would like to work on. This might change and that is okay.

If you are doing only Keys 1 to 4 then the list from the Brownlow vote will be used to inform the **Pledge in section 3.5**. The class will choose a key issue to focus on together.
