



# Partner Up

## Student Workbook



# Partner Up

## Student Workbook

© Victorian Electoral Commission 2019

Contact:

Victoria Electoral Commission (VEC)  
Level 11, 530 Collins Strret  
Melbourne  
Victoria 3000  
Ph: 131 832  
Email: [info@vec.gov.au](mailto:info@vec.gov.au)  
Website: [www.vec.vic.gov.au](http://www.vec.vic.gov.au)

All rights reserved

The Victorian Electoral Commission (VEC) encourages the dissemination and re-use of information provided in this student workbook. The VEC owns the copyright in all material produced in this workbook, except for content attributed to third parties. All material provided in this workbook is provided under a Creative Commons Attribution 4.0 international licence, with the exception of the VEC logo and content supplied by third parties. The licence conditions are available at <http://creativecommons.org/licenses/by/4.0/>. In some cases, a third party may hold copyright in material presented in the workbook. Their permission may be required to use the material.

# How to use this book

Partner Up is an integrated Senior unit covering outcomes in PDS and Literacy. Its four phases support VCEVM students to form a partnership with a local organisation and take practical action on an issue in their community. Resources are free, and can be adapted for Intermediate level.

In this workbook, you will learn how to form a partnership with a local organisation and take practical action on an issue within your community. The Partner Up Student Workbook comprises four parts:



These are the four phases you will go through in your journey on partnering up. As you progress through this workbook, you will find useful information to help you complete each of the four steps.

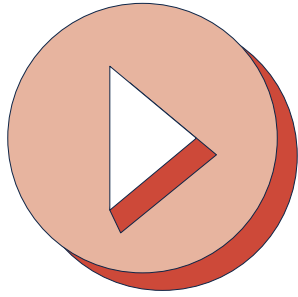
You will see these icons throughout the book:



The **camera** icon is a reminder to take a photo or a video. This will be evidence that you have completed the activity. You might like to keep a portfolio of all the photos to take during this process.



When you see the **activity sheet** icon it means you are required to write or use an activity. There are some activities in this workbook and your teacher has more you can try.



# Activate

You need to plan for action, contact decision-makers, form a partnership, run meetings and take action. You also need to launch a media campaign about your issue and action, to get your community on board!

## Activities

- 3.1 Change **40**
- 3.2 Actions **41**
- 3.3 Our action plan **42**
- 3.4 Partners **46**
- 3.5 Partnership preparation **48**
- 3.6 Contact a decision-maker **50**
- 3.7 Partnership proposal **52**
- 3.8 Action time **58**
- 3.9 Partnership meeting **59**
- 3.10 Media campaign **61**




## 3.1 Change


The first part of your action plan is to confirm the change you aim to effect.

### Why are you doing this?

- To choose the change your group wants to achieve.
- To help you choose suitable actions in the next activity.

### Steps

1. In groups, remember the change goal from your report findings (Dragons' Den, Research, refer page 37).
2. Cut up the **Change cards** that your teacher will give you.
3. Deal all cards between group members.
4. Begin playing the card game 'snap', following these rules:  
Call 'snap' when a card shows the same change as your report.  
Call 'snap' when a card shows a different change that would still suit your group.  
If you are not sure what a card means, investigate (Google it, ask others) and discuss it.
5. Play all the cards.
6. At the end, discuss the cards you liked.
7. Agree on the main change your group wants to achieve. Here are some **examples**:  
Raise awareness about the impacts of racism in our local community.  
Provide students who have been bullied with a safe and supportive club.  
Educate community members about the importance of fire plans.
8. 

I have ...	My evidence is ...
<input type="checkbox"/> <b>Played</b> the change cards	<input type="checkbox"/> Teacher observation:
<input type="checkbox"/> <b>Discussed</b> and <b>agreed</b> on this change to aim for:	
<input type="checkbox"/> 	<input type="checkbox"/> Photographer:



## 3.2 Actions

This is where we work out the action we need to take to bring about the change we are working towards.

### Why are you doing this?

- To see different ways you can take action to achieve your group's change.
- To choose actions your group will take in the community.

### Steps

1. In groups, remember the action goal from your report findings (Dragons' Den, Research, refer page 37).
2. Play the games explored in the worksheets:
3. Notice which examples would work well.
4. When finished, discuss and agree on one or more action to take.
5. Play the **online game** called Be the Change at [passport.vec.vic.gov.au/activate/action-practice](https://passport.vec.vic.gov.au/activate/action-practice)
6. Play the **online game** called Be the Change at [passport.vec.vic.gov.au/activate/action-practice](https://passport.vec.vic.gov.au/activate/action-practice)

#### Youth actions

#### Match the actions

#### Action examples.

3. Notice which examples would work well.
4. When finished, discuss and agree on one or more action to take.

I have ...	My evidence is ...
<input type="checkbox"/> <b>Played</b> the change cards and <b>Be the Change</b>	<input type="checkbox"/> Teacher observation:
<input type="checkbox"/> <b>Discussed</b> and <b>agreed</b> on this change to aim for:	<input type="checkbox"/> Printed <b>Be the Change</b> score
<input type="checkbox"/>	<input type="checkbox"/> Photographer:



## 3.3 Our action plan

Creating an action plan will give you steps to take towards reaching your goal. It's a good idea to use SMART goals (Specific, Measurable, Achievable, Realistic and Timely).

### Why are you doing this?

To plan all steps in how you will take action.

### Steps

1. In groups, go to the **online action planning tool** at [passport.vec.vic.gov.au/activate/planning-for-action](https://passport.vec.vic.gov.au/activate/planning-for-action)
2. Each member needs to help fill the Planning for Action tool.  
**Hint:** 'The goal is to ...' = your group's change.  
**Hint:** 'Actions 1, 2 and 3' = your group's action(s).  
**Choose:** 'Present a case to a decision-maker about the issue, by writing or speaking out'. You will do this in an activity soon.
3. Print a copy for each group member's Portfolio.
4. Look at each action separately.
5. Discuss the steps needed.
6. Fill out **Breaking down the actions** (on page 44). Check: is each one **SMART**?  
**Important:** Break down the big issue into specific problems.  
**Hint:** Change parts of your action on **Breaking down the actions**, to make them all SMART goals.
7. Give out steps and tasks to specific team members. Put each task into **Who and when?** (on page 45).
8. Write due dates for each task.  
**Hint:** Check all the due dates to ensure the action is done on time.
9. Present your entire action plan to your teacher for approval.

I have ...	My evidence is ...
<input type="checkbox"/> Created an <b>action plan</b> with <b>SMART goals</b>	<input type="checkbox"/> <b>Breaking down the actions</b>
<input type="checkbox"/> Listened to or used another's suggestion Example:	<input type="checkbox"/> <b>Who and when?</b>  <input type="checkbox"/> Action plan in my Portfolio
<input type="checkbox"/> Considered and planned to <b>overcome obstacles</b> by playing the online game	
<input type="checkbox"/> Had input into our <b>action plan</b> Example:	<input type="checkbox"/> Teacher observation:

Decide

Research

Activate

Vote



## Breaking down the actions

Breaking down the actions	Example - how to answer	Our action
<b>What is this action? What does this involve?</b>	Getting signatures from the public to support an 'action' which we want a decision-maker to take (e.g. council, local MP, principal, etc.)	
<b>Where is it going to take place?</b>	<ul style="list-style-type: none"> <li>• Public or private space</li> <li>• Time</li> <li>• Audience</li> </ul>	
<b>What do we need to do before the event?</b>	<ul style="list-style-type: none"> <li>• Organise the wording of the petition (does it need to be written in a certain way?)</li> <li>• Posters/images/materials to distribute</li> </ul>	
<b>Who does it involve?</b>	<ul style="list-style-type: none"> <li>• People signing up (who are they and where will we find them?)</li> <li>• Person we are trying to influence (MP – who is our local rep, how do we get in touch with them?)</li> </ul>	
<b>What are potential challenges?</b>	<ul style="list-style-type: none"> <li>• Not getting enough signatures</li> <li>• Weather</li> </ul>	



Who and when?

Task	Due date (task must be finished by)	Person responsible

Hint: put your deadlines into a calendar or other app on your phone.

Decide

Research

Activate

Vote



## 3.4 Partners

The next part of the action plan is to find and evaluate partners who also support your cause.

### Why are you doing this?

- To make a shortlist of partner organisations you have found.
- To work out their shared values, purposes and points of view.
- To help score an external partnership.

### Steps (part 1)

1. Look at the brainstorming about partner organisations from Dragons' Den (refer page 37).
2. Do the same for:  
**Support groups list** (refer Research, page 26)  
**Support groups for** \_\_\_\_\_  
(refer Research, page 26)
3. In groups, agree on the best 5 or 6 groups to partner with. Go to the **Partners Venn diagram**.  
**Important:** this is your shortlist.
4. Draw the logos of your first shortlisted organisation into the blank space above a Venn diagram.
5. Think about the organisation's purpose, values and point of view.
6. Write what you find out into the top half of the circle.

**Sample Venn diagram** available online shows the VEC's logo and some of its purposes and values.

7. Write your own group's purpose, values and point of view into the bottom half of the circle.

**Important:** Write your goal so far.

**Example:** To help more people sleeping rough find shelter and food.

**Important:** Write the values linked to it.

**Examples:** Dignity, respect, safety, generosity, youth activism, support.

Look at **Sample Venn diagram** for help.


8. In groups, discuss any shared purposes, values and points of view.

### Steps (part 2)

9. Ask: what might this organisation's point of view be about your group's issue, effects or goals?  
**Example:** about homelessness, or about young people trying to provide food, shelter and dignity? What would they want to change about it?
10. Add shared viewpoints into the middle section, where the two circles overlap.  
**Hint:** An example is on the overlapping circles on **Sample Venn diagram**.

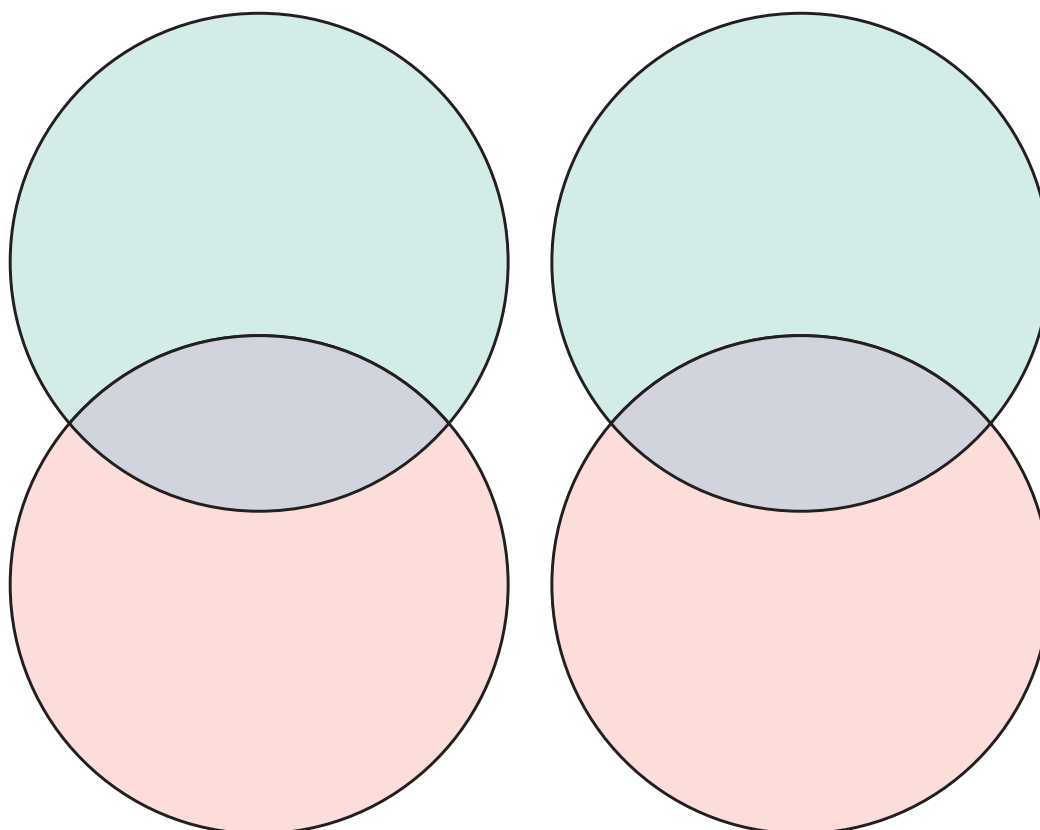
11. These are values, purposes, beliefs, attitudes and points of view your group is likely to have in common with the organisation.
12. Repeat for the rest of your shortlist.
13. Decide on your group's favourite organisation.

**Important:** A common point of view is a good base for partnership.

I have ...	My evidence is ...
<input type="checkbox"/> <b>Shortlisted partnership organisations</b> <input type="checkbox"/> Completed the Venn diagrams	<input type="checkbox"/> <b>Partners</b>
<input type="checkbox"/> 	<input type="checkbox"/> Photographer:



## Partners



Decide

Research

Activate

Vote



## 3.5 Partnership preparation

Good preparation will be the basis for effective action and help you reach your goals.

### Why are you doing this?

- To create win-win solutions.
- To help score an external partnership.

### Steps

1. In pairs, one player must choose a card from **Win-win solutions**.
2. One player must make up a win-win solution that would help the situation.
3. The other player must give two reasons why that is a win-win solution.
4. Swap roles and finish each card.
5. Share the scenario, solution, and two reasons with the class.
6. Work in your groups. Look at:

**Action plans** (in Portfolios)

**Breaking down the actions**  
(page 44)

**Who and When?** (page 45).

7. Ask each other: what can the partners can be involved in? Where can they help?
8. Look at **Partners** (page 48).
9. For each organisation, read the **Scenario** opposite.

10. Think of at least one win-win solution for each shortlisted organisation.

**Hint:** focus on the organisation's point of view.

11. Put the best win-win solution into the middle of each Venn diagram at the winner's ribbon.

- 12.

I have ...	My evidence is ...
<input type="checkbox"/> <b>Contributed to win-win solutions</b>	<input type="checkbox"/> Teacher observation:
<input type="checkbox"/> <b>Evaluated partnership</b> options by adding win-win solutions to the blue ribbon	<input type="checkbox"/> Partners (page 46)
<input type="checkbox"/>	<input type="checkbox"/> Photographer:



## Scenario

### YOUR SCENARIO

Your group needs to form a partnership with a community or local organisation.

To get a partner on board, you need to show them why a partnership would be good for them too – not just for your group. What benefits will your action plan and partnership give to the organisation(s)? What will they get out of it?

**Hint:** look at the organisation's purposes and points of view (on the Venn diagrams) to help you get more ideas.

- What things do they need or want? (e.g. more customers)

---

---

---

---

---

---

- What things will your action plan give to them? (e.g. more customers by having a food stall at your event)

---

---

---

---

---

---

- What things will the partnership with your group offer them? (e.g. good word of mouth publicity)

---

---

---

---

---

---

Decide

Research

Activate

Vote



## 3.6 Contact a decision-maker


Following your preparation, you are now ready to contact decision-makers.

### Why are you doing this?

- To find out how government is linked to your issue.
  - To contact your councillor or MP about your action plan.
- Option:** To arrange a visit from/to your local council and have input into council decisions.

### Steps

1. Ask your teacher to explain the role of local government representatives in relation to community issues.
2. Watch the short videos.  
They will give you ideas about how to approach partner organisations.
3. Play **Who Decides?** at [passport.vec.vic.gov.au/decide/who-decides](http://passport.vec.vic.gov.au/decide/who-decides)
4. In groups, find out which level of government is most closely linked to your issue and action.
5. In groups, brainstorm three ways you might be able to approach government organisations or local representatives for help or partnership.
6. Do two or more of the options on **You Decide** (opposite).

I have ...	My evidence is ...
<input type="checkbox"/> Completed a <b>You Decide!</b> activity:	<input type="checkbox"/> Teacher observation:
<input type="checkbox"/> Completed another <b>You Decide!</b> activity:	
<input type="checkbox"/> 	<input type="checkbox"/> Photographer:



## You Decide!

Just as you are having a say on an issue by taking action, in democratic societies like Australia all eligible citizens can have a say about issues by voting. Voting is deciding who you want to represent your values, beliefs and interests in local, State and Federal government. You can also vote them out, if you feel they are not really representing you!

You are already 'having a say' by taking action on an issue! Here are four more ways to have a say.

Choose two:

Contact a representative	Enrol to vote
<p><b>'Who can help me?'</b> is an online tool that helps you create a letter to send to your local representative.</p> <p>You can ask them for help, advice, partnership or change on your issue. The tool is available at <a href="https://passport.vec.vic.gov.au/research/who-can-help-me">passport.vec.vic.gov.au/research/who-can-help-me</a></p>	<p>Being enrolled to vote will help you have influence over the decision-makers in your community.</p> <p>If not enough young people enrol or vote, some decision-makers may believe it's more important to listen to other, enrolled, people (who have the power to vote them out, if they're unhappy!).</p> <p>Enrol online from age 17 at <a href="https://vec.vic.gov.au">vec.vic.gov.au</a> or contact the VEC for forms and help.</p>
Local council visit or meeting	Become a candidate
<p>Local council staff can help you arrange an excursion to see how local government works and explore different programs offered to communities.</p> <p>They may also help you arrange your local councillor to visit and speak at school.</p> <p>Find your council at <a href="https://knowyourcouncil.vic.gov.au/councils">knowyourcouncil.vic.gov.au/councils</a></p> <p>Or, attend a council meeting and have direct input into local community decisions! Find out how at <a href="https://knowyourcouncil.vic.gov.au/guide-to-councils/how-councils-make-decisions/council-meetings">knowyourcouncil.vic.gov.au/guide-to-councils/how-councils-make-decisions/council-meetings</a></p>	<p>Why not stand for nomination as a local councillor or Victorian State representative yourself?</p> <p>You don't need qualifications. What you need is:</p> <ul style="list-style-type: none"> <li>• <b>to be enrolled to vote</b></li> <li>• <b>people skills</b></li> <li>• <b>an understanding of what matters to you, and to other people in your community.</b></li> </ul> <p>Sound like you? Nomination requirements can be found at <a href="https://vec.vic.gov.au">vec.vic.gov.au</a></p>



## 3.7 Partnership proposal

Think carefully about your partnership proposal.

### Why are you doing this?

To create a formal partnership proposal letter.

**Important:** You can create a proposal using different media. If a short film, music clip, website, or something else will capture the organisation's attention and approval, get your teacher's permission and start creating it! It still needs to show you have used the same VCEVM skills opposite.

### Steps

1. Prepare, by getting your completed work out from section 2, Research:

**Partners** Research report findings

---

**Causes of** \_\_\_\_\_

**Effects of** \_\_\_\_\_

**People affected by** \_\_\_\_\_

**Action plan** \_\_\_\_\_

**Breaking down the actions**

---

**Who and when?** \_\_\_\_\_

Refer also to other material in your Portfolio, (photos and videos from fieldwork).

2. Look on page 54 at **My letter plan: partnership proposal**.
3. Follow the instructions and fill out the plan.  
**Important:** Use the work you have already done to help.
4. Swap finished plans with somebody from another group.  
They need to make suggestions for more, or different, ideas.
5. Review the suggestions.

6. Decide which to put into your proposal letter.

7. Type a draft of the letter.

**Structure of letters** (available online or from your teacher) shows how it should look.

8. Swap the draft with others to peer-edit for spelling, punctuation and grammar.
9. Redraft, based on peer-editing feedback.
10. As a group, agree on whose redrafted letter will become the proposal.

**Important:** You should combine parts of all your letters.

**Hint:** Ask a friend or parent to double check for spelling. Errors would make the proposal look unprofessional.

11. Deliver the letter!

**Important:** Think about what will be most likely to persuade them: delivering the letter in person, by post or by email?

**Hint:** Include a separate signed note from your Principal or teacher, to show the organisation you have full support. It also shows how much influence you have!

I have ...	My evidence is ...
<input type="checkbox"/> <b>Planned</b> the proposal	<input type="checkbox"/> <b>My letter plan:</b> Partnership proposal
<input type="checkbox"/> <b>Drafted</b> and <b>re-drafted</b> the proposal	<input type="checkbox"/> Draft, in my Portfolio <input type="checkbox"/> Re-draft, in my Portfolio
<input type="checkbox"/> <b>Structured</b> it with an introduction, key messages, and a call to action <input type="checkbox"/> Used formal <b>layout, language</b> and <b>tone</b>	<input type="checkbox"/> Copy of final version, in my Portfolio
<input type="checkbox"/> Included <b>rebuttals</b> and <b>evidence</b> regarding our issue, action and partnership	



## My letter plan: partnership proposal

Plan the letter by writing on the lines below.

### Introduction

**Full names of people in your group:**

---

---

**Full postal address you want a response sent to:**

---

---

*Using the senior school or your Principal's office as the postal address may increase the readers' perception of your influence.*

**Name of best contact person at this organisation:**

---

---

*To find out the nearest office of the organisation and ask which person is responsible for dealing with any of these things:*

- *Community partnerships, support, engagement, education, outreach or capacity-building*
- *Youth partnerships, support, engagement, education, outreach or capacity-building*
- *Client/customer partnerships or engagement*
- *Corporate social responsibility.*

*If you can't find information about who is in these roles, you could ask the media or public relations employees for guidance.*

**Their role:** \_\_\_\_\_

*For example: Community Outreach Officer*

**Their postal and physical addresses:**

---

---

---

*If you are delivering the proposal letter by hand, use the physical address on the letter.*

Name and title of 'boss' of this organisation:

---



---

For example: Ms Louise Brady, CEO, Startup.com

Formal greeting: \_\_\_\_\_

See **Formal wording** for choices.

Introduction:

---



---



---



---

See **Formal wording** for choices. Briefly mention you are seeking a partnership, so the reader is clear about what your arguments will support.

## Key messages

Persuade the organisation that it would be a great idea for them, and for your local community, for them to partner with your group. See **Formal wording** for where to find evidence (you have already collected it!).

**Explain**, with evidence, why your group is concerned about the **effects** of this issue on your local community.

---



---



---

**Explain** the **change** you wish to see.

---



---



---

**Explain**, with evidence, why you have chosen your **goals** for action(s) and change.

---



---



---

Decide

Research

Activate

Vote

**Explain** why you are approaching this organisation for **partnership**.

---

---

---

*Find and use the common values and purposes you share with and admire in the organisation (from the Venn diagrams on **Partners**).*

Explain away (**rebut**) two reasons the organisations might not want to go into partnership.

---

---

---

*Remember to try and think from the organisation's point of view. They might be worried about time, cost, having to do all the work, bad publicity ... so explain why these will not be a problem. Even better, transform these potential problems into win-win situations for you and the organisation.*

*Mention you have agreed to steps, responsibilities and deadlines in your **Action plan** to show you are driven and accountable!*

**Explain** all the reasons partnership would be a **win-win** situation for the organisation.

---

---

---

---

## Proposal for partnership

**Suggest a meeting** to agree on partnership goals for action and change (so the partners feel they can have input into decisions).

---

---

---

*For example: 'We are keen to arrange a suitable time to seek your ideas and suggestions about our current action and change goals. With \_\_\_\_\_'s (organisation name) input, we would like to reach a partnership agreement that outlines some mutually agreeable actions we students will take, with your support, to make a difference to in \_\_\_\_\_ (community name).'*

Give an example of the **support** you are **seeking** through partnership:

---



---



---

*For example: 'Your support in terms of [advertising, publicity, building materials, use of venue, running an event, radio/television air-time, training, sponsorship, etc.], or in any manner you prefer, would be invaluable and we would ensure to give back to \_\_\_\_\_ (organisation) and share news of your support in \_\_\_\_\_ (community name) out of appreciation.'*

Explain how they can **contact** you with a **response** and for further information.

---



---

## Call to action

**Thank** them again for reading the proposal and note you have forwarded this proposal to the organisation's 'boss'.

---



---



---

*For example: 'Thank you again for your time and consideration. To assist with communication, we have forwarded a copy of this letter to \_\_\_\_\_ ('boss').'*

**Call to action:** \_\_\_\_\_

*Use your persuasive writing skills to finish on a call to action.*

*For example: 'We sincerely hope you will join us in making a positive change in \_\_\_\_\_, and continue \_\_\_\_\_'s history of building the capacity of local youth to improve the community.'*

**Formal sign-off:** \_\_\_\_\_

See **Formal wording** for choices.

**Cc:** \_\_\_\_\_

---

*For example: Cc: Ms. Louise Brady, CEO, Startup.com, 365 Martian Lane, Mars, Vic, 3375.*



## 3.8 Action time

At last, we're ready for action!

### Why are you doing this?

- To prepare all materials.
- To run your action plan in the community.

### Steps

1. Start doing tasks and steps in your action plan.

In class, you will keep doing the next activities in Partner Up.


You need to run your action out of class time.

**Important:** Plan your time well.

**Hint:** Set up a group chat on an app, to get in touch with team members easily.

2. Finish tasks and steps in your **Action plan**.

**Hint:** remember to use **Who** and **When** deadlines and **Breaking down the actions** instructions.

I have ...	My evidence is ...
<input type="checkbox"/> <b>Formed an external partnership</b>	<input type="checkbox"/> In my Portfolio
<input type="checkbox"/> Used different techniques to <b>keep our partners happy and informed</b> , for example phone calls, emails, meetings	<input type="checkbox"/> Teacher observation:
<input type="checkbox"/> 	<input type="checkbox"/> Photographer:



## 3.9 Partnership meeting

If you have been successful getting interest from a potential partner, you must be ready to meet them.

### Why are you doing this?

- To meet with your partner organisation.
- To form a partnership arrangement.
- To agree on its goals.

### Steps

1. Continue proposing partnerships until an organisation responds.
2. Explain that you want to meet them in person, to agree on a partnership that suits them.
3. Organise a meeting time, date and place.
4. Get the contact details of the person (or people) you are meeting with, including full name(s), phone and email.
5. Make a meeting confirmation that includes the meeting details and purpose. Put it in your Portfolio.  
**Important:** Spelling errors and missing capitals will make you look less professional. The partnership organisation might take you less seriously if they're not fixed.
6. Deliver the meeting confirmation.
7. Make an agenda like **Sample meeting agenda** for the meeting.
8. Prepare for the meeting

**Important:** Remember to bring the materials you need so you can take **Minutes** and show the partners about your issue and **Action Plan**.

**Hint:** Put yourself in the shoes of the community partner.

- What would you be impressed by?
- What would get you on board?


You might think about making a short video or presentation to make it more likely they will agree to take action with you.

9. Attend and run the meeting.

**Important:** One group member needs to take **Minutes**. This means noting what is discussed and decided upon during the meeting. Another person should politely let people know if the meeting goes over time.

**Hint:** You can use an **Agenda** for minutes, but make sure you include extra space where minutes (notes) will go.

10. As a group, review the minutes.
11. Add any new tasks and deadlines to your **Action plan**.
12. Make a final version of the minutes to deliver to your partner organisation.
13. Keep a copy for your Portfolio.

I have ...	My evidence is ...
<input type="checkbox"/> <b>Arranged and attended</b> a meeting with our partner organisation	<input type="checkbox"/> Meeting confirmation in my Portfolio
<input type="checkbox"/> <b>Took minutes</b> at the meeting	<input type="checkbox"/> Meeting agenda in my Portfolio
	<input type="checkbox"/> Meeting minutes in my Portfolio
	<input type="checkbox"/> Teacher observation:
<input type="checkbox"/> 	<input type="checkbox"/> Photographer:



## Sample agenda

Community Partnership Meeting Agenda Tuesday 23 February 2024	
1	<b>Minutes (note-taker):</b> Mick Jagger
2	<b>Present:</b> Pete Smith, Zadie Brown, Xavier Zhang, Umberto Pellini  <b>Apologies (absent):</b> Alex Turner
3	<b>Items for discussion:</b> <ul style="list-style-type: none"> <li>• Community Partnership goals:</li> <li>• Agreements reached:</li> <li>• Next steps and person responsible?</li> </ul>
4	<b>Any other business (that needs discussing)?</b>



## 3.10 Media campaign

Here's where we consider how you can get media interest in your cause.

### Why are you doing this?

- To let people know about your group's issue, partnership, action and goals.
- To raise community support.
- To help your action make a real difference.
- To run a media campaign.

### Steps

1. Work in groups to brainstorm ideas.
2. Each person must fill out their own **Prepare a media campaign**.

**Hint:** aim for two or three audiences, at least.

3. Agree on the types of media campaign you will run.

**Important: Creative campaigns** gives you places to find ideas, and a sample ad activity to create a radio ad or slogan.

I have ...	My evidence is ...
<input type="checkbox"/> <b>Completed preparation</b> for our campaign's audience, purpose, media platforms and wording	<input type="checkbox"/> On <b>Prepare a media campaign</b>
<input type="checkbox"/> <b>Drafts and edits</b> of campaign materials	<input type="checkbox"/> Teacher observation:
<input type="checkbox"/>	<input type="checkbox"/> Photographer:

Decide

Research

Activate

Vote



## Creative campaigns

### Campaign poster generator:

[passport.vec.vic.gov.au/activate/spread-the-word](https://passport.vec.vic.gov.au/activate/spread-the-word)

### Banners, flags, stencils, t-shirts, pocket signs, posters, puppets:

The Ruckus Society Manual

[passport.vec.vic.gov.au/activate/spread-the-word](https://passport.vec.vic.gov.au/activate/spread-the-word)

**3.9.27**

*This* game can be played individually or in pairs and takes between 5 and 10 minutes. 3.9.27 is based on the experience of campaigners using the media. They discovered that if you are being interviewed on a television or radio station, you need to be short and sharp to make your point about your campaign otherwise they may not use your soundbite. Even worse, you may come across as being confused, weak and unclear. This could damage your campaign.

The solution that campaigners came up with was to work out what to say in advance and keep to the rules of making...

**3 POINTS IN 9 SECONDS USING 27 WORDS.**

It's a difficult skill to learn but can make all the difference to how the media perceive and present your campaign. You will also find that this kind of skill will benefit other aspects of your life too!

You will be given a situation or opinion for which you will have to write a 3.9.27 soundbite. You should try to keep it to 27 words but can go over that limit if you are stuck. The class can vote on the 3.9.27 that they think is the most effective.

*3.9.27 is from the RAX Active Citizenship Toolkit.*



Prepare a media campaign

Example: community concert campaign	Questions	Our campaign
Music fans	1. Who needs to know about it?	
Beat magazine, community radio stations like RRR and PBS	2. How does each audience like to get messages?	
The concert's music genre, style, local bands, issue we're improving	3. What words, sayings or styles will appeal to each audience?	
Contact directly	4. How will the messages reach the audience?	
Charlotte is great at art. Matt is funny and can prepare a good radio ad. Justin's dad knows someone who works at a local radio station.	5. What skills or influence can our group use here?	

Decide

Research

Activate

Vote