

THEME 3. WE:

How can we make change?

This theme aims to:

- Investigate how individuals, groups and communities have inspired change in their digital cultures and communities.
- Evaluate the opportunities and limitations of using technology, digital tools or social media to inspire and enact social change.
- Consider the most significant or prevalent problems or issues in students' digital lives and commit to making changes to address these issues.
- Identify what influences and contributes to these problems and challenges.
- Develop and enact a project plan to make social change that takes into account learning from previous workshops.
- Reflect on students' knowledge, attitudes and practices during, and after, The YeS Project.

The workshops include:

10. Change makers

Explores individuals, groups and communities who have inspired change. It invites students to develop their own projects to make change.

11. Getting it done

Provides an opportunity to develop an 'elevator pitch' to guide their projects and plans, as well as to continue developing their projects.

12. Shape your world

Completes the theme and reorients students to think about the progress they have made through on their own project, as well as reflect on their learning during The YeS Project.

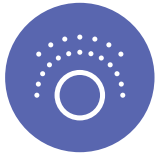
Planning for Workshops 10 to 12 is different to the previous themes.

As these workshops are student-led, the activities you or your students facilitate will depend on the projects and actions they develop.

The Handbook includes a series of project planning and development activities in Workshop 11. These may be student or teacher-led, and can easily support students' project planning in Workshops 11 and 12.

You may want to extend activities from Workshops 10 to 12 into more than 3 lessons to allow students time to develop and enact their project ideas.





Workshop 10: Change makers



The first change making workshop explores individuals, groups and communities who have inspired change, and invites students to develop their own projects to make change.

10.1 Your day timeline 10 mins

Learning intention

- To understand our use of daily technology and media so we can identify small areas for change

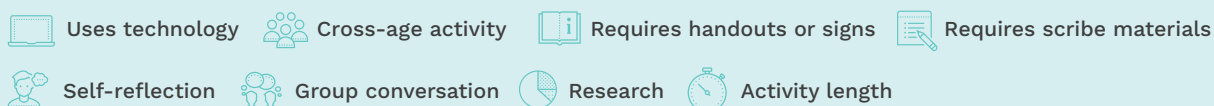
Resources: Individual devices to edit a file or handouts and pens

Procedure

1. Ensure that each student has a digital or paper copy of the daily timeline handout.
2. Ask them to annotate a typical school day on the timeline. It might include what they usually do at lunchtimes, how they travel to and from school, and what they do after school.
3. Prompt students to then note how they usually use technology, devices or media through their day. This might include catching up on messages on the bus home from school, watching YouTube videos to relax before doing homework, or taking photos on their phone of their notes in classes.
4. Ask students to go through their timeline and circle moments when they feel irritated, stressed, overwhelmed, frustrated or exhausted. Explain that these are the small problems or challenges that we all face but that identifying and addressing these moments may have a significant impact on our day. These ideas can be used as a starting point for identifying problems that they may want to pay attention to or change in this, or later, workshops.

Tips and ideas

- Encourage students to think about activities in previous workshops to help them identify the daily challenges they face.
- It can be useful to explore how changing small things might influence larger problems in their own lives or communities. Students may have their own examples of how doing something small differently can have big consequences.



Your day timeline

6am	
7am	
8am	
9am	
10am	
11am	
12pm	
1pm	
2pm	
3pm	
4pm	
5pm	
6pm	
7pm	
8pm	
9pm	

10.2 Change maker case studies



15+ mins

Learning intention

- To investigate how individuals, groups and communities have inspired change to their digital cultures and communities

Resources: Individual devices to research case studies, paper and pens to make notes, access to devices/internet

Case studies could include:

- Sit with us app.** Students can search for a friendly lunch table at school or become an ambassador to invite others. Visit: sitwithus.io/#!/Home
- ReThink app** and its creator, Trisha Prabhu. Visit: rethinkwords.com/whatisrethink
- Ditch the Label**, UK, campaigns include #isitokforguys. Visit: ditchthelabel.org/campaigns/
- The representation project** which challenges individuals and communities to use social media to overcome stereotypes #notbuyingit/#mediawelike/#representher/#askhermore. Visit: therepresentationproject.org/
- #knowseetheline.** Visit: theline.org.au/node/100
- Be Deadly Online** from the Office of the eSafety Commissioner. Visit: esafety.gov.au/education-resources/classroom-resources/be-deadly-online
- Deadly Questions** campaign. Visit: deadlyquestions.vic.gov.au/about
- General discussion of **Tumblr activism and millennials.** Visit: nytimes.com/2014/12/21/style/millennials-and-the-age-of-tumblr-activism.html

Procedure

- Explore case studies of people, organisations or campaigns that have led to change.
- In small groups, each choose a change maker case study to explore. You may like to allocate case studies to ensure a variety of case studies are explored.
- Encourage groups to explore the app/website and, if possible, have one member of the group download the app to learn more. Invite groups to be curious about how this case has, or can, inspire change.
- Each group can be guided with discussion questions as a handout or displayed on a smartboard.
- Discussion questions:
 - Does the social action focus on changing knowledge, attitudes or behaviours (we might want to think about this as changing what people know, what they feel and what they do)? What do you see and notice?
 - Ask students: what are you curious about? Do you have any questions that you want to find out more about? List them.
 - What is the core idea of this campaign? How does it challenge behaviours, thoughts, and understandings? How does the idea challenge what you already know or think about the subject?
 - Does the campaign invite people to contribute or be active in some way? You may want to think about how easy is it to use or access information you are curious about. Could it be helpful to you or someone you know? When would you be likely to apply the resource to help yourself or someone you know?
 - Are there any improvements you could recommend?
 - Have you heard of this campaign or app before? Does it remind you of another campaign?
 - Thinking about the circled moments from your timeline, does this case study help you to think about how to make change?

- Invite a speaker from each small group to share a reflective sentence to summarise their case study with the class, as this can help other students if they review other case studies later.

Tips and ideas

- Ask students to choose examples to share with the class before this workshop. These might relate to issues they have explored in previous workshops or issues they are passionate about.
- You may find prompting with the following questions could help students to think about campaigns they have been involved in. For example, ask: 'Have you changed your Facebook profile to support a campaign or seen other people do this? Thinking back to this, why did you change your profile picture? What made it easy/worthy/inspiring?'

10.3 Brainstorming actions 10+ mins

Learning intention

- To define 2 to 3 different ways that people in their age group can participate in online activism.
- To consider the strengths and weaknesses of using the internet, digital technology and/or social media as a tool for activism.
- To identify a problem or pressing digital culture issue in their school or community.

Resources: A3 paper or butchers paper, pens

Procedure

- Ask students 'How do you find an opportunity to take social action in your community?'
- What does a social action look like? What are the key features that make it likely to succeed?
- In pairs or small groups, ask students to brainstorm the challenges or issues they experience online and list these on one large piece of paper for each group.

Tips and ideas

- Visit: youngfoundation.org/publications/join-conversation-collection-simple-ideas-planning-social-action-community/ for tools

10.4 Forming project groups 5 mins

Adapted from 'Cyber Strong Schools: cyber leaders' student handbook', p. 3 (Child Health Promotion Research Centre, ECU) at friendlyschools.com.au/cyberstrong/6-developing-student-cyber-leaders-capacity

Learning intention

- To identify strengths and roles of individuals within a team.

Resources: Handout cyber leaders' student handbook p.5. Visit: friendlyschools.com.au/cyberstrong/6-developing-student-cyber-leaders-capacity

Procedure

- Ask students to organise themselves into pairs or small groups (4 is a good number to share tasks). These will be the teams they work with to create their project or campaign.
- As a team, identify strengths and interests of each team member using the handout. Students may like to add an activity they feel is missing from the list.

Strengths and interests

Individually, and as a team, it is important to understand who has skills in which areas and where you and your team members' interests lie. This does not mean you are limited to only actions related to your strengths, but it may help with planning the types of activities you undertake, and how you go about accomplishing them.

Instructions: Look at the activity listed, tick if this is a strength of yours or if you are interested in it (or both). Share your list with your team members to decide who will do which activities or which parts of your chosen activities.

Activity	This is a strength of mine	I am interested in this
Finding information (research)		
Sorting and organising information		
Writing (newsletters etc.)		
Speaking/presenting		
Creating (posters etc.)		
Leading others		
Motivating others		
Solving problems		
Creating graphics/presentations		

10.5 Problem tree 10+ mins

Adapted from the Active Citizens: Facilitator's Toolkit, pg. 131 (The British Council, 2014)

Visit: britishcouncil.org/sites/default/files/active-citizens-global-toolkit-2014-2015.pdf

Learning intention

- To reflect on the problems students will tackle through social action.
- To identify and map the causes of a problem before finally re-imagining the causes as objectives for social action.

Resources: Individual devices to research case studies, paper and pens to make notes, access to devices/internet

Procedure

1. Ask students to organise themselves into their pair or small group from the previous activity (10.4). Invite the group to select an issue they would like to focus on and write it in the centre of a large sheet of paper.
2. Explain that the group is to reflect on their chosen issue using a 'Problem Tree'. Problem Trees are a simple way of showing the causes of a specific problem, and the effect it has. This tool helps to break down an issue into smaller chunks and identify possible areas for action.
3. Show students the Problem Tree example and ask each group to create a 'tree' around their issue by drawing roots and branches.
4. Ask each group to identify and discuss the causes and effects of their problem on separate Post-its and place them around or beneath the problem.
5. Invite each group to give a short presentation about their Problem Tree and ask for feedback from the wider group on whether they feel this is an accurate representation, as well as finding out if there are areas they should reshape. Each group should pay attention to these comments from their classmates—hearing new perspectives is important (whether or not we agree with all comments).

An example: Problem: Increase of sexist comments online about girls among our friendship groups.

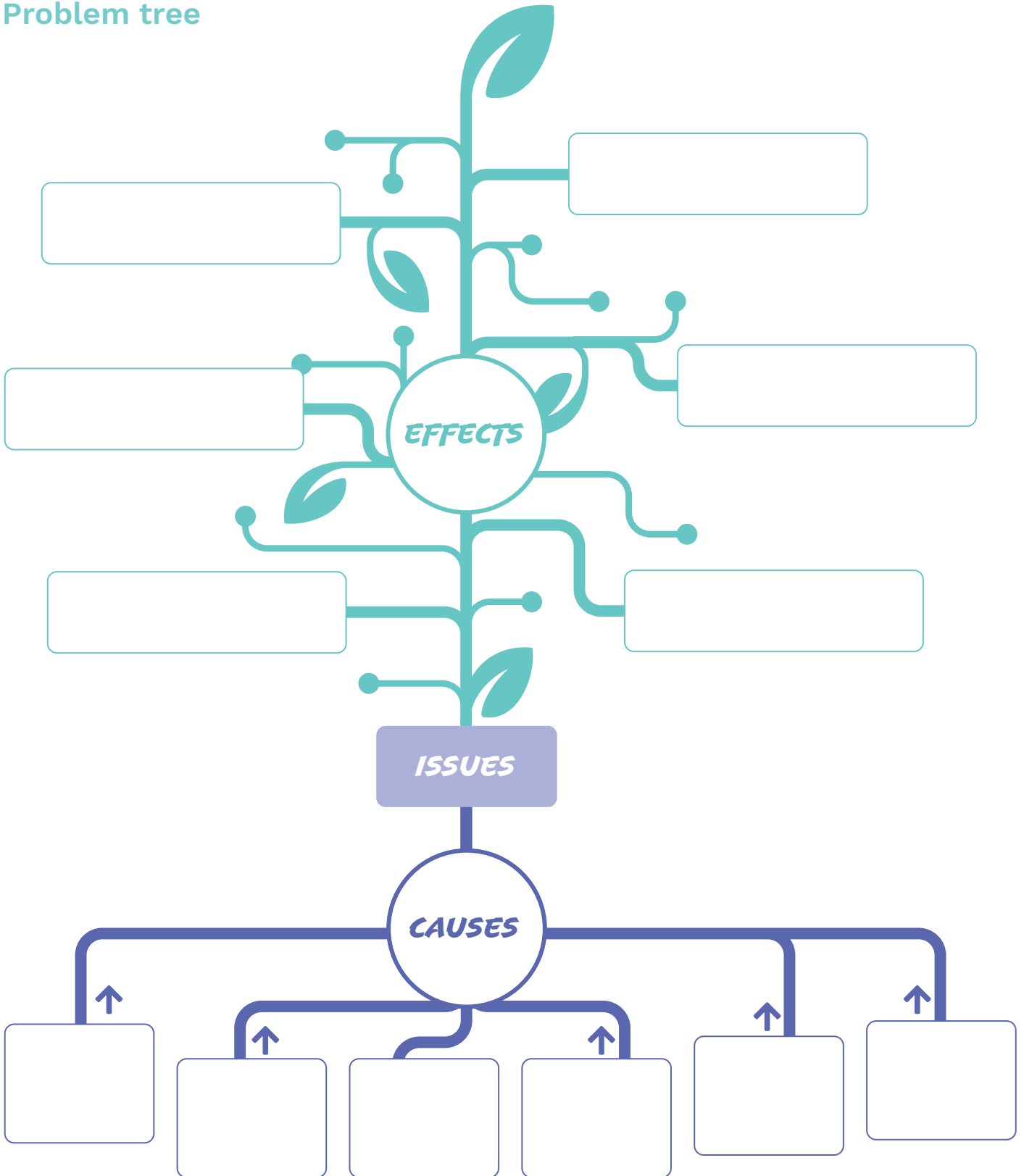
Causes: Comments come from anonymous people; everyone joins in because they don't want to get picked on...

6. Tell the groups that Problem Trees can be turned into the start of a project plan by identifying what we want to act on (i.e. establishing objectives). To do this we take the problem and causes and rewrite them as positive statements, such as 'there is an increase in sexist comments online about girls among our friendship groups' becomes 'we aim to decrease in sexist comments about girls'. This becomes the big picture goal.
7. Next, focus on one of the causes. Ask the groups to identify the 'specific objective' they would like to focus on. This is where they choose one of the causes that they think they can really have an impact on and re-write it as an objective. For example, 'comments come from anonymous people' becomes... 'change the rules so that no-one is able to comment anonymously...'
8. Ask groups to prioritise their project or campaign's objectives. They might want to use Activity 10.7 to guide this.

Tips and ideas

- Note that students can choose to change their overall objective later. Share with the group that having a clear, achievable objective is key for successful social action. This will be included at the top of their project plan.

Problem tree



10.6 Inspirational stories 15+ mins

Learning intention

- To explore how stories can inspire action, awareness or engagement related to a project or campaign.

Resources: Examples of inspirational stories, access to devices/internet

Procedure

1. Explain that inspirational stories can motivate change.
2. Encourage students to individually or in small groups find examples of inspirational stories on video-sharing sites such as YouTube or Vimeo.

When students have collected at least one example of a story, project or person that inspires them, discuss how this story has done so. Questions to guide exploration:

- Think about someone in your life who inspires you, it may be someone close like a family member or friend, a teacher, or it may be a celebrity or someone you heard speak, sing, dance, or act. What are the qualities that you admire in this person? It may be they have a life story that is inspirational. If you could take one thing into your own life, what would it be?
- Thinking about the one example of a story, project or person:
 - What is it the person does or has done? What social impact do they make?
 - What did they have to overcome? Was it in response to a particular problem?
 - How does the video or storyteller present their inspirational story?
 - What makes it a good story?

Tips and ideas

- You may like to begin by inviting students to close their eyes, rest their head on their table, or find somewhere in the room to lay down and relax. In a calm voice, invite the students to bring their thoughts to their body, noticing where their body makes contact with the floor/chair/table as they breathe in and out. Pause to allow students to be calm and still. Depending on the group this may require more prompting to slowly breathe in and out, with each out breath, relaxing their feet, legs, torso, fingers, arms, neck and head. Students who find this difficult may lay with their eyes open, which is fine.

Ask students to think about someone in their life (a mother, father, sibling, relative or friend, or celebrity) who inspires them. What are the qualities about this person they admire? How do they feel when they are around them? What would they like to take from this inspiring person into their own life? Invite students to then open their eyes and write these thoughts down, reminding them of the 3 questions. Often students think about people who have experienced adversity, and found a strength within themselves are those who can be inspiring to be around.

10.7 Change experiment 15 mins

Learning intention

- To test ideas for social action before developing a bigger social change project.

Resources: Access to Office of the eSafety Commissioner's Small acts, big impact page. Visit: esafety.gov.au/complaints-and-reporting/cyberbullying-complaints/rewrite-your-story/courage/small-acts-big-impact

Procedure

1. Invite students to quietly think of one small action they can take to change something for one person, one event or one digital practice.
2. Explain that it might be useful to think about what inspires them or what they want to change. For example, think about how 'hate', in any of its forms, subtly or overtly, has impacted their life or the lives of family and friends. Review Small acts, big impact page for ideas. Visit: esafety.gov.au/complaints-and-reporting/cyberbullying-complaints/rewrite-your-story/courage/small-acts-big-impact
3. In pairs or small groups, ask students to share their ideas and develop a brief plan for a change experiment.

Tips and ideas

- Some ideas include:
 - Sharing videos about young people's online social movements to a younger grade in their homeroom group.
 - Offer to go with a friend to see the wellbeing coordinator or school nurse about something that has been troubling them.
 - Writing a letter to ask a local business to donate resources to a local organisation.
 - Showing a friend 3 different websites that support young people's mental health, and asking them to rate them as way to build awareness about services.
 - Sending someone who has been bullied a short encouraging note left in their locker, or a private message on a social media platform.
- Follow up the activity in the next workshop. It can be useful to ask what they expected and what actually happened as a result of the change experiment. These insights can be used to inform their projects.

10.8 Organising priorities 10 mins

Learning intention

- To identify and prioritise the steps they will take to develop their social change project.

Resources: Priority handout

Procedure

1. Ensure each group has one priority handout.
2. Explain that each group should create a list of at least 12 different steps for their project.
3. List these steps on the left side of the handout, one in each box.
4. Explain that each member of the group is to take turns and number each step from 1: the most important/need to do first, to 12: the least important/can do last.
5. Each group should then review the steps to establish the group's priorities. One way to do this is to add up the numbers next to each step. The lowest number will be the most important/need to do first step.

Tips and ideas

- This activity might seem too simple—the focus is on breaking down the steps involved in the project and allowing each group member to contribute to setting priorities.
- The handout can be used to allocate different roles or tasks to each group member.

Organising priorities steps

Steps	1	2	3	4	5	6	7	8

10.9 Shaping digital cultures



15 mins

Learning intention

- To share perceptions of the digital landscape using experiences and observations.

Resources: Soft small ball or beanbag—or something easy to catch

Procedure

- Organise students into a circle with tables and chairs moved aside.
- Explain to students that: ‘Together we will share observations of our different digital experiences that inform our view of digital cultures. Catch a ball and answer a question. Don’t overthink it.’
- As each student catches the ball, prompt with a question.
- At the end of the activity, provide students a few moments to record their observations. Explain that they are to draw on activities and discussions so far, capturing their thoughts on current digital cultures. What deserves celebration? What needs to be challenged? Encourage students to use these discussions to help plan their project, especially if they are finding it challenging to come up with ideas.

Example questions and scenarios:

- Should there be a hashtag that celebrates what you like at your school?
- An app mysteriously appears on your phone that does something amazing. What does it do?
- What hashtag would you never use and why?
- What would you tell your year seven self about social media?
- You post an encouraging message for year sevens to boost their self-esteem. What does it say?
- You post a surprise message to celebrate difference at your school. What is the message?
- You are asked to design a social media makeover at your school. What problem will you focus on?
- Complete this social media campaign slogan. Celebrate...?
- You design a t-shirt slogan to challenge online hate. What does it say?
- You design an online relationships poster for year seven students. What do you want to challenge?
- You have seen a message on social media that shocks you. What do you want to change?

Tips and ideas

- You may like to think of more questions or scenarios to give each student a chance to respond, or cycle through the questions again to get two different responses from the group.
- You may like to have students throw the ball to each other to music then, like pass the parcel, the person holding the ball answers the question when the music stops.

10.10 Shaping feelings



10 mins

Learning intention

- To share perceptions of the digital landscape using experiences and observations.

Resources: Soft small ball or beanbag—or something easy to catch

Procedure

- Each student describes the vibe of their school community (in all spaces, online and off) and captures each on a sticky note.

2. In project teams, organise notes into similar vibes/likes/feelings.
3. Decide which needs to be amplified. Share thoughts on why others are disregarded.
4. Think of strategies to reduce air time to the ideas that were disregarded.
5. Identify one aspect of your school you can influence to amplify a good vibe within your school culture.

Tips and ideas

- You may like to display notes teams chose to amplify on a whiteboard, butchers paper or project board to keep a record of ideas and identify patterns of likes the whole class share about their school culture.

10.11 My worlds 15 mins

Learning intention

- To consider positives or tensions in your three worlds: digital life, home life and school life and where these spaces intersect.

Resources: Venn diagram handout

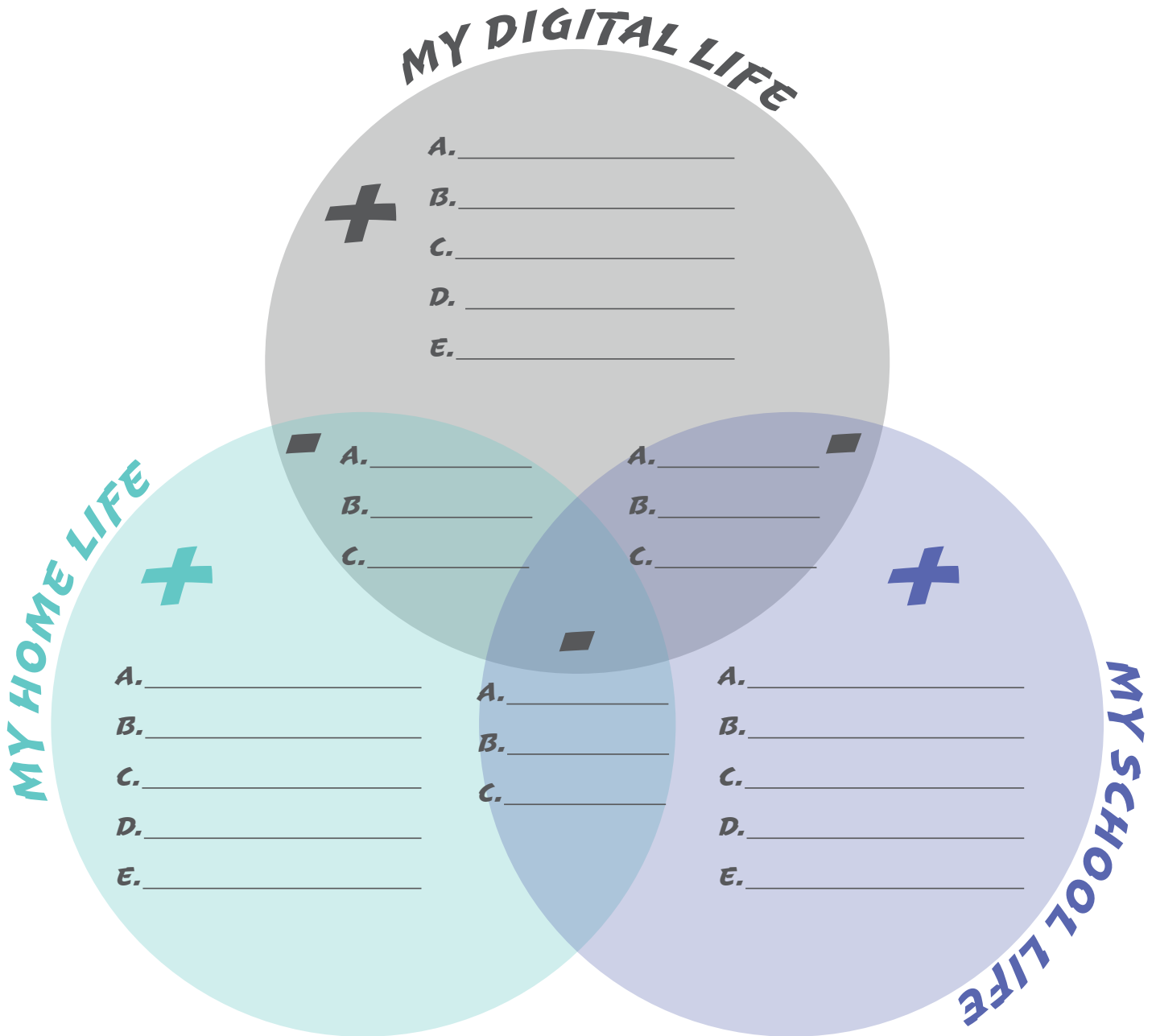
Procedure

1. Ask students, 'Do your digital places have the same vibe as your home and school life? Are you equally happy in all 3 spaces?'
2. Explain that these three worlds can independently be positive experiences. There may be positives or tensions where your worlds intersect e.g. you may have a falling out with a friend at school who you are very active with on social media. Many people we go to school with are also in our digital world.
3. Ask students to fill in the handout to review how well their three worlds are merging.
 - Which aspects do you love?
 - Which can be a challenge?
 - Could anything be working better for you?
 - Think back to your day timeline from workshop 10, are any circled moments of frustration or stress (small problems) reflected where your worlds intersect?
 - What may help to improve your digital world?

Tips and ideas

- If there is time it may be worthwhile students sharing their three world positives and tensions with another student in the class to compare stories.

My worlds: Intersect



+ Positives **■** Tensions



Workshop 11: Getting it done



This workshop provides an opportunity to develop an ‘elevator pitch’ to guide student projects and plans, as well as continue developing their projects. **For this workshop, also refer to the project activities and further resources in Workshop 10.**

11.1 Elevator pitches 10+ mins

Learning intention

- To develop a clear and concise description of a project or campaign which focuses on improving social spaces, to express why it is important.









Resources: None

Procedure

- Explain that an elevator pitch is a short way to tell someone else about a project, campaign, service or product, the problem it solves and why it’s important. This short summary should be no longer than the time it takes for a short elevator ride, where you imagine yourself ‘pitching’ an idea to someone who can help make them happen—like a manager, funder or government official.
- Outline the three steps of an elevator pitch:
 - What is the problem and what will they do?
 - Why does it need to be addressed now?
 - How will they make change?
- In project groups, ask students to develop and practice their elevator pitches.
- Ask each group to present their pitch.

Tips and ideas

- The UK-based social change organisation, the Young Foundation, has some tips for developing pitches. To read visit: youngfoundation.org/social-innovation-investment/top-ten-tips-for-social-entrepreneurs-pitch-perfect/
- Ask students to provide feedback to their peers using a PMI tool. This is:
 - Plus:** a strength.
 - Minus:** a weakness or area for improvement.
 - Interesting:** something they want to know more about.

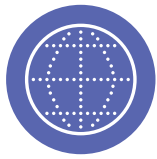
-  Uses technology
  Cross-age activity
  Requires handouts or signs
  Requires scribe materials
 Self-reflection
  Group conversation
  Research
  Activity length

Elevator pitch prompts:

What is the problem and what will they do?

Why does it need to be addressed now?

How will they make change?



Workshop 12: Shape Your World



The final workshop completes the theme and reorients students to think about the progress they have made through on their own project, as well as reflect on their learning during The YeS Project. **For this workshop, also refer to the project activities and further resources in Workshop 10.**

12.1 Project check-in 10 mins

Learning intention

- To review project progress and develop simple strategies for responding to challenges the projects may encounter.

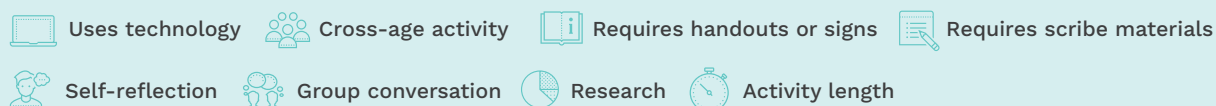
Resources: Handouts or digital files

Procedure

- Organise students into their project groups.
- Ensure that each group has a paper or digital copy of the Project check-in handout.
- Ask groups to complete the handout. They may want to refer to notes from previous workshops.
- As a class group, review each group's progress and invite other students to contribute ideas to address barriers.

Tips and ideas

- It can be useful to set a timer for this activity. Start with 1-2 minutes for thinking alone, then 2-4 minutes for recording notes about their progress as a group.
- Print the handouts onto A3 sheets of paper. After each group has completed their sheet, invite other groups to comment on the sheets using Post-it notes or different colours. Encourage them to suggest ideas for other groups about how their project may create change or how they might address barriers to their project.
- This is a good chance to review which groups may need more support and which groups may be able to work independently.



Project check-in

What's your plan?

- What's the problem?
- Why do we need to solve it now?
- How will we make change?

How are we going to do it?

- Project timeline

How will we know we've made change?

What are some ideas to support us when we face barriers?

12.2 Reflection 10 mins

Learning intention

- To reflect on and evaluate The Yes Project workshops and activities.

Resources: Large sheets of butchers paper, markers

Procedure

1. Write the statements on the handout at the top of each sheet of butchers paper.
2. Stick the sheets up around the classroom.
3. Give each student a coloured marker.
4. Ask students to move around the room and respond to the statements using words, emojis, symbols, drawings and patterns.
5. Review the responses as a group.

Tips and ideas

- Play music while students move around the room. This may remind them not to talk while they are thinking and responding to the statements. It can also be a good way to signal the end of the activity.
- Ask students to come up with their own ideas for reflection statements. Add these to the sheets before students start to write their responses.
- This activity can also be completed using a digital survey or group document.

List of statements:

What was the most surprising thing you learned?

What activity or workshop most stands out for you?

In one sentence, what did you learn?

What ideas could be added to The YeS Project?

What activities confirmed things you already knew?

How have the workshops supported you to understand or do something differently?

Which activities has encouraged you to change your digital practices?

REFERENCES AND RESOURCES



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DIGITAL LINKS AND FURTHER RESOURCES



- **James Veitch TED Talk** - Video - This is what happens when you reply to spam email ted.com/talks/james_veitch_this_is_what_happens_when_you_reply_to_spam_email#t-566261
- **ThinkUKnow** – Interactive video - First to a million thinkuknow.co.uk/14_plus/Films/ftam/
- **Project Rokit** - YouTube video – NUDES: What if I get hassled for photos I don't want to send? youtube.com/watch?v=M3bvdHlGMJA
- **Project Rokit** - YouTube video – NUDES: How can I support someone whose photo was leaked? youtube.com/watch?v=VXY_8SsjUFo&t=4s
- **Headspace** – handout - Understanding and dealing with sexting and image-based abuse headspace.org.au/young-people/understanding-and-dealing-with-sexting-and-image-based-abuse/
- **MTV Decoded** - Videos and channel - Franchesca Ramsey explores race and pop culture (US-based) mtv.com/shows/decoded youtube.com/playlist?list=PLLreUsexUtEO-afC42WdPtaBMQDYUEOOM
- **Rewrite Your Story**, Office of the eSafety Commissioner - online resources and videos - esafety.gov.au/complaints-and-reporting/cyberbullying-complaints/rewrite-your-story
- **Peer Support Australia** - organisation - peersupport.edu.au
- **Office of the eSafety Commissioner Digital Dangers** - infographic - esafety.gov.au/about-the-office/research-library/state-of-play-negative-online-experiences
- **Join the Conversation:** A collection of simple ideas for planning social action in your community - Young Foundation - youngfoundation.org/publications/join-conversation-collection-simple-ideas-planning-social-action-community/
- **Southern Poverty Law Centre**, Teaching Tolerance resource, including tolerance.org/classroom-resources/tolerance-lessons/social-media-for-social-action and tolerance.org/classroom-resources/tolerance-lessons/digital-tools-as-a-mechanism-for-active-citizenship
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