



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.

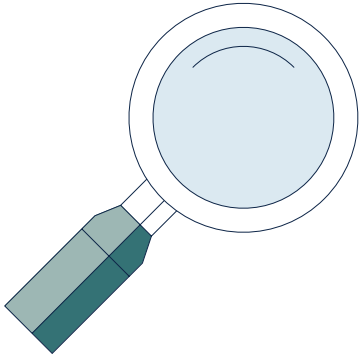
You will see these icons throughout the book:



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.



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

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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.

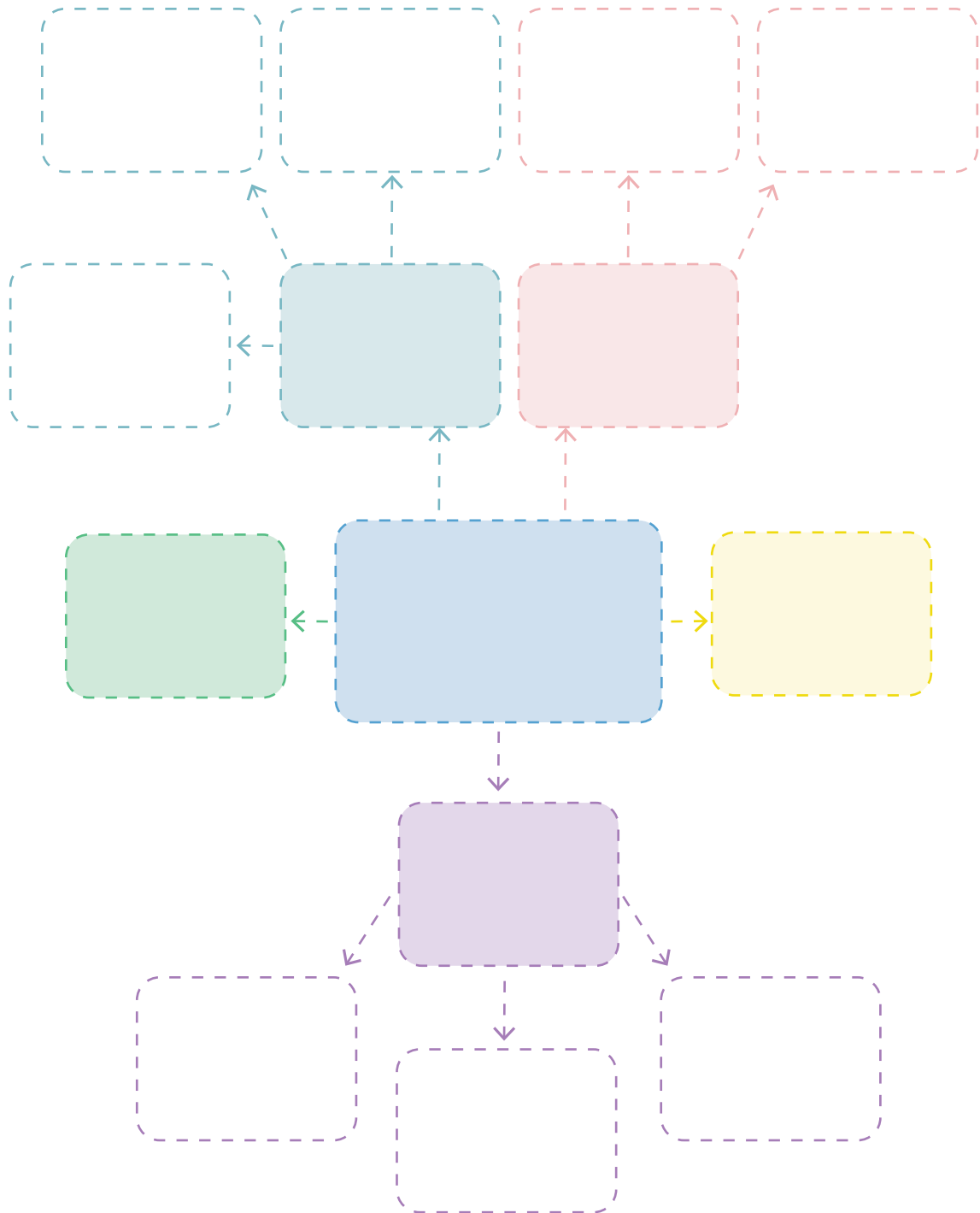
Important: Make sure you choose a problem your group members really care about and notice in the local area.

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



What's the problem?

My issue: _____



Decide

Research

Activate

Vote



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 _____

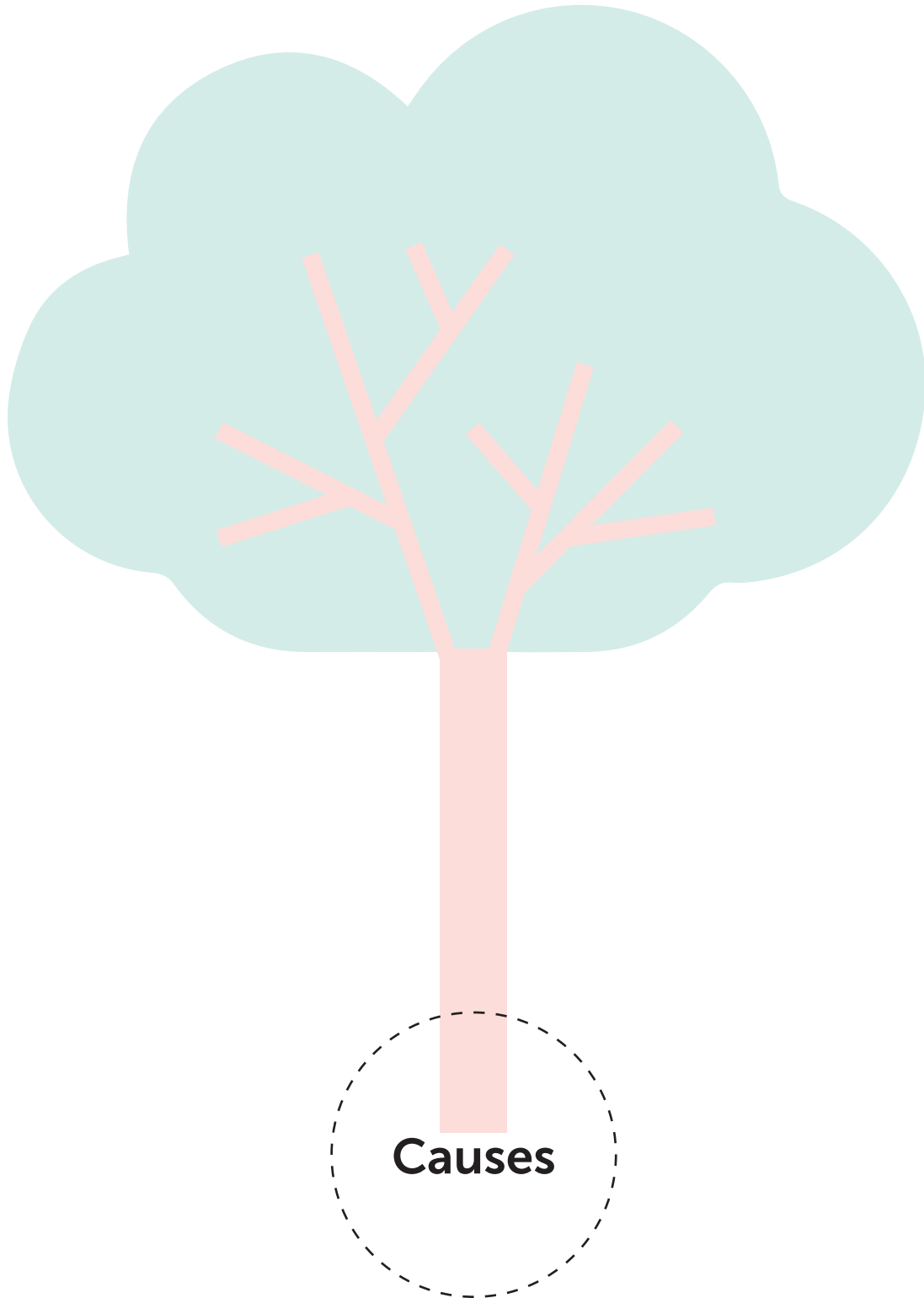
5. Do the same for at least 6 sources/websites.

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

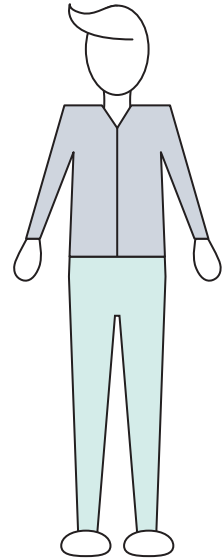
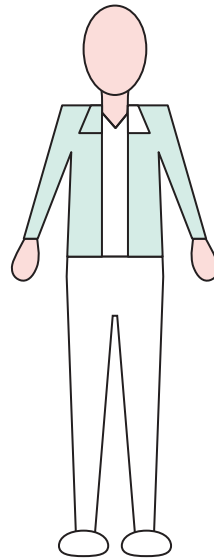
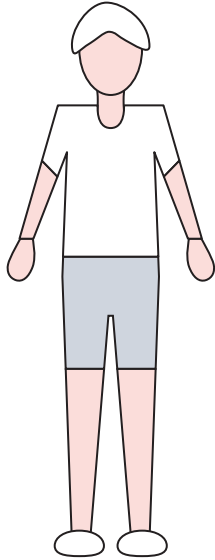
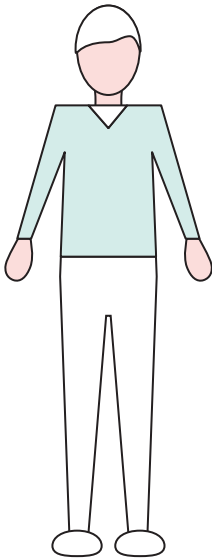
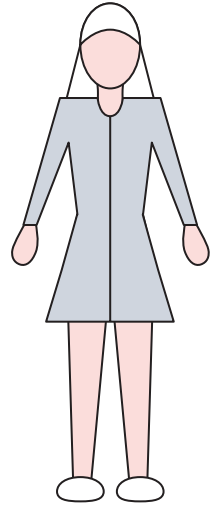
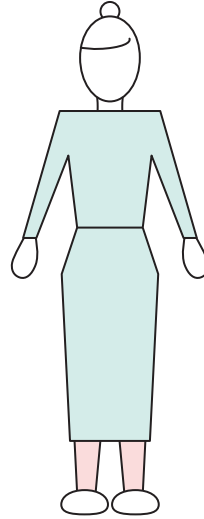
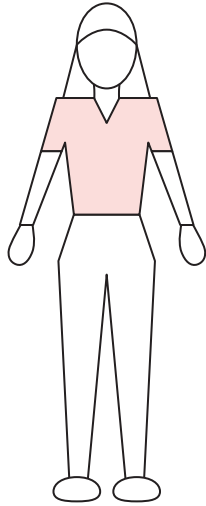
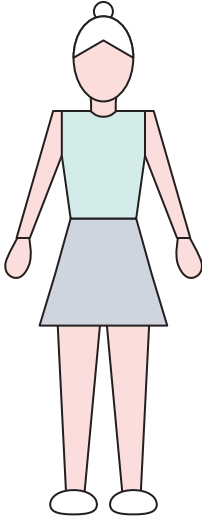
Research

Activate

Vote



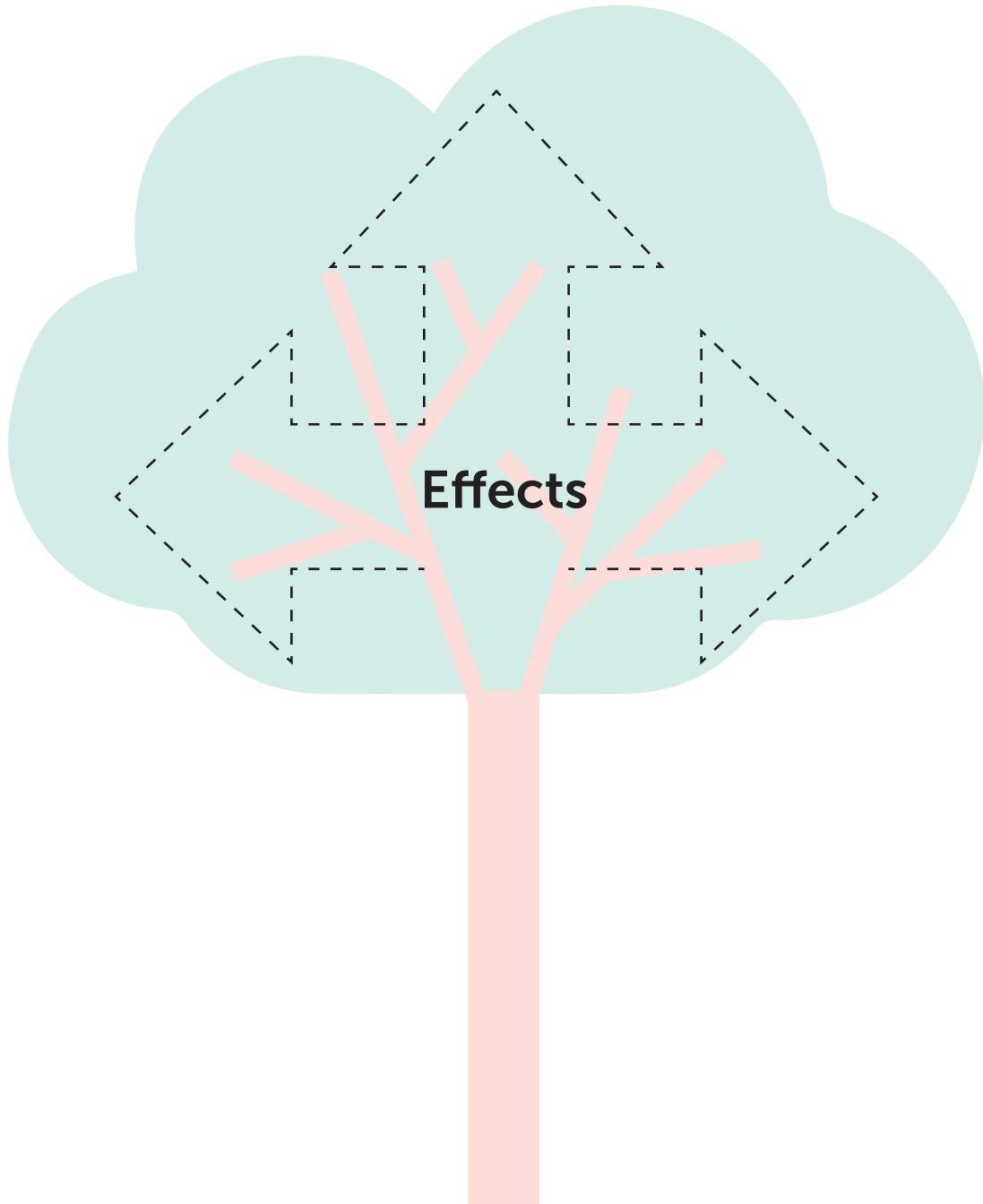
People affected by: _____



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:



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.