HEYWIRE TRAILBLAZERS
EDUCATION RESOURCE TOOLKIT

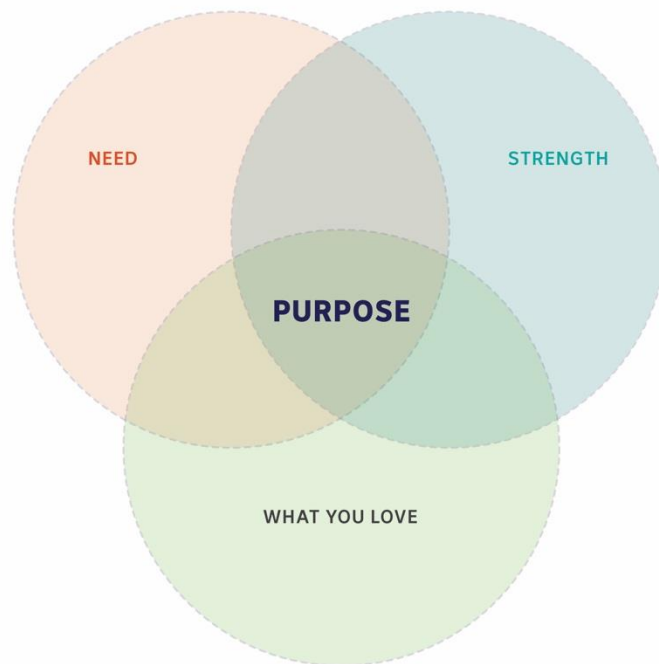## LESSON 1: FINDING PURPOSE

This first lesson will guide students towards finding a purpose for their community action plan, through three main areas.

Display the 'purpose' graphic and briefly talk through it, explaining that you will come back to this graphic later in the lesson.

▶ **Watch**

Watch Emma Moss, Life on a Station

Begin by discussing Emma's story in relation to the diagram above.

Ask:
- How did Emma's project play to her strengths?
- What skills has she used in this project which are transferable, i.e. could be used in other jobs?
- How have her existing skills been developed?
- Where do you see Emma's project taking her in the future?

Next, watch Louise Blessington: Dead Parents Society

Explain that this project leans more towards the 'need in the world' side of the diagram, rather than 'what you love to do.' It's important to note here the difference in motivation behind both projects, and that both are valid and important despite being so different.

Ask:
- What prompted Lou to begin the group?
- Why was this project particularly important to them?
- What transferable work and life skills might be gained through the process of running this group? (issues of sensitivity and tact)

PART A: WHAT YOU LOVE

Students will explore what they love to do and their personal values. To begin, students will list the things that are important to them as individuals. Explain that they needn't be academic or school-focused. This is about finding passion in their purpose by playing to their personal interests and preferences and remaining true to their own beliefs.

Give students the 'What You Love' worksheet and talk through each question before having them complete it.

After completing this activity, students will work in pairs to compare their responses and then share as a group.

PART B: WHAT YOU'RE GOOD AT

Next, students will look at their abilities, strengths and skills. Give students the 'Strengths' worksheet.

OPTIONAL EXTENSION: INCORPORATING COMMUNICATION SKILLS

It can be useful for students to get some insight from the people who know them well, about their strengths and abilities. This is particularly helpful for those students who have difficulty recognising positive things about themselves.

This activity asks students to email several adults in their life and ask for their input, using the template provided. This could be family, friends or teachers. Encourage them to send the email to a variety of people.

Give students the email template which they may adapt as they would like to. They may not receive responses back or may receive responses they do not agree with. Explain that the goal is to reflect on what is meaningful in their lives and that this activity may help to see things about themselves they did not recognise or solidify things they already knew.

Consolidation: Fill in two of the Venn diagram circles: 'What you love to do' and 'Skills'. Explain to students that they will come back to this graphic in the next lesson, in which they map the challenge and find a 'need' to add to their diagram.

WHAT YOU LOVE WORKSHEET

Take a few moments to answer the questions below. For each question try to come up with several answers.

What do you love to do in your free time? Don't count activities you have to do or are doing to satisfy the expectations of others. Identify the activities that you truly enjoy.

What are the skills that come to you without much thought or effort? (writing, art, drawing, maths, helping others)

What are and/or have been your favourite classes and subjects, or school projects you have particularly enjoyed?

If you could do any job, what would you choose?

What types of things energise and excite you? Think about people, places, and activities.

What areas are you knowledgeable about, e.g. is there something that others ask for your opinion on?

What values are important to you that help guide how you live your life? E.g. contributing to my family, caring for the environment, helping others.

What are the subject areas you most enjoy reading about? What are the types of movies, books and magazines that you are drawn to?

If you had spare time to volunteer, what would you volunteer to do?

Make a list of the careers that sound appealing to you or really grab your interest.

Have your friends and family told you repeatedly that you would be excellent in a particular field, job or career? Do you have a deeply held desire for a particular career?

What are some of the big goals you want (or still want) to achieve in life? Do you want to save lives?

Make lots of money? Be a movie star? Live in a big house? Save the Earth? Think big!

STRENGTHS WORKSHEET

You are going to learn about your abilities, strengths, and skills by completing this exercise. This activity is based on John Holland's Code which classifies people and jobs into six (6) categories: Realistic, Investigative, Artistic, Social, Enterprising and Conventional. This assessment will help you learn which of the six areas tend to relate to your natural abilities, strengths, and skills. These are things you have demonstrated that you <u>can do</u>; things for which you have an aptitude. It is important you also consider the things other people agree you are good at.

Read through the statements below and rate your level of skill in each area from **0 (very little skill) to 9 (a high level of skill).** At the end of a skill category, total up your points.

REALISTIC

Score	Strength
	Participate in athletic competitions
	Skilled at working with your hands
	Good at detailed work
	Understand mechanical operations (how things work)
	Use tools to fix broken objects
	Build models from kits
	Total Score

INVESTIGATIVE

Score	Strength
	Analyse data and information
	Energised by mentally stimulating activities
	Research journal articles at the library
	Study subject matter extensively to become an expert in the area
	Work independently to solve complicated problems (like maths puzzles)
	Prefer science related subjects
	Total Score

ARTISTIC

Score	Strength
	Create objects: paintings, sculptures, jewellery, songs, dances, clothing
	Use your imagination freely
	Perform on a musical instrument
	Write creative stories
	Design brochures, flyers, or posters
	Sing in a band or chorus
	Total Score

SOCIAL

Score	Strength
	Work with groups of people on a project
	Give emotional support to a friend in need
	Contribute to others by volunteering in school and community projects
	Counsel and advise a friend with a problem
	Teach a friend how to do something new
	Plan parties
	Total Score

ENTERPRISING

Score	Strength
	Organise and manage school activities
	Lead others in group projects
	Convince your friends to change their minds
	Approach new tasks with self-confidence
	Sell things with great success
	Serve as a club treasurer
	Total Score

CONVENTIONAL

Score	Strength
	Finish your school projects in an organised manner
	Follow directions thoroughly to accomplish your goal
	Follow rules and procedures when working on projects
	Complete each step when doing a project and move to the next step in an orderly way
	Develop an organised way to complete a project
	Organise and catalogue things
	Total Score

Your abilities, strengths, and skills assessment summary is represented by the scores you totalled in each area. The three highest scores indicate your perceived strongest areas of natural abilities. Identify those three areas below with the highest score listed first (if there is a tie, choose the area where you feel you have the most ability for your first choice).

Hello _____,

I'm working on a community project unit for school, which is designed to help me figure out what my strengths, interests and talents are. As part of this project I am looking for feedback from people who know me well and whose opinion I value.

Will you please read the questions below and email your responses to me? There is no need to spend lots of time on this, just tell me the first thing that comes to mind as you read each question.

1. What do you think are my strengths and talents?
2. How do you think I can I use my talents in a meaningful way?
3. How do you see me contributing to the world in the future?
4. What advice would you give to help me achieve these goals?

Thanks for your help. I really appreciate your time and input.

Regards,

LESSON 2: MAPPING THE CHALLENGE

▶ **Watch**

Begin session by watching [Trailblazer Alana Black, Fledgling Farmers](#) video.

Ask:

- How did Alana relate her personal experience to broader problems in the community?
- What motivated Alana to pursue this issue?
- Can you think of any similarities between Alana's issue and those facing you / your family?

WARM-UP

If your students have completed lesson 1, begin this session by reflecting as a group on what they learned. Discuss the skills and interests they identified, and any challenges they had in coming up with them.

Important points to draw out:

- Are there any common themes among the group?
- Who found the exercise challenging and who found it easy? Why?

- Have you had any additional thoughts about your ideas since doing the lesson?

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STEP 1

Mapping the community. Explain to students that they will be 'mapping' their community and identifying a key issue that they will focus on to design a change project / community action plan.

Begin by giving each student a copy of a blank map of your local council area (if possible). This visual aid will help them in identifying the issues their community faces

Ask:
- What is a community issue anyway? (In short, a community issue is an important topic or problem within a community)
- What are some local issues that we already know of?

Come up with some local issues which are already being addressed. These may be fairly minor, e.g. lack of available parking on the main street, or they may be major and as yet unsolved: widespread ice addiction, drought.

What plans have people come up with to address these? What has worked and what has not?

STEP 2

Next, students will begin coming up with possible issues they may focus on, working through a sort of vetting process of ideas, to eventually narrow them down to one.

Begin by giving students two broad categories for issues, as a starting point. Explain that some issues will be 'planet focussed' and some will be 'people focussed', but that either way we are looking at ways to address them in the local community.

- Planet focus: climate change, plastics, Great Barrier Reef, renewable energy, endangered animals, etc
- People focus: poverty, homelessness, mental illness, gender inequality, racism, addiction, health care, education

It is important to note here that students don't need to necessarily tackle these very big

issues. This is just to get them thinking in broad strokes about some common issues affecting local communities. The main aim is to find an issue that matters to them. Refer back to Alana's video, drawing out the fact that these stories are unique and very much specific to the people telling them. The issue of farming succession, for example, is something only a small number of people will relate to. But the issue is a vital one to this family and other Australian farming families.

Students come up with a preliminary list of issues and begin to narrow them down, by working through a list of questions:

- What are you like as a person?
- What do you care about?
- What's really important to you?

STEP 3

Start a list of things you care about, and how you could improve them.

Maybe your local park needs a clean-up. Could you organise a community cleaning group?

Maybe there are hungry people in your community who need feeding, and too much food waste elsewhere. Can you create a partnership?

Are there places you avoid because they aren't safe, and could you do anything to change it?

Imagine what it would be like once the project is underway or completed and how this would address the issue.

STEP 4

Next, you will guide students through a process of interrogating their issues and ideas to hone them:

- Is this / are these issues something you really care about, and is it important to you? Why?
- Estimate how many people are affected by this issue and how many could potentially be impacted by its resolution.
- What would the knock-on effects of the resolution of this issue be?
- Does this issue affect everyone in the community or a smaller group?
- Is there anyone else already trying to address or solve this issue?
- Do other community members want this issue solved? How do you know?

COMMUNICATING WITH INFLUENCE AND SEEKING ADVICE

▶ **Watch**

Jobi's video about his community in Tasmania.

Ask:

- How do you think Jobi might have found community support for his project?
- Who might he have asked for advice?
- How could he have researched the issue?

The final part of the lesson will be focussed on getting students to research the issue they are thinking about. This is an important step in identifying any areas where there may already be projects in place to address the issue, and those where there is still a 'need' to address.

Students will work in groups to research individuals or organisations to contact and learn more. Things they may ask include:

- Who does this problem affect?
- Who will be impacted by this project?
- Which locals know about this issue or are involved?
- Are any other organisations working on this issue?
- Where can you find the information you need? Online? In person?
- Do you have any specific questions or requests you need to ask them?
- What do you need to find out?
- Do you need to make contact?

Students will come up with a list of pertinent questions they need answered and begin the process of gathering this information to inform their subsequent work.

To get them started, they may use the phone script template to contact relevant people.

CONSOLIDATION:

Students fill in the third circle of their Venn diagrams and discuss.

PHONE SCRIPT TEMPLATE

Hi, my name is _____ and I am from _____ (school)

I am doing a project for school and researching the issue of _____

There are some things I'd like to ask you about if you have a few minutes spare or, if not, could you please put me in touch with someone I could talk to?

QUESTION 1:

QUESTION 2:

QUESTION 3:

LESSON 3: IDEATION & PROBLEM SOLVING

CURRICULUM CONTENT

- Complete an action project utilising entrepreneurial behaviours to address an identified challenge or opportunity *(ACWSCL031)*

Explain to students that now they have an issue to focus on and it is time to bring their vision to life. Explain that you will explore the process of ideation and reflect on different ways to come up with solutions to a problem and generate ideas. By the end of this session, students will have developed a draft project plan.

To start with, ask: *what is ideation, and why is it important?*

Ideation is the formulation of ideas and concepts

Ideation is an important part of the project planning and problem-solving process

Building on each other's ideas helps us improve our ideas

We need to generate a range of ideas in order to find one, workable solution

We analyse and develop ideas based on human interaction and collaboration

▶ **Watch**

Lucy and Kelli Williams: Teenage Trifecta video

Ask:

- What was the initiating problem faced by Lucy and Kelli?
- What was their solution/s?
- How did they generate this solution do you think?

Explain to students that the main point of ideation is developing strategies for innovative problem solving.

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STEP 1

First, students will formulate a research plan using the following table as an example to get started (they can write the three headings in their books).

COMMUNITY NEED: *Increasing community access to mental health services*

What you already know about it	What you need to learn about it	What are the information sources you may use	How you will make contact
The community has two services which address mental health issues in the community, and they are overstretched for resources	Why are we under-resourced and why only two points of contact exist	Talking to the two services, talking with locals about their experiences, speaking with wider professional bodies such as Beyond Blue	Service # 1 ph: Service #2 ph: Beyond Blue contact name / number:

Once they have completed this activity, students will brainstorm ideas of how to more deeply research their cause using local resources. This may be done in groups or individually depending on each project.

▶ **Watch**

[Sean Bahr Kelly video.](#)

Ask
- What prompted Sean to start his project?
- What do you think he means when he says he was sick of seeing negative representations of his people in the media?
- How might Sean's project change this perception?

Here are some ideas:

- Media – local coverage of the issue
- Conversations & Interviews - talking with local community members from both sides of the issue
- Observations and experiences: personal experience or that of people you know
- Emails, surveys: reaching out to relevant people for more information

Students will complete this research in an ongoing way throughout the remainder of their projects. As they research, they will gather more information and data with which they can summarise the current status of their local issue in the community. From this point, they may set goals and formulate a timeline for the project (see 'Next Steps' for more).

STEP 2: PROBLEM-SOLVING: RAPID-FIRE IDEAS

The idea here is to come up with as many ideas as possible in ten minutes to address a specific question or problem. Each one will depend on the issue being tackled. An example could be: How will I get publicity for my fundraiser?

Model this to students by writing this question on the board and giving students a few minutes to generate as many ideas as they can. They don't have to be all workable – the aim is to get thinking.

After this initial activity has been completed, divide students into groups. They take turns to present their own problem statement to the group, who moves through the exercise for each group member. (If you have time, you will achieve the best responses if you put each individual question to the class as a whole. This will yield a larger range of responses and more creative ideas).

There are some basic principles to follow:

- Set a time limit
- Always have a question, plan or goal
- Encourage weird and wacky ideas
- Aim for quantity
- Collaborate
- Work together, not in opposition

ACTIVITY OPTION: BRAINWRITING

This is a technique in which students write their ideas onto cards or post-its individually, and then pass their ideas on to the next person, building on – not criticising or judging - each other's ideas as they go. This is best done in silence, sitting in a circle.

The process can be repeated in cycles, as ideas become more refined.

The benefit of brainwriting is that it levels the field – everyone participates simultaneously – and removes some of the obstacles of group brainstorming. This style of ideation can be better suited to students who are not confident, or bigger groups where more confident students will naturally dominate verbal brainstorming sessions.

CONSOLIDATION

Students should each have a list of possible answers / solutions to reflect on and refine. As a reflection activity,

▶ **Watch**

Video: How Lego and the farm came together to inspire a new generation about agriculture

This project is a great example of originality of ideas, and how even two seemingly unrelated things – Lego and agriculture – can be brought together to have an impact.

Ask:

- What was the purpose of her project?
- Why Lego?
- What was its impact?
- Do you think she might have found it hard to convince people of her idea in the early stages? Why?

LESSON 4: STORYTELLING FOR PURPOSE

In this session, students will learn the importance of communicating positively and the benefits of being able to do so. They will look at personal storytelling as a persuasive technique in pitching their idea, as part of their project.

▶ Watch

[Students Against Racism video](#) (SAR)

Ask:
- How does the SAR's story affect you? Why?
- Which parts did you find the most powerful?
- How would this help SAR to sell their idea?
- Start with a discussion about why stories 'sell' ideas. What is it about telling a personal story that elicits such a positive response?

Stories create an emotional response in the listener that connects them to the person telling it. It creates empathy and understanding. The better you tell your story, the more it will resonate with your listeners and the more likely they will be to go for your proposal.

Begin by asking students to think about a powerful or memorable story they have heard. What was the story, and what made it powerful?

Discuss as a group.

▶ Watch

Watch [Sally Downie: Grassroots Blueprint](#) video

Ask:
- What makes Sally's story so powerful?
- How does her story make you feel?
- What words does she use to do this?

Next, explain to students that they will be drafting a story plan with which to pitch their idea using the SHARES model. Display the example template.

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To consolidate this SHARES model learning, watch the [Rona Glynn-McDonald: Common Ground](#) video.

Ask:

- What was the problem?
- What was her action?

As students begin to work on their templates, there are a few more points to make:

- **Remember, your story doesn't need to be about you.** Make it up, use a character and ask the audience to 'imagine this…' or – better yet – bring it back to the listener's life. 'Imagine if your child came home one day and told you…' This puts them right in the emotional centre of the story.
- **Following the classic structure of Setup – Struggle – Solution is always effective.** Similar to a narrative arc, this one is a little different in that the main part of your story should focus on the 'struggle', or the problem. But you're not telling a story about the problem, you're telling a story about a person struggling as a result of that problem. Describe it in detail. Use emotive language. Make the audience feel it.
- **Use humour.** Your story might be serious, and that's fine. But it's also okay to be funny if it suits your project. Have fun with it.

CONSOLIDATION:

Once students have filled in their templates, they can share their stories as a group or with a peer. From here, they can work on creating a cohesive piece of writing which they will continue to work on as they incorporate the next session ('Pitch Day') into their pieces.

S: Setting Put us right in the action from the start. Where are we?

I was wandering around town one day, bored, middle of summer.

H: Hindrance An obstacle or a problem is encountered.

It was another 40 degree day and the cement was burning my feet, sweat pouring down my face. I thought I was melting. All I wanted was to cool down. But we're 400km from the sea, and our local pool closed down years ago. It's just a big empty bath now.

A: Action The action you took because of the problem.

So I just went home. Sat in the air con and played Xbox. Finally, my mate called me when he got home. He has a pool, one of the only ones in town. I bolted round to his place and I just kept running until I jumped right into that clear blue pool. What a relief!

E: Evaluating Reflecting the experience.

It got me thinking… most people in our town don't have pools. I'm just lucky my mate has one. We should be able to do this all the time. Why did we close that pool down anyway, and how hard would it be to open it again?

S: Suggested actions

I've thought about this a lot, and everyone agrees – it's summer all year round in our town, and we need to reopen the pool.

To begin with, ask: What is a pitch?

Pitches can be used to encourage or persuade individuals and groups to rethink an issue, adopt a new policy, or invest money in a cause. This change in behaviour, or action, is not manipulation. Rather, it is the result of a well thought out, compelling argument or story which makes a particular course of action seem logical.

▶ Watch

To begin, students will watch two very different pitch videos to compare and contrast.

- Nathan Doyle – Which way, this way again
- Ashley Eadon - Dear Cris

Compare and contrast these videos and draw out the persuasive elements of each.

Ask:
- How did each of these projects make an impact in their pitching?
- Which moment in each do you think was the most powerful?
- How did each group convince you that action was needed?

Explain that students will be using this lesson to turn their personal stories into a pitch.

Ask: Why do we need to pitch?

In order to get any ideas off the ground, it is vital that we get people to listen to us. An effective pitch gets its audience's attention and draws them into the narrative. It does so by:

- Explaining complex ideas in a concise manner
- Taking into account the audience: what are their values, needs, priorities, current issues?
- Is highly engaging: personal, compelling, verbally expressive
- Being delivered by a confident individual who clearly knows what they're talking about
- Being memorable

BEING CLEAR AND CONCISE

Begin by having students distil their idea into one paragraph. Doing this will help students see where their idea needs clarifying, or their argument needs strengthening. To pitch effectively, students would be able to succinctly and powerfully sum their idea up. This will test students on whether they are really clear about what they want.

Once they've written their draft paragraph, work with students to refine their writing.

Ask: What are the main ideas?

If students are struggling with a paragraph, ask them to come up with a list of ten words to outline their pitch. This will challenge them to focus on the keywords and main points of their argument.

Next, ask students to come up with the 'hook' for their pitch. Are you able to come up with a headline or one single question that sums it up?

THE FORMAT

Students will now undertake a 3-step process to create their pitch, following a broad outline:

1. Define a problem
2. State your solution
3. Call to action

Give students worksheets and begin to fill out each section as follows:

A. DEFINE A PROBLEM

- Begin your pitch by outlining a problem that your audience will care about. If it isn't something immediately relevant to them, make it personal.
- This opening part is your chance to hook the audience and grab their attention.

B. STATE YOUR SOLUTION

- The heart of your argument should be a clear solution to the problem or issue you hooked your audience with.
- This emphasises the value of your argument.

C. CALL TO ACTION

- Be specific about what you are asking them to do. Don't just ask for money – it's money for a specific outcome.
- Outline how this will change things: opinions, policy, services, access etc.
- This demonstrates confidence in your solution.
- From here, students will incorporate their stories and pitches into one piece and begin to refine it. This can be done in groups or individually.

PUBLIC SPEAKING

Explain that you can have the best speech in the world written down on paper, but if you can't connect with your audience the meaning will be lost.

Talk through the basic rules of public speaking and explain that you will be working from this for the remainder of the session.

- **Poise.** Be calm and confident. Use gestures where appropriate. Make eye contact.
- **Voice.** Be clear, be loud enough, but don't yell. Make sure you speak clearly.
- **Life.** Bring your personality to the pitch to give it specific meaning. Use passion, humour and energy. Use emotions to connect – express your frustration, excitement etc and make the audience feel it.
- **Eye contact.** Make regular, natural eye contact with your audience.

- **Gestures.** Make intentional and controlled movements which are natural and add to your message.
- **Speed.** Maintain a steady pace but use powerful pauses where appropriate. Vary your speed if it adds power.

Next, students will practice public speaking with a 30-second speech. This is for practice only, and not related to their real pitch.

Ask students to prepare a 30 second speech to their partner on an assigned topic, e.g. 'the person I most admire is….'

Give students around 10 minutes to draft some ideas and then give a 30 second speech yourself to model what you want them to do. Next, give them five minutes to practice in pairs. Then each student must take a turn presenting their 30 second speech and give each other feedback using the public speaking checklist.

Students reflect on the process, and what they found challenging.

PITCH DAY

For their final activity, students will pitch their ideas to a wider audience. The audience will depend on your school calendar and availability of staff and students, but should be aimed at a larger group who are hearing the pitch for the first time.

This could be as simple as holding a class 'pitch day', where each group takes turns to pitch to the group as a whole. It could be run during assembly time over a series of weeks, or to a year cohort. Alternatively, students may wish to incorporate a pitch practice into a stakeholder meeting, for real-world feedback on their pitch.

DEFINE A PROBLEM

STATE YOUR SOLUTION

CALL TO ACTION

PUBLIC SPEAKING CHECKLIST

	Got it	Needs some work
Poise		
Voice		
Life		
Eye contact		
Gestures		
Speed		

LESSON 6: REFLECTION AND ITERATION

CURRICULUM CONTENT

- Analyse the skills needed for effective teamwork in varying work contexts (ACWSL028)
- Assess the benefits of developing an 'entrepreneurial mindset' and its relevance to 21st century work and enterprise (ACWSL029)

Students learn techniques for giving and accepting feedback, to iterate and improve their ideas. They apply this to their projects and those of their peers while reflecting on their pitch and finalising their project plan.

▶ Watch

Watch Daniel Farmer and Adrianna Irvine: KMAC Youth Council initiative

Watch Zelma Tolley: The Postnatal Project

Ask:
- How might these groups have sought feedback on their projects?
- What sort of organisations would each project have needed to approach for feedback?

STEP 1: PEER FEEDBACK

Students will practice giving and receiving feedback on their project plans from peers.

Ideally, this is done in pairs with each student taking turns to present.

Give students the 'Peer feedback' worksheet and talk through each point as a group first,

clarifying as you go. This checklist will incorporate the elements of both public speaking as well as storytelling / pitching for feedback.

Explain to students that they will need to practice these many times and must be open to incorporating the feedback they receive.

STEP 2: COMMUNITY FEEDBACK

It is crucial to any community action plan that the community that will be impacted is consulted in the lead up to the project launch. In this part, students will use various forms of outreach to consult with community members about their idea and ask for feedback.

To start, students will formulate a 'stakeholder list' which outlines all the key organisations and / or people within their community who they might approach for feedback.

Give students the stakeholder list template. They may need to spend some time researching this before filling it in.

Next, students will need to come up with a range of questions they would like to ask of these stakeholders.

To highlight the importance of pertinent questioning, watch the Aidyn Loveday video.

Ask:
- What can we learn from Aidyn's project and how it began?
- How did Aidyn find a work-around to his problem?
- How might Aidyn have avoided the rocky start to his business?
- How has Aidyn's project contributed to his local community and personal life?

1. Be clear about what you are asking. What exactly do you need to know from this person? Ask them directly.
2. Ask questions whose answers will help you. Don't gather information that is not relevant to your project. What is it you need at this point to help your project? Focus on that.
3. Be prepared for the feedback you receive.
4. Take feedback on board, but don't feel obliged to incorporate it all. Ask yourself: Is this feedback relevant to my project? Does this person understand my project? Perhaps they don't. You are the only one who can decide if you should incorporate any changes that are suggested to you.
5. Listen to the experts. That said, if you are hearing the same message from several authorities in the area of your project, you might want to pay attention. These people might know what they're talking about.

CONSOLIDATION:

Once students reach the end of this session they are ready to move on to the final steps of their projects. Ask students to think about what their next steps are going to be, and discuss this briefly in preparation for the next session.

PEER FEEDBACK WORKSHEET

Category	Excellent	Above Average	Satisfactory	Should Improve	Must Improve
Poise *Calm and confident*					
Voice *Clear, audible*					
Eye contact *Regular, natural eye contact*					
Gestures *Uses gestures that are natural and add to the message*					
Speed *Steady pace, varied where appropriate*					
Engagement *Entertaining / interesting / intriguing*					
Expression *Showed passion and drive*					
Memorable *A personal connection, a strong story*					
Power *A compelling argument, hard to argue with*					
Call to action *It's clear what needs to be done*					

STAKEHOLDER TEMPLATE

ORGANISATION	CONTACT NAME & TITLE	PHONE NUMBER	EMAIL	CONTACT / NOTES

LESSON 7: NEXT STEPS

CURRICULUM CONTENT

- Complete an action project utilising entrepreneurial behaviours to address an identified challenge or opportunity *(ACWSL031)*

In this lesson students will finalise their project plan.

CHOOSE YOUR ACTION STRATEGY

You can choose which form of action is the most appropriate for you, using the following broad categories and examples.

Talk through each category and come up with examples for each.

Awareness: Educate. Share information and teach people to change behaviours.

Service: Volunteer. Use your time, skills, creativity or resources to meet a community need.

Advocacy: Advocate. Speak out, encourage others to speak up, call for changes to policy and law.

Philanthropy: Give. Collect and donate financial and other support.

▶ **Watch**

Next, watch the following videos:

- Joe Collins: Endangered species of the Mallee
- William Sharples: Eden Game Development Centre

Ask:
- Which sort of action did each of these groups choose and why?
- Can you think of any other strategies they could have used?

MAP COMMUNITY ASSETS AND RESOURCES

This is where you take a look at the people and organisations in your community that can help you – what positive things are already in place in your community? A good place to start is by filling out a community assets template.

▶ **Watch**

First, watch Lauren Paynter's video.

After watching, use Lauren's story to model how to complete the community assets template.

ABC HEYWIRE FUTURE READY

NEXT STEPS

STRENGTHS AND BARRIERS

To start with, ask students to make a list of what they see as their projects' strengths and barriers.

Once complete, students can go through their lists and detail how they will use each strength to their benefit, and how they will tackle each barrier.

COMMUNITY CONSULTATION

Ask: Why is it important to consult the community on new projects?

The aims of community consultation are:
- To build positive relationships with all sections of the community.
- To provide the community with the information they need to participate actively in the project.
- Inform the community of new plans and changes.
- Make best use of community resources
- Build on existing community relationships.
- Facilitate mutual understanding between groups with differing interests and views / opinions on the project.

FILL IN THE TEMPLATE

Fill in the next steps template to formulate your next steps.

CONSOLIDATION & REFLECTION

For the consolidation session, students come together to reflect on their projects and watch a selection of Trailblazer stories. These can be used as a talking point on where to next for each group.

What will the community impact be?

What is your vision for this project?

How will you make a difference? What do you see as your biggest challenges?

My target audience / stakeholders (people and groups who need to be involved or who can influence the outcomes of your project):

Key information to be provided to the community:

Resources / community support you are seeking:

Feedback you require from the community:

Roadblocks within the community:

Evaluation: How will you evaluate the success of your project? Make this a measurable target

Communication: how you will maintain ongoing, open communication with community stakeholders?

Applying for funding. Answer the following questions to see if you are ready to apply for funding

1. ***Who are you?***
    Yes – proceed to next question
    No – do some more thinking

2. ***What do you want to do?***
    Yes – proceed to next question
    No – do some more thinking

3. ***Why do you want to do it?***
    Yes – proceed to next question
    No – do some more thinking

4. ***What do you expect to achieve?***
    Yes – proceed to next question
    No – do some more thinking

5. ***How much will it cost?***
    Yes – proceed to next question
    No – do some more thinking

6. ***How much do you want from whom?***
    Yes – proceed to next question
    No – do some more thinking

7. ***How much (and what) will you contribute yourself?***
    Yes – proceed to next question
    No – do some more thinking

8. ***How long will it take and when will you need to start?***
    Yes – APPLY
    No – do some more thinking

COMMUNITY ASSETS TEMPLATE: EDUCATIONAL, GOVERNMENT, ECONOMIC, HEALTH, CULTURAL, SOCIAL

People, associations and groups	Places	Physical assets	Businesses, organisations & institutions
Volunteers, Rodney, Committee meetings	*Nyah, Pool grounds – infrastructure (facilities, gardens)*	*Lawnmower / Machinery, tools*	*Local council - funding*

HEYWIRE   FUTURE READY