



5.2 SUSTAINABLE CHANGE



Time required	50 minutes
Adapted from	<i>ruMAD? Program, Foundation for Young Australians</i>
Grade level	7 - 8
Resources required	<ul style="list-style-type: none"> ■ Change Metaphor and Diversity Hypothetical worksheet (See below) ■ What would you do? video (3:19 minutes) https://youtu.be/GkyYmy1KaVk
Aims	<ul style="list-style-type: none"> ■ To understand the difference between sustainable change and quick fixes. ■ To identify causes of school bullying and possible solutions.
Procedure	<p>Introduce the ‘sustainable change’ metaphor</p> <p><i>Give a person a fish; they can eat for a day.</i></p> <p><i>Teach a person to fish; they can eat for a lifetime.</i></p> <p><i>Partner with the people and together we can create a sustainable fish supply.</i></p> <p>Think about (or watch again) some of the change projects you looked at in the last session (<i>Fresh Faced Friday, Wear It Purple</i> or other short videos from The Propeller Project) and see if you think each is a quick-fix, a short-term solution or sustainable change.</p> <ul style="list-style-type: none"> ■ Does the campaign make a difference? ■ Can you see yourself doing something like this, or making a difference in another way? ■ What do you need to get there? ■ What is stopping you? <p>Hand out the worksheet with the <i>Change Metaphor and Diversity Hypothetical</i>.</p> <p>Read and discuss the table explaining the Change Metaphor – approach, characteristics and examples.</p> <p>(Note the terms support, educate, advocate – they will be defined in Key 6.)</p>

Ask students to think about the actions that they have done so far (e.g. the pledge and posters). What sort of change are they (quick-fix, short-term or long-term)?

Watch the [What would you do?](#) video. Does this change your ideas about solutions?

Activity - Diversity Hypothetical

In small groups or as a class, read the Diversity Hypothetical Worksheet and brainstorm possible causes of the problem, such as:

- A culture of bullying and harassment has developed at the school.
- Students are not respectful of others, do not have empathy skills, do not understand the consequences of their behaviour on others.
- The school does not have anti-discrimination and anti-bullying programs and policies.

Now ask students to decide in which category each of the suggested solutions belongs. Suggested answers are shown in the table below.

Change metaphor

APPROACH	CHARACTERISTICS	EXAMPLES
<p>You can SUPPORT</p> <ul style="list-style-type: none"> ■ Give a person a fish and they can eat for a day. 	<ul style="list-style-type: none"> ■ Quick-fix or immediate solution. ■ Charity - giving aid to help people in need or in immediate danger. 	<ul style="list-style-type: none"> ■ Providing food, water and shelter after a natural disaster. ■ Teachers on duty at bullying 'hot-spots'.

	<p>You can EDUCATE</p> <ul style="list-style-type: none"> ■ Teach a person to fish and they can eat for a lifetime. 	<ul style="list-style-type: none"> ■ Short-term solution. ■ Raise awareness of the problem. 	<ul style="list-style-type: none"> ■ Teaching people in poor countries to grow food. ■ Training students to be ‘bully-proof’.
	<ul style="list-style-type: none"> ■ You can ADVOCATE? Partner together and we can create a sustainable fish supply. 	<ul style="list-style-type: none"> ■ Long-term solution. ■ Change systems, attitudes or social norms. 	<ul style="list-style-type: none"> ■ Lobbying to change unfair policies or rules. ■ Students and staff working together to research problems and implement solutions.
<p>Teacher note</p>	<p>The discussion of the difference between quick fixes, short and long-term solutions should not imply that charity is wrong. There are times when charity is essential to stop people dying (e.g., following a disaster).</p> <p>This would be a good time to discuss with students some of the big social change movements of the last two centuries and the forms of campaigning used to achieve the change. Examples include the end of slavery (1833 UK), women’s suffrage (1902 Australia), the vote for Australian Aboriginals (1962), and the end of apartheid in South Africa (1994). How does the current #MeToo movement compare with these?</p>		

DIVERSITY HYPOTHETICAL WORKSHEET

There has been a growing issue with bullying at Dolton High School. Some of the students have been repeatedly teased and called unpleasant names by some of the older students, particularly names such as “fag” and “homo”. Several older girls have been “grabbed” from behind while on their way home and are scared about being harassed again. A number of lockers have been broken into and the contents were thrown around. Some of the teachers have also been threatened and the principal is thinking of hiring security guards for the school.

Tick the category that each of the following actions belong in (Give, Teach or Partner):	Give a person a fish	Teach a person to fish	Partner the people
	Quick-fix	Short-term	Long-term
	SUPPORT	EDUCATE	ADVOCATE

- Lobby the principal to introduce more teacher patrols and “anti-bullying” student groups.
- Create a peer-support system and train many students in peer support, conflict resolution and mediation.
- Set up a bullying “dob box” or email line (like the Kids Helpline) where students inform teachers of specific incidents of bullying.
- Create a community event where everyone learns to appreciate one another and celebrate the differences.
- Lobby the SRC, the school principal and even the local council to create a bully-free zone. Offer incentives to get local schools, businesses and organisations to sign up. Measure before and after results.

What would you do? Give 2 examples of possible actions:

1.

2.