



# Teacher's Handbook



South Australia's first curriculum aligned,  
project based action civics resource for  
primary and secondary educators

---

## Acknowledgements

yChange has been created with input from students, educators and civics experts.

Thank you to students and teachers at Mark Oliphant College, Marryatville High School and Elizabeth Vale Primary School for their help in piloting yChange in 2020. Thank you to Reuben from TopBunk and Tom, Kristen and Darcy from UN Youth SA for help preparing videos for yChange. Thank you to Scott Warren and the team at Generation Citizen for their action civics knowledge and advice from another continent. To Malcolm McInerney from the Department for Education and Natalie Young from SA Parliament, thank you for your assistance in curriculum mapping and constant support of yChange. Thank you to the many young people who helped inform and direct yChange. Without your direction and context knowledge, none of this would have been possible.

Thanks also to our supportive partners who include:



PARLIAMENTARY  
EDUCATION  
OFFICE



---

## Suggested Citation

Connolly, H. Commissioner for Children and Young People, South Australia (2021)  
*yChange Teacher's Handbook*

## Copyright

© May 2021 Commissioner for Children and Young People.  
All rights reserved.

## ISBN

978-0-6488383-9-5

# Contents

---

<b>Commissioner’s Message</b>	4
<b>Overview</b>	6
<b>The 5 Part Learning Journey</b>	7
<b>Promoting Student Voice, Choice, Influence and Agency</b>	8
<b>Flexible Delivery Options</b>	10
<b>Course Outline</b>	11
<b>Preparatory Lessons (Optional)</b>	17
A – Rights, responsibilities and citizenship	18
B – Equality, equity and justice	23
<b>Lesson Plans</b>	27
<b>Part 1</b> Lesson 1 – Introduction to action civics	29
Lesson 2 – Identifying issues	39
Lesson 3 – Choosing the issue	45
<b>Part 2</b> Lesson 4 – Analysing causes	51
Lesson 5 – Getting started on research	63
Lesson 6 – Developing research	69
<b>Part 3</b> Lesson 7 – Setting a goal for action	73
Lesson 8 – Developing a civics action plan	77
<b>Part 4</b> Lesson 9 – Putting the plan into action	83
How to Approach Action Lessons Guide	89
Lesson 10 – Action lessons	103
yChange Action Grant Fact Sheet	106
<b>Part 5</b> Lesson 11 – Prepare and submit yChange presentation	107
Lesson 12 – Time to reflect	111
<b>Assessment Tools</b>	115
<b>Glossary</b>	121

---

# Commissioner's Message

Hello and welcome to South Australia's first curriculum aligned, project based, action civics resource for primary and secondary educators.

I am excited to present **yChange** – a free action civics resource created in partnership with South Australian children, young people, educators and local, state, national and international civics experts.

In South Australia children and young people have identified a growing desire to understand the systems they live in, to know how to engage in the world around them, and to acquire the skills they need to transition into adulthood.

There is a recognition amongst young people that their current civics knowledge is insufficient, and that their understanding of it is central to their capacity to become active citizens within Australia's democracy.

Young people have told me they see themselves as a generation for change; that if given the chance they could have a positive impact on the world around them, both now and into the future, particularly within their own local communities.

Young people's capacity for finding creative, innovative solutions to both big and small problems is untapped and should not be underestimated. They seek solutions which foster their innate curiosity, encourage healthy degrees of risk taking, and use of their imaginations to address issues that matter to them most.

Young people know that the opportunities they have early in life impact on their ability to achieve their dreams later. They want adults to help them get a foot in the door on civics, so they can make a start on realising their generation's unified desire to create a fairer and more equitable world.

As adults working with children and young people we have a responsibility to teach the skills and knowledge they need to achieve successful participation in society, and through that participation be able to live a happy and healthy life. We know the world that children and young people will inherit is one grappling with some of the most complex issues humanity and our planet has ever faced. This makes learning and applying civic knowledge and skills crucial to children and young people growing up now.

Young South Australians also see themselves as global citizens whose relationships cross continents, sovereignties and ideological lines. They have grown up in a digital world that has impacted on their access to information and services changing the way they learn and interact. This in turn has influenced how their opinions are formed, and the ways in which their opportunities to participate and influence society are exercised.

They tune into global trends and maintain world views that extend well beyond state and national borders. Consequently, young people's connections to their local community are decreasing, with fewer young people feeling attached to where they live or the largely conventional neighbourhoods in which they find themselves. As such, it is more important than ever to build positive associations for children and young people in their local communities, both inside and outside of school. Schools can act as the bridge that connects children and young people with their communities while simultaneously fostering learning outside the classroom.



*‘[we need] Comprehensive civics education – what are taxes, what is voting, how do I vote, what is the point of democracy, why should I care?’ (16 year old)*

The proficiency with which young South Australians demonstrate their knowledge and understanding of the role civics and citizenship plays in building a cohesive, well-functioning society sits well below national and international averages. Test scores illustrate both a gender and an opportunity gap.

Internationally and at home, we witness a growing mistrust of government and a disillusionment with the model of liberal democracy. This is especially so amongst young people. The consequences of this growing lack of trust when combined with a growing lack of civics proficiency is worrying for our democracy and the ideals and values it represents. Democracy works best when citizens actively engage with and participate in decision making to uphold agreed ideals and values.

The primary purpose for teaching civics and citizenship in Australian schools is to provide young people with the confidence and understanding they need to develop their civic identity to live as citizens in their local and wider communities, and to actively participate in creating a future that enhances the lives of all Australians, young and old.

Educators and students alike have been calling for an approach to civic education that empowers young people with the skills and knowledge they need to become active, responsible citizens. These are the principles encapsulated in action civics – a student-centred, project based, high quality civics education approach.

**yChange** has been developed in collaboration with students, educators and civics experts to provide all South Australian educators with teaching resources designed to deliver this. Through development of civic knowledge, civic skills, civic participation and civic empowerment, students leave **yChange** knowing what it means to be an active citizen.

I put forward the challenge to educators in South Australia to complete **yChange** with their students and help close the civic engagement gap that currently exists within our State.

Like me, the **yChange** project partners, who include the Commonwealth and State Parliaments, History Trust of South Australia and Centre of Democracy cannot wait to see what South Australian students will do through **yChange**.

Let’s work together to ensure all South Australian children and young people become active and informed citizens, who are ready and equipped to face the uncertainties and challenges of tomorrow.

**Helen Connolly**

Commissioner for Children and Young People SA

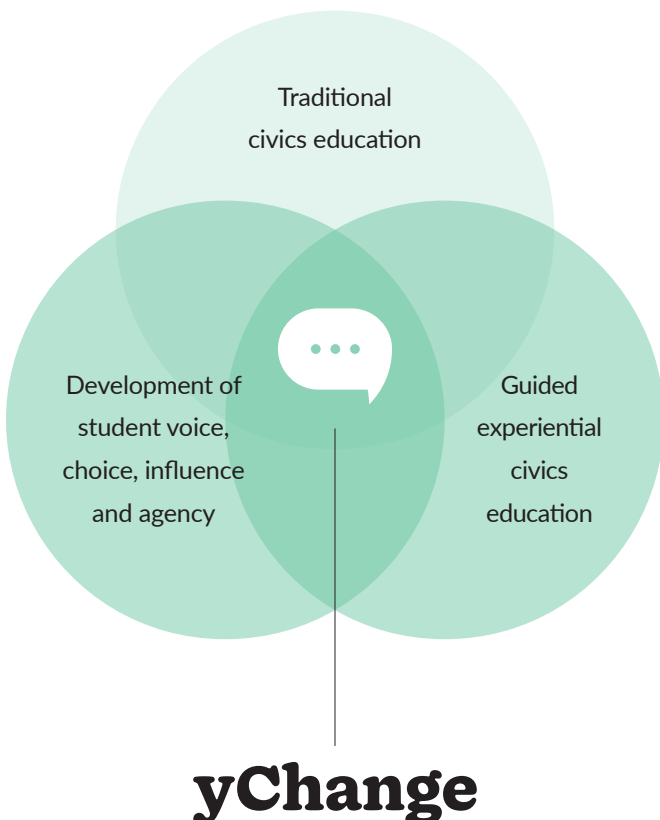
# Overview

**yChange** prepares students to become active and informed citizens.<sup>1</sup>

Designed as an experiential learning journey **yChange** supports educators to create real-world opportunities for students to engage directly in civic life.

Action civics programs by their nature aim to help students 'learn civics by doing civics on personally relevant issues'. Given the wide variety of social issues young people find important, a promising approach for effective civics education is to let students identify the issues they would like to pursue and then provide them with opportunities for agency. **yChange** does this with built-in flexibility that allows schools to scale and modify the program according to their preferences.

Figure 1. Components of the **yChange** Action Civics Learning Journey



The 4 guiding principles of learning embedded in **yChange** are:

- 1 **Voice:** listening to students' opinions, experience, knowledge, worries, hopes and dreams.
- 2 **Agency:** developing action, responsibility and leadership.
- 3 **Action:** prioritising collective action of students.
- 4 **Reflection:** embedding learning and building empathy.

The 4 guiding principles form the basis of the **yChange** 5 Part Learning Journey which consists of students:






- 1 identifying a problem relevant to their own lives
- 2 conducting research to understand the problem better
- 3 creating an action plan that addresses the problem based on the research undertaken and collected,
- 4 actioning the plan by targeting key decision makers and influencers who can bring about proposed change; and
- 5 presenting the findings and outcomes of their project.

When students reach Part 4 of their learning journey schools can apply for a **yChange** Action Grant to implement their students' action plan. Read more about this on page 106.

Once the **yChange** learning journey has been completed, schools upload their completed project presentations onto the **yChange Project Showcase**. This gallery of action civics projects will build year on year and be promoted amongst decision makers and influencers to demonstrate the ideas and creative solutions children and young people in South Australia have devised through **yChange**. Students are encouraged to also enter their **yChange** projects into the Governor's Civic Awards for Schools to which **yChange** is linked.

**yChange** is not a political program – nor is it focused on a single issue.

# The 5 Part Learning Journey

<p><b>Start here</b></p>	<p><b>Preparatory lessons</b></p> <ul style="list-style-type: none"> <li>– Rights and responsibilities</li> <li>– Justice, equality and equity</li> </ul>	<p><b>Optional Lessons</b></p> <p>Students cover the fundamentals to orientate them to the course materials</p>
<p><b>1</b></p> 	<p><b>Part 1</b> (Lessons 1, 2 &amp; 3) Identify an issue</p>	<p><b>The ‘Prepare’ stage</b></p> <p>Students learn through ‘traditional’ civics education</p>
<p><b>2</b></p> 	<p><b>Part 2</b> (Lessons 4, 5 &amp; 6) Research the causes</p>	
<p><b>3</b></p> 	<p><b>Part 3</b> (Lessons 7 &amp; 8) Create a plan</p>	<p><b>The ‘Practice’ stage</b></p> <p>Students learn through guided experiential civics education</p>
<p><b>4</b></p> 	<p><b>Part 4</b> (Lessons 9 &amp; 10) Action the plan</p>	
<p><b>5</b></p> 	<p><b>Part 5</b> (Lessons 11 &amp; 12) Communicate findings</p>	<p><b>The ‘Present’ stage</b></p> <p>Students present their work on the yChange Project Showcase and reflect on what they’ve learnt</p>

# Promoting Student Voice, Choice, Influence and Agency

## Civics and citizenship

---

A component of the Australian Curriculum, civics and citizenship education is a requirement of children and young people's education until Year 11. The importance of comprehensive civics and citizenship education is underpinned by Goal 2 of the Alice Springs (Mparntwe) Education Declaration:

“ *All young Australians become confident and creative, individuals, successful lifelong learners, and active and informed citizens.*<sup>2</sup>”

To realise this goal, educators combine student voice, choice, influence and agency (VCIA) with 'traditional' civics education and guided-experiential civics education. In doing so, education equips students with knowledge of the systems and skills needed to be able to access, communicate and analyse information.

Facilitating student voice through participation in decision making within the classroom builds student engagement and fosters a commitment to learning. It also transforms educational approaches by requiring students to partner with others to investigate and develop ideas, plans and actions that improve learning for all.

**yChange** has been mapped to the relevant strands of the Australian Curriculum so that each lesson addresses the mandated civics and citizenship skills and knowledge.

The aim of civics and citizenship education is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society.

Through **yChange**, students explore and develop their understanding and viewpoints on civic identity, roles in the community and the rights and responsibilities of citizens more broadly. Students build their connections to the school and community, and develop skills and knowledge in making decisions, working collaboratively and making plans for action.

As sportspersons improve through practice, and performers through rehearsal, engaged citizens hone their skills through active engagement in action civics. Action civics empowers young people to identify issues relevant to their own lives, conduct research into these issues, and advocate for change based on the research evidence they gather.

## Social and emotional learning

---

Social and emotional learning is an integral part of education and human development. It is the process by which people acquire and apply the knowledge, skills, and attitudes that enable them to develop healthy identities, manage emotions, achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.<sup>3</sup>

Social and emotional learning advances educational equity and excellence through authentic school, family and community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing meaningful evaluation. It can help empower young people and adults to co-create thriving schools and contribute to building safe, healthy, just communities.

In the Australian Curriculum, social and emotional learning falls under the cross curriculum capability of 'Personal and Social Capability'. The personal and social capability continuum begins with students recognising their own and other's emotions and continues through to presenting and developing leadership through project work.

“ *'Civics and Citizenship students are encouraged to develop and apply personal, interpersonal and social skills, behaviours and dispositions, through working collaboratively and constructively in groups, developing their communication, decision-making, conflict resolution and leadership skills, and learning to appreciate the insights and perspectives of others.'* (Personal and Social Capabilities, Australian Curriculum)<sup>4</sup>”



**yChange** covers 5 broad and interrelated areas of social and emotional learning competency: self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

**yChange takes place in student groups and requires the following:**

- skills in listening to others’ opinions while managing one’s own emotions
- respectful debate that includes multiple perspectives
- empathic understanding of social issues; and
- group participation skills for working on consensus decision making.

**Within yChange, social and emotional learning is advanced through:**

- working collaboratively
- making decisions
- identifying community members who work in the student group’s areas of interest
- developing social awareness
- building relationship skills; and
- reflecting on individual and group work and the role this plays in action civics.

## Improving wellbeing

Student participation is an important part of improving wellbeing in schools. As outlined in a study undertaken by Southern Cross University, if educators want to improve wellbeing outcomes in their school, they must first address student participation.<sup>5</sup> The study indicated that by improving mechanisms of student voice, choice, influence and agency, educators can increase the happiness and wellbeing of students. The highest reported wellbeing outcomes identified in the study were from students who felt like partners in the work they did at school, whether undertaken as part of a project team or as a member of a committee.

In **yChange** the role of educators is to act as a guide and to learn, with students, about the chosen issue in greater detail. No one needs to be an expert and by creating a partnership, especially a collective partnership with community organisations and groups, students can experience what it’s like to have true influence and agency.

**yChange** uses Carol Dweck’s Growth Mindset framework to ground students in a way of thinking that promotes possibilities as endless, setbacks as inevitable, and challenges as fun.<sup>6</sup> **yChange** encourages students to reflect on their work and recognise what is going well and what can be done better, while providing positive reinforcement throughout.

The use of a growth mindset and promotion of self-efficacy can increase students’ ability and belief in their capacity to succeed. By connecting students to community groups, **yChange** can also add to a student’s sense of belonging, enabling an experience of real life relevance through identification of an actual issue they work with others to address to have a positive impact in the neighbourhood in which they live.

## How VCIA occurs throughout yChange

Wellbeing Indicator	How does it develop?
<b>Student Voice</b>	Educators hear directly from students on issues they care about and together choose 1 to focus on.
<b>Student Choice</b>	Students develop their own set of standards on how they think students should behave and which values they would like to promote during <b>yChange</b> .
<b>Student Influence</b>	Students lead research into the class’ chosen issue, influencing the way in which this is undertaken by determining the how and what questions that will be asked. Students can also directly influence the ways in which they want to learn.
<b>Student Agency</b>	In the latter lessons, students are driven by their own interests and skills and are encouraged to undertake self-initiated learning with appropriate guidance from teachers on where to go to next on the <b>yChange</b> learning journey, including creation and implementation of their project action plan on which they reflect and present for peer review.

# Flexible Delivery Options

**yChange** can be taught at any time throughout the school year. It is best delivered over 2 consecutive terms but can also be undertaken over 1 term.

## **yChange** has 5 parts:

- Part 1: Identify 1 issue of importance
- Part 2: Research the root causes of the issue chosen
- Part 3: Create a plan of action
- Part 4: Action the plan - by doing it!
- Part 5: Communicate the findings and present and reflect on the learning journey.

Parts 1 & 2 of **yChange** focus on theory and address the knowledge strand of the civics and citizenship curriculum. Parts 3, 4 & 5 address the skills strand and involve students practising applying the knowledge they've gained and presenting what they've learned to peers.

There are also 2 preparatory lesson plans that focus on delivering concepts that are intrinsic to **yChange**. These optional lessons cover rights and responsibilities, community, citizenship, justice, equality and equity. Completing the preparatory lesson plans is not essential, but it is recommended as a way to get students thinking about the themes encompassed by action civics and to help develop their ideas around issues occurring at the local, national and global levels.

The lesson plans can be scaled up or down depending on the length of your lessons, the ability and age of your students, and how in depth you want to go with certain topics or activities.

For example, your class might take longer talking about a specific issue, or they might want to spend more lesson time researching their issue or writing their action plan. Twelve lesson plans are designed so they can be condensed or extended easily depending on preferences and needs.

## **yChange** Action Grants

In Part 3 of **yChange** students work together to prepare their project action plan. Once this plan has been completed schools can apply for a small **yChange** Action Grant of up to \$500 to enable students to implement their plan.

## **The yChange** Project Showcase

**yChange** culminates in an online gallery of completed school projects. Your school group is also encouraged to enter the Governor's Civic Awards for Schools, which may see your students receive a prize that takes them all the way to Government House. Present your students' work by uploading it into the **yChange Project Showcase** which will be promoted to decision makers and influencers throughout South Australia and beyond through the Commissioner's ongoing advocacy work.



# Course Outline



# Course outline

Lesson	Outcomes	Resources
<b>Preparatory Lessons</b>		
<p><b>Preparatory Lesson 1: Rights, Responsibilities and Citizenship</b> Students introduce themselves to the UNCRC, Human Rights, Community and Citizenship. Students reflect on their own rights and citizenship.</p>	<p><b>By the end of the lesson students will have:</b></p> <ul style="list-style-type: none"> <li>– Explored human rights and children’s rights in relation to their own lives.</li> <li>– Distinguished what the terms citizen, community and citizenship mean.</li> </ul>	<p><b>Teacher’s Instructions:</b></p> <ul style="list-style-type: none"> <li>– Introduction – My community</li> <li>– Main Activity – Rights, rules and responsibilities</li> <li>– Preparing for the next phase               <ul style="list-style-type: none"> <li>– Being a good citizen</li> </ul> </li> </ul> <p><b>Student Activity Sheet X 3:</b></p> <ul style="list-style-type: none"> <li>– My community</li> <li>– Rights, rules and responsibilities</li> <li>– Being a good citizen</li> </ul>
<p><b>Preparatory Lesson 2: Equality, Equity and Justice</b> Students work through the concepts of equality, equity and justice and are guided through case studies that conceptualise fairness in society.</p>	<p><b>By the end of the lesson students will have:</b></p> <ul style="list-style-type: none"> <li>– Analysed examples of fairness and examined their own attitudes and understanding of equality, equity and justice.</li> </ul>	<p><b>Teacher’s Instructions:</b></p> <ul style="list-style-type: none"> <li>– Introduction - Understanding equality and equity</li> <li>– Main Activity – Making fair decisions</li> <li>– Preparing for the next phase               <ul style="list-style-type: none"> <li>– Exploring justice</li> </ul> </li> </ul> <p><b>Student Activity Sheets X 3:</b></p> <ul style="list-style-type: none"> <li>– Understanding equality and equity</li> <li>– Making fair decisions</li> <li>– Concept map of justice</li> </ul>
<b>Part 1 – Identify an issue</b>		
<p><b>Lesson 1: Introduction to action civics</b> Following an introduction to action civics, students reflect on their own experiences of civics and their attitude towards citizenship more broadly. They are guided through an overview of the <b>yChange</b> learning journey and set their civics learning goals in relation to their head, heart and hands.</p>	<p><b>By the end of the lesson students will have:</b></p> <ul style="list-style-type: none"> <li>– Assessed their own level of civic engagement</li> <li>– Explored what it means to be a citizen</li> <li>– Explored the different levels of government and learnt which level of government has responsibility for what</li> <li>– Explored the importance of expressing voice in action civics by bringing their thoughts and ideas to the process through sharing their ideas, opinions and experiences with others.</li> </ul>	<p><b>Teachers’ Instructions:</b></p> <ul style="list-style-type: none"> <li>– Introduction – Action civics and learning goals</li> <li>– Main activity – Introduction to citizenship</li> <li>– Main activity – Introduction government</li> <li>– Preparing for the next phase – Opinion spectrum activity</li> </ul> <p><b>Student Activity Sheets:</b></p> <ul style="list-style-type: none"> <li>– Action civics and learning goals</li> <li>– Introduction to citizenship</li> <li>– Who does what?</li> </ul> <p><b>Answer Sheet:</b></p> <ul style="list-style-type: none"> <li>– Who does what?</li> </ul>
<p><b>Lesson 2: Identifying issues that matter to us</b> Students put their guidelines for interacting with each other into a Classroom Constitution and then practice expressing their ideas and opinions. They brainstorm community issues using multiple sources (their personal ideas, interviews with others, and local media). Students engage in a class wide debate to examine their top issues further and narrow their list of four down to their top two.</p>	<p><b>By the end of the lesson students will have:</b></p> <ul style="list-style-type: none"> <li>– Created their own Classroom Constitution</li> <li>– Prioritised a list of community issues that are important to them</li> <li>– Engaged in a debate about the strengths and weaknesses of each community issue to arrive at their top two.</li> </ul>	<p><b>Teachers’ Instructions:</b></p> <ul style="list-style-type: none"> <li>– Introduction: Create a classroom constitution</li> <li>– Main Activity – Define community, and identify and debate community issues</li> <li>– Main Activity – Identifying community issues</li> <li>– Main Activity – Debate on community issues</li> <li>– Preparing for the next phase – Use of democratic processes to decide on top two issues</li> </ul> <p><b>Student Activity Sheets:</b></p> <ul style="list-style-type: none"> <li>– My community (Community Wheel)</li> </ul>

Lesson	Outcomes	Resources
<p><b>Lesson 3: Choosing the issue</b> Students compare the merits of voting and consensus-building as the decision making tools used in the democratic process. Students use opinion spectrums to assess their class' interest in the final two focus issues and build consensus on one issue to focus on during yChange.</p>	<p><b>By the end of the lesson students will have:</b></p> <ul style="list-style-type: none"> <li>– Utilised voting and consensus-building to identify the key community issue they wish to focus on as a group.</li> <li>– Decided on the key focus issue for their class yChange project.</li> </ul>	<p><b>Teacher's Instructions:</b></p> <ul style="list-style-type: none"> <li>– Introduction – Students' previous experience with decision making</li> <li>– Main Activity – Building consensus on an issue</li> <li>– Main Activity – Review and reflect</li> </ul> <p><b>Student Activity Sheets:</b></p> <ul style="list-style-type: none"> <li>– My experience of making decisions</li> </ul>
<p><b>Part 2 – Research the causes</b></p>		
<p><b>Lesson 4: Analyse causes</b> Reflecting on their personal experiences, students learn the differences between individual and systemic issues and what causes them. Using team research techniques they analyse the issue chosen in the context of local, state and federal government responsibilities, including how citizens can have an impact on decision makers. Students apply the concepts they've learned to example projects and prepare to conduct research into their own issue over the next few lessons.</p>	<p><b>By the end of the lesson students will have:</b></p> <ul style="list-style-type: none"> <li>– Distinguished the differences between individual and systemic issues and what causes them</li> <li>– Reviewed the basic structures and functions of local, state and federal governments; and</li> <li>– Analysed example yChange projects to identify project goals, preparing to apply this knowledge to their own project.</li> </ul>	<p>Video: Root Cause: Individual or Systemic?</p> <p><b>Teacher's instructions:</b></p> <ul style="list-style-type: none"> <li>– Introduction – What are systemic issues?</li> <li>– Main Activity – Understanding what causes community issues</li> <li>– Main Activity – The role of government</li> </ul> <p><b>Student Activity Sheets:</b></p> <ul style="list-style-type: none"> <li>– Understanding what causes community issues</li> <li>– The role of government (Legislative)</li> <li>– The role of government (Executive)</li> </ul> <p><b>Answer Sheets:</b></p> <ul style="list-style-type: none"> <li>– The role of government (Legislative)</li> <li>– The role of government (Executive)</li> </ul>
<p><b>Lesson 5: Getting started on research</b> Students are introduced to the concept of team research and the need to systematically research the focus issue. Students are assigned to a research team with whom they will work throughout the research stage.</p>	<p><b>By the end of the lesson students will have:</b></p> <ul style="list-style-type: none"> <li>– Learned about 'allies' and distinguished between decision makers and influencers</li> <li>– Reviewed the principles of research, including the four key types of information they will be seeking over the course of the next few lessons</li> <li>– Assigned roles to each member of their research team.</li> </ul>	<p><b>Teacher's Instructions:</b></p> <ul style="list-style-type: none"> <li>– Introduction – Who's in our community?</li> <li>– Main Activity – Researching in teams</li> </ul> <p><b>Student Activity Sheets:</b></p> <ul style="list-style-type: none"> <li>– Research tasks</li> </ul>
<p><b>Lesson 6: Developing research</b> Students will host a guest speaker who will be able to provide a background and snapshot view of the current situation in relation to their focus issue. Students continue working in small teams to conduct research into the key issue gaining a comprehensive understanding of its depth and dimension. They build on the preparation work undertaken in the previous class to complete any remaining research work including an opportunity to interview an expert (the guest speaker) to help establish key causes and determine who the key decision makers for their focus issue are.</p>	<p><b>By the end of the lesson students will have:</b></p> <ul style="list-style-type: none"> <li>– Interviewed a guest speaker (expert)</li> <li>– Completed research tasks for their team</li> <li>– Compiled and recorded the relevant information they have learned as it relates to the root causes of their focus issue</li> <li>– Established the key causes and impacts of their issue</li> <li>– Determined who the decision makers are.</li> </ul>	<ul style="list-style-type: none"> <li>– Video playback equipment for guest speaker (if requested/needed)</li> <li>– Brief biography of guest speaker</li> <li>– Thank you card for students to sign</li> </ul>

### Part 3 – Create a plan

#### Lesson 7: Setting a goal for action

Students work together to compile their research, synthesise the results and agree on a group goal for their **yChange** project.

#### By the end of the lesson students will have:

- Collaborated with their research teams to present findings and recommendations to the class
- Synthesised the results of their class research to identify the most actionable information with which to develop their **yChange** Action Plan
- Identified a group goal they want to achieve.

#### Teachers instructions:

- Introduction – Synthesising research
- Main Activity – Choosing a goal for action
- Main Activity – Fist-to-five vote
- Preparing for the next phase – Brainstorm decision makers

#### Lesson 8: Developing a civics action plan

Students begin to draw up their civics action plan by creating a power map of decision makers who they think could be engaged with their focus issue, including identifying other influencers. Students review the three action types and choose actions within these types with which to engage their list of decision makers/influencers.

#### By the end of the lesson students will have:

- Refined their list of key decision makers and influencers.
- Made distinctions between this list and who they think might be they key decision maker in connection with their issue and overall goal.
- Analysed each key decision maker and developed an 'ask' for each.
- Determined the best actions to take to engage the decision maker/influencers with their issue.

#### Teacher's Instructions:

- Introduction – Creating a power map
- Main Activity – Developing the 'ask'
- Main Activity – Developing actions
- Preparing for the next phase – Review and reflect

#### Student Activity Sheets:

- Power map
- Choosing action types

### Part 4 – Action the plan

#### Lesson 9: Putting the plan into action

Students work in their research teams to develop and finalise their small group **yChange** action plans. They begin to implement the strategies they've determined will work best to engage the decision maker with their focus issue and goal.

#### By the end of the lesson students will have:

- Drafted, edited and published materials created to engage their decision makers with their **yChange** focus issue and goal
- Explained changes made to their approach, argument, attitude or actions in response to information they've uncovered through their research.

#### Teacher's Instructions:

- Introduction: Effective Teamwork
- Main Activity: Action! (The **How to Approach Action Lessons Guide**)
- Preparing for the next phase – Review progress

#### Student Activity Sheet:

- Effective teamwork

#### Lesson 10+: Action Lesson(s):

Students continue to work in small groups, or as a whole class either in one lesson or over a number of lessons, actioning the strategies for engaging with key decision makers. Teacher's are guided through possible actions in the **How to Approach Actions Lessons Guide**.

#### yChange Action Grant

Schools can apply for a **yChange** Action Grant of up to \$500 to support implementation of their students' **yChange** action plan.

#### By the end of the lesson/s students will have:

- Completed the following actions – letter writing, interviewing, meeting with key decision makers, conducting surveys, raising money, or buying products relevant to their action plan.
- Moved closer to an end point that addresses the issue chosen.

#### Teacher's Instructions:

- Introduction – Using the **How to Approach Action Lessons Guide**
- Main Activity – Action! (**yChange** Action Grant)
- Preparing for the next phase – Following up on actions

## Part 5 – Communicate findings

### Lesson 11: Presenting to the class!

Students prepare visual, verbal and/or digital presentations summarising what they have learnt, including a description of the outcomes of their **yChange** project. In their groups they practice presenting their section to the whole class and receive feedback from their peers on what was good and what needs improvement. They incorporate the feedback received and adjust the presentation for final submission onto the **yChange Project Showcase**.

### By the end of the lesson students will have:

- Begun designing the format, structure and sections of the class presentation
- Received and offered feedback on their sections and those of other students.
- Collated their section with others to create the whole class' **yChange** presentation ready for upload (submission) onto the **yChange Project Showcase** at [ychange.com.au/project-showcase](http://ychange.com.au/project-showcase)

### Teacher's Instructions:

- Introduction – Preparing for presentations
- Main Activity – Presenting to the class
- Preparing for the next phase – wrap up and project submission onto the **yChange Project Showcase**.

### Lesson 12: Time to reflect

Students reflect and discuss their **yChange** experience, considering what they've learnt throughout the course and what this means for their sense of citizenship, community, and how they will express their opinions and ideas into the future, including any civic action they may take individually or as part of a community group.

### By the end of the lesson students will have:

- Examined the development of their own civic identity through their participation in and completion of the **yChange** learning journey.
- Decided on what comes next for them based on what they've learnt.
- Discussed as a class how successful they were in reaching their goal and addressing the focus issue, including what they would do differently next time.
- Reflected on what they will take away from the **yChange** learning journey.

### Teacher's instructions:

- Introduction – Highs & Lows
- Main Activity – My reflections
- Preparing for the next phase – Next steps

### Student Activity Sheet:

- **yChange Debrief**





# Preparatory Lessons

# Preparatory Lesson A (Optional)

## Rights, responsibilities and citizenship

<b>Structure</b>	<ol style="list-style-type: none"><li>1 <b>Introduction</b> – My Community</li><li>2 <b>Main Activity</b> – Rights, rules and responsibilities</li><li>3 <b>Preparing for the next phase</b> – Being a good citizen</li></ol>
<b>Learning Objectives</b>	Students will have thought about what a community is and what theirs looks like. They will have reflected on what it means to be a citizen and how citizenship can aid a community. Students will obtain a basic understanding of their rights and responsibilities in the context of school and home and will begin to think about the consequences of not having their rights upheld or of carrying out their responsibilities.
<b>Materials Needed</b>	– Student Activity Sheets: <i>My community, Rights, rules and responsibilities,</i> and <i>Being a good citizen</i>
<b>Preparation</b>	<ol style="list-style-type: none"><li>1 Print enough Student Activity Sheets to provide one to each student.</li></ol>

## 1 Teacher's instructions

### Introduction – My community

Discuss what community means. This can relate to their class, group or area in which your students live, through to students sense of what it means to belong to a global community through social media or through membership of online organisations that operate at an international level.

On the *My community Student Activity Sheet* instruct your students to describe what their community consists of, what there is to do in their community and what they like most about it.

Once they've started the activity re-open the class discussion to see what they think about community now - how big is it? Who is in it? Are they part of a global community too? What do they like about it? What would they change about it? What is challenging for their community?

Encourage students to think about systems and institutions as well as people and places. For example, 'Our community has the school - that's a part of the education system'. Prompt them so they can develop their understanding of governance in the community – the role that citizens, rules and rights play will come later.

## 2 Teacher's instructions

### Main activity – Rights, rules and responsibilities

Introduce the topic of rights, rules and responsibilities to the class. Explain that every citizen has rights, needs to comply with rules and has responsibilities as a citizen.

Ask students to individually complete the first activity on the *Rights, rules and responsibilities Student Activity Sheet* using the lines to connect the correct term with the definition and the example. This will help them to understand what each term means – and the difference between terms – before they complete the second activity on the same Student Activity Sheet.

Ask students to think about and then write down the rights, rules and responsibilities they have at school and at home. Ask them to start thinking about any national or international rights they think they may have too?

Ask students how they would feel if they were denied a right at school or at home? What are the consequences if they break a rule at school?

Ask them where else there are rules, responsibilities and rights and what some of these are. These can be recorded on the back of their *Student Activity Sheet*.



1. My community is...

2. It has...

3. I can...

4. People who are part of my community are...

5. In my community I like to...

6. The most important aspects of my community are...

## Preparatory Lesson A (Optional)

### Rights, responsibilities and citizenship

For the third and final activity on this *Student Activity Sheet* instruct students to complete the human rights true or false quiz.

Once completed have a brief class discussion on which rights students were surprised about and which ones they think are the most important.

#### Answers to true or false quiz

True: 1, 2, 5, 7, 9, 10      False: 3, 4, 6, 8

#### Show this video:

<https://www.youtube.com/watch?v=nDgIVseTkuE>

**Explain:** 'The basic idea of human rights is that each one of us, no matter who we are or where we are born, is entitled to the same fundamental rights and freedoms. Although children have human rights alongside all adults, in 1989 the United Nations decided that children and young people need a specific set of rights to ensure their safety, happiness and health. This collection of rights is called the United Nations Convention on the Rights of the Child or UNCRC for short. All children across the world aged 0-18 years have all 42 rights (also referred to as Articles). The rights in the UNCRC are categorised into 4 sections: Survival Rights, Development Rights, Protection Rights and Participation Rights.'

**Ask:** Which rights in the UNCRC are the most important?

**Ask students to work in pairs:** Order the following 5 children's rights, from most to least important:

- **Article 16:** The right to privacy. You have the right to keep have a private family life, private space and to keep phone calls and emails private.
- **Article 28:** The right to education. You have the right have the right to both primary and secondary education, and should be able to choose different subjects when in secondary school.
- **Article 19:** The right to be protected from abuse. You have the right to be protected be being hurt or badly treated.
- **Article 12:** The right to participation. You have the right to be listened to and be taken seriously. This is the right to have opinions and for those opinions to matter.
- **Article 6:** The right to survive and thrive. You have the right to life and the right to develop.

Ask students to come back together as a group to discuss which which child right they put first and last and why.

**Explain:** 'All rights are important. Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status. The UNCRC must be seen as a whole: all the rights are linked and no right is more important than another. The right to relax and play (Article 31) and the right to freedom of expression (Article 13) have equal importance to the right to be safe from violence (Article 19) and the right to education (Article 28).'

Ask students if they need any adults to help them access their UNCRC rights?

Explain that adults are responsible for ensuring children's rights are upheld and applied making sure this is done with each child's best interests at the forefront.

## 3 Teacher's instructions

### Preparing for the next phase — Being a good citizen

Discuss as a class what a citizen is and who can be a citizen.

**Be mindful that there may be students in the class who do not have Australian Citizenship.**

In pairs, ask students to draw around one of their hands on the *Being a good citizen Student Activity Sheet*.

Instruct students to discuss in pairs what they think makes a good citizen and to write these ideas onto the hand.

Invite students to share what they wrote down with the class.

Discuss whether they can think of a time when they've been a good citizen or if they've seen someone else being a good citizen.



**Draw lines** to connect the matching term with its definition and example.

Term	Definition	Example
Rights	Something that everyone in the community should follow	To look after your own belongings, for example, your coat.
Rules	Things every child should have or be able to do	No running in the corridor
Responsibilities	Something you are expected to take care of or do.	To have a break from learning throughout the day.

**Complete the table** to describe your rights, rules and responsibilities at home and at school.

	Rights	Rules	Responsibilities
<b>At home</b>			
<b>At school</b>			

**Tick true or false** for each statement.

	True	False
Everyone has human rights		
Everyone has the right to education		
Only adults have the right to choose their own religion and have free thought		
Whether you have human rights depends on how much money your parents have		
You have the right to food, clothing and a safe place to live		
You have to earn your human rights		
You have the right to be kept safe from physical and mental harm		
You can lose your rights if you commit a crime		
You have the right to health care		
You have the right to legal support and fair treatment in the justice system		

## Student Activity Sheet **Being a good citizen**

---



In the space below, **draw** around the outline of your hand and **write** what you think makes a good citizen inside it.



## Preparatory Lesson B (Optional)

### Equality, equity and justice

<b>Structure</b>	<ol style="list-style-type: none"><li>1 <b>Introduction</b> – Understanding equality and equity</li><li>2 <b>Main Activity</b> – Making fair decisions</li><li>3 <b>Preparing for the next phase</b> – Exploration of justice</li></ol>
<b>Learning Objectives</b>	In this lesson, students will work through concepts of equality, equity and justice. Students are guided through case studies to conceptualise fairness in society.
<b>Materials Needed</b>	– Student Activity Sheets (x3): <i>Understanding equality and equity</i> , <i>Making fair decisions</i> , and <i>Concept map of justice</i>
<b>Preparation</b>	<ol style="list-style-type: none"><li>1 Print enough Student Activity Sheets to provide one to each student.</li></ol>

## 1 Teacher's instructions

### Introduction – Understanding equality and equity

Explain that an important element of yChange is encouraging civic participation. Civic participation is a pillar of democracy and calls for all citizens to participate in decision making. But, some citizens have barriers to participation and some citizens are left out of decision making.

In this activity, we'll explore why this is and what we can all do to ensure everyone can participate and thereby have their voice heard.

Instruct students to fill in the *Understanding equality and equity Student Activity Sheet* and then turn to the person next to them and discuss what they wrote.

## 2 Teacher's instructions

### Main activity – Making fair decisions

Ask students to review the examples on their *Making fair decisions Student Activity Sheet*. Does the situation described seem fair? How is it unfair? If it doesn't seem fair, what are some things that could be done to make it fairer?

Discuss as a class each example and possible solutions.

## 3 Teacher's instructions

### Preparing for the next phase – Exploration of justice

Ask students for a definition of justice.

Explain that justice helps us figure out what is fair, what is right and what is wrong. When justice is working everyone feels like they are being treated fairly. Rules and laws help people figure out what is 'just' or fair.

Have a conversation with the class on what they think justice means and ask them to provide examples of justice and injustices.

While the class is having this conversation, instruct students to fill in their *Concept map of justice Student Activity Sheet* with examples of justice and injustice they've experienced or heard about in their own lives.



## Equality

In this picture, all 3 children have the same box despite the differences in their height – this is equality.



## Equity

In this picture, each child has the number of boxes they need to participate – this is equity.

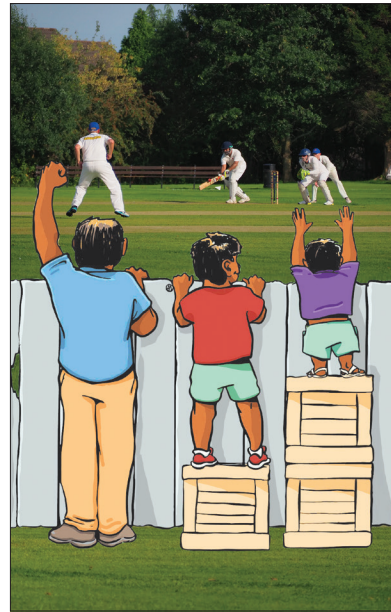


Image from the Interaction Institute for Social Change | Artist: Angus Maguire.

1. Does the first picture seem fair? Does the equal distribution of resources (everyone getting the same) achieve an equal outcome?

2. How could we make it fairer?

3. Why does the fence exist? Who do you think built it?  
Does it have to be that tall? Does it have to be there at all?

4. Imagine that the fence is a metaphor for the shorter child's life experiences.  
What are some examples of resources (things) that some kids have that others lack?





## Does the situation described seem fair? How is it unfair? If it doesn't seem fair, what are some things that could be done to make it more just (equitable)?

Note: there are no right or wrong answers. There might be different solutions to reach an equitable solution.

Example	Is it fair? Why or why not?	If unfair, what could be done to make it more just (equitable)?
<p>Adelaide seems to have twice as much green space per resident in its eastern suburbs than it does in its western suburbs.</p>		
<p>Access to computers and the Internet is not the same in all schools across the suburbs.</p>		
<p>A local council has made a decision to cut the budget of its community centres. It does this by reducing the opening hours of each centre by the same amount.</p>		
<p>A community meeting has been planned to discuss the clean-up of a contaminated site in a community. For approximately 25% of the community, English is not their first language and no interpreters have been invited.</p>		
<p>One community has less access to healthy and affordable food than other communities, and has therefore requested funding and assistance to build a community food outlet. Acknowledging that historically the treatment of this particular community has been unequal, the government agrees to their request.</p>		



Define justice:

Examples of **justice** from your world:

My viewpoint on justice:

Examples of **injustice** from your world:

Steps I can take to promote justice:

Symbol of justice:

My viewpoint on revenge:



# Lesson Plans





# Lesson One

## Lesson 1 (Part 1)

### Introduction to action civics

<b>Structure</b>	<ol style="list-style-type: none"><li>1 <b>Introduction</b> – Action civics and learning goals</li><li>2 <b>Main Activity</b> – Introduction to citizenship and government</li><li>3 <b>Preparing for the next phase</b> – Opinion spectrum activity</li></ol>
<b>Learning Objectives</b>	Students will introduce themselves to one another and reflect on their own citizenship to understand that we begin <b>yChange</b> knowing that we are all citizens. By the end of this lesson, students will have assessed their own understanding and ideas about government.
<b>Materials Needed</b>	<ul style="list-style-type: none"><li>– Student Activity Sheets: <i>Actions, civics and learning goals, Introduction to citizenship, and Who does what?</i></li><li>– Activity signs for the Opinion spectrum activity</li><li>– Blu tac to put up the signs</li><li>– Markers/pens</li></ul>
<b>Preparation</b>	<ol style="list-style-type: none"><li>1 Print enough Student Activity Sheets to provide one to each student.</li><li>2 Write 'Disagree', 'Strongly Disagree', 'Agree' and 'Strongly Agree' signs for use in the Opinion Spectrum activity. (One sign to be placed in each corner of the room.)</li><li>3 Get the video ready to play at the end of the 'Types of Government' activity: <a href="https://youtu.be/Hv_5VQCJJxU">https://youtu.be/Hv_5VQCJJxU</a></li></ol>

## 1 Teacher's Instructions

### Introduction – Action civics and learning goals

Welcome students to **yChange**! Inform students that today they will learn about what **yChange** is and begin the process of making change in their community.

Explain that they're going to be discussing briefly what action civics is about and getting to know what experiences, beliefs, and opinions they will be bringing into **yChange**.

Explain that students will be undertaking an action civics project as a whole class, which will help to solve a community issue they choose as a group. Just as importantly they will be learning a process that they can use throughout their lives to address future issues they care about! **This is an 'action civics' class.**

Ask students to take a few minutes to look at the *Civics and learning goals Student Activity Sheet* and circle the statements they feel are most true about themselves. Then ask students to answer the self-reflection questions below this.

Point out that these learning goals, which they'll be working towards throughout the term, provides them with the tools they need to be successful in leading future projects.

Explain that learning goals focused on 'a head' represent the knowledge needed in order to make change in a community, such as knowing who their government leaders are.

Learning goals focused on 'a heart' involve the beliefs they need to have in order to become civic leaders, such as having the power to make the change they want.

Learning goals focused on 'a hand' involve the skills they need to develop in order to make change, such as knowing how to speak persuasively.

Ask 2-3 students to share their responses to the final 2 questions on the Student Activity Sheet.



## Circle the statements that you feel are most true about yourself...

### ● Civic Knowledge 'I know or understand...'

- How government is organised
- The difference between individual-level and systems-level problems
- Who holds local political power
- Ways to take political action beyond voting
- The steps and rules around voting

### ● Civic Motivation 'I believe that...'

- Government influences my daily life
- Change can be made through the political system
- Collaboration and compromise are valuable
- I belong to a community
- I am persistent
- I have the power to make a difference in my community
- It is my responsibility to help improve my community
- I must balance my freedoms and my responsibilities with those of others.

### ● Civic Skills 'I am good at...'

- Organising and working in groups
- Considering and respectfully responding to points of view that are different from my own
- Using evidence to construct clear and strong arguments
- Speaking or writing persuasively about an issue
- Asking for help
- Leading others
- Reflecting on and improving my own learning

## ...and then answer these questions

1 Which of the statements above do you want to learn more about, develop, or improve?

---

2 What do you think are the **most important** qualities for a citizen to have?

---

---

## Lesson 1 (Part 1)

### Introduction to action civics

## 2 Teacher's instructions

### Main activity – Introduction to citizenship

---

Hand out the *Introduction to Citizenship Student Activity Sheet* and ask students to follow the instructions: Put a checkmark (✓) next to any activities you or your family and friends have done before.

After a few minutes, invite 2-3 students to share a story about one of the activities they've done or observed.

- *What was it like?*
- *Why did they or their friend or family member do it?*

Express appreciation for the incredible level of community engagement that students have already shown from the examples shared. Tell students that each of them brings unique experiences to the class through things they already know and experiences they have already had. This knowledge will be invaluable in relation to the **yChange** project they'll all be working on and reflects the way citizenship works - each citizen bringing their unique voice and set of experiences to civic engagement and thereby making a difference to their community, city, state, nation or world, ultimately contributing to making it a better and more interesting place to be.





**Put a checkmark (✓) next to any activities you or your family and friends have done before...**



**Me**



**Family**



**Friends**

Volunteered for an organisation			
Worked to solve a community problem			
Attended meetings of a group or club			
Donated to a charity (money, clothing, food, skills, time...)			
Voted			
Showed support for a political candidate			
Donated to or volunteered for a political campaign			
Persuaded others to be 'for' or 'against' an issue			
Contacted an elected official			
Contacted the media about your opinion			
Took part in a protest			
Signed a petition			
Talked about current events			
Read or watched the news			
Joined an online campaign via social media			

## Lesson 1 (Part 1)

### Introduction to action civics

## 2 Teacher's instructions

### Main activity – Introduction to government

Break students into small groups of 4-5. If possible, have them quietly move their seats to be clustered in these groups. Ideally you want the groups to be sat around a desk/table and be able to see each other.

Explain that you're now going to be doing an activity to build on students' previous thoughts about their interaction with government. You want to challenge them to think about how government affects their lives.

Divide the class into three (or four) groups and assign a type of government to each - local, state/territory, federal. Ask each group to spend five minutes brainstorming what they know about the type of government they've been assigned, including any details such as the name of a Governor General, Prime Minister, Governor, Premier, Chief Minister, Lord Mayor, Local Mayor, name of their Local Council, etc. Ask them to write down everything they can think of that their level of government has responsibility for. Ask them to nominate a student to present their findings to the class at the end of the brainstorm.

- **Local government:** Led by the Mayor, Local Councils consist of Local Councillors who are elected to represent council wards within the local council area. Councils are responsible for local services that include rubbish collection, provision of libraries and parks, use of land, mix of local businesses, building regulations, cultural heritage, community events, and much, much more, etc.)
- **State/Territory government:** Australia's 6 State Parliaments are led by Premiers with the Monarch's powers exercised by a Governor in each State, while its mainland Territories (Northern Territory and the ACT) are led by Chief Ministers who lead locally elected parliaments. In South Australia Parliament consists of the House of Assembly (Lower House) and Legislative Council (Upper House). The State government is responsible for administering services across the entire state including education, health, transport, defence, child protection, environment, and human services to name just a few of the 28 South

Australian State Government departments that are currently operating. The number of departments and what their responsibilities are is determined by the government of the day. Explain that Australia also has another eight Territory governments (Ashmore and Cartier Islands, Australian Antarctic Territory, Christmas Island, Cocos (Keeling) Islands, Coral Sea Islands, Jervis Bay Territory and the Territory of Heard Island and McDonald Islands). These smaller territories are governed by Commonwealth Law through an Australian Government appointed Administrator.

- **Federal government:** The Commonwealth Parliament of Australia lies at the heart of Australia's federal government. The Commonwealth Parliament consists of the Queen (represented by the Governor General) and two Houses of Parliament - the Senate (Upper House) and House of Representatives (Lower House). The Prime Minister (leader of the party who has the majority of seats in the House of Representatives) is appointed by the Governor-General who presides over the Federal Executive Council. In addition to the Federal Executive Council (and Cabinet) there is also the Judiciary (High Court of Australia) whose role it is to interpret and apply the law of Australia. These elements make Australia a constitutional monarchy and parliamentary democracy. Also referred to as 'national' the federal government is responsible for services that affect the entire country of Australia. For example the federal government manages Australia's relationships with other nations, determines immigration systems and policies, and manages federal funding allocations to the States and Territories.

Show students the *Who Does What Student Activity Sheet*. Explain that there is a different daily activity listed in the table and that in small groups, using small group techniques, the students need to decide, as a group, which level of government has responsibility for what.

## Lesson 1 (Part 1)

### Introduction to action civics

---

Encourage students to think about how each level (or sphere) of government might affect that activity. Ask students to review the different responsibilities of each type of government.

Offer one example: I have a sore arm and need to go to the doctor.

Questions to consider include:

- Who else is involved?
- Who is paying?
- Who is responsible for making sure this happens?
  - *The Federal Government runs Medicare so I can get my doctor's appointment (partially or fully) paid for by the government.*
  - *The State Government runs the hospital and ambulance services so if my arm worsens, I can go to hospital.*
  - *Community services with programs that are run with local councils might assist me with rehabilitation of my arm.*
- *Explain that going to the doctor might be an independent activity, but it is influenced by policies and systems that we don't often realize shape our actions and the organisation of our community.*

Ask for other questions or clarification before asking students to begin completing the 'Who does what?' activity. Tell students that at the end of this session they will need to choose one student from each group to share the decisions their group made with the class.

While they discuss 'Who does what?' walk around and question them to ensure they follow the process and work together as a group to create the fully ranked list. After a few minutes, invite one student from each group to report out to the class about the following questions and keep notes of their answers on the board.

- Which method did your group rank as the **most** impacted by government? Why? How is this issue affected by government?
- Which method did the group rank as the **least** impacted by government? Why? How is this issue affected by government?

Clarify that there are no right answers because every issue discussed is influenced by government on some scale. Government influences everything we do. Our rankings just reflect our awareness of the policies and structures working behind the scenes.

Use the *What they do Answer Sheet* at the end of this lesson to share examples of how each issue is influenced by government, one-at-a-time.

Show the 'Types of government' video as a wrap up: [https://youtu.be/Hv\\_5VQCJJxU](https://youtu.be/Hv_5VQCJJxU)

**Extended Resource:**

A video on International Governance is available for secondary teachers interested to extend their students' understanding of government: <https://youtu.be/YW25LR9SJd8>



It is not always easy to know which government is responsible for which service. Although the federal level of government is probably better known to many of us, the everyday things we do usually have more to do with our state, territory or local governments.

Which level of government is involved in each of the daily activities listed below?

Begin by thinking about which governments are responsible for what. For example if you think the federal government has no responsibility over the supply of water you may decide not to include it in 'the shower and get ready for school' row. A few of the activities will involve just one level of government. Most will involve all three.

### Levels of government in Australia



Federal



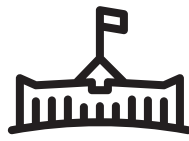
State/Territory



Local

Shower and get ready for school			
Have breakfast			
Catch the bus			
Go to school			
Go to the library			
Play sport			
Phone a friend			
Watch TV			
Go to the doctor			
Go home			
Put out the garbage			

## Levels of government in Australia



Federal



State/Territory



Local

Shower and get ready for school		– Power, gas, water, sewerage from State corporations	
Have breakfast	– Currency – Trade, imports and exports – Advertising	– Consumer laws – Shop and workplace laws	– Health inspections of shops
Catch the bus	– National road funding	– Buses, bus passes – Traffic laws, Police – Traffic lights, Road signs – Major roads, road taxes	– Local roads – Street signs – Bus stops
Go to school	– Funding to States – Higher education	– Education Department – School funding and subjects	– Local kindergartens and pre-schools
Go to the library	– National Library	– State Library – School libraries – Subsidies to councils	– Local libraries
Play sport	– Australian Institute of Sport – National sports bodies	– State sports centre – Funding to local councils – Safety, health and education	– Local sports fields and playgrounds
Phone a friend	– Telephone services		
Watch TV	– Broadcasting laws – ABC TV and Radio		
Go to the doctor	– Medicare – Funding to States – Drug control	– Hospitals – Ambulance services	– Community services, e.g. meals on wheels
Go home		– Planning laws	– Local building controls – Trees and footpaths
Put out the garbage	– International treaties and national environmental policies	– Waste disposal – Pollution controls	– Garbage collection – Local environment

## Lesson 1 (Part 1)

### Introduction to action civics

## 3 Teacher's instructions

### Preparing for the next phase – Opinion spectrum activity

---

Explain that a central part of action civics is that students express their voice and bring their thoughts and ideas to the process. The next activity will be an opportunity for students to practice expressing their voice by sharing their opinions and experiences.

Assign one label to each corner of the classroom (Strongly Agree, Agree, Disagree, Strongly Disagree). Explain that when you read aloud each phrase, students should walk silently to the corner of the room which represents their opinion, with the middle of the room being not sure. Invite a few students to share their thoughts during each round.

**Ask one prompt question at a time to the class. (Use a timer! Allow 3 minutes per question).**

- I believe that cats are better than dogs.
- I believe that most adults know what's best for youth.
- I believe that decisions made by politicians affect my daily life.
- I believe that my elected officials (people who are voted into office) care what I think.
- Change only happens when we change laws.
- Student-choice! (Invite a student to make one up of their own)

Invite one-3 students from each corner to explain their responses to each question, varying the order in which you call on corners. Encourage students to start statements with 'I' and to listen carefully to their peers'. Explain that they are welcome to change corners if they change their minds.

Back at their seats, ask students to 'Turn and Talk' to discuss each question with a partner.

**Then ask 1-3 students their responses for each:**

- What's one thing that stood out to you as we did this exercise?
- Why do you think we did this activity?
- How did you feel about how people spoke to each other when they disagreed?
- What did you see that went well in terms of how everyone interacted?
- What did you see that you want to improve upon as we continue to discuss and negotiate important issues in class?

Explain that not only is the content of their ideas important, but that how they express their ideas and treat each other during discussions is equally important. This will remain true throughout **yChange**.



# Lesson Two

## Lesson 2 (Part 1)

### Identifying issues students care about

<b>Structure</b>	<ol style="list-style-type: none"><li>1 <b>Introduction</b> – Create a Classroom Constitution</li><li>2 <b>Main Activity</b> – Define community</li><li>3 <b>Preparing for the next phase</b> – Use democratic processes to decide on the top 2 issues to work on</li></ol>
<b>Learning Objectives</b>	In this lesson, students will create their Classroom Constitution and put their own guidelines into practice as they brainstorm community issues using multiple resources. Students will then engage in a class wide debate to examine their top issues further and narrow their list down to the top 2. By the end of this lesson, students will have gathered information from multiple sources and will have engaged in debate about the strengths and limitations of focusing on the various community issues.
<b>Materials Needed</b>	<ul style="list-style-type: none"><li>– Student Activity Sheet <i>My community wheel</i></li><li>– A3 poster paper</li><li>– Computer or printed media for local issue research</li><li>– Markers, pens</li></ul>
<b>Preparation</b>	<ol style="list-style-type: none"><li>1 Print enough Student Activity Sheets to provide one to each student.</li><li>2 Add title to A3 poster: Community Issues</li><li>3 Gather a diverse range of local media resources for students to access via a laptop, computer or tablet, or in print form</li><li>4 Assign groups (3-6 groups, with 3-5 people per group)</li></ol>

## 1 Teacher's instructions

### Introduction – Create a Classroom Constitution

Explain that in this class students are going to be co-creating a democratic classroom that allows all voices to be heard. Ask if anyone can define 'democracy' and write all ideas on the board. After brainstorming the definition, ask one student to look up the definition and add this to the board.

Explain that today students will create a 'Classroom Constitution.' Just as the Australian Constitution of 1901 established a federal system of government and outlined the fundamental laws and principles we agree to live by, this document will set out the agreed upon principles that all members of the classroom will follow while attending **yChange** lessons or undertaking their **yChange** project.

#### Ask the following question:

- How can we create a classroom environment that looks and acts like a democracy?

#### Probing questions:

- Think about a country that does not have a democracy. Are those citizens asked to participate and have a voice? What do we as citizens of a democracy 'get to do' that others may not elsewhere?
- How must we treat each other and behave?

Give students one minute to think about their responses and then invite them to make suggestions for the class.

Ask a student to record the suggestions on poster sized paper so everyone can see them and give this document the title **Classroom Constitution**.

#### Suggested norms include:

- Everyone has a voice and should express their ideas
- Everyone should be a part of decision making
- Everyone should listen to each other
- Question and debate each other to bring about new and improved ideas
- Everyone gets a chance to have their say
- Assume the best in what people are saying
- Build on each other's ideas
- Think about each other's ideas and try and understand other people's opinions

Encourage students to refer to their Classroom Constitution throughout **yChange** and to acknowledge their peers and themselves when they see these agreed principles in action.

Explain that students can also add new agreed upon principles to the Constitution if any arise in future classes.



## Lesson 2 (Part 1)

### Identifying issues students care about

## 2 Teacher's instructions

### Main activity – Define community

---

Instruct students to look at their *My community wheel Student Activity Sheet*, which outlines different categories of communities they may be a part of:

- Instruct them to fill in their name at the centre of the wheel
- Then write in details of the specific communities they are a part of within each category (example: for Family they might write Mother, Father and Sister).
- In the blank circles of the wheel, ask students to add any communities they are a part of that are not listed. Then shade in the communities that they feel MOST connected to.

**Start by offering the following definition of community:**

*'The people living in one area or people who are considered as a unit because of their common interests, social group, or nationality. People in communities might go to the same schools, shop in the same stores and do the same things.'*

Invite students to think, pair and share and then call on a student to go next to give examples of the communities they feel most connected to. If there's time, ask students to share some of the reasons they believe people might feel more connected to some communities more than others.

Explain that in **yChange**, they'll be working to affect change on one of these communities. In **yChange**, we focus on local issues, not national issues. We do this because it is much easier for us to be a part of decision-making when we focus in on impacting the local community rather than trying to get the attention of the Prime Minister or Premier.

Ask students to brainstorm why that might be the case. Make the case, however, that the skills they practice in interacting with their classroom are going to be very useful for other communities they may be a part of in the future – in study, work and life.

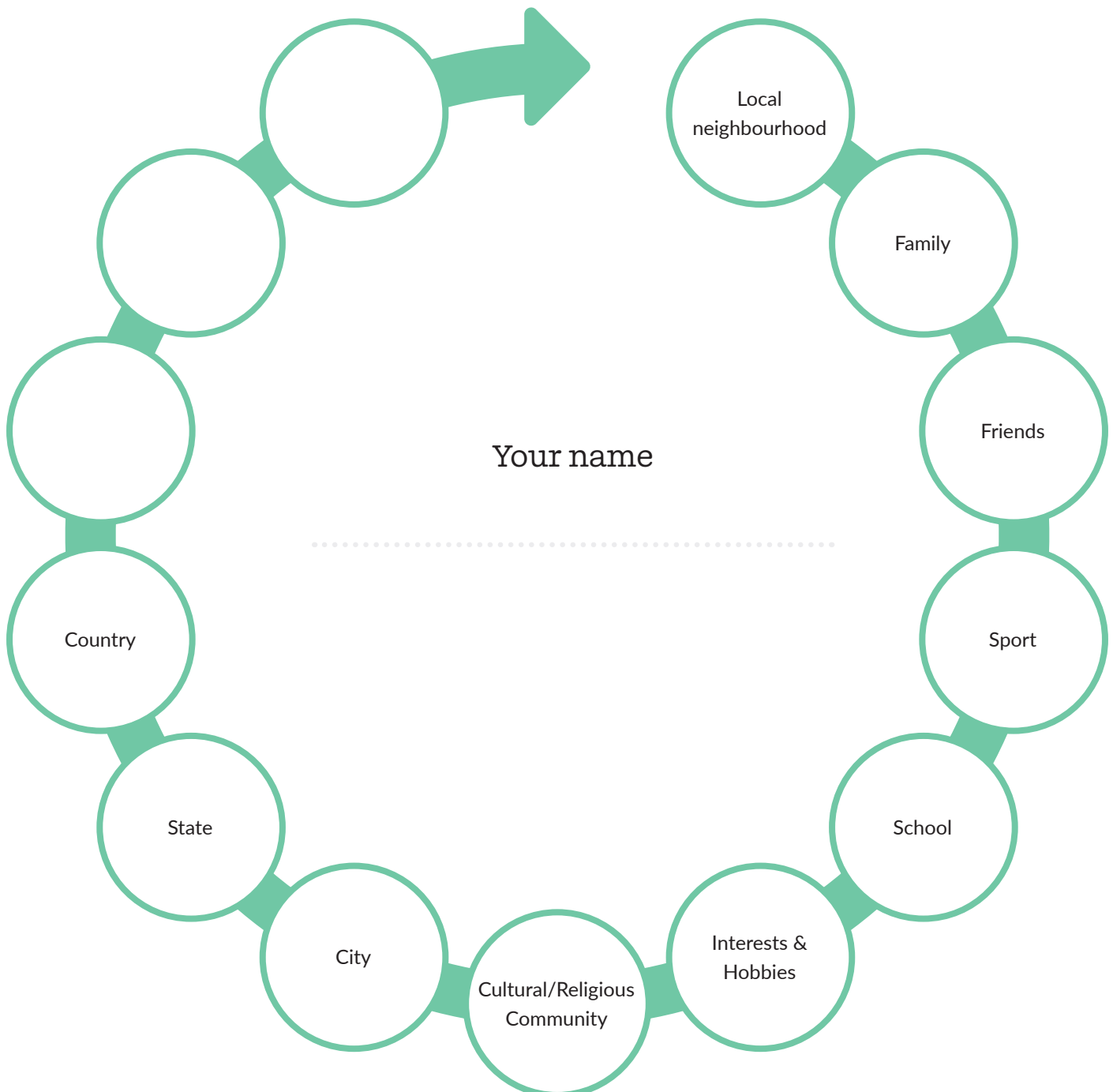


The community wheel below outlines different types of communities you may be a part of.

**Write** the specific communities you are a part of within each category (example: for Family you might write Mother, Father and one Sister)

In the blank circles of the wheel, **add** in any communities you are a part of that are not listed.

**Shade in** the communities that you feel *most* connected to



## Lesson 2 (Part 1)

### Identifying issues students care about

## 2 Teacher's instructions

### Main activity – Identifying community issues

---

Explain that students will spend the lesson brainstorming all the issues in their community that they might address and then be narrowing these down to the ones they are most interested in working on.

Divide the class into 3 or 6 groups. Give the groups 4 minutes to brainstorm as many community issues as they can think of. Hand out A3 sized sheets of paper to each group. Students should write down their ideas directly onto the poster sized paper.

After groups have brainstormed issues, invite them to rotate around the room to read what other groups have written down on their group posters. Explain that each group has just 1 minute at each of the group posters to place a TICK next to the 2 ideas they agree interests all of them the most.

Groups return to their original posters and add 2 TICKS next to the community issues that they all agree most on.

Once they've finished, invite each group to read out the top 2 or 3 issues that received the most TICKS on their paper. With the help of a student compile these into a single list on the board.

Ask students to record this list of top issues in their notebooks explaining that the top 4 on the list will be selected for further consideration in the next round.

## 2 Teacher's instructions

### Main activity – Debating community issues

---

Explain that the class is now going to take part in a debate to narrow their issues from 4 down to 2.

Ask students what they believe makes an effective debate. Write their ideas on the board.

Suggestions:

- Provide evidence to back up ideas
- Plan out your ideas before sharing
- Speak loudly and clearly
- Consider arguments others may have against your idea and address these.

Split students up into 4 groups, each standing at one corner of the room. Assign each corner 1 of the topics.

Mention to the students that although they may not have been given their favourite topic that there is value in all 4 community issues raised. Regardless of what issue they're advocating for they will soon be voting for the 1 they believe is the most important.

**Ask each group to develop an argument for the debate that includes the following:**

- Personal Stories - What experiences tell you this community issues is an important one to address?
- Facts and Figures - What background information do you have on this issue that makes it an important issue to address?
- Opposing Arguments - Are there any arguments you think other people would make against working on your issue? How would you address these arguments?

Write on the board: Why your issue is the best for the class group to work on?

## Lesson 2 (Part 1)

### Identifying issues students care about

This is a timed activity! Make sure students feel urgency and use time effectively. Groups will have the following time to prepare for and debate their issue:

- 2 Minutes: Group 1 huddles together and plans their main ideas as to why their chosen issue is the best one.
- 1 Minute: Group 1 shares these arguments with the class
- 30 Seconds: Other groups share their opposition/concerns about the issue
- 1 Minute: Group 1 shares their arguments addressing the opposition/concerns raised by the other groups.

Repeat for each group.

If students need it, share the sentence starters below:

- I think we should focus on \_\_\_\_\_ because...
- Our group has seen this issue occur in our community when...
- Some facts and figures which suggest this issue is important are...
- Other people might suggest that this isn't a smart issue to address because \_\_\_\_\_, but...
- We could learn a lot from working on the issue of \_\_\_\_\_, such as...
- I can see your point, but wonder...
- \_\_\_\_\_ might pose a challenge to working on this issue...
- How would we address \_\_\_\_\_ if we worked on this issue?

One member of the group should record all their ideas. Two members of the group will be chosen to share these ideas with the class. Be strict on timing to create a sense of urgency and promote quick presentation of ideas!

## 3 Teacher's instructions

### Preparing for the next phase — Use democratic processes to decide on the top 2 issues to work on

Congratulate students on their debating style, referring to their Classroom Constitution and how well they stuck to the agreed principles of interacting with each other. Acknowledge students who demonstrated use of the Classroom Constitution.

Ask students what they did well during the debate and what they feel they could improve upon.

Explain that in the next lesson the class will be working together to decide on which of these final issues they'll address in **yChange**. Offer students encouragement in knowing that regardless of which issue they decide upon, they'll be learning and practicing skills that will enable them to address any of the issues raised in the future.

Explain to students that they will be voting on which 2 issues they are personally most interested in working on.

On a separate sheet of paper, ask students to write down the top 2 issues they want the class to work on. Explain that their votes will be tallied with the issue that receives the most votes revealed at the next **yChange** lesson. This will act as a formal vote on their focus issue.

Explain to students that if there is an issue that they personally could not work on, they can write an explanation so that you can follow up with them individually.



# Lesson Three

## Lesson 3 (Part 1)

### Choosing the issue

<b>Structure</b>	<ol style="list-style-type: none"><li>1 <b>Introduction</b> – Students' previous experience with decision making</li><li>2 <b>Main Activity</b> – Building consensus on their issue</li><li>3 <b>Preparing for the next phase</b> – Review and reflect</li></ol>
------------------	--

<b>Learning Objectives</b>	In this lesson, students will compare voting and consensus building often used in the decision-making process. By the end of the lesson, students will have experienced what it's like to utilise voting and consensus building to identify a focus issue.
----------------------------	--

<b>Materials Needed</b>	– Student Activity Sheet <i>My experience of making decisions</i>
-------------------------	---

<b>Preparation</b>	<ol style="list-style-type: none"><li>1 Print enough Student Activity Sheets to provide one to each student.</li><li>2 Confirm narrowed list of 2 focus issues based on the tally of individual votes from previous lesson.</li><li>3 Write the 4 conversation prompts for building consensus on the board.</li></ol>
--------------------	---

## 1 Teacher's instructions

### Introduction – Students' previous experience with decision making

Ask students to recall a recent decision they reached with another person or group of people. On their *My experience of making decisions Student Activity Sheet* ask them to write down what they did.

Invite students to share their reflections with a partner. Make 2 columns on the board – one headed 'voting' and one headed 'building consensus.' Ask students to share which method they used and mark to show which method they used, and mark these as tallies in the appropriate column.

Ask 1-2 students to describe the decision they reached and why they used the method they did.

Explain that today they're going to build on their experience of voting and consensus building to reach a final decision on which issue they will focus on as a group for **yChange**.

Announce the 2 issues being contested based on the tally of individual votes from the last lesson.

Remind students that they've already used voting to narrow down their list to these 2 issues. Today they'll practice consensus building, because both strategies are used in government and community to get things done.



**Think of a recent decision that you reached with another person or group of people.**

1. What did you decide?

2. Explain how you came to that decision.  
Did you vote, build consensus or do something in between?

*(Voting: expressing a choice in the matter such as, casting a ballot.*

*Consensus building: as a group coming to agreement on a solution that everyone accepts)*

3. Why did you choose that method?

## Lesson 3 (Part 1)

### Choosing the issue

## 2 Teacher's instructions

### Main activity – Building consensus on an issue

Explain that the goal of this activity is to act as a team in order to pick a solution that will work for everyone. You want students to champion issues that they care about, but emphasise that the purpose is not to win, but rather to arrive at the best solution for everyone. Explain that they will be using a tool called an Opinion Spectrum to help with this.

Ask students to review the Classroom Constitution and to highlight 3 rules to keep in mind during their discussion today. Ask them to then identify 1 of the 3 rules chosen that will be the most challenging for them to apply during the consensus building exercise and that they would therefore like to be mindful of. Ask them to write this rule down.

Time check! Make sure at the start of this activity to split your remaining class time in half.

#### Explain the directions for the Opinion Spectrum activity:

- Imagine a line running the full length of the room dividing it into two halves.
- Stand at one end of the line if you're very enthusiastic about working on this issue and at the opposite end of the room if you're strongly opposed to working on this issue, or place yourself anywhere in between along the spectrum.
- One by one, every student will be invited to use a conversation prompt to explain their position on the spectrum.
- Explain that students can change their position at any time.
- Ask them to listen closely to their classmates' opinions and propose solutions to barriers that they or others raise to enable the group to reach agreement on the 1 issue that is the most important to the whole group.

You may wish to do a quick practice run with the class beforehand: 'Hungry jacks is better than McDonalds' or 'Cats are better than dogs', with students standing on one side if they strongly agree and on the other side if they strongly disagree.

- If you're concerned about the quieter students in your class being overruled, pass out individual post-it notes and invite them to voice their opinions in that way.
- If the students' conversation isn't arising naturally during spectrum try this facilitation best practice – add objective commentary, and invite students to do the same ('It looks like most people are standing at one end of the room'), or ask students to interpret this ('What do we think that means?')
- If students are sharply divided, ask them to restate the points made by those opposing their top issue to remind them of the need to be responsive to the perspectives of others.
- After a student shares a point, ask if that's something other people have experienced or thought? There may be opportunities to make more objective commentary such as, 'I'm seeing a lot of nodding, so it looks like that's something that a number of other students agree with').

#### Introduce the prompts and reiterate that everyone will be asked to demonstrate their interest using these prompts:

- 'Yes, I am excited about this issue because...'
- 'I can go along with this issue because...'
- 'Here is how I would need to amend this issue to be willing to work on it...'
- 'I am strongly opposed to working on this issue (only offer this option as needed, and offer students who employ it the opportunity to speak privately after class)

Explain that you'll do this activity twice, once with each of the final 2 issues, so that everyone can get a sense of the class' interest and start brainstorming compromises.



## Lesson 3 (Part 1)

### Choosing the issue

Select 1 of the final 2 issues and ask students to stand up and place themselves along the line. Go down the line, asking students to choose their prompt and complete their sentence. Stop occasionally to give students the chance to move places.

Emphasise the importance of being 'solutions-oriented'. If students take issue with a suggestion, push them to propose a change that they would be happy with.

Encourage all students to be listening closely so that if some students find it harder to come up with a proposed alternative, someone else can suggest one. Make sure to write all proposed changes on the board and consider asking the class to update their spots on the line after considering any proposed changes.

After you get a sense of where the class' opinion lies on the first issue, lead a brief reflection on this process: What did we do well? What can we do better? Did we follow the guidelines of our Classroom Constitution? Would anyone like to give a 'shout out' to another student on something they did well during this discussion?

Then have students form a new Opinion Spectrum activity around the class' other top issue.

Repeat the entire process.

Once the general opinion of both topics has been assessed, ask the whole group to take their seats, and lead students in a discussion:

- Which topic do you feel we've gained the most consensus on?
- What additional changes could we add to either topic that would make it more appealing to everyone in the class?

#### Helping the class achieve consensus:

Below are 3 possible outcomes to the Opinion Spectrum activity with some advice on how to move forward with each.

- 1 Consensus was reached on 1 and not the other – Great! Your class has decided its focus issue and you can move forward.
- 2 Consensus was reached on both issues – This is great too! Compare the two lines and choose the issue that had the most excitement behind it (most students were standing toward the 'Yes, I am excited about this issue' side).
- 3 Consensus was not reached on either issue – Zoom in on the issue that was closest to achieving consensus and lead a discussion.

Call on students who were not okay to move forward with the idea to discuss any additional amendments that might persuade them.

After some discussion use the 'Fist to Five' method where five fingers held up = completely happy and no fingers (a fist) = not at all happy. See if consensus can be reached with 3 fingers or above being held up by everyone. Call on those who are still holding up 1 or 2 fingers to discuss their concerns and see if they can be persuaded by the group.

Consider combining the 2 issues in some way (eg Transport and Homelessness = Affordable public transport passes for people living homeless)

Remind students that they should consider moving forward even if they are just 'okay' with the idea and not terribly excited. There will be other opportunities for them to get engaged such as when the class gets into action mode.

## Lesson 3 (Part 1)

### Choosing the issue

## 3 Teacher's instructions

### Main activity – Review and reflect

---

Congratulate students on the difficult work of consensus building that they accomplished today. Inform them that now they know their issue, in the next classes they're going to be researching and learning more about that issue, so they can develop a plan of action - and start doing something about it.

Ask students to answer the following questions:

- How did you feel about how your class arrived at this decision?
- If you were to repeat the activity, what would you do differently?
- How can you use this consensus building process in your own life?
- Name 1 thing you are excited about working on around the issue identified?

Collect the responses by asking a student to record and hand them to you at the end of the lesson.



# Lesson Four

## Lesson 4 (Part 2)

### Analyse causes

#### Structure

- 1 **Introduction** – What are systemic issues?
- 2 **Main Activity** – Understanding what causes community issues and the role of Government
- 3 **Preparing for the next phase** – Research preparation

#### Learning Objectives

Students will learn about the individual and systemic root causes of community issues by analysing their own issue. They will learn about the basic structures and functions of government, and how everyday people can affect government decisions. By the end of this lesson, students will have distinguished between the root causes of individual and systemic community issues.

#### Materials Needed

- Student Activity Sheets *Understanding what causes community issues* (x2), *The role of government* (x3)
- Answer Sheets *The role of government* (x2)
- Laptop and projector to display video (with speakers, if needed)
- Laptops/tablets for students

#### Preparation

- 1 Print enough Student Activity Sheets to provide one to each student.
- 2 Download the following video on a laptop, or confirm that you can access YouTube in the classroom: **yChange Root Cause Video**: <https://youtu.be/egJSzA5XTgA>
- 3 Review Student Activity Sheet *The role of government (from bills to law)* and ensure you are comfortable describing the process to students.
- 4 **In Lesson 6 students will ideally hear from an expert or guest speaker related to the issue they have chosen to focus on. Reach out now to invite a guest speaker and schedule his/her visit to the class.**

## 1 Teacher's instructions

### Introduction – What are systemic issues?

Explain that today we'll begin by watching a short video presented by Kristen Lucas, Communications Director for UN Youth SA and that as they watch the video, students should listen carefully for what they believe Kristen's main point is.

Play the video.

Ask students to pair/share by turning and talking to a partner about Kristen's main point. Do they agree with her? Why or why not? After a minute of pair/share, solicit 1-2 ideas from volunteers about what they think Kristen's main point is. (Her main point = There is a difference between individual issues and systemic issues. Although a systemic issue might live outside

your own responsibility it will have an impact on you. You can have an influence on how systemic issues are addressed by understanding their root cause and then determining what could be done to make a difference to the whole system, communicating this to government through actions that you take.)

Explain that wherever there is a systemic issue there will always be government forces at work - even the issue that they have chosen to focus on. Let's talk about how those government forces operate - and how you can influence them to focus their actions on our chosen issue! Today, we're going to learn more about root causes and actions.

## Lesson 4 (Part 2)

### Analyse Causes

## 2 Teacher's instructions

### Main activity – Understanding what causes community issues

Explain that what Kristen is talking about in the video is the need to focus on the underlying reasons as to why a problem may exist - and that these reasons are called the root cause or causes of the issue. Ask students to look at their first *Understanding what causes community issues Student Activity Sheet* and to follow along as the different types of 'root causes' are discussed.

Explain that there are 2 kinds of root causes:

First, an issue can exist because a person has failed to do something. People can take individual responsibility to prevent issues. These are called individual root causes. For example, a student who isn't going to University because they didn't study and failed their exams.

Second, every person exists within a larger community in which systems can either prevent an issue from happening or contribute to the problem. These are called systemic root causes. For example, a student who isn't going to University because University fees are too expensive.

Often, systemic root causes can be thought of as the following:

- There is a **lack** of something.
- There is **not enough** of something.
- There is **too much/many** of something.
- Something needs to be **better in quality**.
- Something is **unequal**.

Ask students to look at the root tree example on the *Understanding what causes community issues Student Activity Sheet* which offers some possible root causes for the issue of a student always being late to school. Ask students to read through the root causes with a partner and then discuss which of them can be controlled by and individual and by the individual and which need to be controlled by systems.

Examples: (only provide these if students do not come up with their own answers)

#### Issue: A Student is always late to school

Individual Root Causes:

- They forget to set their alarm.
- They always stay up too late watching TV.

Systemic Root Causes:

- There is a lack of public transport in their neighbourhood.
- There are not enough buses on their bus route.
- School start-time is too early for people their age with latest research suggesting teenagers actually need more sleep.
- There's a lot of traffic in the area and not many parking spaces near the school.

Bring the class back together.

Ask students to share which root causes they thought were individual. Congratulate them on finding the 2 individual root causes and ask them to circle these on their *Student Activity Sheet*.

Now ask them to star the remaining 3 root causes. These are systemic root causes. These are the kind of root causes we really care about in **yChange**, because they give us the opportunity to work with decision makers to address them!

Ask students to now turn to the larger blank Root Cause Tree and write the issue that the whole group chose to focus on in the blank box on the tree. Next, invite students to spend 3 minutes brainstorming with a partner some possible root causes of their issue.

Have them write their ideas for root causes next to the roots of the tree. They can be individual or systemic root causes. Explain that there are no wrong answers and that they will be doing more on the root causes of the issue over the next few lessons.

When time is up invite 2 - 3 students to share their responses with the class. Write their suggestions for individual and systemic root causes on the board and ask:

- Which of the root causes listed are caused by an individual? Circle these.
- Which are caused by systems? Star these.

Make the point that it through **yChange** we'll be focused on working with government to address the systemic root causes of the issue we've chosen to focus on. Exploring these systemic issues and learning about others will be the focus of the next few classes as we begin our research phase.

But before we do that, let's look at what government has the power to do - and how a systemic issue can be addressed.

# Student Activity Sheet

## Understanding what causes community issues



### Root Cause

The main reason why a problem exists

### Individual Root Causes

Personal choices made by people that contribute to a problem

#### Examples

- He isn't going to University because he doesn't study, and he has bad grades.
- She's sick because she's unhealthy and doesn't exercise.
- They have asthma because they never clean their house.

### Systemic Root Causes

External systems that affect people and contribute to a problem. These might be:

- There is a lack of something.
- There is not enough of something.
- There is too much/many of something.
- Something needs to be of a better quality.
- Something is unequal.

#### Examples

- He isn't going to University because University tuition is too expensive.
- She's sick because she can't afford to see a doctor.
- They have asthma because a factory in their town causes air pollution.

Example issue:

**A student is always late to class**

1 Which root causes can an **individual control**? Circle these.

●  
There are not enough buses on her route

●  
School starts too early for teenagers her age who need more sleep

●  
She stays up too late watching TV

●  
There's a lot of traffic in the area and not many parking spaces near the school.

2 Which are caused by **systems**? These could be 'systemic root causes.' Star these.

●  
She forgets to set the alarm

●  
There is a lack of public transport in her neighbourhood



## Lesson 4 (Part 2)

### Analyse causes

## 2 Teacher's instructions

### Main activity – The role of government

So, what does government have the power to do?  
And how can we influence what government does?  
Invite students to look at their *Role of government Student Activity Sheet* and review the graphic shown.

Ask a student to remind the class of what the Parliament does (creates laws). Explain to students there is a Parliament at the federal, state and territory levels. At the federal level, the Parliament has two houses—the Senate and House of Representatives. At the state level, the South Australian Parliament also has two houses – the Legislative Council and House of Assembly.

Walk students through the graphic and ask students to read out different parts, ensuring they understand it.

Tell students that, most importantly, everyday people can make their voices heard and influence government action.

#### The two most important ways we can impact legislature is to:

- 1 Introduce a new bill
- 2 Be 'for' or 'against' a new bill

Let students know that they'll be turning their attention to the other arm of government that impacts on what happens once laws are made. If Parliament is the part of government that makes the laws, then what part of government carries out the laws and puts services in place? (The Executive).

Explain that the Executive consists of two parts - the Executive Council and The Cabinet. At the federal level the Executive Council consists of the Governor General, Prime Minister and his Cabinet. The Cabinet is made up of the Ministers (Ministers of the Crown) who are appointed by the Governor General on the advice of the Prime Minister. The Prime Minister appoints Ministers to the various portfolios over which the government has

responsibility and can periodically rotate or change the composition of The Cabinet to 'refresh' the government following a Minister's retirement or resignation. State and Territory Parliaments also have Executive and Cabinet levels.

Acknowledge that when people think about the executive government, they often only think about the leaders at each level. At the federal level, the leader of the executive government is the Governor-General (who acts on behalf of the Queen) but most actions are executed by the Prime Minister. Ask students to name the title and/or names of the leaders at the State and Territory levels ie Governors and Premiers Chief Ministers. Record their names under Who is part of the Executive on their *Role of government Students Activity Sheet*.

In addition to the leaders of the Executive, a lot of people work in different government departments. Ask students to name one government department they know of or have interacted with before (ex: SA Health, SA Police).

Ask a student to read the answer to question 2 on the *Role of government (Executive) Answer Sheet*.

Explain that there are many opportunities for us to have an impact on what the Executive level of government is doing. There are two main actions that can impact the Executive that we might choose for our project. Ask a student to read these aloud from question 3 on the Answer Sheet - What can citizens ask for that can impact the process?

- You can ask for services or budgets to be used differently
- You can ask a department to strengthen youth voice in departments or services



---

Explain that if we change what departments are doing to help address our focus issue, we can get involved at any stage of the process—either by advocating to change how they're spending the money they have right now, or by making our voices heard so that they decide to spend department budgets differently in the future.

If we want to ensure youth voice is included in decision making we could make an impact by suggesting ways in which departments could deliver their services to young people differently, rather than getting involved in the budget process.

Remind students that there are three elements to Australia's Government. Ask students to identify which branch of government hasn't been talked about yet (Judiciary). Share that people most commonly interact with the judicial arm through lawsuits, which can take a lot of time and money. For our **yChange** project, we will set a goal that sits with either the State Parliament, Local Government (Councils), or within the local community.

### **3** **Teacher's instructions**

## **Preparing for the next phase — Research preparation**

---

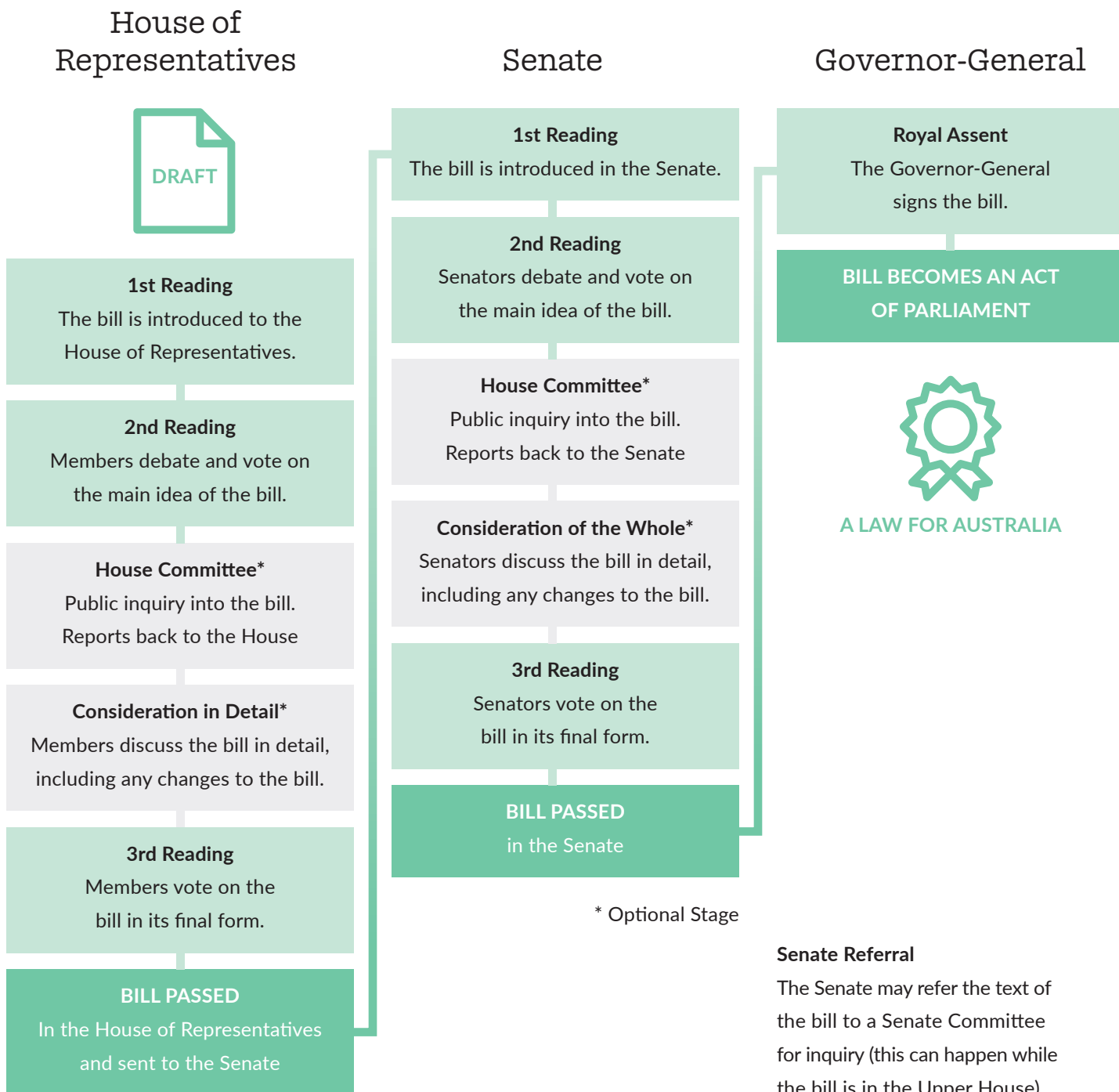
Tell students that in the next lesson they'll begin developing research on their focus issue and apply the concepts they've learned to sample yChange projects. They're now going to warm up for that research by trying to find as many examples as possible of civic action in their community.

Break the class in to small teams of 4-5 and assign them either Parliament, Executive, Legislative or Local Council. In teams, tell them that they have a few minutes to find a news article that shows how each government works – with extra points for teams that find examples of outsiders working with Executive, Legislative or Local Council.

Use a timer and once time is up, ask each team to quickly present on what they found.



**Commonwealth Parliament of Australia**



1. Australia has a parliamentary system of government.

2. What does Parliament do?

Creates and carries out laws and provides services to citizens.



## The Legislative Power

1. **What** are the federal and state legislative power structures of Parliament?

2. **How** does legislation get made?

3. **What** types of 'asks' can impact this process?

## **The Legislative Power**

### 1. **What** are the federal and state legislative power structures of Parliament?

In Australia's Commonwealth Parliament, legislative power rests with the House of Representatives (Lower House) and the Senate (Upper House). In South Australia's State Parliament, legislative power rests with the House of Assembly (Lower House) and Legislative Council (Upper House).

So, legislators are people elected to represent you in Parliament and make laws. Examples: Senators and MPs at Federal level and just MPs at state level.

### 2. **How** does legislation get made?

Legislators, who consist of Senators and Members of Parliament (MPs) at the Federal level and Members of Parliament at the State level, are elected to represent you and make laws relating to those matters over which the Parliament they are elected to, has responsibility.

### 3. **What** types of 'asks' can impact this process?

- |   |   |  |
|---|---|--|
| – You can advocate to introduce a new bill and/or | <b>Other 'asks' could be to:</b>                          | – Stop a current bill from becoming law      |
| – You can advocate FOR or AGAINST a bill          | – Introduce a bill that would copy one from another state | – Support a bill to become law               |
|   | – Change the language of a current bill                   | – Reintroduce a bill that hasn't been passed |
|   |   | – Introduce a completely new bill            |



## The Executive Power

1. **Who** is part of South Australia's Executive?

2. **How** does the Executive work?

3. **What** can citizens ask for that can impact this process?

## The Executive Power

### 1. Who is part of South Australia's Executive?

The Executive is composed of two linked groups - the Executive Council and the Cabinet.

- A **The Executive Council** consists of the Governor, the Premier and the Cabinet. This group is responsible for the legal confirmation of government legislation and acts on the advice of the Cabinet and gives legal authority to such things as proclamations and regulations under the Acts authorised by Parliament.
- B **The Cabinet** is the group of government ministers who together make final government decisions about policy and legislation. We usually think of the Cabinet as the real Executive as it is the main source for the legislation passed by Parliament, has the final say on government policy from government departments and decides on government spending and income (the Budget).

As of March 2020, there were 28 government departments and agencies listed on sa.gov.au:

- |  |   |   |
|--|---|---|
| - Attorney-General's Department (includes Forensic Science SA) | - Department for Environment and Water  | - Department of Planning, Transport and Infrastructure                    |
| - Auditor-General's Department                                 | - Environment Protection Authority (EPA) - 'independent statutory authority within the Environment and Water Portfolio' | - Department of the Premier and Cabinet                                   |
| - Department for Child Protection                              | - Department for Energy and Mining  | - Primary Industries and Regions SA (PIRSA), formerly Department of PIRSA |
| - Department for Correctional Services                         | - Green Industries SA   | - Department for Trade and Investment                                     |
| - Country Fire Service (CFS)                                   | - Department for Health and Wellbeing   | - Department of Treasury and Finance                                      |
| - Courts Administration Authority (CAA)                        | - SA Housing Authority  | - SAFECOM   |
| - Defence SA   | - Department of Human Services  | - South Australia Police  |
| - TAFE SA  | - Department for Innovation and Skills  | - State Emergency Service   |
| - South Australian Tourism Commission                          | - South Australian Metropolitan Fire Service  |   |
| - Department for Education                                     |   |   |
| - Electoral Commission of South Australia                      |   |   |

### 2. How does the Executive work?

- Every SA Government department requests how much funding they want in the State's Annual Budget
- The Premier (and Treasurer) create the Annual Budget and send it to Parliament
- Parliament discusses, changes and approves the budget
- State departments receive funding to deliver services and carry out laws according to the approved allocations.

### 3. What can citizens ask for that can impact this process?

- You can ask for services or budgets to be used differently
- You can ask for youth voice to be strengthened in department decision-making

#### Other 'asks' could be:

- |  |   |
|--|---|
| - Make certain information more accessible to public | - Include young people in decision making     |
| - Expand or create funding for a program             | - Expand upon or create funding for a program |
| - Change how staff time is spent                     |   |



# Lesson Five

## Lesson 5 (Part 2)

### Getting started on research

<b>Structure</b>	<ol style="list-style-type: none"><li>1 <b>Introduction</b> – Who’s in our community?</li><li>2 <b>Main Activity</b> – Researching in teams</li><li>3 <b>Preparing for the next phase</b> – Reviewing team progress</li></ol>
<b>Learning Objectives</b>	Students will be introduced to research principles. They will begin working in teams to delve into the issue – what is currently being done and what needs to happen to address their issue. Students will have learnt about community helpers, the different ways you can conduct research and have been delegated into research teams.
<b>Materials Needed</b>	<ul style="list-style-type: none"><li>– Student Activity Sheets <i>Research tasks</i> (x2)</li><li>– Laptops/tablets for students to research on</li><li>– Research prompts</li></ul>
<b>Preparation</b>	<ol style="list-style-type: none"><li>1 Print enough Student Activity Sheets to provide one to each student.</li><li>2 Ensure students have access to the Internet – or provide them with newspapers/articles/books to read in place of online resources</li><li>3 Assign ‘research teams’ with around 4-6 students in each team</li><li>4 <b>Lesson 6 will be a class dedicated to hearing from an expert or guest speaker related to your focus issue. You should reach out NOW to invite a guest speaker and schedule his/her visit to the class.</b></li></ol>

## 1 Teacher’s instructions

### Introduction – Who’s in our community?

Display and ask students to consider the following scenario, giving them 1 minute to reflect quietly:

*Imagine you’re sick on the day of an exam and your teacher has a strict policy that no one can take exams late. There is no way you can go to school, but you don’t want to fail the exam automatically. Who would you contact? What would you ask them to do to help you?’*

Invite 2-3 students to share their responses, and record the running list of names of people/groups and ‘asks’ for each on the board. (Examples: My teacher to make an exception to her rule, my parent to call the school, the principal to intervene, my doctor to write a sick note...)

**Ask students:**

- *Who gets to decide whether you’ll be allowed to make up the exam? (Circle ‘Teacher’ on the board when a student responds correctly).*
- *Why would it be important to talk to all of these other people? Who would have the most power to influence your teacher? (Draw arrows from each of the other people/groups to the circled ‘Teacher’).*

Explain that when taking action to solve a community issue it’s important to always engage both a decision maker (in this case, the teacher) and several people who can help influence our decision maker (in this case, the principal, doctor, parents, etc).

Ask students to investigate other community helpers and decision makers. *Who and what organisations help in the community? Who makes decisions in our community? What do they do? How do they make decisions? These community helpers or decision makers can be actors outside of government.*

**On a piece of paper, instruct students to divide their page into 5 even sections:**

- Federal
- State
- Local
- Non-Government
- Service Organisations

Ask them to think about what fits into each – they can use technology if they need help.

**Prompt:** Government Departments, Police, Doctors, Nurses, MPs, Red Cross etc.



## Lesson 5 (Part 2)

### Getting started on research

## 2 Teacher's instructions

### Main activity – Researching in teams

Ask students to stand up at their desks and listen to the following statements. If they agree with the statement, they should remain standing. If they disagree, they should sit down:

- I have done research before
- I think research is boring
- I think talking to people is research
- You need to do research in University
- You need to do research in all jobs

Explain that the research they will do in **yChange** is a kind of research that involves engaging with the community. By looking at news articles we learn more about the problem from those who are being directly affected by it. Explain that the media plays an important role in Australia's democracy and makes people aware of various kinds of information in the form of news across local, state, national and global arenas. This research allows us to gain a better understanding of how our focus issue could best be addressed.

Explain that to do **yChange** research, students will be working in small teams over the next few lessons, with each team undertaking one of four different types of research:

- 1 **Parliamentary Team:** This team will be calling (local/state) representatives (people who make laws), to learn more about what's being done on our issue, and whether there is any legislation being introduced that might help address it. Today the team will be learning about their representative (legislator) and preparing an email script so that they are ready to send emails during the next class.
- 2 **Community Expert Team:** This team will be calling community experts who already know a lot about our issue, asking for their advice and ideas as to why they think the issue is happening and including how they would suggest we might work to resolve it. Today the team will be learning about their expert and preparing a 'call script', so that they are ready to make their call during the next class.
- 3 **Community Survey Team:** This team will be designing and conducting a community survey, to hear from community members about our issue and collecting their ideas on how to resolve it. Today they will be designing their survey, and between today and next class, they will conduct the survey with students and members of the community.

- 4 **Research Articles Team(s):** Up to 3 teams will be looking at articles to find new information about our issue, its root causes, potential goals, and decision makers involved. Today they will be looking over and annotating their first article then discussing it as a group.

**Tell students that regardless of which team they are in, they will be looking for 4 specific kinds of information in their research:**

- **What** is happening with our issue? Data and anecdotes about our focus issue.
- **Why** is our issue happening? Evidence of systemic causes of our issue.
- **How** could our issue be helped or solved? Potential goals.
- **Who** is involved in this issue? Decision makers who may help us with the proposed goals.

**Explain that in just a moment, you'll be announcing who is in which team. Before announcing teams, explain that once they move into their groups they will need to do three things right away:**

- Review the Classroom Constitution and decide which norms their team will prioritise in working together.
- Review research tasks and assign roles.
- Get started on the first task!

Explain that you will come by each group to answer questions and give more specific directions. Invite students to raise their hands if they have any immediate questions before they get into their assigned teams.

Display - or read aloud - the names assigned to each team and point out where you want each team to work in the classroom. Invite students to sit together, and to turn their desks to face one another.

Move around the classroom to check-in with each team and offer more guidance, ensuring students understand what they're meant to be doing and what they need to have achieved by the end of the lesson.



## Parliamentary Team

Purpose: This team will make calls to our elected representatives with the goal of finding out if the relevant Member of Parliament is currently working on solutions, including any bills or initiatives that relate to our class focus issue.

Task	Who will do it?	Completed
Review the names and titles of your local or state representatives.		
Ensure that you have the contact information for the official(s) and discuss with your teacher whether you can email them.		
Read the biographies of your legislator(s) and share the key information with your teammates.		
Develop your email script by researching 'professional email templates'.		
Develop a plan with your teacher for how you will send a follow-up email.		
Practice a phone script 2+ times and receive feedback from your group members each time.		
Research about your local representatives on whether they have done any work in this area before.		
Complete any follow-up needed from the email, including follow up emails (or a thank you email).		

## Community Experts Team

Purpose: This team will contact experts on our focus issue. The goal is for us to find out if they have any information related to (1) the impact this issue is having on our community (2) the reason, or systemic root cause of this issue in our community, (3) possible work they are already doing that we could help them with, or other goals they think we should work on, and (4) if they know of any other people we should reach out to, or who have decision making power related to our issue.

Task	Who will do it?	Completed
Review the names and job titles of local Expert(s).		
Ensure that you have the contact information for the experts and discuss with your teacher how you will contact them.		
Read the biographies of your experts and share the key information with your teammates.		
Develop your email script by researching 'how to write a professional email'.		
Develop a plan with your teacher for how you will send a follow-up email.		
Practice the script 2+ times and receive feedback from your group members each time.		
Send emails and record notes.		
Complete any follow-up needed from the emails, including follow-up emails (or a thank you email).		



## Community Survey Team

Purpose: This team will conduct a community survey of people in our community who are affected by and/or have knowledge about our issue. We will be determining who we will be surveying, designing our survey questions, conducting the survey and compiling the results to share with our class.

Task	Who will do it?	Completed
Discuss and decide who you will be surveying.		
Select or design from scratch 3-7 questions you would like to ask in your survey.		
Decide as a group on the method you will use to collect and record this data: in-person or online.		
Review the survey questions and collection method with your teacher to receive final approval.		
Each group member will conduct the survey with a minimum of 10 individuals by next class. Ensure that each group member has the survey recorded in their notebooks so they can conduct it as agreed before next class.		
(Before the next lesson) Compile the results of your surveys in a central location and total the results.		
(Before the next lesson) Write out the main results or findings you see from the surveys that you conducted.		

## Research Articles Team

Purpose: This team will be undertaking research on our focus issue and compiling important information for our class to use. This team is specifically looking for the following type of information in research articles: (1) the impact this issue is having on our community, (2) the reason, or systemic root cause of this issue in our community, (3) possible areas already being worked on that we could help with, and (4) any other people we could reach out to, or who have decision making power related to our issue.

Task	Who will do it?	Completed
Decide on a method you will use to read articles. Will you read aloud or silently? Will you take notes as you go?		
Read the first article and take notes or underline important information.		
Facilitate each researcher sharing their notes with the full team.		
Decide as a group the plan for the day and how many articles you will aim to read as a group during class.		
Lead a discussion to decide as a group if there is any other research your team should find before next class to further the learning about the focus issue.		
Research your local representatives to find out whether you can find any articles about work they've done in this area before.		
Compile all the research and collect the most important information for the class.		

## Lesson 5 (Part 2)

### Getting started on research

# 3 Teacher's instructions

## Preparing for the next phase – Reviewing team progress

---

Five minutes before the end of the lesson, ask teams to stop working and turn their attention back towards you. Congratulate students on some of the great things you observed them working on today, sharing individual team successes that you've observed with the rest of the class.

Ask teams to do a reflection. As a group, students should spend a few minutes discussing (and if there is time, writing down) their answers to the following:

- What things have they accomplished as a research team?
- What new things have they learned from their research?
- What questions do they still have about our focus issue and how they'll work to address it?

Ask a student from each team to share their group's response with the class.

#### **If time, and if your guest speaker has been confirmed for Lesson 6:**

Explain that next lesson, students will be hearing from a guest speaker, who will be able to share even more about our focus issue and answer any questions we may still have about how we can take action to resolve it.

Describe who the guest expert speaker is, what they or their organisation does, and any other details you think students should know about them in advance.

Encourage students to think about any additional questions they might have for the guest speaker and to record them on a piece of paper with their name on it. Collect these at the end of the lesson and select some questions in preparation for the next lesson.

Before leaving class, remind students to tuck any other printouts they used today into their notebooks for safekeeping.



# Lesson Six

## Lesson 6 (Part 2)

### Developing research

#### Structure

- 1 **Introduction** – Research teams
- 2 **Main Activity** – Guest Speaker
- 3 **Preparing for the next phase** – Reviewing team progress

#### Learning Objectives

In this lesson, students will host a guest speaker to learn more about the background and current situations relating to their focus issue. Students will continue to conduct research to explore their issue in more depth. By the end of the lesson, students will have completed their research and begun to plot connected themes and consider possible actions. All research undertaken will have been recorded for students to refer to later. By the end of this lesson, students will have interviewed an expert and been able to have some questions on their focus issue answered, established the key causes and impacts of it and determined who the key decision makers involved are.

#### Materials Needed

- Laptop and projector to display video (with speakers, if needed)
- Brief biography of speaker
- Thank you card

#### Preparation

- 1 Invite your guest to class and confirm their attendance (see: 'Guest Speaker Invitation Template' at the end of this lesson).
- 2 At least 24 hours in advance of the visit, send the guest the logistical details providing them with the information about what the class is doing. Include the school's address and entry procedures as well as who will be meeting them where, and at what time. Ask them if they have a presentation they would like to make and what equipment might be needed if any.
- 3 Assign 1-2 students to meet the guest at the front of the building to escort them to the classroom.
- 4 Make sure to inform your school leadership and reception about the guest's visit
- 5 Write up a brief biography of your visitor and their organisation.

## Lesson 6 (Part 2)

### Developing research

# 1 Teacher's instructions

## Introduction – Research teams

---

Let students know that today they can begin the lesson by finishing the research work they began in the previous lesson. Remind them that a guest speaker will be arriving soon and that they should have their questions ready. Ask those who wrote down questions last time to be ready to ask them when the time comes.

As they begin, move around the classroom to check-in individually with each team and provide more context or instructions as needed, ensuring all students are on task.

#### Parliamentary Team:

- Students should have spent last class learning more about the representative they will be contacting and reviewing their biography and contact information.
- Ask this team what they learned about their Legislator and ask to see a copy of their draft emails so you can approve them for sending.

#### Research Articles Teams:

- Students should have finished reading and analysing their first article during class, noting down the information they learned.
- Ask to review students' notes, to see if they missed any key information.
- Provide the team with the second print article for analysis or invite the team to spend this lesson doing some independent online research to find and read relevant local news articles about their issue.
- Remind them that articles should tell them something about their focus issue (facts, stats, stories), the root cause (why it is happening), a potential action they could use to address the issue and decision makers who may already be involved in the issue.

#### Community Experts Team:

- Students should have spent last class learning more about the expert(s) they will be emailing and reviewing their biography and contact information, including details about the organisation or agency they work for.

- Ask this team what they learned about the expert(s), and ask to see a copy of their draft emails so you can approve them for sending.

#### Community Survey Team:

- Students should have designed their survey during the last lesson and collected responses before this class.
- Ask to see the survey responses gathered (they may be written on notebook paper, or collected online, depending on how students decided to format the survey).
- Remind the teams they need to compile all the individual team data in one place and then total the overall results.
- The teams should then record their main findings from the survey. (Did people strongly agree or strongly disagree that our focus issue is a problem in our community? What were the most interesting stories people shared about our focus issue? What were some of the causes suggested by people who took the survey, etc.)

Continue circulating the room to check-in on work being done and to answer any questions. Teams tasked with emailing may need guidance in drafting follow-up emails if they were unable to reach someone. Once these have been drafted and approved they may need an adult to send the email/s on their behalf if the student school email account has been blocked from sending and receiving replies from external emails as sometimes happens.

Once your timer goes off, give students a 5 minute warning to wrap up their research work (and set another timer for 5 minutes). At that point, they should begin recording notes about what they've learnt.

If you have been unable to get a guest speaker for this lesson, you can simply instruct students to continue their research throughout the lesson.

## Lesson 6 (Part 2)

### Developing research

## 2 Teacher's instructions

### Main activity – Guest speaker

---

Nominate a student to welcome the guest speaker to the class. Give the guest space to share their perspective on the issue the class has chosen to focus on and work through student questions.

Facilitate the conversation if students are hesitant to ask their questions, and make sure students are taking notes.

Ask students to thank their guest and lead in a round of applause. Invite a student (or a team) to write a thank you card, showing their appreciation by referencing 1 thing that they learned or were interested in during the guest's visit. Ask all students to sign the thank you card during the next class.

Write or email your visitor a thank you note (template provided on page 89 within the **How to Approach Action Lessons** section of the Handbook) and offer to post the students' thank you card on their behalf.

## 3 Teacher's instructions

### Preparing for the next phase – Reviewing team progress

---

In their research teams, instruct students to review the tasks listed as well as their responses to the reflection exercise they completed in the last lesson. Once teams have reviewed their tasks, ask students to turn their attention toward you.

Invite each team to briefly share what they have accomplished and what they've found out so far, including any gaps or unknowns they're still to complete as part of their research - this might be something they work on later. Give teams a thumbs up as they provide their verbal report confirming that they are on track.

Explain that in the next lesson each team will be compiling their research and exploring possible goals for their **yChange** Action Plan!





# Lesson Seven

## Lesson 7 (Part 3)

### Setting a goal for our action

- |                  |  |
|------------------|--|
| <b>Structure</b> | <ol style="list-style-type: none"><li>1 <b>Introduction</b> – Synthesising research</li><li>2 <b>Main Activity</b> – Choosing a goal for action</li><li>3 <b>Preparing for the next phase</b> – Brainstorm decision makers</li></ol> |
|------------------|--|

<b>Learning Objectives</b>	In this lesson, students will work together to compile their research, synthesise the results, and agree on a goal for their project. By the end of this lesson, students will have collaborated with their research teams to present findings and recommendations to the class and identify the most actionable information with which to develop their project action plan.
----------------------------	---

- |                         |  |
|-------------------------|--|
| <b>Materials Needed</b> | <ul style="list-style-type: none"><li>– Post-it notes (4-10 per group of 4)</li><li>– 3 pieces of A3 or A2 paper</li></ul> |
|-------------------------|--|

- |                    |  |
|--------------------|--|
| <b>Preparation</b> | <ol style="list-style-type: none"><li>1 Write 'Issue,' 'Cause,' and 'Goal' on the 3 different A3 or A2 poster paper placed around the room.</li><li>2 Draw a chart on the board to record the class's possible goals. See 'Action Research Share Outs' section of this lesson plan for a visual.</li><li>3 Bring Post-It notes and 3 pieces of A3 or A2 paper.</li></ol> |
|--------------------|--|

## 1 Teacher's Instructions

### Introduction – Synthesizing research

Explain that today we are going to try to synthesize all our research to determine a goal for our project. Instruct students to get into their research teams to consolidate their notes before sharing with the rest of the class.

**Direct students' attention to the 3 posters placed around the room with the titles:**

- 1 Issue - What is the problem?
- 2 Cause - Why is it a problem?
- 3 Goal - What can be done to do address it?

Explain that today students will spend time going over all their research and determining which pieces of information will be the most helpful in identifying an action.

Before students get into their teams, remind them that they will be looking over their research notes to identify at least 1-2 facts, statistics, etc. for each of the 3 categories – Issue, Cause, and Goal.

Explain that each team will be given post-it notes on which they can write their facts and statistics and that eventually these will be posted on to the posters around the classroom.

Ask students to get into their teams and begin narrowing down their best research notes and transferring this key information onto the post-it notes provided.

While students are working, circulate amongst the various teams to ensure students understand they need to record the most relevant and useful information. After students have been working for a couple of minutes, pause everyone and have a team who you've seen do a really good job share one of their post-it note summaries as an example.

## Lesson 7 (Part 3)

### Setting a goal for our action

## 2 Teacher's instructions

### Main activity – Choosing a goal for action

Invite each team to nominate a representative to put their post-it notes on the posters hanging up around the room with the headings: Issue, Cause and Goal. Allow 2-3 minutes for this.

Once this task has been completed by all teams, ask all teams to grab a pen, standup and walk around the room reading each poster to learn what other groups found out in their research. Allow five minutes for this and then ask them to review what they've learned and make an (anonymous) checkmark/tick against the goal they personally would be most interested to achieve as part of their yChange class project

Remind students that they'll ultimately be choosing 1 goal to work on achieving as a whole class.

After students have viewed all the options on the posters and put a check mark next to their favourite goal (1 checkmark per student), have them return to their seats and explain that now we will need 2 students to share the research they've specifically gathered from the Cause and Goals posters.

Ask the first student to go to the Cause poster and share what's been recorded. Encourage students to listen and keep these causes in mind as we shift to goals here in a moment. Remind students that we want to ensure the goal we choose is addressing one of these root causes.

Ask for the second student to go to the Goals poster and cross out any post-it note goals that had only a few or no check marks beside them. Have the student share the remaining goal ideas, along with the number of checkmarks it received.

As the volunteer shares out, record the top 4 goals (those with the most check marks) on the chart drawn on the board (see example below), completing the first 2 columns. Ask students to turn to their notebooks and fill out a chart that matches the one on the board.

Goal	No. Of Ticks	State/Local?	Individual/Systemic?

Explain that we'll need to narrow this list down to 1 goal so that students can get focused and be strategic. Invite students to add or amend any of the goals written on the board. This should just be a quick check to determine if there are any missing or that need clarification.

Explain to students that in order to choose a goal, we need to first ensure it is achievable at the local level (as opposed to the state or federal level.) We need to check what type of goal it is so that we can target our efforts to ensure it is going to make a change to more than just one individual.

Working through the list of four top goals ask students if this is a local goal (in other words, would this goal require us to work with leaders in local government or a community organisation?). If it is a state or federal goal, ask the student recorder to cross those out.

Finally, have students determine whether a goal is an individual or community goal (in other words, would this goal create practical change or a goal that involves awareness raising or a one-time community event?) If you have extra time, this can be a large class discussion. If not, it's fine to move through this quickly, intervening only if students categorise the goals incorrectly.

## Lesson 7 (Part 3)

### Setting a goal for our action

## 2 Teacher's instructions

### Main activity – Fist-to-five vote

Once all the goals have been quality checked to ensure they are appropriate for this project, explain that it is time to choose just one goal. If any of the goals in the chart turned out to be systemic, or were focused on either federal or state government areas of responsibility, remind students that these can no longer be considered.

Explain to students that now is the time that we come to an agreement on which goal the whole class would like to work on most. Emphasise that the top-rated goal is what they'll be working on achieving as a group, so it should be something that is both meaningful and exciting to them. Ask for a student to serve as a representative in leading the class goal decision.

Have the student read through the goals and ask students to vote on each one by raising their hand. Record the number of votes (hands raised) as a tally to the left of each goal.

The goal with the highest number of votes will now be tested using a 'Fist to Five' activity. Ask the student facilitator to confirm each individual student's buy-in through participation in a fist-to-five vote. This involves each student holding up a full fist if they have zero or no interest in the goals being tested or holding up five fingers if they're ecstatic or very interested in this goal being the one the class sets as their focus issue. The hope is that all three fingers or more will be displayed by all students.

Read the top-voted goal aloud again and ask for every student to hold up their Fist-to-Five ranking. If you feel like most of the class is displaying 3 fingers or higher, the class has officially arrived at their goal. If not, consider doing another vote between the top 2 highest ranked goals. Or consider doing a Fist-to-Five on the second highest ranked goal and see if there is greater consensus on this goal instead.

Circle whichever goal has the most consensus.

### Ask students to record the completed goal sentence below:

We will address the issue of  
..... [focus issue]

by doing the following activities  
..... [goal]

by working with  
..... [decision maker]

## 3 Teacher's instructions

### Preparing for the next phase – Brainstorm decision makers

Congratulate students on reaching consensus and identifying a project goal! Explain that in the next lesson, students will be creating an action plan and thinking about who will help them in their action.

**In their teams, instruct students to:**

- 1 Write the class goal in the centre of the page
- 2 Within their group, review the research and list the people or groups who they think can help the class accomplish the goal they've set.

**Consider:** Who might be the key decision maker? Who are people or groups who can help persuade the decision maker?

As they work, circulate amongst the teams to make sure students are referring to the individuals and organisations identified in their research to brainstorm potential targets. Instruct students to organise these notes well as they will be needed for the next activity.



# Lesson Eight

## Lesson 8 (Part 3)

### Developing a civics action plan

<b>Structure</b>	<ol style="list-style-type: none"><li>1 <b>Introduction</b> – Creating a power map</li><li>2 <b>Main Activity</b> – Developing the ‘ask’ and possible actions</li><li>3 <b>Preparing for the next phase</b> – Review and reflect</li></ol>
------------------	--

<b>Learning Objectives</b>	In this lesson, students will review decision makers and identify helpers for their project. By the end of this lesson, students will have identified decision makers and helpers for their project, developed asks for each, and planned their types of action for each.
----------------------------	---

<b>Materials Needed</b>	<ul style="list-style-type: none"><li>– Student Activity Sheets <i>Power map</i> and <i>Choosing action types</i></li><li>– Research Prompts</li><li>– Blank paper enough for one sheet per student</li></ul>
-------------------------	---

<b>Preparation</b>	<ol style="list-style-type: none"><li>1 Write the class’s goal (determined at the end of the last lesson) on the board.</li><li>2 Identify potential decision makers and influencers. If you feel students will need more research time to better understand who has power and influence in relation to the focus issue, bring in new articles and resources.</li></ol>
--------------------	---

## 1 Teacher’s instructions

### Introduction – Creating a power map

Instruct students to get into their research teams. Ask a student to kick-off the lesson by reminding the class of their overall goal, written on the board. Beneath the goal, set up space for two column lists titled ‘decision makers’ and ‘influencers.’

Ask a student to come and record the brainstorming ideas under these columns adding the name and organisation of each person suggested.

Invite students to share their ideas around who they think could be the key decision maker for their focus issue. If there is a clear decision maker, move forward to brainstorming ‘influencers’. If the students are uncertain, ask questions to help them to help them identify some possibilities, such as:

- Who has direct control over the outcome of our goal?
- Who works in the arm of government we plan to work with? (Refer students to the ‘The role of government’ graphic from Lesson 4)

Ask students to share their ideas for the people or groups who can influence the decision maker(s) to accomplish our goal.

Remind students that influencers can be a specific person they read about in their research, but that they should also think about the people in their community who are affected by our focus issue and with whom the class may be able to work together to impact the decision maker(s). The scribe should be continuing to add students’ suggestions to the two lists.

You may need to challenge students to think of additional names if they’re having a hard time coming up with ideas, or help them prioritise who can have the most impact if they come up with a lengthy list. Lead a discussion to come to consensus on the most strategic list and identify gaps where more information, and therefore research, is needed.

Once the class has finalised both the decision maker and influencer lists, direct students to add these names to columns A and B of the *Power map Student Activity Sheet*.

Underscore that this is a dynamic list, meaning that their decision makers might change, and that people and groups might come on and off this list as they continue to learn more about their issue.



## Lesson 8 (Part 3)

### Developing a civics action plan

## 2 Teacher's instructions

### Main activity – Developing the 'ask'

Explain that it's not enough to identify people to talk to. It's essential to have a clear request of each person/organisation, often called an 'ask.'

Ask students to listen to the following two conclusions to conversations with a decision maker and identify which conclusion is more likely to result in a positive outcome.

Ask a student to read each conclusion aloud:

- 1 In conclusion, public lighting at bus stops is important for students' safety.
- 2 In conclusion, installation of adequate public lighting at the bus stop located at the front of the school is crucial to children's safety. We ask you to present our request to Council so that a lighting upgrade can be considered.

After students identify the second scenario as more productive, invite them to identify its specific 'ask' (install lighting at bus stop in front of school for children's safety). Then ask why they think it might be important to have a specific 'ask'.

If your students seem to be struggling with the concept of an 'ask', select one of the people from your list and do a think-aloud activity to model how you might come up with a specific 'ask' for that person.

Some examples of specific 'asks' include:

- We ask that you agree to contact the decision maker to urge them to support the goal
- We ask that you agree to publicly pledge your support
- We ask that you agree to write a statement supporting the class' goal
- We ask that you provide additional information or materials that will strengthen our yChange project
- We ask that you agree to exercise the power of your position (eg as a Local Councillor) to support a particular goal (insert goal)

Re-group students according to the number of people/organisations identified and assign one person/organisation to each student group. Challenge them to complete columns C through E on the *Power map Student Activity Sheet* to develop a clear 'ask'. Once they've developed their 'ask' invite a member from each group to write their 'ask' on the board.

Once each decision maker or influencer has an 'ask' next to their name, ask students to progress one by one down the list and together approve each 'ask'. If they can't approve any particular ask as a group, ask them to suggest ways in which the 'ask' could be strengthened. Students should copy the final 'ask' for each decision maker or influencer into column E of their *Power map Student Activity Sheet*.

## 2 Teacher's instructions

### Main activity – Developing actions

Explain that once students have decided on who they want to influence and what they want to ask of them, they must figure out how they're going to do so. Just as they would use different methods to convince their parent versus their teacher to do something, decision makers need to be engaged in different ways too.

Ask students to follow along with the *Choosing action types Student Activity Sheet*. As you describe the three distinct action areas, make the point that achieving a goal requires use of different types of actions, and that plans typically involve a mix of actions to be successful.



## Lesson 8 (Part 3)

### Developing a civics action plan

- **Developing your argument**  
Gathering and organising evidence to strengthen the pitch you make to your decision makers and influencers
- **Raising awareness of your issue**  
Drawing attention to and demonstrating widespread support for your issue
- **Reporting on your findings**  
Presenting to the main individual or organisation/group who can help you accomplish your goal

There are various activities within each action that you can choose to use. Explain to students that there are no right answers, and that the choice of action depends on who they are targeting and what would most motivate them.

Invite students to read the full list of action areas and write down at least two questions for each. Invite questions and encourage students to answer them. Make it clear that regardless of which action they choose, respect is an important component of every activity in which they engage.

**Ask students to note ‘respectful reporting (especially to your decision maker) is successful reporting’.**

Challenge students to think of a recent decision they made after being convinced by someone else. Were any of the 3 action types used to persuade them to make their decision? Which might have been useful?

Invite students to work in pairs to identify five action types they think the class could use. This list should include at least one from each action type. Once they’ve decided on their five, invite them to put a checkmark on the board next to the five they prioritised. Tally the checkmarks and circle the class’ top picks.

Ask students to reflect on their top picks:

- Have they identified at least one action from each action type?
- Which actions are brand new to students and where do they have prior experience?
- Are these actions possible, in terms of the time and resources available?

Make the point that although actions are separated out on the page, they’re very connected with each other. After meeting with a decision maker, you might email a short message of thanks. You might prepare a presentation to be used at both a meeting held with an individual and at a workshop, or for use on a new website.

Invite students to look at their proposed list and identify opportunities where the different research teams might collaborate – is one team creating a resource that another team might want to use? Are any teams planning meetings with people who can help provide information that could support another teams’ actions?

Once the decision makers and actions are selected, have students record them in their notebooks. Ask them to note that as the process moves forward, these may change.

Explain that beginning in the next class, students will be shifting into action mode and starting to do the actions they’ve chosen. Remind them that the work they’ve done today offers a blueprint for their next steps, but that they’ll also be reflecting on and changing their action plan regularly as they find out more information from the decision maker and influencers.

## 3 Teacher’s instructions

### Preparing for the next phase – Review and reflect

Hand out blank sheets of paper to students.  
Ask them to answer the following question:

- Which top actions listed would they be most interested in working on, and why?

Ask students to write their names on the sheet of paper and hand it to you before leaving class. This will help you decide which actions the whole class would like to undertake and how students can be divided into smaller groups to begin putting them into action.



## Develop your argument!



### Compile research

Collect background information on your issue or evidence for your argument



### Collect testimonials or interviews

Explore community members' personal perspectives and document these perspectives to share with decision makers



### Conduct a survey and compile results

Ask groups affected by your issue to share their opinions through taking part in a survey

## Raise awareness of your issue!



### Hold a meeting

Arrange a face-to-face opportunity to persuade your decision maker/influencer to act



### Send an email

Send a persuasive email making your 'ask' to your decision maker/influencer



### Write a letter

Send a persuasive letter making your 'ask' to your decision maker/influencer



### Host a workshop, assembly, or panel

Bring people together to learn more about your issue



### Get support with a petition

Collect signatures from community members who support your argument

## Report on your findings!



### Make a video

Create a video that presents research and stories related to your issue



### Create a presentation

Communicate your research to persuade your target audience



### Write a report

Provide a written summary of your issue and research, your goals and your ask



### Create a data visual or infographic

Design a visually interesting display of relevant data



# Lesson Nine

## Lesson 9 (Part 4)

### Putting the plan into action

<b>Structure</b>	<b>1 Introduction</b> – Effective teamwork <b>2 Main Activity</b> – Action! <b>3 Preparing for the next phase</b> – Review progress
------------------	---

<b>Learning Objectives</b>	In this lesson, students will work together to begin actioning their plan. They explore how to work together as an effective team before working collaboratively in their action teams. By the end of this unit, students will have drafted, edited, published or used materials created to further the class' project and explained changes made to their approach, argument, attitude, or actions in response to new information received.
----------------------------	--

<b>Materials Needed</b>	– Student Activity Sheet <i>Effective teamwork</i> – The <b>How to Approach Action Lessons Guide</b> – Blank paper enough for one sheet per student
-------------------------	---

<b>Preparation</b>	1 Be familiar with the <b>How to Approach Action Lessons Guide</b>
--------------------	--

## 1 Teacher's instructions

### Introduction – Effective teamwork

Divide students into their research teams. Explain that they will be using a **Teamwork Reflection Rubric** to evaluate their personal contributions to their team as well as assessing the team's effectiveness in working together.

- Begin by assessing the team's performance and your own performance in each of the 8 categories listed below:

1 Attitude	5 Problem-Solving
2 Preparation	6 Focus on the Task
3 Contributions	7 Working with Others and
4 Quality of Work	8 Reflection

For each of the 8 categories ask students to tick the statement that best reflects how they worked in a team (the GROUP column) and as individuals (the ME column).

- Based on the scores recorded in their rubric, ask students to answer the **Group and Personal Reflection** questions on the next page.

Make the point that this rubric is not meant to grade students on how 'good' or 'bad' they are at teamwork, but instead help to identify their strengths and weaknesses so they know what to focus on improving. Working well in a group and learning to be part of a team are invaluable lifelong skills.

After students have completed the **Teamwork Reflection Rubric**, invite them to have a group discussion about their self-assessment. Set the timer for the number of minutes students should share their personal reflections on the contributions they've made. Ask them to also comment on what commitment they're going to make next time they're part of a team participating in group work.

Once students have heard from their teammates ask them to discuss their reflections on the performance of the whole team.

Again using a timer, ask representatives from each team to share what commitments they've decided upon as a group. (Prompt: 'In order to improve we will..' or 'How about we....?')



## Using the Teamwork Reflection Rubric on this page and the next, evaluate:

- your team’s effectiveness in working together and
- your personal contributions to your team

Task	Group	Me
<b>Attitude</b>		
Maintains a positive attitude and encourages others.		
Generally maintains a positive attitude.		
At times, attitude may negatively influence other group members.		
Has a negative attitude towards other group members or the project.		
<b>Preparation</b>		
Brings needed materials to class and is always ready to work.		
Almost always brings needed materials to class and is always ready to work.		
Almost always brings needed materials to class, but sometimes needs to focus on getting on with work.		
Often forgets needed materials or is rarely ready to get to work.		
<b>Contributions</b>		
Regularly provides useful ideas when participating in the group and in class discussion.		
A definite leader who puts a lot of effort into contributing.		
Usually provides useful ideas when participating in the group and in class discussion.		
A strong group member who tries hard.		
Sometimes provides useful ideas when participating in the group and in class discussion.		
A satisfactory group member who does what is required.		
Rarely contributes useful ideas when participating in the group and in class discussion. May refuse to participate.		
<b>Quality of Work</b>		
Contributes work of the highest quality.		
Contributes high quality work.		
Contributes work that occasionally needs to be checked or redone by other group members.		
Contributes work that usually needs to be checked or redone by other group members.		



<b>Task</b>	<b>Group</b>	<b>Me</b>
<b>Problem-solving</b>		
Actively looks for and suggests solutions to problems.		
Builds on ideas for solutions that others suggest.		
Does not suggest or build on ideas for solutions, but is willing to try solutions that others suggest.		
Does not try to solve problems or help others solve problems.		
Let's others do the work.		
<b>Focus on the Task</b>		
Consistently stays focused on the task and what needs to be done. Very self-directed.		
Usually focuses on the task and what needs to be done. Other group members can count on this person.		
Sometimes focuses on the task and what needs to be done. Other group members must sometimes remind or nag to keep this person on task.		
Rarely focuses on the task and what needs to be done. Lets others do the work.		
<b>Working with Others</b>		
Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.		
Usually listens to, shares with, and supports the efforts of others. Doesn't create issues in the group.		
Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team player.		
Rarely listens to, shares with, and supports the efforts of others. Is often not a good team player.		
<b>Reflection</b>		
Encourages group to assess and reflect on quality of work and progress towards goals.		
When directed, reflects on quality of work and progress towards goals.		
Needs extra support to reflect on quality of work and progress towards goals.		
Does not reflect on quality of work and progress towards goals.		



## Group Reflection

As a group, review the GROUP ticks you all recorded. Then answer these questions together:

Our team is strongest in the 2 categories of...

We know this because...

Our team has room to grow in the 2 categories of...

To improve, we will...? (List at least 2 things your team is committed to improving.)

## Personal Reflection

Based on your ME ticks, answer these questions about your own contributions to the team:

My 2 greatest strengths when working with this team are...

I know this because...

I have room to grow in the 2 categories of...

To improve my collaboration skills in these categories, I plan to...

## Lesson 9 (Part 4)

### Putting the plan into action

## 2 Teacher's instructions

### Main activity – Action!

---

Students will now begin working in their new action groups to begin actioning their plans. These groupings are based on the preferences students expressed in the last lesson for undertaking particular action types. But before they begin, lead a class brainstorm on what each group is doing. You want to be sure there are no groups doing the same thing.

Refer to the **How to Approach Action Lessons Guide** on the next page to assist students with their actions.

The guide provides an outline of:

- How to develop an argument
- Raise awareness, and
- Report on findings

The number of lessons you devote to actions is up to you. You may choose to do actions over this lesson and the next, or over several more.

*Note: there are two final lessons after this in which students learn how to collate and present their work in their action groups and as part of the whole class.*

## 3 Teacher's instructions

### Preparing for the next phase – Review progress

---

Congratulate students on the difficult work they've completed today actioning their project plans. Inform them that now that they will continue to spend the next few lessons actioning their plan and then report on what they did. Explain at this time too that there are two final lessons after the Action Lessons still to do. In these lessons student groups will prepare a presentation for their part of the project, practice presenting it to their peers and be incorporating feedback they receive.

Over the next two lessons the actions each group have worked on will be combined into 1 presentation and uploaded onto the **yChange Project Showcase**. Ask students to start thinking about how they might best present their information either as a document, chart, video, graphic, etc.

**Ask students to write down their responses to the following on a loose sheet of paper to hand in at the end of the lesson:**

- What is something you individually accomplished today to support your team?
- What will your next steps be individually and as part of your group?





# How to Approach Action Lessons





# How to Approach Action Lessons

## Contents

---

<b>Introduction</b>	92
Templates for teachers .....	93
Seven tips for public speaking .....	94

---

<b>Step 1 – Develop your argument!</b>	95
1 Surveys .....	95
2 Interviews .....	97

---

<b>Step 2 – Raise Awareness of Your Issue!</b>	98
1 Meeting with a decision maker .....	98
2 Letters/emails .....	99

---

<b>Step 3 – Report on Your Findings!</b>	101
1 Write a report .....	101
2 Create a video .....	102

# How to Approach Action Lessons

## Introduction

This is a guide to help you think about ways your students can address a focus issue. These are to help develop actions but not the only ways students might go about addressing the issue.

Students can be creative with their approach. They might want to create a mural showcasing diversity, create a school wide cooking program, work with the Department for Education to ensure every school provides free sanitary items in schools or create a school action group to drive the school to be carbon neutral. There are many ways to support students to put their plans into action – this guide will show you some of these strategies. If plans include students contacting professionals or decision makers in their community, explain the processes required by your school leadership team for this to occur.

In this part, your class may want to apply for a small grant to action your idea or solution. For example, if your problem is period poverty, students may wish to pilot free sanitary items in toilets at your school and inform the school leadership about the impact of the pilot. In doing so, the class can apply for the funds to pay for the sanitary items.

### **Interested in applying for a yChange Action Grant?**

See page 106 for full details.

# How to Approach Action Lessons

## Templates for Teachers

---

### Guest Speaker Invitation Template

Dear Mr. or Ms. NAME,

I am working with yChange ([ychange.com.au](http://ychange.com.au)) a course that teaches young people civic engagement skills so that they can become active and informed citizens.

For the past term, I have been working with a class of Year \_\_\_\_ students at SCHOOL in CITY. These students are working to address the issue of [insert the name of the FOCUS ISSUE in our community] by [insert a description of the ACTION proposed.]

I think that my students would greatly benefit from learning about your and your organisation's work on this topic.

Would you or a colleague be able to visit our class to share your knowledge of work which has been done or is being done on this issue locally?

The class meets at DAYS AND TIMES, and the school is located at ADDRESS.

Please let me know if you are available. I can be reached by email or at PHONE NUMBER. I look forward to hearing from you soon.

[insert signature]

Teacher's NAME  
Title (if applicable)  
Name of School  
Best Contact phone number

---

### Guest Speaker Briefing Guide

Email or call your guest in advance to give them more information about what they can expect in the classroom, including:

- An overview of yChange
- A brief description of your class (subject, year level, size)
- What topic students are interested in and why
- Questions students have already raised about the topic, or suggested outcomes for the conversation
- An agenda for the lesson

---

### Guest Speaker Thank You Template

Dear Mr. or Ms. NAME,

On behalf of my students, I want to thank you for joining our class on DAY and dDATE. It was so interesting to learn more about the great work you and your ORGANISATION are doing, and I know the students were motivated by your insights and support.

They were particularly fascinated to learn that FACT FROM PRESENTATION. I'm looking forward to seeing what they do with this knowledge as they move forward in their action on their yChange focus issue. I hope you will be able to join us and to see the class' progress for yourself at some stage.

Thank you again for your time and your help.

Best,

NAME  
ROLE  
SCHOOL  
Best Contact

# How to Approach Action Lessons

## Seven Tips for Public Speaking

Knowing how to speak well in public is critical to making your case to other people. When you present your project, you will use the same techniques that effective public speakers and politicians use all the time. If you get comfortable with these techniques, you'll be well on your way to having strangers listen and moving crowds.

Before speaking in front of an individual or group, it is essential that you know your material and your audience so that you can adjust what you are saying to match their interests and needs. Finally, it is important to practice, practice, practice!

### 1 Get attention

Begin with something that will grab the attention of your audience. This may be a startling statement, statistic, or personal story. You want to make sure that your audience is engaged from the start.

### 2 Body language

More important than even the text of what you're going to say is that you need to project confidence to your audience. First impressions are extremely important, and even before you open your mouth, your audience will decide whether they should listen to you or not. **SPEAKING CLEARLY** and maintaining **GOOD POSTURE** and **EYE CONTACT** are the two most important things that will make sure you'll have an attentive audience.

### 3 Change your tone

Inject energy into your speech. You may be talking about what you think is the most interesting and important thing in the world, but others may not agree, and those who don't will be looking for excuses to zone out. Reading in a monotone is the definition of 'boring,' and you'll give your audience a reason to stop listening. **VARY THE TONE AND PITCH** of your speech every now and then. If you feel confident and passionate about the issue you're talking about, it will come through in your tone and hopefully persuade others to feel just as passionately about the topic.

### 4 Keep it simple

When you are in front of a group of people, you **PRESENT NO MORE THAN A HANDFUL** of the most important points (maybe 4 or 5) from your work. A speech is like a verbal summary of what you've done. Do not read from notes for an extended period, though it is quite acceptable to glance at your notes from time to time.

### 5 Personalise

If you're making a point that is particularly meaningful or is key to convincing people, hammer it home by **TELLING A SHORT, CONCISE STORY** that illustrates what you're saying. It helps make your speech more memorable and gives the listeners a context for why they should care. The story should have a clear, immediately understandable connection to what you're saying – it should be obvious why you're talking about this moment in your life.

### 6 Pause

Make sure that you are not racing through your presentation. Give your audience a little time to reflect on what you are saying. Listen to their questions and respond.

### 7 Something to think about / call to action

Finally, leave your audience with something to think about. People remember best what you say last. You might want to summarise your main points, but make sure that your last words have an effect on your audience.

# How to Approach Action Lessons

## Step 1 – Develop your argument!

### 1. Surveys

A great tool for information-gathering is a survey. Surveys can be used to determine opinions about an issue or to assess effectiveness of a particular system.

This is useful if you want to establish that your issue is in fact a problem and want to conduct background research. This is not very effective if you don't have specific ideas of the type of information you want.

*Review your project objectives. Who do you want to hear from, about what, and will the people you are surveying and the people who will get the results, have enough information about the topic to answer?*

#### Consider your audience

- Who will you be surveying?
- What is the relevance of this community?
  - *Are they directly impacted by your issue?*
  - *Do they have the power to make change?*

#### Draft the survey questions

- For a survey, keep the questions specific and straightforward.  
*Example: What is your position on the food in public schools? Choose one of the following responses:*
  - *I like it*
  - *I don't like it*
  - *I don't know/unsure*

#### Other Tips for good questions

- Provide an unsure or n/a option when needed
- Consider the way you word questions and the bias you are introducing. For example:
  - *Why is voting a good thing? (this is a leading question assuming that voting is good)*
  - *Is voting a good thing? Why or why not? (this allows for someone to declare their own opinion and then explain it)*
- What kind of data are you looking for?
  - 1 *Numeric (ratings, quantity of people in favor/opposed to an idea, etc.)*
  - 2 *Scale (on a scale of 1 - 5; strongly disagree, disagree, agree, strongly agree).*
  - 3 *Text (Descriptions of the situation, opinions, suggestions)*

#### Conduct the Survey

Plan how you will conduct the survey. Keep in mind that the method you choose can affect the results of your survey. For example, if you choose a phone survey – some people do not have access to a phone and so wouldn't be factored into your survey. This would be particularly important to consider if say, for example, you were hoping to get the opinions of the homeless. Or, with an internet survey – there is no way to know who is taking the survey how many times they took it, etc.

#### Phone Survey:

- Obtain a list of numbers to call.
- Divide up the list between group members.
- Be prepared for people not to answer or answer rudely.
- Have a script and stick to the script.
  - *Introduce yourself*
  - *Give an overview of the situation*
  - *Conduct the survey*
  - *Thank them for their time*
  - *Be polite, regardless of the responses.*

# How to Approach Action Lessons

## Step 1 – Develop your argument!

### Internet Survey:

- Obtain a list of email addresses.
- Create the survey using a free online tool (Survey Monkey, Google Forms, etc).
- Send the survey out to as many people as possible.

### In-Person Survey:

- Print out surveys or bring a technological tool for taking the survey.
- Walk around the area in groups of 2 to 3.
- Administer the survey to the selected people.
- Make sure to not be biased in your selections or in your delivery of the questions. Try not to lead the participant to a particular answer by the way you ask the questions.
- Think of your tone of voice, facial expressions, and/or body language that might demonstrate to the participant how you feel about the question – you want to remain neutral so the participant feels comfortable answering honestly.

### Compile/Analyse the Data

- Combine all of the data.
  - *Be sure to be organized and include all of it.*
- Look for trends and patterns.
  - *Do people generally support/oppose an issue?*
  - *What did people think?*
  - *What are their suggestions?*
- How do you think the method you chose to conduct the survey may have affected the results?
  - *Example: What time did you conduct it?*
  - *Example: Did you survey enough people to fully represent the community?*
  - *How might that have affected who could participate?*
  - *Were you able to target your intended audience?*
  - *Did anything take place that might have affected your results? If so, keep all of this in mind when reporting on your results.*

Brainstorm ways to use the results of the survey to support your work. Don't feel like you have to use the results of each question from the survey. You can choose the questions/results that best serve your purpose. If a question was confusing to participants, don't feel like you need to use that one in your work.



# How to Approach Action Lessons

## Step 1 – Develop your argument!

### 2. Interviews

While raw data and facts are great ways of presenting evidence, testimonials and interviews can put a human touch on the information, and can help your issue come to life. The testimonials you collect can be used as evidence in future presentations or other work.

This is useful if you want to gather stories in addition to data and you need more personal information to help support your cause. This isn't useful if you are looking for raw facts.

**Review your overall project goal(s) to focus your research. Consider your audience.**

- Who?
- How many people will you interview?
- What kinds of people (old/young, urban/rural)?
- How will you find these people?
  - School
  - Parents
  - Local neighbourhood
- Tone
  - *How formal does the interview need to be?*
  - *If you're interviewing a professional, the questions should be formal.*
  - *If you're interviewing other students, the questions can be more informal.*

**Draft a set of questions**

- What are you trying to find out?
- Do you want a few vivid stories or many examples?
- Questions should be open-ended enough to allow for creative responses, but should be specific enough to keep responders on topic.
  - Nonspecific questions:
    - *What do you think?*
    - *What were you feeling when you saw 'x,y,z' take place?*
    - *Why did it happen? Why were you feeling 'a,b,c' during the event?*
  - Specific Questions:
    - *How did you become involved?*
    - *How did you become involved with 'x, y, z'?*

- Questions should focus more on understanding the 'why' and 'how' rather than the 'who', 'what', or 'where.'
- Human interest elements can definitely help build a case – don't discount these in favour of hard facts.
- Human Interest – the part of the story that describes experiences and emotions of individuals.

**Conduct the interviews**

- Make sure to record the interviews!
  - *If possible, use a camera/audio recorder.*
  - *Obtain permission for film/audio recording.*
- This usually involves a consent form – ask your teachers for an example.
- If not, take REALLY good notes.
  - *You want to make sure to not misrepresent information.*
  - *You also want to make sure not to forget critical details.*
- Be sure to introduce yourself before starting.
  - *Tell the person your name and the purpose of the interview.*
- Bring your script with you, but have it mostly memorised.
- Ask your questions, and don't be afraid to ask follow-up questions if you come across a particularly interesting point.
- Be polite at all times.
- Be sure to thank the person for their time/for speaking to you.

**Compile/analyse the information**

- What did you learn?
  - *What new insights did you gain from talking to the person?*
  - *Did the interview change your perception of any particular issues/points? If so, which?*
- What were the similarities and differences between different interviews or testimonials?
- Brainstorm the best possible ways to present the stories. For example, should you present them in a video, PowerPoint, or something else?

# How to Approach Action Lessons

## Step 2 – Raise Awareness of Your Issue!

### 1. Meeting with a decision maker (principal, teacher, member of parliament etc)

Groups and individuals working for a collective goal can be an important way to achieve successful action. Bringing together a coalition of decision makers shows that there is broad support for your issue from key people and groups. To do this you will need to do your research and organise face-to-face meetings.

This can be useful when there's a lot of supporters who need to be organised, the issue is quite big and the decision maker needs to see widespread support before doing anything.

#### Review your project

Before you set out to ask decision makers to do something, review your project's objectives. What do you want? Why do you want it? Why is it important? This will help you persuade decision makers about your point of view.

#### Identify partners

A good partner is someone who aligns with your values and goals, these could be individuals or organisations inside or outside of your school community. You might also select a partner because they're able to influence a decision maker – although not all partners will be able to, you want to make sure your partner adds impact to your coalition.

#### Develop your argument

In order to create a strong argument to the decision maker you are meeting with, structure your argument using the following points:

- *Issue:* State the issue you want to address and why it matters to them
- *Stance:* Produce an 'ask' – what you want the decision maker to do and how they can do it
- *Evidence:* Discuss for and against points on your issue. Convince them by outlining why what you want, meets their needs. Remember to address reasons why people might not agree with you.
- *Conclusion:* Briefly restate your argument and do a wrap up.

#### Scheduling a meeting

Contact the person you want to arrange a meeting via email and state who you are, what you want to talk about, how much time it will take (normally 30 minutes to 1 hour), and the times and locations you are available. A couple of days before the meeting, call or email to confirm the meeting.

Make sure you have written a rough plan for the meeting. Make sure you have a clear ask (what you want them to do), have outlined some points, and have a plan for follow up. Try to prepare for questions as much as you can – such as, 'What other actions have you taken?' 'Who else is involved?', 'Why us?'

#### The Meeting

Remember to dress professionally and aim to arrive 10-15 minutes early and gather with your peers to review what you want to say. When in the meeting, everyone should introduce themselves at the beginning and try to maintain eye contact. Share any handouts you may have before you begin the meeting. You may want to share some information about you that shows that you represent a different group of voices: age, background, interests or simply why you have worked on this issue.

Present your argument and ask decision makers for a commitment but be sure to listen for a response – they might need time to consider your points or need more proof. Remember to thank them and get their business cards. After, debrief with your peers about how it went and discuss your reactions.

Remember to follow up via email and thank them for their time, your issue and what you want them to do, whilst stating the next steps of your project. These emails ensure you create long term relationships with decision makers.

# How to Approach Action Lessons

## Step 2 – Raise Awareness of Your Issue!

### 2. Letters/emails

Hearing from constituents, or the people for whom they are responsible, helps decision makers take a position on an issue and prioritise which issues they will spend their time and energy on. An effective way for you and your allies to make your voices heard is to directly send emails to decision makers.

This is useful if you are asking the decision-maker for something clear and simple (their support for a bill, attendance at an event) or are requesting information that the decision maker has access to (data, records, etc.). This is not very effective if your ask is complex or needs explanation and persuasion.

#### Develop your email script

- An effective and professional script will include:
- Greeting: Address your decision-maker with 'Dear Mr./Ms./Dr./Councilman,'
- Issue: Explain the topic to be discussed.
- Position: Take a stand and make your 'ask' – what you want your decision-maker to do and how they can do that.
  - *Make sure your 'ask' is specific, like: 'Would you meet with us on one of these dates?' or 'Will you please attend this event?'*
- Key points: Present your key points, based on evidence.
  - *Don't argue every point that comes to mind. Instead identify two to three key arguments and discuss those.*
  - *Make sure your claims are supported by honest and accurate evidence. Your decision maker will find it difficult to support you if your claims seem exaggerated or false.*
- Conclusion: Restate your position and thank the decision maker for his/her time. By restating the important part of your message, you will remind the decision maker to remember what you are asking.
  - *Request a response. It lets your decision maker know that you are serious about your request and require an answer.*
- Go through the checklist to make sure you haven't forgotten anything.
  - *Did you use a strong subject line in your email? Remember to reference the issue or legislation and point you are making (Ex: 'Support' is less meaningful than 'Support for Anti-Bullying Bill').*
  - *Did you personalise your email? If it reads like a SPAM message, it is not likely to be taken seriously.*
  - *Are you brief and clear? Remember a short email is more likely to be read than a long one.*
  - *Are you specific about what you're concerned about and what you want done?*
  - *After 'Yours sincerely', have you included the following information?*

Your Name

Your Phone Number

Your Street Address

Your City/State/

PostCode

## How to Approach Action Lessons

### **Step 2 – Raise Awareness of Your Issue!**

**Send your email to your decision maker OR If you are mobilising others to contact your decision maker, launch a campaign!**

- Determine where and when you can get access to your target audience (school lunch, community event, sports game, outside of a grocery store, meeting, etc.).
- Set up the location, date and time you will be holding your letter-writing or email campaign.
- Recruit a small team of your supporters to join you.
- Bring (laptop) computers and your email template. Consider bringing signs to attract the attention of potential supporters walking by.
- Recruit others to send their own emails to the decision maker, utilising your template as a guide. However, all writers should personalise their emails slightly so that they have an individual voice. Your decision-maker will not be impressed by 'spam' that others simply copied and sent. A personalised letter or email conveys that the writer put effort into it and cares about the issue.
- Thank all writers for their support. If possible, give them information about your action plan and collect their contact information in order to get in touch with them about future efforts.

#### **Follow up**

If you received a response, answer the email with a professional email (no one-line or one word responses) or follow up with a handwritten thank you note.

If you have not heard from your decision maker within a week of your communication, send them another email, checking in and restating your ask in a simple way.

# How to Approach Action Lessons

## Step 3 – Report on Your Findings!

### 1. Write a report

Now that you have conducted all of your research, it is time to present that research to your school leadership. If you are unable to schedule a meeting or presentation with them, a report can be a great way to concisely deliver the information.

This is useful when you have conducted and analysed your research and want to spread the word about your ideas.

Review your overall project goal and what you want to achieve.

#### Consider your audience

- Who is the intended target for the information?
- What abilities does this person/people have?
- What actions do you want the audience to take?
- Identify key points and outline the summary
  - *Brainstorm an outline of your summary.*
  - *Introduction: Introduce yourself, your school, and your issue.*
  - *Body: The body is the bulk of your summary. It is where you explain the root causes, goals/solutions, and the methods used in conducting your research.*
  - *In the outline, pick the 3-5 most important points.*
  - *Conclusion: Re-iterate your community issue, focus issue, root cause, and goal. Identify what you are asking for.*

#### Draft the Summary

- If you made a good outline, this step should be fairly easy!
- Write, write, write.
  - *Divide up the work by section/paragraph!*
  - *Be clear and concise – details are important, but do not overwhelm the reader with the nitty-gritty details.*
  - *During this step, it is more important to put your ideas on paper than to make sure every word is perfect (this will be the next step).*

#### Revise/Edit

- Combine all of the pieces of the summary into one cohesive document.
- Read the document quickly and identify any areas that do not flow.
  - *If the piece does not flow, the reader might be confused by the ideas.*
  - *Make sure there are no contrasting ideas.*
  - *Make sure there is no unnecessary repetition.*
- Edit thoroughly
- Review the work for any spelling or grammar errors.
- Get feedback
- Show the work to your teacher and ask them for their feedback.
- Make sure the reviewers can identify the message.
- Ask them to identify the goals of the project and give a brief description of the work the class completed.
- If this matches with the message you intended to convey, then you are ready! If not, ask them for more specifics on where any confusion happened.
- As a group, discuss ways to remedy this confusion.
- Incorporate the feedback and repeat this step until you are satisfied!

# How to Approach Action Lessons

## Step 3 – Report on Your Findings!

### 2. Create a video

Now that you have conducted all of your research, it is time to present that research to the decision makers and influencers. A video is a creative way of presenting your information, and can allow you to incorporate information gathered using various other methods. If you have interviews and/or testimonials, they can be powerfully shown through a video.

This is useful if you are looking for a creative way to present your information and you have some people who know how to film/edit videos.

Review your overall project goal to be the focus of the video.

#### Consider your audience.

- Who is the intended target for the information?
- What abilities does this person/people have?
- What actions do you want the audience to take?

#### Plan the video

- Length
  - *In general, the video should be no longer than 3-5 minutes.*
- Make an outline
- Make a list of every scene for the video. For each, include:
  - *Length*
  - *Actors (classmates or other people)*
  - *If you're going to be talking, make sure to write a script!*
  - *Location*
  - *Props*

#### Evaluate Needs

- What content do you already have?
- Interviews/Testimonials
- What content do you still need to create?

#### Film the Video

- Be sure to allot plenty of time for this – filming inevitably takes longer than anticipated.
- See if you can borrow a video camera from the school; if this isn't possible, a phone camera will also work.
- Try to shoot scenes by location instead of the order in which they will appear in the actual video

#### Revise/Edit

- Combine all of the clips into one video
- Use an editing tool on the computer (iMovie, Adobe Premiere, Adobe Spark, MovieMaker, etc)
- Add in music/text as appropriate
- Add in transitions as appropriate

#### Watch the video!

- Is there anything missing?
- Is there anything included that should not be?
- Does it flow?
- Does it convey your message?
- If you answered yes to all of these questions, you're finished! If not, revisit one of the earlier steps!



# Lesson Ten

## Lesson 10 (Part 4)

### Action Lesson(s)

<b>Structure</b>	<ol style="list-style-type: none"><li>1 <b>Introduction</b> – Using the How to Approach Action Lessons Guide</li><li>2 <b>Main Activity</b> – Action!</li><li>3 <b>Preparing for the next phase</b> – Following up on actions</li></ol>
------------------	---

<b>Learning Objectives</b>	In this lesson, students will continue to work on their actions using the <b>How to Approach Action Lessons Guide</b> . By the end of this lesson or series of lessons students will have drafted, edited, published, created, or used materials to further the class' project and explained changes made to their approach, argument, attitude, or actions in response to new information.
----------------------------	---

<b>Materials Needed</b>	<ul style="list-style-type: none"><li>– <b>How to Approach Action Lessons Guide</b></li><li>– <b>yChange Action Grant Application Fact Sheet</b></li></ul>
-------------------------	--

<b>Preparation</b>	<ol style="list-style-type: none"><li>1 Familiarise yourself with the <b>yChange Action Grant Application Fact Sheet</b></li></ol>
--------------------	--

## 1 Teacher's instructions

### Introduction – Using the How to Approach Action Lessons Guide

The **How to Approach Action Lessons Guide** supports students with implementation of their action plans and provides them with templates and guides relating to each of the three action types:

- Developing an argument
- Raising awareness
- Reporting on findings

There are templates for letters, emails and guides on how to develop and conduct a survey, prepare for and conduct an interview, and liaise with and meet decision makers and influencers. Guides include initiating, coordinating and following up with next steps, outcomes and thanks for their input.

There is also a guide to writing a report and creating a video summary.

The overall aim is to encourage students to be creative in their approach. They might want to create a mural showcasing diversity, establish a school-wide cooking program, work with the Department for Education to ensure every school provides free sanitary items in schools, or create a school action group to drive the school to become carbon neutral.



## Lesson 10 (Part 4)

### Putting the plan into action

## 2 Teacher's instructions

### Action!

---

In their action groups, students continue actioning their plans with your support using the How to Approach Action Lessons guides and templates which provide an outline of how to develop an argument, how to raise awareness around an issue and how to report on findings.

#### yChange Action Grant

Your class can apply for a small **yChange** action grant of up to \$500 to support implementation of the students' action plan. This will enable your class to pay for any related costs associated with the action plan. For example: if your class wants to tackle period poverty by persuading school leadership to fund free sanitary items, the class might use the grant funds to pay for sanitary items to enable them to run the pilot program.

See the yChange Action Grant Application Fact Sheet on page 106 (overleaf).

Head to [ychange.com.au/action-grant](https://ychange.com.au/action-grant) to apply.

## 3 Teacher's instructions

### Preparing for the next phase – Following up on actions

---

Congratulate students on their commitment to completing the actions in their plan.

Ask them to reflect on what went well and what they found difficult or easy.

As in Lesson 9, remind students to decide how they might best present their findings either as a document, chart, video, graphic, etc.

Remind them that the final two lessons in the **yChange** journey involve working in groups to prepare a presentation for their part of the project. They'll also have a chance to practice presenting to their peers and have time to incorporate the feedback they receive.

In the final lesson students will combine their group presentations into one larger class presentation. This class presentation may be a combination of reporting styles and incorporate a powerpoint, report and video or series of photographs.

Students will upload their final presentation onto the **yChange Project Showcase** which will be promoted to decision makers and influencers throughout South Australia so they can see the breadth and depth of the capacity children and young people have for taking action on issues that matter to them and coming up with ideas and recommendations for how these might be addressed to bring about positive change across their communities.

Students will also have a chance to reflect on what they've learnt throughout the **yChange** journey in relation to what it means to be an active citizen.

## Application Fact Sheet

---

### Background Information

In recognition that an understanding of civics knowledge is central to students' capacity to become active citizens in Australia's democracy, the Commissioner has created **yChange**: South Australia's first curriculum aligned, project-based action civics resource for all primary and secondary educators.

Implementing these civics and citizenship resources will build student confidence, knowledge, understanding and skills, and support them to develop their civic identity.

The approach is entrenched in principles of action civics – student-centred, project-based, high quality civics education.

A core component of **yChange** is action.

To assist educators and students implement their project action plan, the Commissioner is offering **yChange** action grants. The Commissioner will award up to \$500 to a limited number of schools to help fund the action they decide on in Part 4 of **yChange**.

---

### Eligibility Criteria

**yChange** Action Grants are open to application from South Australian schools that:

- have registered on the **yChange** platform
- have completed Parts 1,2, and 3 of **yChange**
- have developed a plan for their action
- use the financial support directly for the purposes intended
- seek to work collaboratively with the Commissioner for Children and Young People

### Successful Applicants

- The financial support can be used by the group to pay for any costs associated with an action plan developed as part of their **yChange** learning journey.
- Need to provide a short report on the project undertaken by the students.

---

### Applications

You will need to apply via email answering the following questions:

- Name of Teacher applying:
- Name of School:
- Contact Information: Phone / Email
- Number of students involved:
- Outline the proposed action planned: (<200 words)
- Outline why your action requires funding: (<200 words)
- Describe what the funding will achieve in relation to your overall class goal (<200 words)

Applications must be sent to [ccyp.ychange@sa.gov.au](mailto:ccyp.ychange@sa.gov.au) with subject '**yChange** action grant application'.

Grants will be awarded at the discretion of the Commissioner for Children and Young People whose decision will be final. If you have any questions, please email [ccyp.ychange@sa.gov.au](mailto:ccyp.ychange@sa.gov.au)



# Lesson Eleven

## Lesson 11 (Part 5)

### Prepare and submit **yChange** presentation

- |                  |   |
|------------------|---|
| <b>Structure</b> | <ol style="list-style-type: none"><li>1 <b>Introduction</b> – Preparing for presentations</li><li>2 <b>Main Activity</b> – Presenting to the class</li><li>3 <b>Preparing for the next phase</b> – Wrap up and submission</li></ol> |
|------------------|---|

**Learning Objectives** In this lesson, students will prepare a visual and verbal presentation for **yChange** upload onto the **yChange Project Showcase**. The presentation will incorporate feedback received from peers. By the end of this lesson, students will have completed their action group presentation, offered and received feedback and combined their group presentation into 1 representing the project work completed by the whole class. The whole presentation will ideally incorporate a elements such as a report, video, graphics, photos or any combination of these. Don't forget to submit your class' work to the **yChange Project Showcase** at <http://www.ychange.com.au>!

- |                         |  |
|-------------------------|--|
| <b>Materials Needed</b> | <ul style="list-style-type: none"><li>– Markers or coloured pencils</li><li>– Coloured paper</li><li>– Scissors</li><li>– Tape or glue</li></ul> |
|-------------------------|--|

- |                    |  |
|--------------------|--|
| <b>Preparation</b> | <ol style="list-style-type: none"><li>1 Familiarise yourself with the <b>yChange Project Showcase</b> requirements for submission of your students' <b>yChange</b> project presentation.</li></ol> |
|--------------------|--|

#### Important information for Teachers

Note that the time needed to prepare a project for presentation to the class is likely to extend beyond one lesson. You are encouraged to allow multiple lessons or more time outside the classroom for students to complete their presentation work.

Once your students have completed their **yChange** learning journey they are invited to submit their completed project presentation to the Commissioner for display on the **yChange** Projects Showcase at [ychange.com.au/project-showcase](http://ychange.com.au/project-showcase)

You and/or your students will need to include the following:

- 1 A statement (500 words) on what your class did (your words and/or a student's words).
- 2 A statement (500 words) on what students learnt through **yChange** (quotes from student summaries, etc.).
- 3 A photo that illustrates the civic action your class undertook. (This photo will be published on the **yChange** website).
- 4 Your students are invited to upload any additional materials they created for their project presentation but these are not essential to their submission.

## Lesson 11 (Part 5)

### Prepare and submit **yChange** presentation

# 1 Teacher's instructions

## Introduction – Preparing for presentations

---

Brainstorm as many words as possible to describe what comes to mind when you think of an effective visual or verbal presentation.

Invite 4-6 students to share their reflections.

Explain that during today's lesson students will work in groups on the visual and verbal elements of their presentation. Emphasise that submitting their project for upload onto the **yChange Project Showcase** is an opportunity to demonstrate to the Commissioner how expert they have become on their chosen issue.

Explain that presentations are also opportunities to mobilise support for their issue.

Explain that each action group will be working to preparing materials to present on what they have been working on by developing a script and visual materials summarising their group's specific work.

Consider pulling out students from each group to work together on the overall visual design of the class presentation, collecting different visuals from each group and compiling these into 1 presentation that has a cohesive look and style.

### Presentation Outline

Explain that there is no right or wrong way to prepare a presentation script but using the sample script outline below will help students get organised. Consider assigning a student, or group, to oversee each section.

- 1 Students introduce themselves, their school/year, and describe in one sentence using the prompt from Lesson 7 (See page 73) what their focus issue is.
- 2 Students articulate why they think it matters to them and matters to their community.
- 3 Students provide logical and evidence-based reasoning to explain how they conducted their research to identify a project goal, providing an explanation of how the goal addressed the root cause(s) of the issue.
- 4 Students explain how they worked with local community members beyond their classroom, and why each person or group has a stake in the issue.
- 5 Students explain the variety of tactics they utilised to engage decision makers, including why they selected specific actions, what they did, and what responses they received.
- 6 Students share their reflections on the **yChange** process, including what they learned during the experience, what they see as being the next steps for their project, and any other plans they have for the project to move it forward.

## Lesson 11 (Part 5)

### Prepare and submit yChange presentation

## 2 Teacher's instructions

### Main activity – Presenting to the class!

---

Bring the entire class together to let each team present their script and visual materials.

Before inviting the first team to present, ask students to think about public speaking and express 2-3 ideas about which aspect of it they find the most challenging. Ask for one technique they personally plan to focus on developing. Ask a student to write these on the board.

Explain that today as each team presents, we will keep these tips in mind and offer feedback to our speakers about their presentation ideas.

Reference your Classroom Constitution and invite students to write down in their notebooks what they think are each presenter's strengths and areas for possible improvement.

Allow each of the student speakers from each team to present before giving the whole team a round of applause. Walk students through a reflective and respectful process of organising feedback, as described below. Be mindful that presenters should only speak on their sections and that the audience should only speak at the end. At the end, allow the team presenting and the rest of the class to have a dialogue about next steps:

- 1 Presenters share reflections on what they did well
- 2 Audience shares thoughts on what presenters did well
- 3 Presenters suggest what they would do differently next time
- 4 Audience shares ideas about what presenters could change ('How about you...?')

## 3 Teacher's instructions

### Preparing for the next phase – Wrap up and submission

---

Remind students that uploading and submitting their presentation on the **yChange Project Showcase** is not the end point of the learning journey. Rather, their preparations and presentations today were practice for presentations they might give at other times throughout their lives.

#### Public Speaking Techniques:

In their notebooks, ask students to respond to the following prompt: *Describe one new technique you learnt or practiced today which you can use next time you prepare for and make a presentation.*



# Lesson Twelve

## Lesson 12 (Part 5)

### Time to reflect

<b>Structure</b>	<ol style="list-style-type: none"><li>1 <b>Introduction</b> – Highs/low</li><li>2 <b>Main Activity</b> – My reflections</li><li>3 <b>Preparing for the next phase</b> – Next steps</li></ol>
------------------	--

<b>Learning Objectives</b>	In this lesson, students will review their own participation in <b>yChange</b> , reflect on their own civic and citizenship journey and their ideas around continued civic participation.
----------------------------	---

<b>Materials Needed</b>	– Student Activity Sheet <i>Debrief</i>
-------------------------	---

<b>Preparation</b>	<ol style="list-style-type: none"><li>1 Come prepared with stories of your own highs/low of the <b>yChange</b> project and areas students have improved upon over the duration of the 12 week course.</li></ol>
--------------------	---

## 1 Teacher's instructions

### Introduction – Highs/low

Welcome students to the final lesson in the **yChange** learning journey. Explain that today will be a debrief and reflect on the **yChange** project we've all undertaken over the past few months.

Although this is the last formal day of **yChange**, the Commissioner's hope is that the experiences you've had will carry you into a future where you feel empowered to exercise your citizenship and take action on those issues that matter to you, participating in Australia's democracy to ensure it remains vibrant and relevant to your lives.

Explain that although you won't be devoting any more class time to the project, there is still plenty of work to do and that students are welcome to continue with this work independently if they wish to.

Explain also that today's lesson is an opportunity for students to see where the highs and lows were and to share with each other what some of the best and worst moments were about their **yChange** learning journey.

Begin by sharing your own reflections on the journey and then open the floor up for students to contribute theirs.



## Lesson 12 (Part 5)

### Time to reflect

## 2 Teacher's instructions

### Main activity – My reflections

Suggest that much has happened over the course of **yChange**. To help students reflect on the breadth and depth of their experiences and give voice to what they've learned, lead them in a reflections exercise.

Ask students to turn to the student next to them. Read one question from the list adjacent and give students 2-3 minutes to discuss it between them. Ask students to swap to a different student for each new question asked, allowing them to move freely around the room as they do so.

- What did you learn about making change in your community?
- What are 5 things your class DID accomplish, even if you didn't succeed in your overall goal?
- How could your project be further carried out into the future?
- What surprised you about **yChange**?
- What one piece of advice would you give yourself if you were starting a new civic action project in the future?

Without naming names, ask students to share a few of the answers they just heard from fellow students with the whole class.

## 3 Teacher's instructions

### Preparing for the next phase – Next steps

Thank students for participating over the last 12 weeks and tell them that they can all be proud of the ways in which they've applied themselves.

Transition to the final activity of **yChange** by reiterating that exercising the right to vote is important but that there's no need to wait until you turn 18 to start being practitioners and champions of civics engagement. Within **yChange**, students have been working to practice behaviours that can have a real impact on their community, beyond voting.

Invite students to review the civic learning goals and to skim back over the topics they've covered in **yChange**. Ask students to use 4 of the 6 sentence starters below to reflect on their own growth and experience throughout **yChange**.

- I learned that...
- Now I understand the structure or process of...
- I got better at...
- Now I know how to...
- I am more confident...
- I now believe that...

If you have time, ask students to create a poster illustrating what they've learned throughout **yChange**.

**On a separate piece of paper have students respond to:**

- In one word describe how you're feeling at the end of your **yChange** learning journey...

Congratulate students on having completed **yChange** and explain that the Commissioner will be reviewing projects submitted to the **yChange Project Showcase** recommending the best of them for entry into the Governor's Civic Awards.

Thank students for their participation and contributions over the duration of the course.

Invite students to provide feedback on their experience direct to the Commissioner via the 'Contact Us' form on the **yChange** website ([ychange.com.au/contact](http://ychange.com.au/contact))



I learned that...

Now I understand the structure or process of...

I got better at...

Now I know how to...

I am more confident...

I now believe that...



# Assessment Tools

# Assessment Tools – How to Assess yChange

As **yChange** is a curriculum aligned resource for educators, each student’s participation in the course can be assessed and evaluated.

Within the **yChange** Resource Pack for Educators sent at registration you’ll find a downloadable copy of the ACARA Civics and Citizenship document where the resources align with curriculum contents, requirements and capabilities. Alternatively this can be downloaded from the dedicated **yChange** website ([ychange.com.au](http://ychange.com.au))

Assessment of **yChange** can be done for both primary and secondary school students. The example below shows how the two sub-strands of civics and citizenship (Knowledge and understanding, and Inquiry and skills) can be evaluated. The concepts of disciplinary thinking and sophistication of ideas might change according to each year level, but these examples will be a useful template for educators to determine their students’ progress.

Another way of evaluating and assessing **yChange** is to do this directly via the course criteria. Educators will find that students can be marked on their identification of an issue, the research they undertook, their actions, decision making, collaboration and participation.

Both assessment rubrics below are examples only and should be adjusted to meet the requirements of your students.

# Sample Assessment Rubric

Name \_\_\_\_\_ Issue \_\_\_\_\_ Action \_\_\_\_\_

Criteria	Excellent	Good	Fair	Poor
<b>Government and democracy – freedoms (eg freedom of expression, association, assembly, religion, movement)</b>	Student evaluated and compared features of Australian democracy to select highly appropriate and innovative steps for an action plan	Student analysed features of Australian democracy to create an appropriate action plan	Student explained features of Australian democracy and created an action plan	Student identified features of Australian democracy and created a limited action plan
<b>Government and democracy – participation (eg citizen participation through elections, representatives, lobby groups and direct action)</b>	Student evaluated multiple features that enable active participation in Australia's democracy to carry out a highly effective action with a positive community impact	Student explained features that enable active participation in Australia's democracy and carried out an effective action in the community	Student identified some features that enable active participation in Australia's democracy and carried out an action in the community	Student demonstrated a developing ability to identify a feature enabling active participation in Australia's democracy and partially carried out an action
<b>Citizenship, diversity and identity – cohesion (eg freedom, respect, inclusion, civility, responsibility, compassion, equality, a 'fair go' to promote cohesion)</b>	Student evaluated the importance of shared values in different contexts, explained many different points of view and analysed the diverse nature of Australian society through the activities and their action	Student identified the importance of shared values, explained different points of view and explained the diverse nature of Australian society through the activities and their action	Student identified shared values and demonstrated a developing ability to explain their importance, the diverse nature of Australian society and a point of a view different to their own through the activities and their action	Student identified few or no shared values and explained their own point of view through the activities and their action
<b>Research</b>	Highly detailed and accurate research allowing preparation of thoughtful and solution focused action plan	Detailed and accurate research allowing preparation of appropriate action plan	Mostly accurate research allowing preparation of an adequate action plan	Minimally accurate or incomplete research allowing preparation of limited action plan
<b>Voting</b>	Very strong ability to reflect upon action's successes/failings and identify elements of active citizenship	Ability to reflect upon action's successes/failings and identify elements of active citizenship	Some ability to explain action's successes/failings and identify elements of active citizenship	Limited ability to identify action's successes/failings or active citizenship elements
<b>Organisation and participation</b>	Completed all activities even when faced with challenges, demonstrated the ability to apply active citizenship principles beyond the classroom.	Completed all activities even when faced with challenges	Completed most activities	Completed some activities

Comment \_\_\_\_\_

Mark \_\_\_\_\_

# Part 1: Example assessment criteria using Civics and Citizenship Curriculum Australian Curriculum: Level 8 achievement standards

Achievement Standard	Above	At (Level 8)	Below	Well Below
<b>Knowledge</b>				
Government and democracy – freedoms (eg freedom of expression, association, assembly, religion, movement)	Student evaluated and compared features of Australian democracy to select highly appropriate and innovative steps for an action plan	Student analysed features of Australian democracy to create an appropriate action plan	Student explained features of Australian democracy and created an action plan	Student identified features of Australian democracy and created a limited action plan
Laws and citizens (eg division of power (levels of government))	Student compared and evaluated features of Australia's system of government to access and seek effective support from highly relevant decision makers	Student analysed features of Australia's system of government to access and seek support from relevant decision makers	Student explained some features of Australia's system of government to access and seek support from a decision maker	Student identified limited features of Australia's system of government to identify a decision maker
Citizenship, diversity and identity (eg values and beliefs, national identity)	Student evaluated multiple features that enable active participation in Australia's democracy to carry out a highly effective action with a positive community impact	Student explained features that enable active participation in Australia's democracy and carried out an effective action in the community	Student identified some features that enable active participation in Australia's democracy and carried out an action in the community	Student demonstrated a developing ability to identify a feature enabling active participation in Australia's democracy and partially carried out an action
<b>Skills</b>				
Communication and reflection (eg reflect on their role as a citizen in Australia's democracy)	Student identified and participated in ways to be active and informed citizens and carried out an action to positively impact a community issue	Student identified ways they can be active and informed citizens to make a change on an issue	Student identified a way they can be an active and informed citizen in relation to their issue	Student attempted to identify a way to be an active or informed citizen in their community
Analysis, synthesis and interpretation (eg critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues)	Student accurately applied their critically analysed information, which was gathered from different and credible sources, to assist in developing an effective action plan	Student critically analysed information gathered from different sources to decide whether they were relevant and credible during their research	Student critically analysed information gathered from a source to decide whether it was relevant and credible during their research	Student gathered information from a source during their research

<b>Achievement Standard</b>	<b>Above</b>	<b>At (Level 8)</b>	<b>Below</b>	<b>Well Below</b>
<b>Problem solving and decision-making (eg appreciate multiple perspectives and use strategies to mediate differences)</b>	Student took into account multiple perspectives and successfully implanted them into their action	Student took into account multiple perspectives when planning for action	Student took into account another's perspective and attempted to consider it in relation to planning for action	Student attempted to take into account another's perspective on an issue
<b>Questioning and research (eg identify, gather and sort information and ideas from a range of sources)</b>	Student developed and presented sophisticated, inclusive and reasoned arguments on civics and citizenship issues using highly appropriate texts, subject specific language and concepts in their research	Student developed and presented reasoned arguments on civics and citizenship issues using appropriate texts, subject specific language and concepts in their research	Student developed and presented some reasoned arguments on civics and citizenship issues using some appropriate texts, subject specific language and concepts in their research	Student developed and presented an argument on civics and citizenship issues in their research
<b>Questioning and research (eg develop a range of questions to investigate Australia's political and legal systems)</b>	Student analysed factors that contribute to people's sense of belonging and developed a range of thoughtful and relevant questions to investigate Australia's political and legal systems in their research proposal.	Student analysed factors that contribute to people's sense of belonging and developed a range of questions to investigate Australia's political and legal systems in their research proposal.	Student explained factors that contribute to people's sense of belonging and developed some questions to investigate Australia's political and legal systems in their research proposal.	Student identified a factor that contributes to people's sense of belonging and developed questions to investigate Australia's political and legal systems in their research proposal.
<b>Communication and reflection (eg present evidence based civics and citizenship arguments using subject specific language)</b>	Student analysed and evaluated different points of view on civics and citizenship issues during activities, while completing an action	Student explained different points of view on civics and citizenship issues during activities, while completing an action	Student listened to and expressed different points of view on civics and citizenship issues during activities, while completing an action	Student expressed a point of view on civics and citizenship issues during activities, while completing an action
<b>Problem solving and decision making (eg use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action)</b>	Student evaluated and synthesised multiple perspectives when planning for action, used democratic processes and used these perspectives to develop successful solutions to an issue when planning or carrying out their group's action	Student considered multiple perspectives when planning for action, used democratic processes and developed solutions to an issue when planning or carrying out their group's action	Student considered another's perspective when planning for action, used some democratic processes and developed some solutions to an issue when planning or carrying out their group's action	Student explained their perspective when planning for action, attempted to use some democratic processes and developed limited solutions to an issue when attempting to plan or carry out their group's action

## Part 2: yChange Participation Criteria

### Teaching notes

Most activities featured in **yChange** can be used for assessment. Any 'Reflection' or 'Discussion' questions can be used for peer or self-assessment, by switching or sharing answers or groups after completion. When assessing **yChange** projects, the assessment criteria below may be useful in evaluating students' participation and contribution to the course.

Criteria	Excellent	Good	Fair	Poor
<b>Issue</b>	Considered community issue from multiple points of view to understand complex causes, impacts and decision makers	Considered community issue from multiple points of view to understand causes, effects and some decision makers	Considered issue to understand whether it was community issue in nature, and some causes and effects	Identified one or more issues and attempted to explain why it was a community issue
<b>Research</b>	Highly detailed and accurate research allowing preparation of thoughtful, and solution focused action plan	Detailed and accurate research allowing preparation of appropriate action plan	Mostly accurate research allowing preparation of an adequate action plan	Minimal accurate or complete research allowing preparation of limited action plan
<b>Action</b>	High level of effort, enthusiasm, creativity and problem-solving shown when carrying out all steps of group's action	Effort, enthusiasm, and problem-solving shown when carrying out steps of group's action	Effort and enthusiasm shown most of the time when carrying out steps of group's action	Attempted to carry out some steps of group's action
<b>Decision Making</b>	Very strong ability to reflect upon action's successes/failings and identify elements of active citizenship	Ability to reflect upon action's successes/failings and identify elements of active citizenship	Some ability to explain action's successes/failings and identify elements of active citizenship	Limited ability to identify action's successes/failings or active citizenship elements
<b>Collaboration</b>	Highly committed contribution to team and actively listened to perspectives of others	Committed contribution to team and listened to perspectives of others	Contributed to team and sometimes listened to perspectives of others	Limited contribution to team and minimal consideration of others' perspectives
<b>Organisation and Participation</b>	Completed all activities and work on time even when faced with challenges and demonstrated the ability to apply active citizenship principles beyond the course	Completed all activities and work on time even when faced with challenges	Completed most activities and steps on time	Completed some activities and steps on time



# Glossary

---

## A

### Act

A Law made by Parliament

### Actors

Influencers and decision makers who can help accomplish a goal.

### Advocate (Advocacy)

A person or group of people who are working to raise support for, or making a recommendation in relation to, a particular cause or policy.

### Agency

The capacity of individuals to act independently and to make their own free choices.

### Alice Springs (Mparntwe) Education Declaration

A declaration that acknowledges that education has the power to transform lives and support young people to realise their potential. (See <https://www.dese.gov.au/indigenous-education/resources/alice-springs-mparntwe-education-declaration>)

### Amendment

Changing the words in a Bill

### Ask

A specific action that advocates would like a key decision maker to take. For example: When they made the 'ask' of their Mayor, she quickly agreed to support their request.

### Assent

When a bill has finally passed both Houses in identical form and been checked and certified accordingly by the Clerk of the House, it is presented to the Governor-General for assent. (See <https://www.aph.gov.au/infosheets/7>)

## Bill

A proposal for a Law

### Bipartisan

Agreement or cooperation by two political parties on a particular issue or policy

### Building Consensus

As a group, coming to agreement on a solution that everyone accepts.

## C

### Cabinet

Senior ministers responsible for controlling government policy selected by the Prime Minister (Commonwealth) or Premier (State)

### Campaigning

Getting support for yourself, your ideas, or the group you represent

### Civics

The study of the rights and obligations of citizens in society. The term derives from the Latin word *civicus*, meaning 'relating to a citizen'.

### Class Structure

A ranking of people according to their position in society

### Coalition

The joining of two or more political parties

### Commonwealth Parliament of Australia

The federal level of parliament consisting of the Queen represented by the Governor General and two Houses - The House of Representatives and the Senate. The parliament passes legislation. Proposed laws have to be agreed to by both Houses of Parliament to become law. (See [The Constitution: Full Description \(HTML version\)](#) | [PDF](#))

### **Community**

A group of people with a common characteristic (place, interest, history, etc.).

### **Compulsory**

Something that has to be done – ie voting in state and federal elections if you are over 18 years of age.

### **Consensus decision making**

A general agreement that is shared by everyone in a group

### **Conservative Parties**

Political Parties who support more traditional values and institutions

### **Constitution (Australia's)**

The set of basic principles and laws of the Australian Commonwealth that determine the powers and duties of government and guarantee certain rights to all citizens.

### **Constitutional Monarchy (Australia)**

A system of government in which the British Monarchy (the Queen represented by Australia's Governor General) shares power with a constitutionally organised government. (See [https://www.aph.gov.au/About\\_Parliament/House\\_of\\_Representatives/Powers\\_practice\\_and\\_procedure/00\\_-\\_Infosheets/Infosheet\\_20\\_-\\_The\\_Australian\\_system\\_of\\_government](https://www.aph.gov.au/About_Parliament/House_of_Representatives/Powers_practice_and_procedure/00_-_Infosheets/Infosheet_20_-_The_Australian_system_of_government))

### **Councillor**

A person elected to represent a ward within a local council government area. (There are 68 councils in South Australia with the number of wards averaging between three and six representatives, determined by the populations of each).

---

## **D**

### **Decision Maker/s**

The person or group with the power and responsibility to make the change envisaged.

### **Democracy**

A government in which people have a say on who governs them and how power is used by them directly, or indirectly through elected officials.

---

## **E**

### **Election**

A formal and organised choice by vote of a person for a political office at the federal, state, territory or local level.

### **Electorate**

Geographic area of a certain number of people that a Member of Parliament represents. In 2021, South Australia had 10 federal electorates out of a total of 151 Australia wide with a total of 47 State electorates.

### **Electoral Roll**

The official list of eligible persons who may vote in an election

### **Executive (The)**

The arm of government that carries out the laws and puts services in place.

---

## **F**

### **Federal Judicature (aka Judiciary)**

The High Court of Australia, which interprets and applies the law of Australia. High Court Judges are appointed by the Governor General in Council acting on the advice of the Federal Executive Council. (See [https://www.aph.gov.au/About\\_Parliament/Work\\_of\\_the\\_Parliament/Forming\\_and\\_Governing\\_a\\_Nation/parl](https://www.aph.gov.au/About_Parliament/Work_of_the_Parliament/Forming_and_Governing_a_Nation/parl))

---

## **G**

### **Global citizenship**

Our common rights and responsibilities as human beings living on Earth at this time, with a focus on our responsibilities to future generations

## **Government**

The political party with the most elected Members in Parliament or Council.

---

## **I**

### **Individual Root Cause**

An issue that is caused by the actions of a single or individual person.

### **Influencer (aka helper)**

A person or group who can help convince a decision maker

### **International Governance**

The laws, norms, policies, rights and institutions that define, constitute, and mediate relations between citizens, societies, markets, and states in the world's international system of government.

### **Issues**

Topics for debate and problems to solve/resolve.

---

## **L**

### **Legislator**

A member of a legislative body such as a senator or member of parliament

---

## **M**

### **Mandatory**

A term often used instead of the word 'compulsory' in relation to voting laws in Australia.

### **Marginal Seats**

An electorate that could be won by a small change in voting pattern

### **Media**

Means of mass communication, especially television, radio, newspapers, and the Internet.

## **Member of Parliament**

A person elected to represent a group of people living in a particular electorate.

### **MPs**

Common acronym used to denote an elected Member of Parliament at Federal and State levels.

---

## **P**

### **Parliament (in Australia)**

A legislative body with three functions: representing the electorate, making laws, and overseeing the government via hearings and inquiries.

### **Policy**

A position on an issue based on the principles a political party follows

### **Political Party**

An organised group of people seeking political power at elections

### **Polling Booth**

A place where people can vote in an election

### **Portfolio**

A Minister's area of responsibility as a member of Cabinet

### **Power**

The ability to control our circumstances and make things happen outside of ourselves.

### **Progressive Parties**

Political parties focused on social progress through change

---

## R

### Reconciliation

The promotion and facilitation of respect, trust and positive relationships between the wider community and Aboriginal and Torres Strait Islanders peoples who are recognised as Australia's First Nations and the Traditional Custodians.

### Reconciliation Action Plan (RAP)

A resource developed by Narragunnawali to help educators guide students in developing a greater understanding of reconciliation, including how to devise a RAP. (See <https://www.narragunnawali.org.au/raps/what-is-a-rap>)

### Representative Democracy

A system of government where people have a say on who governs them by exercising a right to vote. (Australia is a representative democracy)

### Responsibility

Duty to do something

### Responsible Government

The federal and state governments are responsible to Parliament and this can be seen particularly in Question Time. The Commonwealth and State Parliaments are responsible to the people who elect them to represent them and this is tested during an election when votes are made.

### Root Cause

The main reason why a problem exists.

### Regulations

A rule endorsed by government where there is an expectation of compliance (See [https://www.pmc.gov.au/sites/default/files/publications/Australian\\_Government\\_Guide\\_to\\_Regulation.pdf](https://www.pmc.gov.au/sites/default/files/publications/Australian_Government_Guide_to_Regulation.pdf))

---

## S

### Safe Seat

An electorate where a sitting Member of Parliament has far more support than the opposition.

### Sitting Member

A current member of Parliament from a political party elected to represent the citizens of a particular electorate.

### System

Interacting groups or organisations that serve a common purpose or are influenced by related forces.

### Systemic Root Cause

A problem which is a consequence of issues inherent in the overall system, rather than due to a specific, individual, isolated factor.

---

## U

### UNCRC

Acronym commonly used for the United Nations Convention on the Rights of the Child - an international human rights treaty that grants all children and young people (aged 17 and under) a comprehensive set of rights that the world's nations are expected to put in place and uphold.

---

## V

### Voter

Someone entitled and enrolled to vote in elections (must be 18 years and over in Australia)

### Voting

Expressing a choice in a matter, such as by casting a ballot or vote.

---

## W

### Wards

Local Councillors represent wards made up of groupings of suburbs within a council area.

### Westminster System

A type of a parliamentary system of government, first developed in England, that forms the basis upon which Australia's Parliamentary system is modelled.

### The Commissioner's Role

The South Australian Commissioner for Children and Young People is an independent statutory position, established under the *Children and Young People (Oversight and Advocacy Bodies) Act 2016* ('the Act'). The Commissioner's role includes advocating for systemic change to policies, programs and practices that impact the rights, development and wellbeing of South Australia's children and young people. This work is informed by the experiences and issues of children and young people themselves, with a specific focus on those who struggle to have their voices heard.

The Commissioner's strategic agenda was formulated with direct input from children and young people. In particular children and young people asked the Commissioner to facilitate their involvement in decision making and to create opportunities for them to experience authentic participation in the adult world. The Commissioner is working with a number of partners on this agenda including ways in which children and young people can have input into the design and delivery of policies, processes and practices that relate to delivery of services aimed directly at them.

### Endnotes

- 1 The Centre for Information & Research on Civic Learning & Engagement, (2013). [https://circle.tufts.edu/sites/default/files/2019-12/WP78\\_BuildingCaseActionCivics\\_2013.pdf](https://circle.tufts.edu/sites/default/files/2019-12/WP78_BuildingCaseActionCivics_2013.pdf)
- 2 Education Council <http://www.educationcouncil.edu.au/Alice-Springs--Mparntwe--Education-Declaration.aspx>
- 3 CASEL, (2021). Accessible at <https://casel.org/what-is-sel/>
- 4 Personal and Social Capabilities, 2021. Accessible at [www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/personal-and-social-capability/](http://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/personal-and-social-capability/)
- 5 Graham, A., Truscott, J., & Simmons, C. A. (2018). Improving wellbeing through student participation at school: executive summary. Southern Cross University, Centre for Children and Young People. <https://doi.org/10.25918/report.11>
- 6 Dweck, C. S. (2006). *Mindset: The new psychology of success*. New York: Random House.

