



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

- 1.1 Young people **2**
- 1.2 My opinions **4**
- 1.3 Issues portrayed on film **6**
- 1.4 Community or personal issue? **8**
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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?

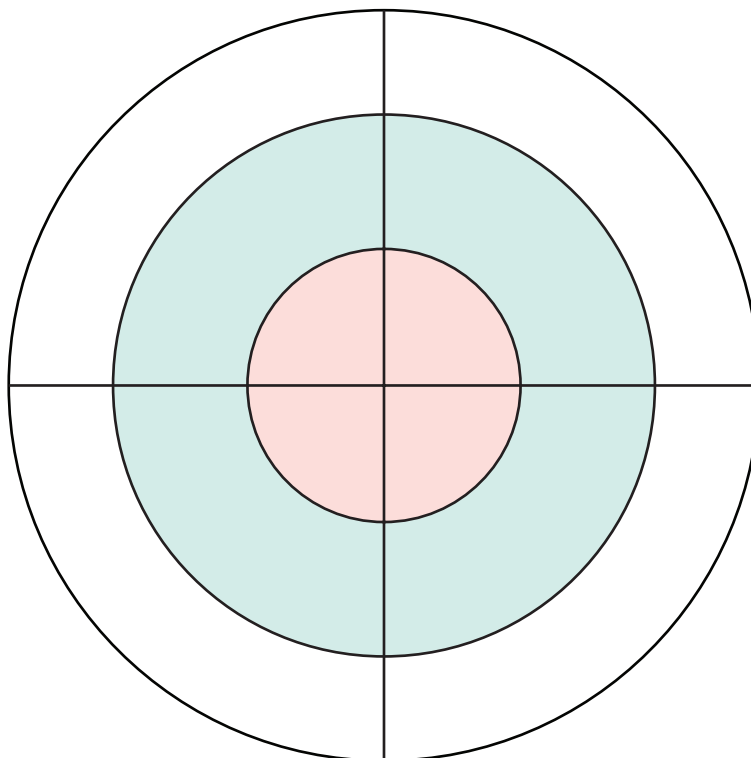
To choose issues and groups for your Partner Up community action.

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.

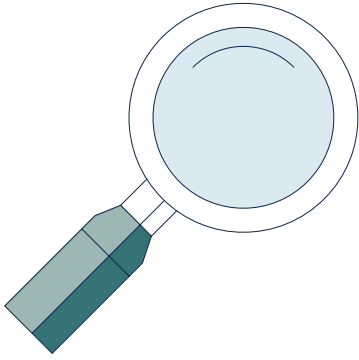


Issue target



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

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



Research

Your group needs to understand your issue in depth, including its causes, effects on people and the support groups available. You need to create surveys and interviews before doing fieldwork in the community.

Activities

- 2.1 What's the problem? **20**
- 2.2 Background research **22**
- 2.3 Questions for community members **27**
- 2.4 Community questions – who and how? **31**
- 2.5 Surveys and interviews **33**
- 2.6 Fieldwork **34**
- 2.7 Findings **35**
- 2.8 Dragons' Den **37**



2.1 What's the problem?

We start by researching the problem using a mindmap.

Why are you doing this?

- To break down your big issue.
- To narrow it down to a specific problem you can tackle.

Steps

1. Work in groups.
2. Your teacher will show you a **sample mindmap**.
3. Write your issue at the top of the page **What's the problem?**
4. Discuss and fill out the blank mindmap.

Hint: Look at **Sample mindmap** first.

Important: Break down the big issue into specific problems.

5. Choose a specific part of the problem to take action on.

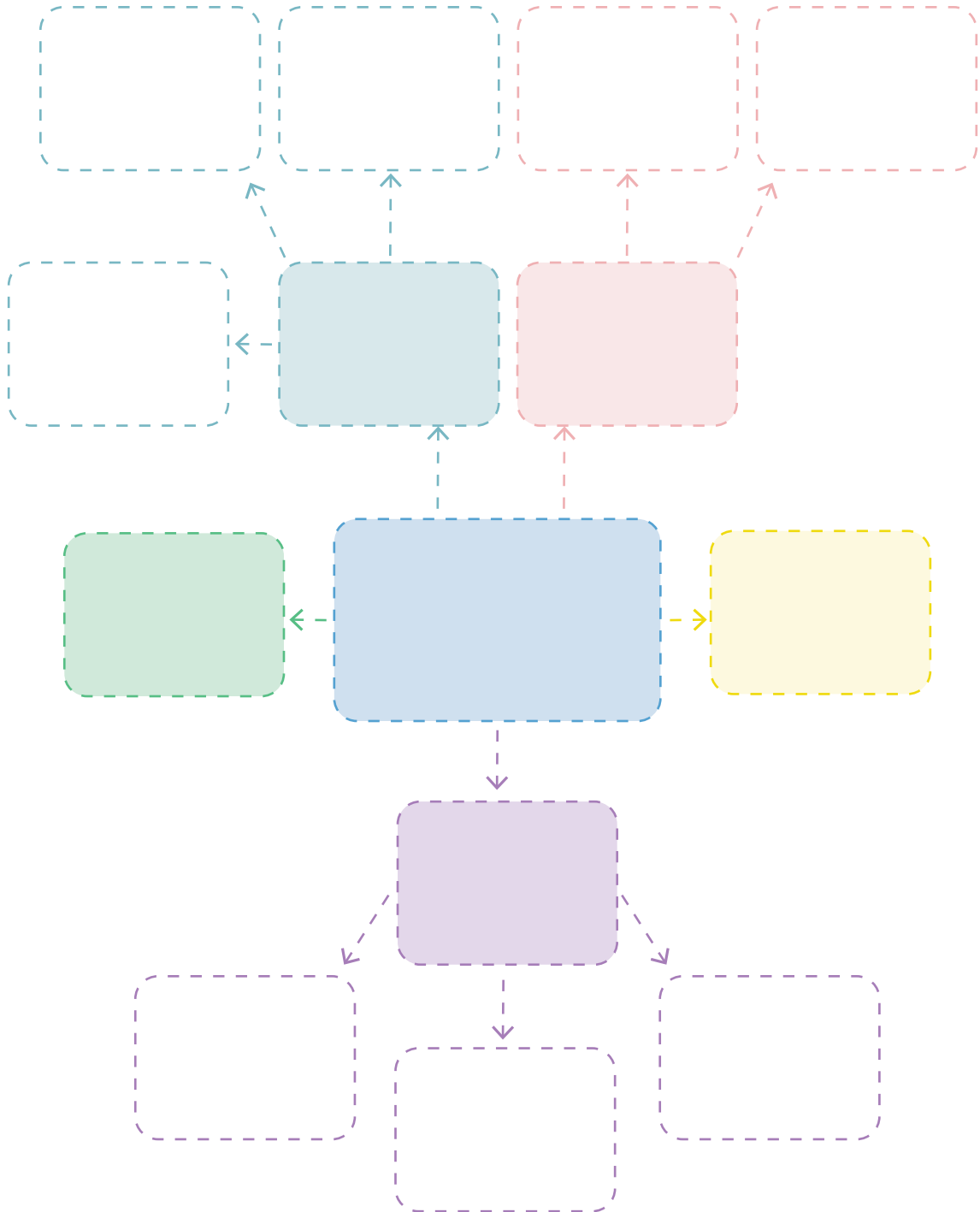
Important: Make sure you choose a problem your group members really care about and notice in the local area.

I have ...	My evidence is ...
<input type="checkbox"/> Mindmapped our issue	<input type="checkbox"/> What's the problem?



What's the problem?

My issue: _____



Research



2.2 Background research

Next we research the causes of the issue, who it affects and how, and we try to find out if there are any support groups for this issue.

Why are you doing this?

To research background information about your group's issue.

Steps

1. Your teacher will give you **activity guides**.

Important: They say where and how to find information.

2. Type the issue and/or keywords into the websites' search boxes.

3. View and read relevant parts of:

- documentaries
- photos
- cartoons
- interviews
- news footage
- personal stories.

4. On the following pages, put information into:

Causes of _____

People affected by _____

Effects of _____

Support groups for _____

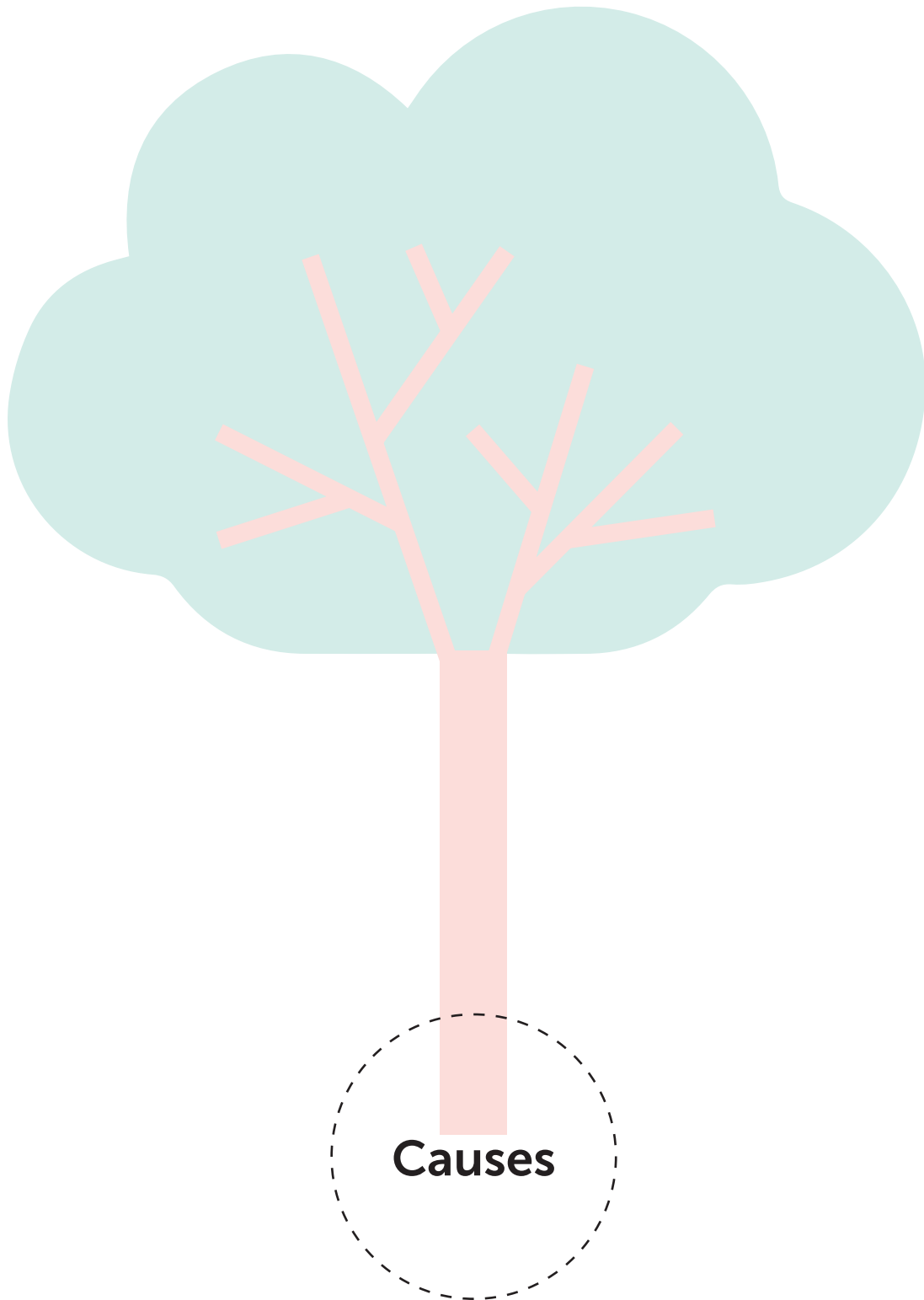
5. Do the same for at least 6 sources/websites.

Hint: Record where you found information. Why? For further research, and to follow copyright laws.

I have ...	My evidence is ...
<input type="checkbox"/> Critically researched the issue	<input type="checkbox"/> Causes of <input type="checkbox"/> People affected by <input type="checkbox"/> Effects of <input type="checkbox"/> In my Portfolio (for any extra research)
<input type="checkbox"/> Found potential support groups	<input type="checkbox"/> Support groups for



Causes of: _____



Decide

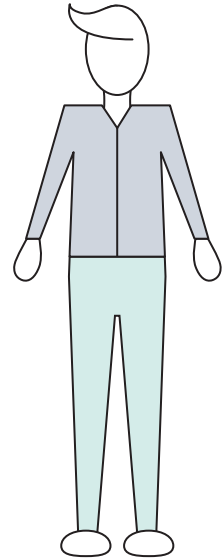
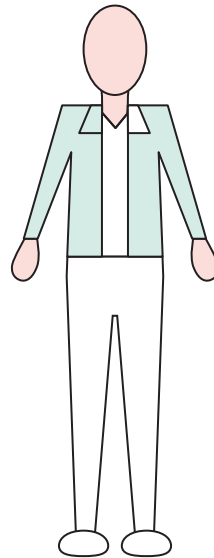
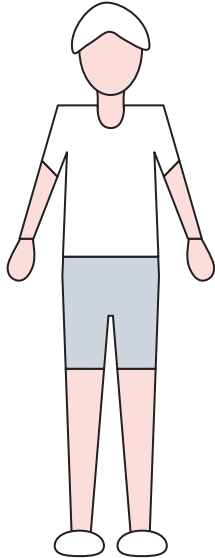
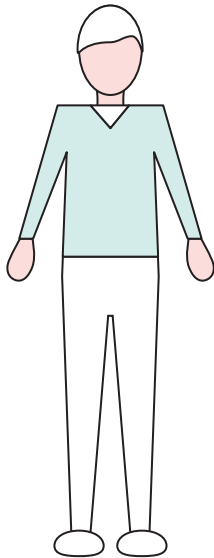
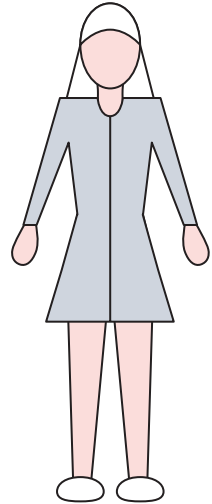
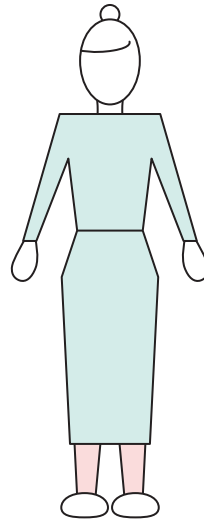
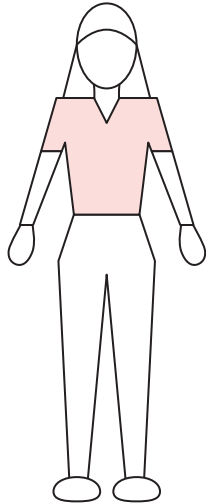
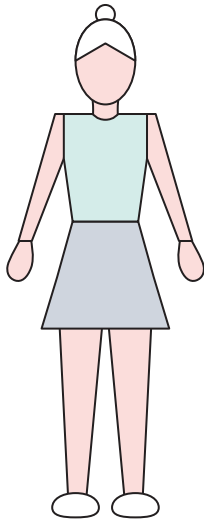
Research

Activate

Vote



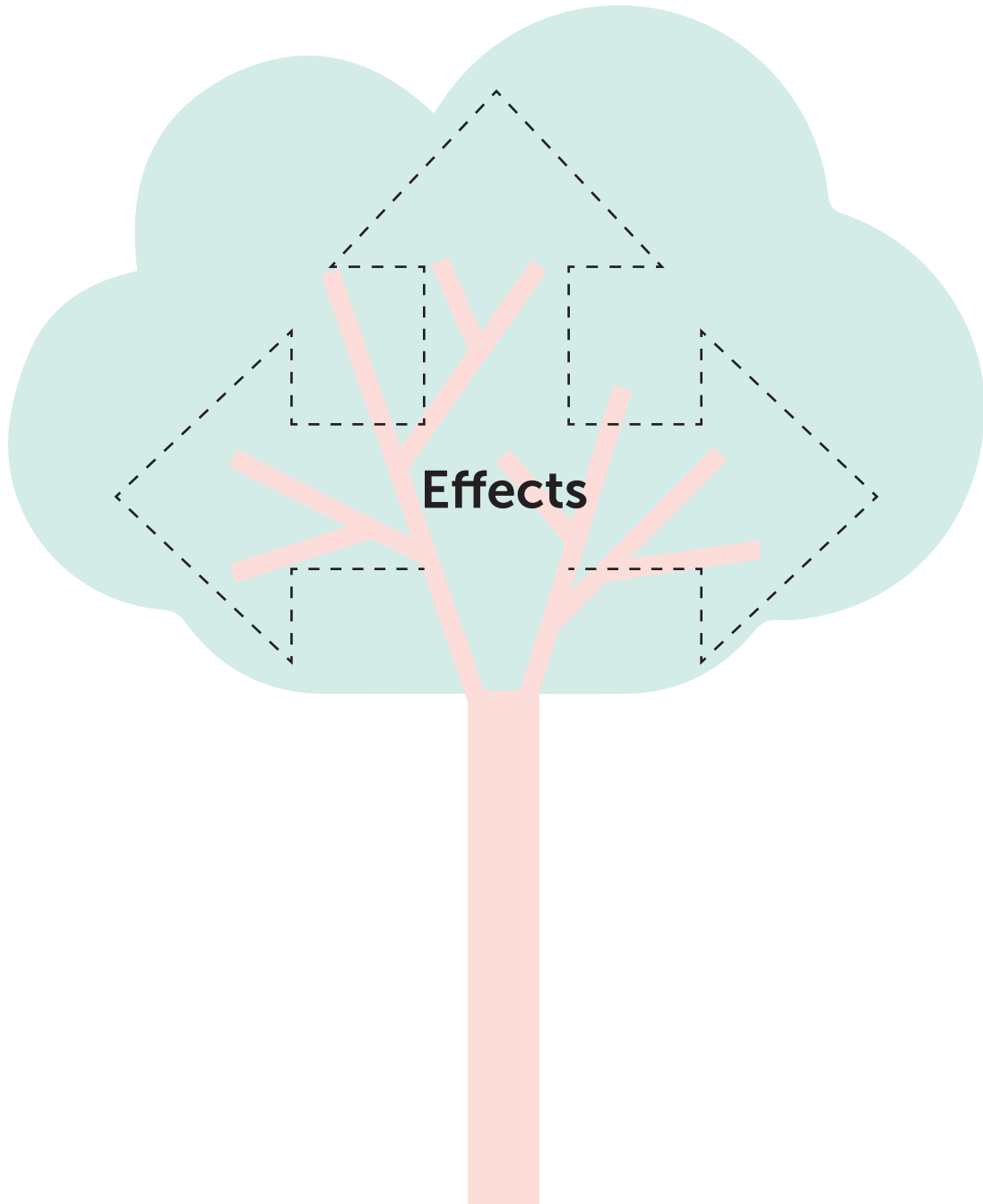
People affected by: _____



Affected



Effects of: _____



Decide

Research

Activate

Vote



Support groups for: _____

Use your own knowledge or the 'Support groups list' activity guide available from your teacher or online and choose three.

<p>Local Council</p> <p>Name (find out on electoratelookup.vec.vic.gov.au):</p> <p>Organisation type: <u>government</u></p> <p>Is there a local office? <u>yes/no</u></p> <p>Address (find out on the council/shire website):</p> <p>My local councillor/mayor:</p> <p>Name:</p> <p>Email:</p> <p>What are their responsibilities? (Find out at knowyourcouncil.vic.gov.au)</p> <p>How can they help?</p>	<p>Logo and name:</p> <p>How do they help?</p> <p>Organisation type (tick one):</p> <p><input type="checkbox"/> not-for-profit</p> <p><input type="checkbox"/> government</p> <p><input type="checkbox"/> private business</p> <p><input type="checkbox"/> social enterprise</p> <p>Is there a local office? yes/no</p>
<p>Logo and name:</p> <p>How do they help?</p> <p>Organisation type (tick one):</p> <p><input type="checkbox"/> not-for-profit</p> <p><input type="checkbox"/> government</p> <p><input type="checkbox"/> private business</p> <p><input type="checkbox"/> social enterprise</p> <p>Is there a local office? yes/no</p>	<p>Logo and name:</p> <p>How do they help?</p> <p>Organisation type (tick one):</p> <p><input type="checkbox"/> not-for-profit</p> <p><input type="checkbox"/> government</p> <p><input type="checkbox"/> private business</p> <p><input type="checkbox"/> social enterprise</p> <p>Is there a local office? yes/no</p>



2.3 Questions for community members

Next we canvass community opinion on the issue.

Why are you doing this?

- To ask people in your local community for their opinions and suggestions about the problem.
- To work out exactly what information you need to ask for.

Steps

1. In groups, think about some **Community members' views**.
2. Think of two more questions for each category.
3. Write them on the activity sheet.
4. Pick the 6 to 10 most important questions to ask the community.

Important: You must include a question that asks for names of local organisations or businesses that could help you tackle the issue.

I have ...	My evidence is ...
<input type="checkbox"/> Chosen the 6 to 10 most important research questions	<input type="checkbox"/> Community members' views
	<input type="checkbox"/> Teacher observation:



Community members' views

EFFECTS OF THE ISSUE

Can you tell me what you know or have heard about [the issue] around here?

What do you know or think about [the issue]?

Are there any other effects of this issue you think we should address instead, or as well?

What do you think the main problems or effects of [the issue] are around here?

Why do you think [the issue] is a problem around here?

(If appropriate and not too personal an issue/effect) Have you been affected by [the issue]? What happened?

COMMUNITY MEMBERS' SUGGESTIONS

What other things do you think could be done about [the issue] to help things?

Who could do this?

PARTNERSHIP OPTIONS

Can you think of any local organisations or business that might want to help us tackle [the issue]?

MORE INFORMATION

Which organisations offer support or information to people affected by [the issue]?

Do you know any people or places we could go to get information, advice or opinions about?

Decide

Research

Activate

Vote

PUBLIC SUPPORT

Will you be happy to help us when we try to improve [the issue]?

How?

How can we get in touch?

IDEAS FOR POSSIBLE SOLUTIONS

What do you think people or organisations around here want to happen?

What do you think we should do to try and fix it?

Have they heard of any other possible solutions other people have thought of or tried before?

What do you think about these possible solutions to the problem/issue?

If we do _____, are you likely to support it? ☐ Yes ☐ No



2.4 Community questions – who and how?

This section will help you work out who to approach in your research and how to do so.

Why are you doing this?

- To decide who you will survey/interview.
- To plan how to ask them.

Steps

1. Go to the page called Getting in Touch on the Passport to Democracy website at passport.vec.vic.gov.au/research/getting-in-touch
4. For each, pick a research source (who) and method (how).
5. Write them on the **Who and how?** worksheet overleaf.

Hint: It shows people or organisations to ask for information, opinions and advice (sources: who) on community-based issues.

Hint: It also shows different ways (methods: how) of asking for them.

2. Do the quiz called **Your Turn**.
3. Look at the 6 to 10 questions you chose last activity.

I have ...	My evidence is ...
<input type="checkbox"/> Picked research methods and subjects suited to the issue	<input type="checkbox"/> Who and how?
	<input type="checkbox"/> Teacher observation:

Decide

Research

Activate

Vote



Who and how?

<p>Example: What other solutions did people use to improve this issue?</p> <p>Who (subjects)? Public servant</p> <p>How (methods)? Interview</p>	<p>Example: What do you think should be done to fix the impacts of this issue on our town?</p> <p>Who (subjects)? Community members at shopping centre</p> <p>How (methods)? Survey</p>
<p>Question 1:</p> <p>Who?</p> <p>How?</p>	<p>Question 2:</p> <p>Who?</p> <p>How?</p>
<p>Question 3:</p> <p>Who?</p> <p>How?</p>	<p>Question 4:</p> <p>Who?</p> <p>How?</p>
<p>Question 5:</p> <p>Who?</p> <p>How?</p>	<p>Question 6:</p> <p>Who?</p> <p>How?</p>



2.5 Surveys and interviews

Conducting surveys and interviews are great ways of finding out information for your research.

Why are you doing this?

To get materials ready for fieldwork research.

Steps

1. In groups, read **Creating surveys and interviews** and **Designing questions**.
2. Make the surveys and interviews.
Hint: Use **Sample: Recycling survey** to help.
3. Send the link to the questionnaire to another group in the class.
Why? This group will complete your survey and suggest how to improve the design and questions.
4. Make sure you're ready to go into the field with your research tools.
Important: Do you need badges, pens, printed surveys? What else? Where will you meet?

I have ...	My evidence is ...
<input type="checkbox"/> Drafted and edited a survey or interview to improve spelling, punctuation and grammar	<input type="checkbox"/> In my Portfolio
<input type="checkbox"/> Used words and expressions that suit asking community members for their opinion (e.g. polite, conversational)	
<input type="checkbox"/> Included explanations and information about my group's issue in a logical way	<input type="checkbox"/> Teacher observation:
<input type="checkbox"/> Kept the interview/survey short enough to grab attention , but capture all information we need	



2.6 Fieldwork


Fieldwork is an important part of your research.

Why are you doing this?

To find out what your local community members know, think, and suggest about the issue.

Steps

1. Test research materials in the school ground.
2. Take research materials into your community.
Important: You are responsible for arranging to meet and complete this fieldwork with group members.
3. Choose a place with enough people to interview/survey.
Hint: If you have chosen a particular expert, businessperson or local representative to interview, you might arrange an appointment in advance, or attend their office (if appropriate).
4. Film/photograph (with permission!) your group members conducting research.
5. Find brochures and business cards of potential partnership organisations.

I have ...	My evidence is ...
<input type="checkbox"/> Completed research materials (like surveys and interviews)	<input type="checkbox"/> In my Portfolio
<input type="checkbox"/> Collected support group information (like brochures)	<input type="checkbox"/> Teacher observation:
<input type="checkbox"/> 	<input type="checkbox"/> Photographer:



2.7 Findings

Now we review the findings of our research.

Why are you doing this?

- To understand the findings from your fieldwork research.
- To help you prepare a short report on these findings.
- To give you a chance to form and choose your group's goals for action and change.

Equipment

- All the materials from your fieldwork and background research
- YouTube video: Clean Heels – Dragons' Den: Series 12 Episode 7 BBC2 at [youtube.com/watch?v=s2d6Rzq0N1Q](https://www.youtube.com/watch?v=s2d6Rzq0N1Q)
- **Research findings** PowerPoint template provided by your teacher.

Steps

Hint: You can make your own presentation, for example a different slideshow (such as Prezi) or a short film on iMovie or Movie Maker.

1. Open the **Research findings** PowerPoint file.
Right-click.
Hover over 'Presentation Object'.
Click 'Edit'.
2. Look at background and fieldwork research already in workbooks and Portfolios.
3. Fill in each PowerPoint slide.
4. At 'Fieldwork research' findings, open Microsoft Excel.
5. Choose a survey or question to show as a chart/graph like the picture.
6. Follow the instructions on Charts and graphs.
7. Discuss and choose goals for action and change.
8. Give your teacher the finished PowerPoint report.
9. Watch the example of a small business pitching its project on Dragons' Den (YouTube title is Clean Heels – Dragons' Den: Series 12 Episode 7 – BBC2).
Notice what their message is, and how they get it across.
10. Practise pitching your project as a group, by using your PowerPoint report in the background.

I have ...	My evidence is ...
<input type="checkbox"/> Finished the report , including <ul style="list-style-type: none"> • goals • using technology • using graph/chart 	<input type="checkbox"/> In my Portfolio
<input type="checkbox"/> Contributed to my group's report	<input type="checkbox"/> Teacher observation:



2.8 Dragons' Den


'Dragon's Den' was a British TV show similar to 'Shark Tank' on Australian TV. There, people pitched their ideas for new products to a panel of expert judges to try and receive funding. You are going to 'pitch' your report findings to your classmates who will be the 'judges'.

Why are you doing this?

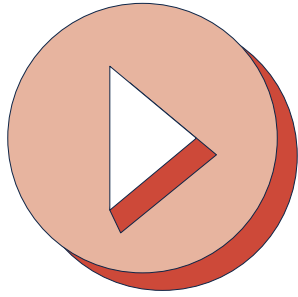
- To share research findings with peers.
- To get ideas for partnerships and actions.
- To practise pitching (selling) ideas before approaching potential partners.

Steps

1. Read all steps before starting.
You are going to 'pitch' report findings to classmates and 'judges'.
2. As a class, read the **Judges' instructions** available from your teacher or online and watch the videos on it.
They show how to pitch and judge.
3. Set up a judges' table.
4. Give the first three judges **Judges' investment 'money'**.
5. Choose a group to pitch.
6. Give them two pieces of butcher's/A3 paper for later.
7. Watch them pitch.
8. At the brainstorm slide, suggest one or more possible partnership organisations.
9. At the next brainstorm slide, suggest one or more possible action(s).
10. The pitching group writes the suggestions onto the butcher's paper. Keep them for later.
11. Repeat for each group.
Each class member must have one turn as judge.
Important: Audience members who do not make a suggestion will have their group's money deducted.

I have ...	My evidence is ...
<input type="checkbox"/> Pitched report findings to classmates	<input type="checkbox"/> Teacher observation:
<input type="checkbox"/> Judged another pitch Project: Style: \$ invested	
<input type="checkbox"/> Suggested three or more possible partners/actions for other groups:	
<input type="checkbox"/> 	<input type="checkbox"/> Photographer:

Well done! You're ready to make an action plan and form a partnership.



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"/> Played the change cards	<input type="checkbox"/> Teacher observation:
<input type="checkbox"/> Discussed and agreed 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
6. Play the **online game** called Be the Change at 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"/> Played the change cards and Be the Change	<input type="checkbox"/> Teacher observation:
<input type="checkbox"/> Discussed and agreed on this change to aim for:	<input type="checkbox"/> Printed Be the Change score
<input type="checkbox"/> 	<input type="checkbox"/> Photographer:

Decide

Research

Activate

Vote



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

Decide

Research

Activate

Vote



Breaking down the actions

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



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**.

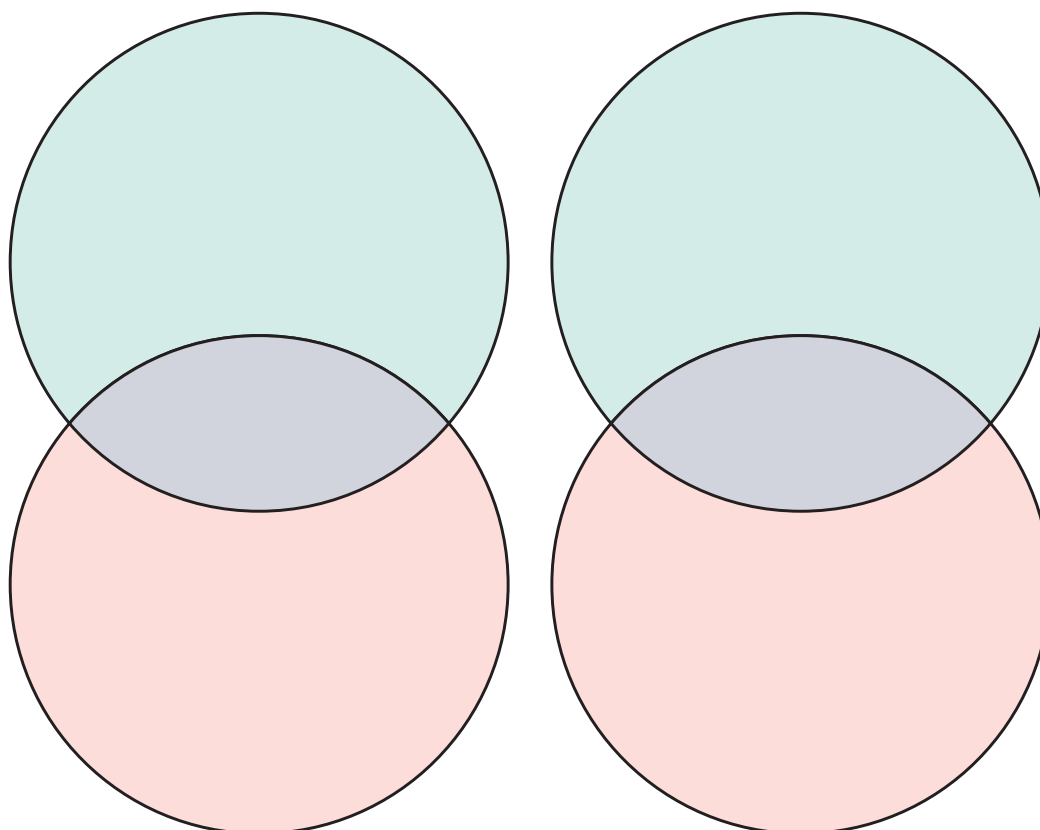
11. These are values, purposes, beliefs, attitudes and points of view your group is likely to have in common with the organisation.
12. Repeat for the rest of your shortlist.
13. Decide on your group's favourite organisation.

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

I have ...	My evidence is ...
<input type="checkbox"/> Shortlisted partnership organisations <input type="checkbox"/> Completed the Venn diagrams	<input type="checkbox"/> Partners
<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"/> Contributed to win-win solutions	<input type="checkbox"/> Teacher observation:
<input type="checkbox"/> Evaluated partnership 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
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 You Decide! activity:	<input type="checkbox"/> Teacher observation:
<input type="checkbox"/> Completed another You Decide! 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>'Who can help me?' 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 passport.vec.vic.gov.au/research/who-can-help-me</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 vec.vic.gov.au 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 knowyourcouncil.vic.gov.au/councils</p> <p>Or, attend a council meeting and have direct input into local community decisions! Find out how at knowyourcouncil.vic.gov.au/guide-to-councils/how-councils-make-decisions/council-meetings</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"> • to be enrolled to vote • people skills • an understanding of what matters to you, and to other people in your community. <p>Sound like you? Nomination requirements can be found at vec.vic.gov.au</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"/> Planned the proposal	<input type="checkbox"/> My letter plan: Partnership proposal
<input type="checkbox"/> Drafted and re-drafted the proposal	<input type="checkbox"/> Draft, in my Portfolio <input type="checkbox"/> Re-draft, in my Portfolio
<input type="checkbox"/> Structured it with an introduction, key messages, and a call to action <input type="checkbox"/> Used formal layout, language and tone	<input type="checkbox"/> Copy of final version, in my Portfolio
<input type="checkbox"/> Included rebuttals and evidence 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"/> Formed an external partnership	<input type="checkbox"/> In my Portfolio
<input type="checkbox"/> Used different techniques to keep our partners happy and informed , 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"/> Arranged and attended a meeting with our partner organisation	<input type="checkbox"/> Meeting confirmation in my Portfolio
<input type="checkbox"/> Took minutes 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	Minutes (note-taker): Mick Jagger
2	Present: Pete Smith, Zadie Brown, Xavier Zhang, Umberto Pellini Apologies (absent): Alex Turner
3	Items for discussion: <ul style="list-style-type: none"> • Community Partnership goals: • Agreements reached: • Next steps and person responsible?
4	Any other business (that needs discussing)?



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"/> Completed preparation for our campaign's audience, purpose, media platforms and wording	<input type="checkbox"/> On Prepare a media campaign
<input type="checkbox"/> Drafts and edits 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

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

The Ruckus Society Manual

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

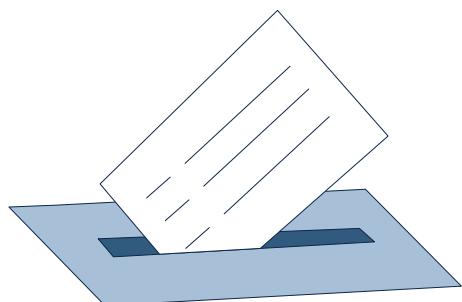
Example: community concert campaign	Questions	Our campaign
Music fans	1. Who needs to know about it?	
Beat magazine, community radio stations like RRR and PBS	2. How does each audience like to get messages?	
The concert's music genre, style, local bands, issue we're improving	3. What words, sayings or 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



Vote

You need to finish your action in the community, with the help of your partners. You will help each other overcome obstacles and think about what you've learned by taking action. You are going to publicise your experiences and find other ways to make your voice heard, now and in future. You might even throw a VCEVM celebration night to show off your skills!

Activities

- 4.1 Progress update **66**
- 4.2 Measure success **67**
- 4.3 Video diary and election speech **71**
- 4.4 Run an election **78**
- 4.5 VCEVM celebration night **79**




4.1 Progress update


By reviewing progress to-date you will foresee any obstacles in the future.

Why are you doing this?

To overcome a variety of obstacles your action(s) and partnership might face.

Steps

1. For each of the four activities, follow your teacher's instructions.
2. 

I have ...	My evidence is ...
<input type="checkbox"/> Brainstormed conflict experiences and suggested management techniques Experience: Management:	
<input type="checkbox"/> Added to the partnership PMI (plus, minus, interesting) chart:	
<input type="checkbox"/> Pointed out an obstacle: <input type="checkbox"/> Pointed out a solution:	
<input type="checkbox"/> 	<input type="checkbox"/> Teacher observation: <input type="checkbox"/> Photographer:




4.2 Measure success

Here's how you can measure success so far.

Why are you doing this?

- To recognise skills and character traits in you and others.
- To reflect upon the success of your action(s) and partnership.

Steps (part 1) Strengths bingo

1. Elect a bingo caller.
2. The bingo caller cuts up **Bingo cards**, available from your teacher, puts them into the box/hat, selects one and calls it out.
3. Players cross a strength word off their own card if it is called out **AND** they used it when taking action.
4. When four squares are crossed off in a row (including diagonally), call 'bingo!'.
5. To win, the player must read every square with the example.
6. 


Steps (part 2) Fishbowl – others' eyes


1. Clear a big space. Use chairs to make two circles, facing each other, with a smaller circle inside.
2. The person sitting in the outside circle has to tell the person facing them what they see as their five top strengths.
3. The timer rings after 20 seconds.
4. The outside circle moves around three people clockwise.
5. Keep going until the outside circle has faced everyone inside.
6. Swap circles and repeat!
Hint: When you're inside the circle, notice which of your skills or traits people say most.
7. Do the same with a new topic:
Outside circle: tells inside circle two things that didn't go as planned.
8. Do the same with a new topic.
Inside circle: points out the skills or knowledge gained from any of the two examples given.
Outside circle: gives the inside circle their Activate notes, open at **Who and when?**
Inside circle: reads out the person's task and due date.
Outside circle: explains what the task was and whether the milestones and deadlines were met on time.
9. You have 5 minutes to discuss:
Was the milestone met?
Why or why not?
How could it be improved in future?
10. Swap sides and repeat.

Steps (part 3) Your strengths

1. Draw or write skills and traits on **My strengths** (opposite).
2. Write each class member's name in a table on the board.
3. Cross off your name when you have reported back to the class (with examples):
 - something you brought to the team
 - a skill, quality or trait you started to learn or use during the project
 - something you still want to improve.

Steps (part 4) Activist interview

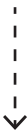
1. Film or record the video/audio of an interview between you and a class member.
2. Use the questions on **Activist interview** (on page 70).
3. Put the film/audio in your Portfolio.
4. 

I have ...	My evidence is ...
<input type="checkbox"/> Identified my skills :	
<input type="checkbox"/> Identified others' skills :	
<input type="checkbox"/> Discussed successes and challenges of our partnership and action and suggested future improvements:	
<input type="checkbox"/> 	<input type="checkbox"/> Teacher observation:
	<input type="checkbox"/> Photographer:



My strengths

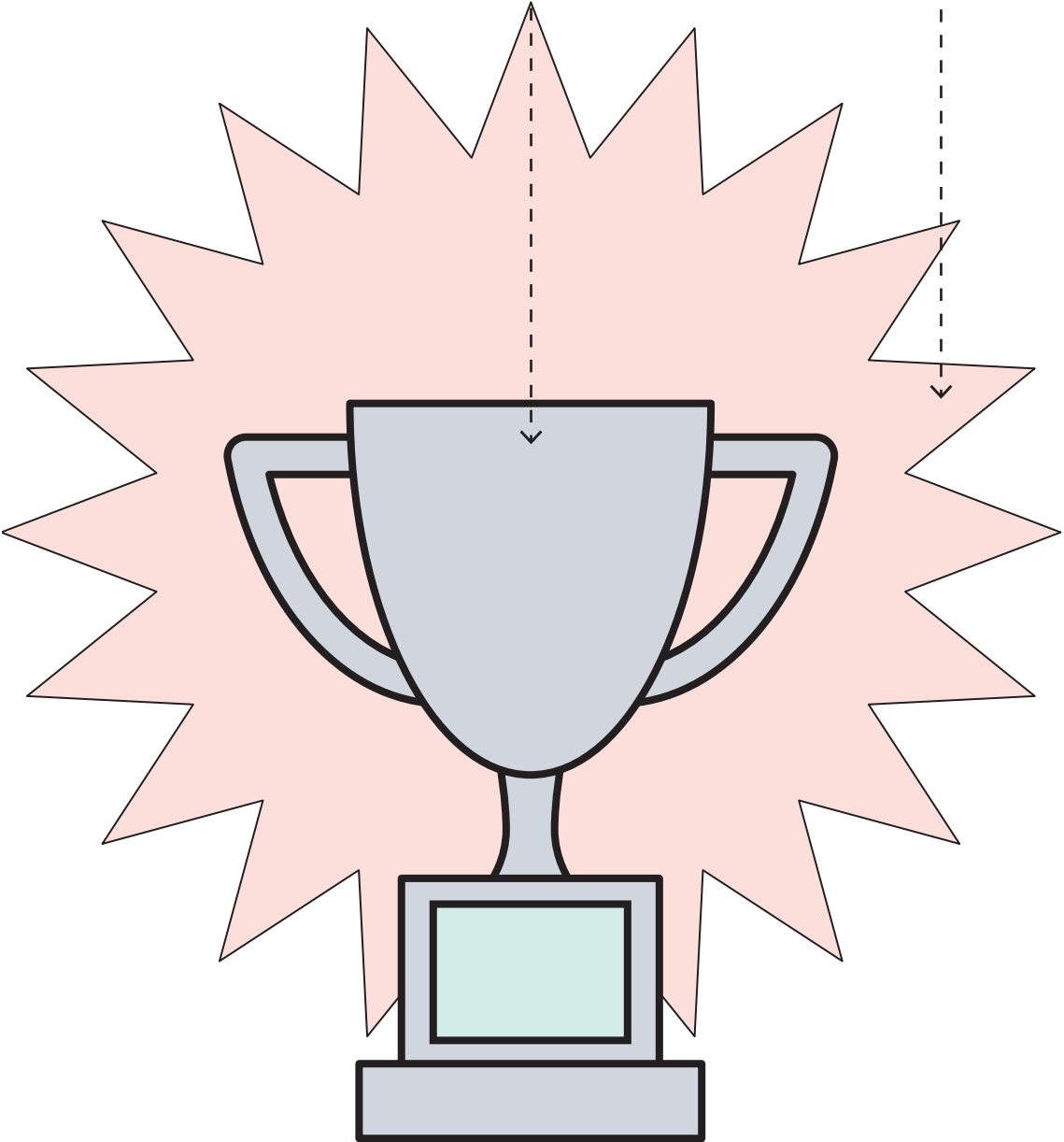
What I thought



My top 4



What others said



Decide

Research

Activate

Vote



Activist interview

Questions	Answers
What was your project?	
List all of the things you have completed as part of your project?	
What do you know now that you didn't know before?	
What can you do now that you didn't know how to do before?	
As part of this project, what have you learnt about working with other people?	
As part of this project, how did you manage to persuade others to understand your point of view?	
As part of this project, what have you learnt about how you deal with others or situations you are placed in?	
Would you do anything differently?	
What skills do you think are needed to be an active citizen in a community?	
In future, how likely is it that you would speak out or about issues that affect your community?	
Anything else:	



4.3 Video diary and election speech


Two good ways of reviewing your success are making a video diary of your actions and writing an election speech.

Why are you doing this?

- To evaluate your project's success at taking action on a community issue.
- To consider similar ways you can make your voice heard.
- To plan and prepare a video diary and election speech that convinces your peers to vote for you. You will also present the video diary at VCEVM celebration night.

Steps

1. In groups, make a basic plan for your election speech.
Use the online speech writing tool at passport.vec.vic.gov.au/vote/write-up-an-election-speech
2. Print it out.
Go to **Video diary and election speech guide** (on page 73).
3. Discuss and agree on answers for each question.
Use your printed speech plan to guide answers.
4. Make your video diary and election speech.
Remember to put evidence of the VCEVM skills in your Portfolio.
5. Practise your presentation to prepare for the election and VCEVM celebration night.
You are going to compete against the other groups to win the election.

I have ...	My evidence is ...
<input type="checkbox"/> Discussed, planned (what, how, who) and created a video diary based on our group's action and partnership <input type="checkbox"/> Made sure the presentation is 15 minutes long , including: 'Our journey', 'Election speech' and any oral presentation parts before or while we show these to the audience and/or voters	<input type="checkbox"/> Election speech, printed and in my Portfolio <input type="checkbox"/> Video diary, in my Portfolio
<input type="checkbox"/> Followed all parts of the instructions	<input type="checkbox"/> Video diary and election speech guide
<input type="checkbox"/> 	<input type="checkbox"/> Photographer:



Video diary and election speech guide

Contents	Questions	Our election speech – what, how and who?
FORMAT		
<input type="checkbox"/> Media type: video diary or ... ?	<p>How do we want to give our election speech?</p> <ul style="list-style-type: none"> Put our videos and photos together as a video diary? (iMovie or Movie Maker) OR As a photo diary? (PowerPoint, Prezi, etc) OR Draw and present an animated short film or graphic novel? OR Write and act out a play? <p>How much time will this take for drafting and editing?</p>	
THE STORY (OUR JOURNEY)		
<input type="checkbox"/> Issue and action	<p>How can we tell the story of our issue, partnership and action? For example: through dialogue, re-enactment, photos, music, written text on the screen, audience involvement, collected videos and other evidence?</p> <p>How can we publicise the action(s) we took?</p> <p>How can we convince the audience our issue is the most important?</p>	
<input type="checkbox"/> Change	<p>What change on the issue did we achieve? See the change goal cards in Activate.</p> <p>Any other change?</p> <p>What about our own knowledge, skills and beliefs?</p> <p>How will we show the audience this? Remember to use the things you collected as evidence during the project.</p> <p>Remember to use the reflection activities and interviews you just completed!</p> <p>How can we convince the audience that the change we achieved was effective?</p>	

Decide

Research

Activate

Vote

Contents	Questions	Our election speech - what, how and who?
<input type="checkbox"/> Power	<p>Think back to the roleplay game. Where did the power come from? For example: The leaders? The citizens? The rebellious citizens?</p> <p>After doing your project, where do you think power comes from in your community?</p> <p>Whose responsibility is it to take action?</p> <p>How can you get the audience to believe you?</p>	
ELECTION SPEECH (OUR CAMPAIGN PITCH)		
<input type="checkbox"/> Our party's platform, policy and candidate	<p>What is the name of your political party (your project group)?</p> <p>How can you make it sound catchy so that it convinces people to vote for you?</p> <p>What promises (platform and policy) will you give to encourage people to vote for you?</p> <p>What are you going to deliver to voters?</p> <p>How does this relate to your community project?</p> <p>How does your community project prove that you are the right people to elect?</p> <p>Which candidate (group member) is the leader of your party? Why? What are their qualities and why should people vote for them?</p>	
<input type="checkbox"/> Other views	<p>Did you face any opposition or experience any different views on the issue and action during your project?</p> <p>How can you explain this to the audience, while rebutting the opposing views?</p>	

Contents	Questions	Our election speech - what, how and who?
<input type="checkbox"/> Vote for us!	<p>How can you convince the audience that your group's action was one way of making your voice heard in Victoria's democracy?</p> <p>What specialist or technical advice can you give to VCEVM students about to start this project?</p> <p>What advice can you give to community members about dealing with young people and VCEVM students who want to make a difference?</p> <p>How can you convince the audience that voting for you in this election, and voting at all, is a way of making their voice heard?</p>	
<input type="checkbox"/> Political rhetoric	<p>What kind of writing tricks will you use to create a sense of character, setting and emotion in your video diary and election speech? For example:</p> <ul style="list-style-type: none"> • Exaggeration? • Metaphors, similes and hyperbole? • Puns? • Humour? • Jokes? • Inclusive language? • Irony? • Emotive or descriptive language? • Comparisons and contrasts? • Appeal to fear (scare voters about what the other parties will do)? • Repetition? • Catchphrases? • Jingles? • Rhyming? • Statistics or other evidence? 	

Decide

Research

Activate

Vote

Contents	Questions	Our election speech - what, how and who?
EDITING STEPS		
<input type="checkbox"/> Tone and word choices	<p>What kind of tone of voice and word choices are going to convince your audience? For example:</p> <ul style="list-style-type: none"> • Formal? • Serious? • Casual? • Confident? • Bossy? • Slang? • Humorous or ironic? • Upbeat? • Inspirational? • Motivational? • Call to action? <p>Remember, your audience might include peers and parents at VCEVM celebration night.</p>	
<input type="checkbox"/> Structure	<p>How will you organise the ideas to let the voters:</p> <ul style="list-style-type: none"> • understand and enjoy your community partnership journey • vote for you? For example: use the headings in the 'contents' column to separate sections of the video diary and election speech. <p>In which order do the ideas best flow?</p>	
<input type="checkbox"/> Length	<p>It needs to be 15 minutes long. Remember, you can take a few minutes reading a speech or explaining sections of the video diary orally, while showing visuals.</p>	

Contents	Questions	Our election speech - what, how and who?
	<input type="checkbox"/> Plan is in your Portfolio? <input type="checkbox"/> Draft is edited and is in your Portfolio? <input type="checkbox"/> This draft must be a complex written recount or narrative (of your community partnership project). You can draft, for example: <ul style="list-style-type: none"> • a storyboard for your video diary, with written descriptions of the content of each scene • a storyboard for your photo diary, with written descriptions of the content of each image • a script for a short or animated film or play • a graphic novel, which includes narration and dialogue • written speech notes, to present as narrative and election speech. <input type="checkbox"/> The spelling, grammar and punctuation are of a good standard?	

Decide

Research

Activate

Vote




4.4 Run an election


You are now ready to run your election.

Why are you doing this?

To make your voice heard about issues in the community, just like you did through your community partnership project.

Steps

1. Follow the instructions from your teacher or the VEC staff member attending your school.
2. 

I have ...	My evidence is ...
<input type="checkbox"/> Presented our 15 minute video diary and election speech	<input type="checkbox"/> Teacher observation:
<input type="checkbox"/> 	<input type="checkbox"/> Photographer:



4.5 VCEVM celebration night

Congratulations! It's now time to celebrate

Why are you doing this?

- To share your successes.
- To let school, family and community members be inspired by VCEVM student activists.

Steps

1. Ask your teacher for permission to plan, prepare, run and host a VCEVM celebration night.

Important: Use action planning resources and skills you developed during the community project!

Hint: Share your video diaries and election speeches on the night.

2. 

Congratulations on all your achievements and new skills and knowledge.
Keep making your voice heard by voting in upcoming elections!

Decide

Research

Activate

Vote

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