



6.3 RESEARCH, ACTION PLAN & PITCH



Time required	150 minutes inquiry
Grade level	7 - 8
Resources required	<ul style="list-style-type: none"> List of things students want to improve at the school from Key 3 Video of an Action Day at a school from a prior year http://afairerworld.org/lgt Internet access and list of web resources provided by A Fairer World (see Student Resources) Research Worksheet (see below) <i>Action Plan Part 1</i> worksheet (see below) <i>The Elevator Speech</i> (2:43 minutes) https://youtu.be/LDpe9StfGTA <i>Who Gives a Crap?</i> (2:54 minutes) https://youtu.be/WdWZ8WVv6gk <i>Crazy Like Daisy</i> (2:49 minutes) https://youtu.be/y2LGNvu828Y
Aims	<ul style="list-style-type: none"> To research and record: the deeper causes of an issue; what others are doing to solve it; and potential solutions for their own school. To consolidate new learnings and come up with an idea for an action project that will contribute to improving the culture of the school. To assess ideas for creating change against the elements of effective change. To prepare presentation materials and an effective pitch for an action project.
Procedure	Explain to students that they will have time to research their issue, come up with an idea for a project to make a difference and then present this project idea to others (students, teachers, people from the community) in order to get their input and feedback. They will be able to choose how they present this idea at a Student Ideas Expo, similar to the Community Diversity Expo.

Revisit the list of issues. By now, many students will have decided what the issue is that they would like to work on (what they would like to improve at the school). For others, it might be necessary to look with them at the list from Key 3 with the issues selected by the class and discuss their ideas.

Watch the videos of other [Action Days](#). This will provide ideas of the types of activities and issues that other students have worked on.

Organise students into small action teams with the same issue (i.e. students put their name on a sticky note against the issue that they want to explore). If a number of students have the same issue, they might like to work in a larger team or choose who they work with.)

Research

Teams brainstorm then use the internet to research their issues of concern and their possible causes using the *Research Worksheet* provided to answer these questions:

- What is the issue?
- How do you define it and what is an example of it happening at our school?
- Why is it important? What are its effects/consequences?
- What are the causes? What are the social norms/school culture that allows it to happen?
- What are others doing about it? At school? Organisations in the community?
- What are the strengths of the people in our group? And how might these contribute to a solution?

Each person in the team might look at a particular cause in more detail. Students could choose to run surveys or gain data from their peers.

Alternatively, some students might prefer to create a concept map (see Student Example) exploring what they know about the issue.



Action Plan Part 1

When students have completed the *Research Worksheet*, they should move on to the *Action Plan Part 1* worksheet. First, they will need to:

- look at the examples of Action Projects as well as solutions they have seen in their research.
- brainstorm ideas for a project they can do to make a difference to the issue they care about and that will improve the school for everyone, and
- select the idea most likely to work in the time available. (If they have more than one project idea, they could select the best one by assessing them against the *Checklist for Successful Change*.)

Impress on students the value of making the campaign positive e.g., rather than "Stop Bullying, the campaign could be "Respect Others" or "Be Kind" or running a "Compliments Day". An audience will always respond better to a positive message that models/suggests how to behave, rather than how not to.

Example answers for the *Action Plan Part 1* worksheet:

■ Change strategy and why it will work	<i>Educate for the medium to long-term. It will work because students want to do something: they just lack the skills.</i>
■ Project aim	<i>We aim to empower students with more skills so they can stand up to bad behaviour.</i>
■ How it will improve our school and contribute to our class vision.	<i>Our vision is for everyone to be highly able to achieve their best at school. Our project will contribute to the vision and the school by making sure that there is less bad behaviour and more people feel safe coming to school.</i>
■ What we will actually do	<i>We will seek training in conflict resolution and bystander skills, and then train others.</i>
■ How we will get feedback and know it is working	<i>We will know it is working if people come to our training and if students feel safer. We will keep a record of students doing the training and do a</i>

	<p><i>survey to see if they feel safer after doing it.</i></p>
	<p>Remind students that they will be presenting their ideas at a Student Ideas Expo to which the school principal, community organisations, human books and other school and community members will be invited.</p> <p>Teams will need to:</p> <ul style="list-style-type: none"> ■ have a clear plan to make a difference that improves the culture of the school; and ■ be able to pitch the idea persuasively to others to get their support and feedback. <p>Effective pitches</p> <p>When students have completed the <i>Research Worksheet</i> and made good progress on the <i>Action Plan</i>, take time out to explore the elements of an effective pitch.</p> <p>Watch the three videos in succession: The Elevator Speech, Who Gives a Crap?, and Crazy Like Daisy.</p> <p>Discuss with students the pros and cons of each pitch, highlighting the most persuasive methods. To prepare for the Expo, teams will need to:</p> <ul style="list-style-type: none"> ■ create a ‘sales’ pitch (maximum 5 minutes); ■ ensure that the pitch is positive and will engage the audience; ■ write the pitch and work out who will deliver each part; and ■ practise and support each other so everyone is competent at presenting. <p>Personal inquiry homework</p> <p>Practise your pitch with friends and family and ask for their feedback.</p>
Teacher note	<ul style="list-style-type: none"> • Ensure students understand that the Student Ideas Expo is not the same as the Action Day, which will come later when they actually do their project. The purpose of the Student Ideas Expo is to get feedback and enlist the support of people who might be able to help them with their projects e.g. other students, staff, community mentors. <p>Each team will set up a table and will have ten minutes with each audience group (five minutes for the presentation and five minutes for audience feedback).</p> <p>Visual materials are not necessary, although some will find this helpful.</p>

	<ul style="list-style-type: none"> • Explain to students that while an action does not need to tick all the boxes on the <i>Checklist for Successful Change</i> to be effective, each one helps. The checklist can be used for assessing projects if students have more than one idea, or for making improvements to their project e.g. if it doesn't rate highly on one of the criteria, how could they improve it so it is rated more highly? • Description of pitch videos: <i>The Elevator Speech</i> – A funny video on how to and how not to give an elevator speech. <i>Who Gives a Crap?</i> – Award-winning sales pitch for environmentally friendly toilet paper from Indiegogo crowdfunding website. <i>Crazy Like Daisy</i> - Sales pitch to raise funds to publish a book about youth mental health from the StartSomeGood crowdfunding website.
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RESEARCH WORKSHEET

- Our class vision:

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- What we want to improve:

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- Definition and/or example:

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- What are the consequences/effects?

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- What are the causes? What are the social norms/school culture that allow it to happen?

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- What are others doing about it? At school? Organisations in the community?
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ACTION PLAN PART 1

■ Name of our project

■ Names of our team members:

■ Type of change strategy: Support, educate or advocate? Quick-fix, short-term or long-term?

■ Why it will work?

■ The aim of our project

■ How it will improve our school and contribute to our class vision:

■ What we will actually do:

■ How we will get feedback to know it is working:

■ How does it rate against these questions from the Checklist for Successful Change?
How can we improve it?

■ Are we passionate about this?	
■ Does it help to create a better world?	
■ Is it based on the needs of others?	

■ Does it use our skills and strengths?	
■ Does it tackle causes not symptoms?	
■ Is it sustainable?	
■ Will it inspire others?	