



Partner Up

Student Workbook



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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.



Decide

You are in charge of planning and running a community partnership project. You need to decide on a community issue to tackle.

Activities

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1.1 Young people

Let's assume you have decided that the area of focus for your group is young people. First you need to write down why you have chosen this as your subject.

Why are you doing this?

- To have a say about how young people in Victoria are treated.
- To think about your role as a young person in the community, before starting a partnership project.


Steps

1. Find words in the newspaper or in online news reports that you hear people use about young people.
2. Print out the reports and cut the words out or cut them out of the newspaper.
3. Stick the words onto a large sheet of paper to make a poster.
Show positive and negative descriptions.
4. Put your poster on the wall.
5. Discuss these terms and the language used in the media reports with your group.
4. Tell us more! Take the quiz at passport.vec.vic.gov.au/decide/how-political-am-i to let us know how young people are treated.
- 5.

Important: It is your responsibility to find and ask the teacher to observe you participating and ask them to write their initials against the work you have completed in this workbook. This continues for the whole unit.

Discussion questions

1. How do you feel about the stereotypes attached to young people?
2. Can you brainstorm any ways to disrupt these labels?
3. Who else is unfairly stereotyped? How do you think labels affect them?

I have ...	My evidence is ...
<input type="checkbox"/> Debated with my classmates My opinion: Their opinion:	
<input type="checkbox"/> Asked somebody to explain what they mean About: Meaning given:	
<input type="checkbox"/> Asked a question or made a comment based on what somebody else said Their comment: My comment:	
<input type="checkbox"/> 	<input type="checkbox"/> Teacher observation (your teacher writes their initials in this box, if they saw you participate): <input type="checkbox"/> Photographer:

Decide

Research

Activate

Vote




1.2 My opinions


Time now for some self-reflection.

Why are you doing this?

- To find out what you think about different community issues.
- To help you find and choose an issue to act on.

Steps

1. Follow teacher instructions.
2. Discuss. Share reasons, examples and arguments.
3. Suggest new 'agree and disagree' statements.
4. 

I have ...	My evidence is ...
<input type="checkbox"/> Debated with my classmates My opinion: Their opinion:	
<input type="checkbox"/> Asked somebody to explain what they mean About: Meaning given:	
<input type="checkbox"/> Asked a question or made a comment based on what somebody else said Their comment: My comment:	
<input type="checkbox"/> 	<input type="checkbox"/> Teacher observation (your teacher writes their initials in this box, if they saw you participate): <input type="checkbox"/> Photographer:

Decide

Research

Activate

Vote




1.3 Issues portrayed on film


There might be film or video about the issue you are concerned with which will be useful to watch.

Why are you doing this?

- To find out how you feel about different issues.
- To help you find and choose an issue to act on.

Steps

1. Follow teacher instructions.
2. Watch the video clip.
3. Discuss it.
Give examples and explanations about how you felt while you were watching the film and why.
Ask any questions that pop up. If you think of other films or songs about issues you care about, suggest them.
4. Write the main issue/problem on a Post-it® note.
5. Join a small group and roll the dice.
Your teacher will show you discussion topics. The number the dice land on is the discussion topic you read out. Each group member must answer the questions.
6. Repeat until the timer sounds.
7. Put a Post-it® note on the poster matching your feelings.
8. Repeat for a new video clip.
9. Be the jury.
10. 

I have ...	My evidence is ...
<input type="checkbox"/> Debated with my classmates My opinion: Their opinion:	
<input type="checkbox"/> Asked somebody to explain what they mean About: Meaning given:	
<input type="checkbox"/> Discussed and agreed on the top two issues in each clip Clip title: <i>Issue 1:</i> <i>Issue 2:</i> Clip title: <i>Issue 1:</i> <i>Issue 2:</i>	
<input type="checkbox"/> Helped the jury reach an agreement I helped by:	
<input type="checkbox"/> Asked a question or made a comment based on what somebody else said Their comment: My comment:	
<input type="checkbox"/> 	<input type="checkbox"/> Teacher observation (your teacher writes their initials in this box, if they saw you participate): <input type="checkbox"/> Photographer:

Decide

Research

Activate

Vote



1.4 Community or personal issue?

Your next decision is whether your issue is personal or whether it affects the community as a whole.

Why are you doing this?


- To understand why some things are community issues (having access to water), and why others are not (being made to pay your parents for your phone bill).
- To make sure the issue you choose is really a community issue.

Steps

1. Stand in a circle.
2. Carefully throw the ball to the person standing next to you in the circle.
3. Stop when the timer sounds.
4. Whoever has the ball reads the first discussion question.
5. The question reader throws the ball.
6. The catcher answers the question.
7. The catcher throws the ball.
8. The catcher must say something about the last comment.
9. Repeat until the timer sounds.
Every relevant comment = 1 point.
10. Repeat for each question.
- 11.

Important: If the timer sounds and you are holding the ball but not answering, you are out. If the timer sounds and you are answering, you choose one person to be out.

Refer to Teacher notes Activity 1.4 for the questions in this activity.

I have ...	My evidence is ...
<input type="checkbox"/> Debated with my classmates My opinion: Their opinion:	
<input type="checkbox"/> Asked somebody to explain what they mean About: Meaning given:	
<input type="checkbox"/> Asked a question or made a comment based on what somebody else said Their comment: My comment:	
<input type="checkbox"/> 	<input type="checkbox"/> Teacher observation (your teacher writes their initials in this box, if they saw you participate): <input type="checkbox"/> Photographer:

Decide

Research

Activate

Vote




1.5 Does my opinion matter?

Assess here whether your opinion matters.

Why are you doing this?


It's a secret. Try to work it out during the game. Or, wait until discussion time afterwards to find out.

Steps

1. Clear a big space.
2. Listen to teacher instructions.
3. Choose a **role card** available from your teacher.
4. Follow the instructions.
5. Play your role to finish the game properly, before the class can go on a break.
6. 

Reflection

1. Why does your opinion matter?
2. What can happen if you don't express or act on your opinion?

I have ...	My evidence is ...
<input type="checkbox"/> Helped to complete the game How:	
<input type="checkbox"/> Discussed the experiences I had in the game and listened to others My experience: Classmate's experience:	
<input type="checkbox"/> Asked a question or made a comment based on what somebody else said Their comment: My comment:	
<input type="checkbox"/> 	<input type="checkbox"/> Teacher observation (your teacher writes their initials in this box, if they saw you participate): <input type="checkbox"/> Photographer:

Decide

Research

Activate

Vote



1.6 Understanding issues: 'Ice' case study

For this case study, we have taken the example of the issue of ice addiction. The film we watched is 'Ice Towns'.

Why are you doing this?

- To think about the issue of methamphetamine use and addiction.
- To learn how to demonstrate certain literacy skills through a film, before moving to written texts later.

Steps (part 1)

1. Get into teams of four people.
2. Choose a card which your teacher will give you.
3. Sit with your team.
4. Read **Messages**.
Use it later, to analyse the film.
5. Watch the film.
6. When you notice something in the film related to your card, say the card name out loud.
7. Wait for your teacher to pause the film.
8. Describe what you noticed.

Example: If you were watching 'Batman Begins', the main issue might be described as 'crime' or 'good versus evil'. For causes (of the issue and impacts of crime),

you might say 'poverty' (when you see people begging or sleeping rough), or 'violence' or 'greed' (when you see the mob bosses), or 'unemployment' (when you see people out of work and desperate).

9. Your team wins a point when you say the name of your card with an example.

Keep score of the points below.

Team name	
Points	

10. After the film, agree on your team's best answer for all discussion questions.

Important: Remember to use **Messages** for help with questions.

Steps (part 2)

1. Nominate a speaker to share answers to the discussion questions you have considered as a team and written in the table opposite.
2. The most thoughtful, relevant answer gets a point.
3. Answer the reflection questions in pairs (see page 14).



Discussion questions (teams)

1. Who do you think the filmmakers created the film mainly for? This is the **'intended audience'**.

2. In one sentence, what do you think was the **main message** the film wanted to send?

3. Were there any **'secret agendas'** in this film? That is, were there less obvious, or hidden messages the audience could notice by watching carefully?

4. Which **values** (that is: beliefs, ethics and moral messages) were obvious or hidden inside the film?

5. Have you seen films **similar** to this one? (It might help to recall films and trailers you watched earlier). Write the name of a similar film below. Explain: how or why is it similar?

6. Now think of a film you have seen that is the exact **opposite** of 'Ice Towns'. Why have you chosen it? What is different about it? *(Double points for the team with the most clear and thoughtful explanation.)*

Decide

Research

Activate

Vote



Reflection questions

1. Do you **believe** the **evidence** and **messages** shown in the film?
Why or why not?

2. Do you think the intended audience **would be persuaded** by the evidence and messages? What other **opinions** do you have about the film?



1.7 Understanding issues: Case studies

Case studies are a great way to understand how things work in practice.

Why are you doing this?

- To show you can find messages, values and evidence in written texts.
- To explore some more tricky issues that affect young people and, possibly, your community.
- To practise breaking down an issue in depth before working on your own issue.

Equipment

- **Messages** (from previous activity, 'Ice' case study).
- **Cards** from last activity.

Steps (part 1)

1. Put butcher's paper on your table.
2. Add the **cards** on top.
Hint: Brainstorm short notes about your card, when reading the article.
3. Choose, read and discuss the same **article**, as a group.
4. Discuss each **card** and how it relates to the **article**.
5. Agree on your team's best answer for each of the **Discussion questions** (see overleaf).
Hint: Remember to use **Messages** for help with questions.
Important: Every student must write an answer in their own workbook. You will compete against the other groups later.

Steps (part 2)

1. Nominate a speaker to share answers.
2. The team with the most thoughtful and relevant answer gets another point.
3. Finish by writing answers to the **Reflection questions** (see page 17).



Discussion questions

1. Who is this text written for? This is the **'intended audience'**.

2. In one sentence, what do you think was the **main message** the text wanted to send?

3. Were there any **'secret agendas'** in this text? That is, were there less obvious, or hidden messages the readers could notice by reading carefully?

4. Which **values** (that is: beliefs, ethics and moral messages) were obvious or hidden inside the text?

5. Have you seen texts **similar** to this one? (It might help to recall the articles, magazines, books, films and trailers you have seen.) Write the name of a similar text below. Explain: how or why is it similar?

6. Now think of a text you have seen that is the exact **opposite** to the text. Why have you chosen it? What is different about it? *(Double points for the team with the most clear and thoughtful explanation.)*



Reflection questions

1. Do you **believe** the evidence and messages shown in the film?
Why or why not?

2. **Do you think** the intended audience would be persuaded by the evidence and messages? **What other opinions** do you have about the film?

I have ...	My evidence is ...
<input type="checkbox"/> Answered all the discussion and reflection questions	<input type="checkbox"/> Below, in this workbook

Decide

Research

Activate

Vote



1.8 Issue target

Now let's brainstorm issues to find out which resonate with the group.

Why are you doing this?

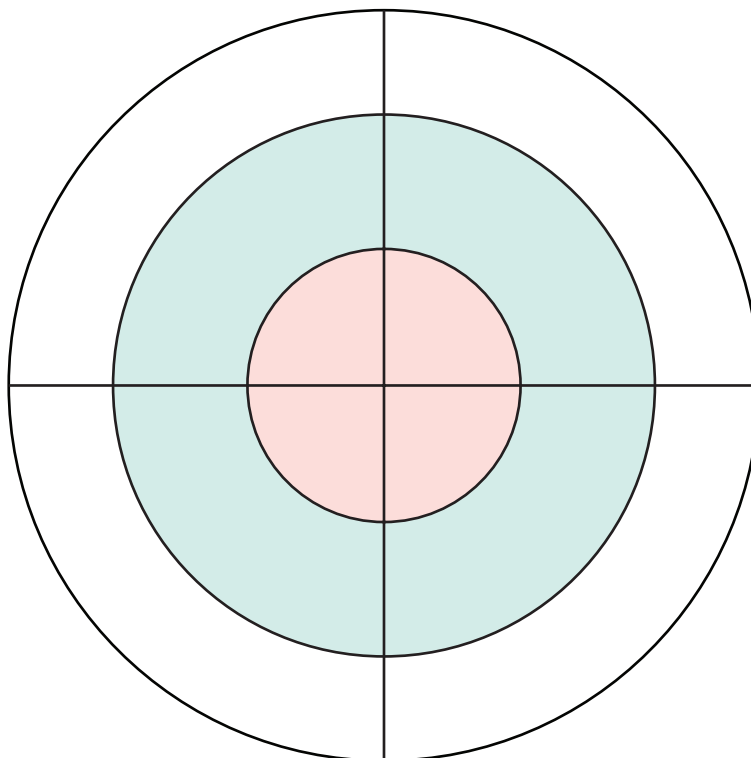
To choose issues and groups for your Partner Up community action.

Steps

1. Recall and brainstorm all issues discussed so far.
2. Brainstorm any more issues you care about.
3. Add any other issues you have noticed in your school, local community, Australia or globally.
4. Put these on the **'Important' poster** (see page 2).
5. Follow your teacher's instructions.
6. Fill in the **Issue target** diagram.



Issue target



My issue: _____ **My group:** _____

Well done! Next step: investigate your group's issue/problem in Research.