



## 7.1 CREATING CHANGE



<b>Time required</b>	150 minutes
<b>Grade level</b>	7 - 8
<b>Resources required</b>	<ul style="list-style-type: none"> <li>■ Action Plan Part 2 worksheet (see below)</li> <li>■ Action Plans</li> <li>■ Other items per the students' action plans (e.g., posters, pitches, giveaways).</li> </ul>
<b>Aim</b>	<ul style="list-style-type: none"> <li>■ For students to bring together all that they have learned in the Program, to finalise their action project plan, then go out and do the project and create change.</li> </ul>
<b>Procedure</b>	<p><b>Action Plan Part 2</b></p> <p>Student teams will first need to review their Action Plan in light of their feedback from the Student Ideas Expo:</p> <ul style="list-style-type: none"> <li>■ Were improvements suggested at the Expo that they should incorporate?</li> <li>■ Did they enlist people to help them?</li> </ul> <p>Students complete the <i>Action Plan Part 2</i> worksheet.</p> <p>Teachers should review each team's Action Plan to ensure that it is complete and work with teams to ensure the viability of their plan:</p> <ul style="list-style-type: none"> <li>■ Have they been realistic with the timeframe?</li> <li>■ Have they listed all the things they will need?</li> <li>■ Are there other mentors (people or organisations, inside or outside the school) they can contact for support?</li> <li>■ Are there any perceived roadblocks? Permissions to be sought?</li> <li>■ Have they taken into account what other teams are doing? Could they work with others?</li> <li>■ Are there suggestions you can make to help the students realise their aims without curbing their enthusiasm?</li> </ul> <p><b>Personal inquiry homework</b></p> <ul style="list-style-type: none"> <li>■ What barriers am I coming up against and what am I noticing about how I am dealing with them?</li> </ul>

<b>Teacher note</b>	<b>Preparation for Action Day</b> <ul style="list-style-type: none"> <li>■ Students will need to have a timeline for key activities and enough freedom to complete them.</li> <li>■ Remind students that they may need their conflict resolution and negotiation skills if team members disagree on strategies or tasks.</li> <li>■ Students may need some encouragement to enlist the support of a mentor; however, it will make your role of facilitating the projects much easier if they do. A Fairer World can assist with recruiting suitable mentors from community organisations.</li> <li>■ Students will also need teacher assistance to negotiate with administrative or senior staff in the school about the use of resources (such as rooms), inviting guests to the school or going out to visit organisations.</li> <li>■ It may be useful to again show students the videos of Action Day at other schools (found at <a href="http://afairerworld.org/lgt">http://afairerworld.org/lgt</a>) and spend some time explaining how it will work.</li> </ul> <p>Action Day can be used to launch or complete a project. Where it is a launch, students need to include in their plan when and how they will complete the project after Action Day.</p> <p>At Action Day, students set up multiple stalls in a large space where the audience is given a set time to move around in small groups and participate in interactive presentations, for the purpose of educating about issues, and/or garnering support for proposals to improve the school. There may be other rooms or spaces for students to run activities or videos.</p> <p>The comments in the table below collected from past participants in the Action Day might help.</p>
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## COMMENTS FROM PAST PARTICIPANTS IN ACTION DAY

	Student	Teacher
<b>Mental preparation - talking through Action Day</b>	<i>It is really important we know what is likely to happen. How will it work? How long to set up? How will we be assessed?</i>	<i>Important to show some videos of past action days and talk through the process from setting up to packing up. Talking about outcomes for projects – e.g., getting pledges or petition signatures for proposals. Action Day is not an endpoint; it is an opportunity to get support for</i>

		<p><i>things that will continue to make a difference at the school.</i></p> <p><i>We can assess the students' stalls, their reflections, their engagement and their perspective products.</i></p>
<b>Setting up stalls</b>	<p><i>It takes time to set up the stalls and we often lose things or realise we need something else.</i></p> <p><i>Some of us might need more space or tables.</i></p> <p><i>We would like time to go around each other's stalls and see what is happening – it is amazing seeing what everyone has created.</i></p>	<p><i>It is important to have a plan for where each stall will go, and for the students to have everything for each stall already organised. We also need on hand extra cardboard, pens and scissors, pins and be prepared to help students solve issues.</i></p> <p><i>We need to give our students time to visit other stalls in a structured way. This also helps them practice their spiel on each other.</i></p>
<b>Audience</b>	<p><i>We like grade 6's coming – not scary, they listen and ask questions.</i></p> <p><i>With older grades, some just want the food and mock us.</i></p> <p><i>Embarrassment if parents come.</i></p> <p><i>More people should come – there should be enough for 3 or 4 people per stall.</i></p>	<p><i>Asking Grade 6 students is great to build links with feeder schools. It is important to ask older grades as we want to influence culture at our school, but we have been selective about which students to leave out.</i></p> <p><i>It is important to ask other teachers to come so that they understand the program and can use the language of it in the following years. We also want to ask parents and the local community - this puts pressure on us to get a good product.</i></p>
<b>Organisation</b>	<p><i>We like to have a structure where small groups of people come around each stall for 5 or 6 minutes before moving on when the bell rings. When it is just random, some stalls miss out.</i></p> <p><i>We need to know how long it will be so we can make sure our spiel and activities fit the time. Don't make the times too short.</i></p>	<p><i>It is important when classes come in that there is an introduction and explanation of the process, and everyone knows the direction to travel around the stalls.</i></p> <p><i>Teachers need to be on hand to help groups navigate as they move around or some can get lost.</i></p>

<b>No food please</b>	<i>Students head towards stalls with food – it should be about the message.</i>	<i>Students will want to have food or lollies but it is best to have a ban across all classes to be fair. They need to come up with other ways to make their stalls interesting and interactive.</i>
<b>Confidence</b>	<i>I need more practice in speaking and also working out what to say when they disagree.</i>	<i>It is important to have a schedule time when students can practice their spiel and to provide tips for feeling more confident.</i>
<b>Length of time</b>	<i>It is a very tiring day and intense. It can get repetitive saying the same thing over again. But, on the other hand, it can feel too short if not enough people visit us.</i>	<i>There is a balance between giving students plenty of time for setting up and running their stall versus losing the energy. How can breaks be used to help re-energise the students, and also help them to reflect so that they can improve their game for the next round?</i>
<b>Teamwork</b>	<i>Some of the team disappeared and wouldn't do the presentation. It is important that everyone has a turn and pulls the same load.</i>	<i>It is important that each group has a roster of people talking or roles for each member of the group. Students who have not pulled their weight may feel like imposters, so we need to help them find a role that they won't feel a failure in, in the eyes of the audience. For example, being an usher, responsible for a feeder school.</i>

## ACTION PLAN PART 2

### ■ Time frame:

Task	Team member responsible	Date it will be completed

### ■ Things we need and where we'll get them: (skills, money, permissions, materials, equipment)

Item needed	Where we'll get it	Team member responsible
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### ■ The risks (what could go wrong) and what we can do to avoid them:

Risks	How we can avoid