



# 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.

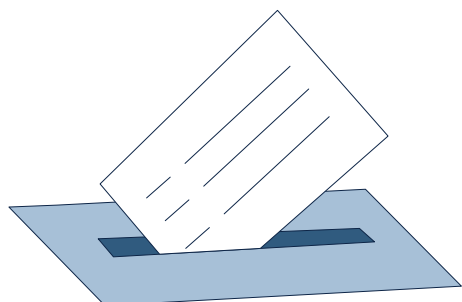
You will see these icons throughout the book:



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.



# 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

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## 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"/> <b>Brainstormed</b> 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

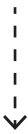
1. Film or record the video/audio of an interview between you and a class member.
2. Use the questions on **Activist interview** (on page 70).
3. Put the film/audio in your Portfolio.
4. 

I have ...	My evidence is ...
<input type="checkbox"/> Identified <b>my skills</b> :	
<input type="checkbox"/> Identified <b>others' skills</b> :	
<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

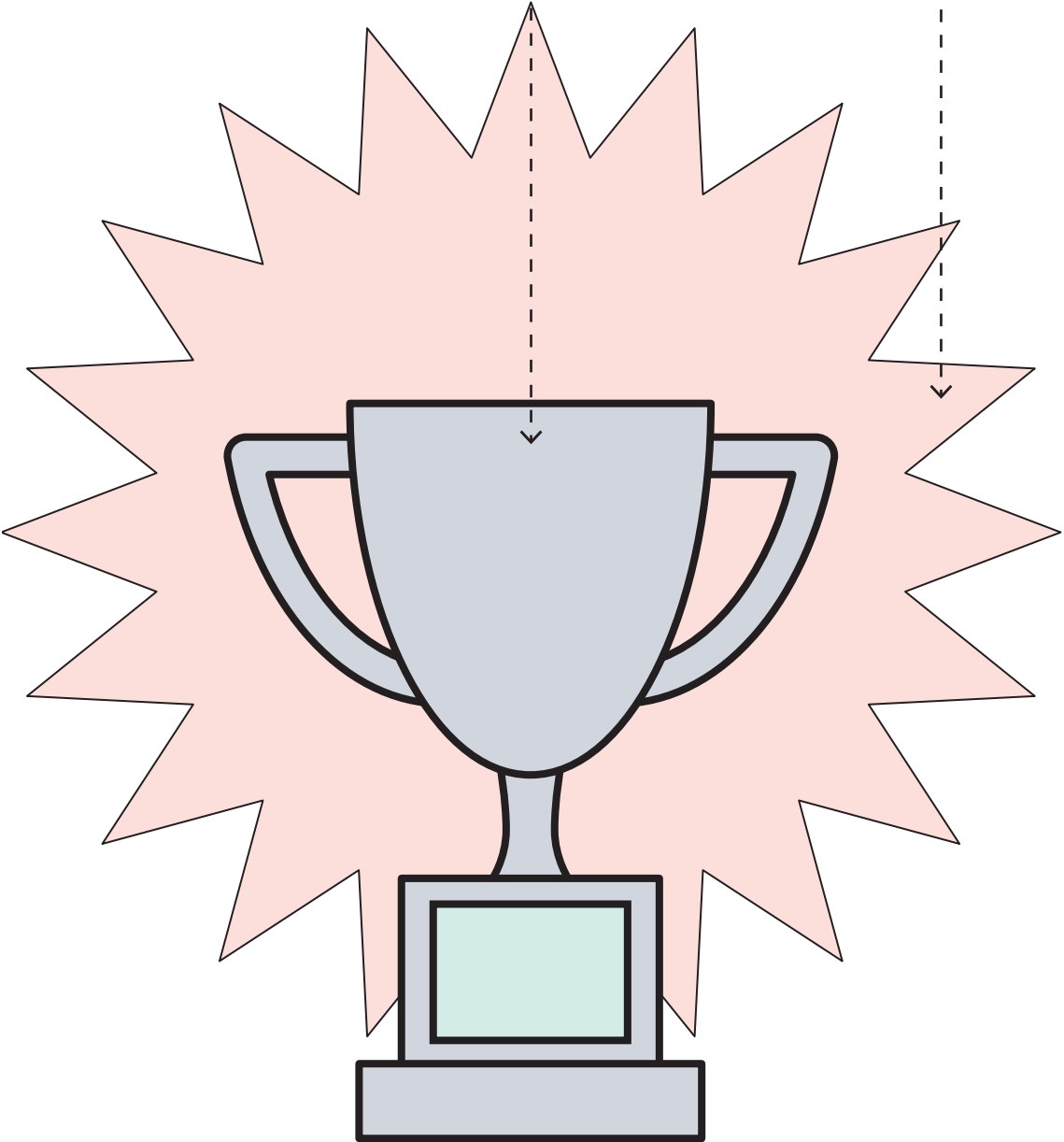
What I thought



My top 4



What others said



Decide

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## 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](https://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"/> <b>Discussed, planned</b> (what, how, who) and <b>created</b> a <b>video diary</b> based on our group's action and partnership  <input type="checkbox"/> Made sure the <b>presentation</b> is <b>15 minutes long</b> , 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"/> <b>Followed all</b> 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?
<b>FORMAT</b>		
<input type="checkbox"/> <b>Media type: video diary or ... ?</b>	<p>How do we want to give our election speech?</p> <ul style="list-style-type: none"> <li>Put our videos and photos together as a video diary? (iMovie or Movie Maker) OR</li> <li>As a photo diary? (PowerPoint, Prezi, etc) OR</li> <li>Draw and present an animated short film or graphic novel? OR</li> <li>Write and act out a play?</li> </ul> <p>How much time will this take for drafting and editing?</p>	
<b>THE STORY (OUR JOURNEY)</b>		
<input type="checkbox"/> <b>Issue and action</b>	<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"/> <b>Change</b>	<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

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Contents	Questions	Our election speech - what, how and who?
<input type="checkbox"/> <b>Power</b>	<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>	
<b>ELECTION SPEECH (OUR CAMPAIGN PITCH)</b>		
<input type="checkbox"/> <b>Our party's platform, policy and candidate</b>	<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"/> <b>Other views</b>	<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"/> <b>Vote for us!</b>	<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"/> <b>Political rhetoric</b>	<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"> <li>• Exaggeration?</li> <li>• Metaphors, similes and hyperbole?</li> <li>• Puns?</li> <li>• Humour?</li> <li>• Jokes?</li> <li>• Inclusive language?</li> <li>• Irony?</li> <li>• Emotive or descriptive language?</li> <li>• Comparisons and contrasts?</li> <li>• Appeal to fear (scare voters about what the other parties will do)?</li> <li>• Repetition?</li> <li>• Catchphrases?</li> <li>• Jingles?</li> <li>• Rhyming?</li> <li>• Statistics or other evidence?</li> </ul>	

Decide

Research

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Vote

Contents	Questions	Our election speech - what, how and who?
<b>EDITING STEPS</b>		
<input type="checkbox"/> <b>Tone and word choices</b>	<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"> <li>• Formal?</li> <li>• Serious?</li> <li>• Casual?</li> <li>• Confident?</li> <li>• Bossy?</li> <li>• Slang?</li> <li>• Humorous or ironic?</li> <li>• Upbeat?</li> <li>• Inspirational?</li> <li>• Motivational?</li> <li>• Call to action?</li> </ul> <p>Remember, your audience might include peers and parents at VCEVM celebration night.</p>	
<input type="checkbox"/> <b>Structure</b>	<p>How will you organise the ideas to let the voters:</p> <ul style="list-style-type: none"> <li>• understand and enjoy your community partnership journey</li> <li>• vote for you? For example: use the headings in the 'contents' column to separate sections of the video diary and election speech.</li> </ul> <p>In which order do the ideas best flow?</p>	
<input type="checkbox"/> <b>Length</b>	<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"> <li>• a storyboard for your video diary, with written descriptions of the content of each scene</li> <li>• a storyboard for your photo diary, with written descriptions of the content of each image</li> <li>• a script for a short or animated film or play</li> <li>• a graphic novel, which includes narration and dialogue</li> <li>• written speech notes, to present as narrative and election speech.</li> </ul> <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"/> <b>Presented</b> 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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