

La Trobe University Aspire Generation

Taking Action Toolkit



LA TROBE
UNIVERSITY



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Learn for life

Introduction

This toolkit was created in partnership by La Trobe University and Cool Australia.

La Trobe University's Aspire Generation is a community of young people connected by their aspiration to make a difference through community service and leadership. They are the givers, the dreamers, the doers and the leaders who passionately pursue opportunities to address the big issues of their time. They think boldly and act responsibly and strive to leave a lasting impact on the world.



With the support of La Trobe University, the Aspire Generation will be empowered to drive change through community engagement, volunteerism and leadership opportunities.

The opportunities provided through the Aspire Generation program support the aspirations of young people ranging from Year 9 through to Year 12. Members of the Aspire Generation benefit from a range of volunteer and leadership opportunities hosted by La Trobe in conjunction with various community organisations.

- Unlock your Aspire Early Offer
- Make your mark through volunteering
- Connect through mentoring and coaching
- Engage in service, leadership events and awards

For more information go to: <https://www.latrobe.edu.au/study/aspire/are-you-eligible>

Cool Australia is an educational organisation that provides teachers and students with free, Australian Curriculum aligned resources. Using an innovative education model, Cool Australia's resources are designed to enable students to take action and drive change in their community.

For more information go to: www.coolaustralia.org

How To Use This Toolkit

The aim of this toolkit is to provide guidance around taking positive action in your community so that it will have a meaningful and lasting impact.

The toolkit won't tell you what your action will be – that's up to you and is dependent on the difference that want to make. Instead, this toolkit will help you with the 'how'.

The toolkit's different phases incorporate principles and activities based on ideas in project-based learning, design thinking and community engagement projects.



Follow the phases sequentially – they will help you to ensure that your action is meaningful and helpful to both you and your community.

Collaboration with others is the key to success in any community action. It's recommended that you take action in collaboration with like-minded people. You'll have more fun, too!

Even if you're embarking on a project on your own, you will need other people to join you for parts of the journey. They will give you feedback, provide you with inspiration and benefit from your action.

You are part of a community of young people connected by their aspiration to make a difference through community service and leadership. You are one of the givers, the dreamers, the doers and the leaders who passionately pursue opportunities to address the big issues of their time. You think boldly and act responsibly and strive to leave a lasting impact on the world.

Time to leap in!

La Trobe University's Aspire Generation

Volunteering and community service are invaluable ways to contribute to your community, and benefit all who are involved in many ways.

Young people in school who are making an ongoing and meaningful contribution to the community have the opportunity to grow personally and are highly valued by the Aspire Program at La Trobe University.



This toolkit will guide you to think about your community and how you can contribute to and engage with it. You will develop the skills needed to be able to make a positive difference in your community.



Aspire Generation: <https://youtu.be/inK1lgRMZBQ>

La Trobe University values volunteerism and community service in secondary school age students, and seeks to support them throughout school through the Aspire Generation - an initiative that students can be apart when still in school.

Students in Year 9-12 who volunteer and/or contribute to their community are encouraged to join the Aspire Generation, and when the time comes, to apply for a place in the Aspire Program at La Trobe University.

Toolkit Contents

The Aspire Generation is a community of young people connected by their aspiration to make a difference through community service and leadership. They are the givers, the dreamers, the doers and the leaders who passionately pursue opportunities to address the big issues of their time. They think boldly and act responsibly and strive to leave a lasting impact on the world.

The Taking Action Toolkit will guide you to take positive action in your community. You'll think about what you want to see in your community, dig deeper through community research, review your ideas with stakeholders, then refine and carry out an action to make positive change.

You can make a difference – follow the steps in the toolkit to see that when it comes to taking action in your community, **the sky is the limit!**

PROGRESS THROUGH THESE STEPS TO ENGAGE DEEPLY WITH YOUR COMMUNITY AND MAKE REAL AND LASTING POSITIVE CHANGE.

1. What are Community Service & Volunteering?

2. My Vision for the Community

3. Problem Finding: What are the Issues Faced by the Community?

4. Synthesizing Research: What Did I Uncover?

5. Deciding How to Take Action

6. Planning for Action

7. Taking Action

8. Reflecting on Action: What Now?

I. What are Community Service and Volunteering?

You may have heard of community service and volunteering – this section of the toolkit will guide you to work in a group to come up with your own understanding of both concepts, and how they connect.

In this section, you will:

- Develop an understanding of what volunteerism and community service are.
- Consider ways you can contribute to your community.

Materials required:

- Hexagonal Thinking template (found on page 4., print one copy)
- A4/A3 paper
- Gluestick
- Scissors
- Pens and markers

Mindset to adopt:

- Curious
- Open-minded



Community service and volunteerism in action

Watch this interview with the founders of Orange Sky Laundry - the world's first free mobile laundry service for people experiencing homelessness. In the interview, the founders of Orange Sky Laundry, Lucas Patchett and Nicholas Marchesi, explain their motives and rationale for their community service. They also talk about the benefits and outcomes their initiative has had for all people involved.



Orange Sky Laundry: Our Homegrown Mobile Laundry Service for the Homeless (https://www.youtube.com/watch?v=_GlwZg9NBUw)

I. What are Community Service and Volunteering?

As you watch, note some of the key points made and anything you find interesting in the TED talk:



If you would like to find out more about Orange Sky Laundry, check out this website:

<https://orangesky.org.au/volunteer>

What are community service and volunteering?

In this activity, you'll think about the concepts of community service and volunteering.

1. If you can, work in a group of 3-4 people. This will ensure that there are a variety of views and experiences shared, which will result in a deeper understanding of volunteerism and community service.
2. Use the Hexagonal Thinking Template to help you to build a deeper understanding of concepts (in this case, volunteerism and community service). Cut out the hexagons (found on page 4 of this toolkit). You will see that 'volunteering' and 'community service' are already written in two of the hexagons.
3. In your group, work together to fill in as many of the remaining hexagons with words and phrases that you associate with volunteering and community service.

You don't need to be experts to be able to fill in the hexagons – just share your prior knowledge and experience around the topic. Take some time to think about, discuss and write down as many different ideas as you can.

If you need some inspiration, think about the following questions:

- Who does volunteering/community service benefit
- What does volunteering/community service look like?
- Who can engage in volunteering/community service?
- What are some of the ongoing effects of volunteering/community service?
- What can be changed through volunteering/community service?

4. Now that you've written your ideas onto the hexagons, arrange the hexagons so that they link in different places and in different ways. Work together to create a pattern with your hexagons that explains your ideas around the links between each of the words and phrases. The pattern can take any shape – it could be a line or a clump. The main thing is that you can justify why two hexagons link.

I. What are Community Service and Volunteering?

This activity can help you to think differently, to scrutinize and extend your thinking about the links between the words and phrases.

Experiment with different links between the hexagons - play around with how the concepts link, and explore different arrangements between the hexagons.

While you're arranging the hexagons, speak out loud about the reasons you have created the links between them.

Once the group agrees on how the hexagons have been arranged, glue the hexagons in formation onto some A3 or A4 paper.

When you're working together with other people towards a joint outcome, it's called collaboration. One of the keys to collaboration is listening to others in the group!

HINT: IF YOU NEED A DEMONSTRATION OF HEXAGONAL THINKING BEFORE YOU START...SEARCH IT ON YOUTUBE! THERE ARE HEAPS OF EXAMPLES OF HOW TO DO IT, AND WHY IT'S SUCH A GREAT WAY TO EXPLORE AND CONNECT DIFFERENT CONCEPTS.

5. Take turns to explain the links between each of the hexagons on your group's chart. By explaining your understanding and ideas you will synthesise your own thinking about a topic AND test how well you know it by explaining it to someone else.

6. Then, take turns to share one thing you know about volunteering and community service that you did not know before. Make any notes about your existing and new understanding of volunteerism and community service here:

[illegible]

I. What are Community Service and Volunteering?

HEXAGONAL THINKING TEMPLATE

Community Service		
		Volunteering

This page has been left intentionally blank so that when you cut up the hexagons you don't lose any of the toolkit. Hoorah!

2. My Vision for the Community

Having a vision is a strong motivator for creating change. This section of the toolkit will guide you to think about, frame and share your vision for your local community.

In this section, you will:

- Explore what a vision for the future is.
- Consider your own vision for the local community.
- Learn how a vision that is achieved can engage and inspire others.

Materials required:

- Y-chart template
- Computer/tablet with internet access
- Different coloured pens and markers

Mindset to adopt:

- Curious
- Open-Minded
- Observant

My Community

Use the Y-Chart template on the next page to reflect and list your thoughts about your own community. Be honest and think critically - not all your reflections need to be positive.

When completing the chart, consider the following questions:

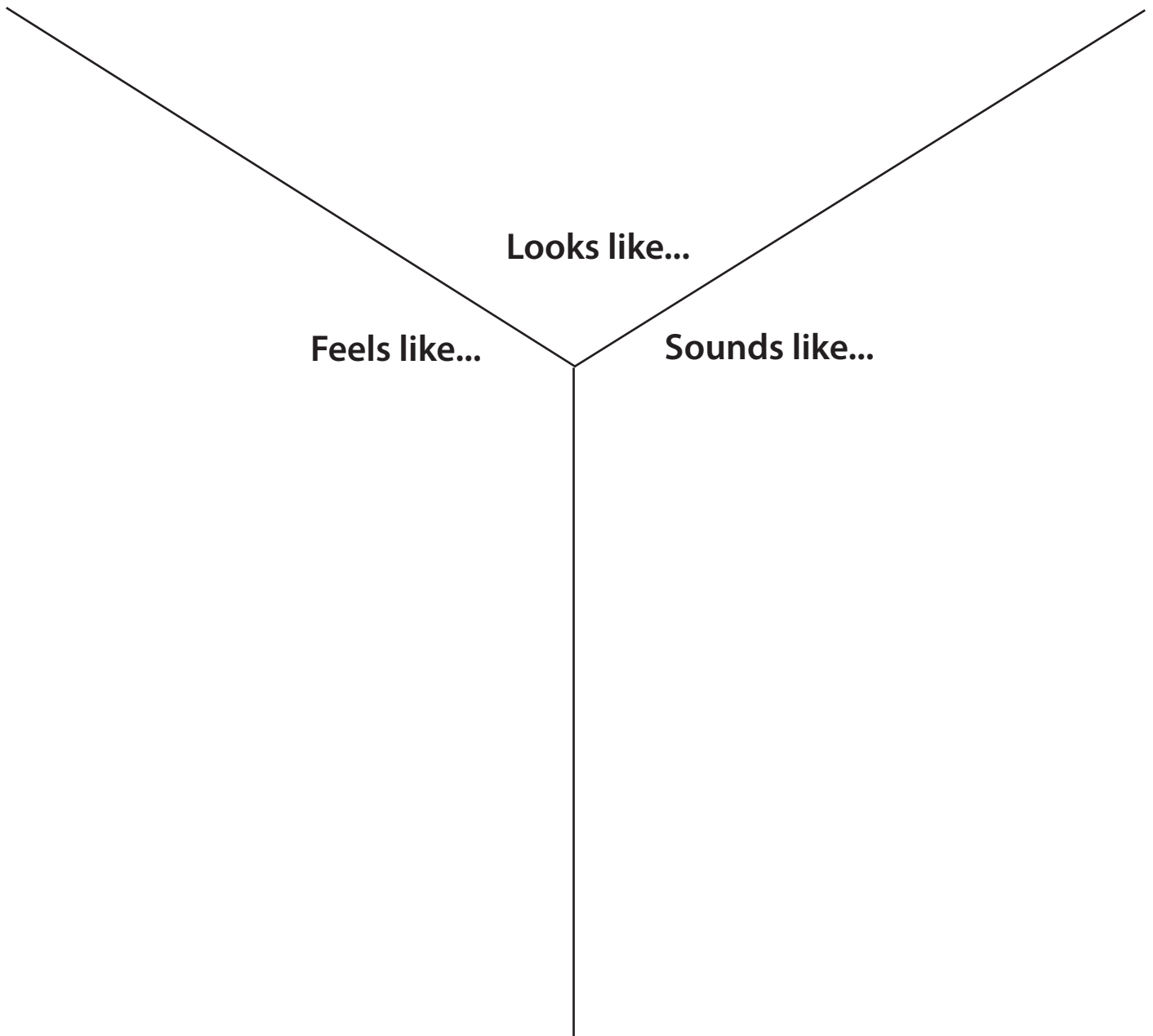
- What are some of the sights or sounds of the local community?
- What would be the things visitors remember when leaving the community?
- What are your thoughts about being part of the community?



YOUR COMMUNITY COULD BE YOUR SCHOOL, YOUR TOWN
OR YOUR LOCAL COUNCIL/SHIRE.

2. My Vision for the Community

Y-CHART TEMPLATE



A Y-shaped diagram template for a vision exercise. The Y-shape is formed by three lines meeting at a central point. The top-left arm is labeled "Feels like...", the top-right arm is labeled "Sounds like...", and the vertical bottom arm is labeled "Looks like...".

Feels like...

Looks like...

Sounds like...

2. My Vision for the Community

Community vision: How painting can transform communities (TED talk)

1. Watch this talk delivered by artists Jeroen Koolhaas and Dre Urhahn. It's about how large scale painting transformed two communities.



Ted Talks: HAAS & HAHN How painting can transform communities:
<https://youtu.be/iCXfJVCq1LA>

While watching, make notes about what you think the vision of the speakers was, the ways in which the vision was achieved and the impact it had:

This image shows a full page of yellow paper with horizontal blue dashed lines, typical of primary school handwriting practice paper. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

2. My Vision for the Community

2. After watching the video, compare the key points you made with a friend, and come up with a definition of community vision together. Write it down here:

COMMUNITY VISION IS:

Creating your vision

Our visions are what inspire us to want to make positive change in our communities. A vision is what we want to see in our world and how we want our world to improve. They guide our actions when we look to make a positive difference in our community. This activity will help you to shape your vision for the local community, which will in turn help you to make decisions about how to make positive change.

1. Consider your vision: Using a different coloured pen, revisit your Y-Chart, only this time write down what you want your community to look like, sound like and feel like.
2. Create a vision board that will communicate your vision for your local community.
 - Use [Padlet](#), [Adobe Spark](#) or [DreamItAlive](#) to create a collage of images that represent your vision. What images can you use to show your vision?
 - Enhance your vision with the use of audio/sound effects and video footage or gifs.
 - If you are a strong writer, could you communicate your vision with a short narrative piece, or perhaps some poetry?
 - Think abstractly: Can you use any visual metaphors or symbolism in your vision board/collage?
 - For example, could you use the colour green to represent a sustainable community? Or perhaps a skateboard to symbolise public spaces for young people? Could a circle or interlocking rings represent unity or your community's diversity?

2. My Vision for the Community

3. Once you're done, share your vision for the community with your friends, relatives or mentors. Explain your vision to them and ask them for feedback and suggestions about your vision.
4. Your vision board will guide you in creating a community action project or to seek volunteering opportunities that align with your vision for your community.
5. Finally, write a succinct version of your own community vision here:

MY COMMUNITY VISION:

3. Problem Finding: What are the Issues?

When taking action to address an issue, you're helping others. This section of the toolkit will guide you to build empathy and gain deep insights into the reality faced by people in your community, so that you can take the most effective action.

In this section, you will:

- Research to find out more about the issues that are faced by your local community.
- Make connections between your vision for the community and the issues that are a barrier to achieving it.



Mindset to adopt:

- Local newspaper (you could access it online)
- Community survey
- Community interview
- Computer/tablet with internet access
- T.V and/or radio

Mindset to adopt:

- Open-minded
- Curious

Researching: What are the issues faced by our community?

Some great ways to find out about the issues being faced by your local community is through the local media, by speaking to people who live and work in it and by making your own mindful observations.

KEEP AN OPEN MIND THROUGHOUT THIS RESEARCH – THINK BROADLY ABOUT YOUR COMMUNITY AND THE ISSUES THAT ARE AFFECTING THE PEOPLE IN IT.

1. Look at the local newspaper, information pamphlets distributed by the local council, local news broadcasts (on both T.V. and radio), and community information boards.

Go to the local library to find newspapers and community publications, listen to the local radio station talkback and news programs and watch the local news broadcast. Notice the issues that are raised in each of these sources and organise the information you find in your research by identifying the 5Ws.

3. Problem Finding: What are the Issues?

Here is an example of some information you could seek:

- **Who** is involved/affected?
- **What** is happening? What issue is apparent?
- **Why** is it an issue?
- **Where** is it happening?
- **When** is it happening?

2. Survey members of the local public about their views of the issues being faced by the local community.

Before you write your survey, think about the following:

- What do I want to find out from the local community?
- What will be the best way to uncover information from the community? How long should the survey take?
- What questions can I ask to help me get this information?
- Where would the best place be for me to conduct this survey? Can I do it online? Would face to face be more effective?

Use the template supplied to create your survey questions, and read through “How to: Design and Conduct a Survey” for hints and tips on page 14 before you begin.

3. Interview a community representative, such as a local council or community group representative, school principal, police officer (or all of them!) to find out about their views on the issues being faced by the local community.

Before you conduct your interview, think about the following:

- What do I want to find out about
- Who can help provide this information or will have relevant perspectives about it?
- What will be the best way to conduct the interview (time and place)?
- Will I need to interview more than one person to get different perspectives? Will this require different questions?
- What topics or things can I include in my questions to help me get this information?

Use the template supplied to create your interview questions, and read through “How to: Design and Facilitate an Interview” for hints and tips on page 18 before you begin.

3. Problem Finding: What are the Issues?

4. Mindfully observe your community and the issues that you see within it. This could involve walking down the shopping strip or through the shopping centre, sitting in a community space and observing people, or walking through the streets of your community with a special focus on looking for what you don't normally see in your day-to-day life.

You will be surprised by the number of things that you notice when you are mindful about doing so! Use your five senses to guide you, and write down what you notice here:

LOCATION 1

I see:
I smell:
I feel:
I taste:
I hear:

LOCATION 2

I see:
I smell:
I feel:
I taste:
I hear:

LOCATION 3

I see:
I smell:
I feel:
I taste:
I hear:

LOCATION 4

I see:
I smell:
I feel:
I taste:
I hear:

How To: Design and Conduct a Survey

A public survey is usually a set of brief questions that require simple responses.

Developing an effective survey is an artform - you need to make some decisions about questions, content, wording and format when designing a public survey.

There is not one perfect way to design and produce a survey but the following tips and reminders will help guide your thinking and develop your skills.



When writing questions, consider these things:

- The question content, the scope and the purpose (why are you asking this question).
- What format for the response (is it a scale, ranking, extended response, multiple choice etc.).
- The wording of the questions so that you can obtain the information you want (open and closed questions).
- Placement or order of the questions.

Types of questions: (for more information and examples, see <http://www.socialresearchmethods.net/kb/questype.php>):

- **Open-ended questions** encourage respondents to answer a question broadly, in some detail and in their own terms. These can be time consuming to develop and analyse, but allow for the greatest variety of responses.
- **Closed questions** give respondents a limited number of possible responses which might be provided to them or require just a yes or no answer. These are less likely to be skipped but may not provide as much detail or depth as open-ended questions.
- **Rating scales** give a chance to scale opinions and data, usually across five points. Points on the scale should be labeled with clear language words such as 'strongly agree', 'agree', 'neutral', 'disagree', 'strongly disagree'.
- **Rankings** can help get orders of preferences and opinions about topics, such as ranking four different solutions or choices.

Also consider:

- Is your survey going to be distributed and collected in hard (paper) copies or distributed electronically?
- Could your survey be online? If so use a program like www.surveymonkey.com
- Are you going to survey people in person at a chosen location?

How To: Design and Conduct a Survey

Other Tips:

- Start a survey with a brief introduction and a title for each section if these exist.
- General questions should be placed earlier in the survey, while any sensitive questions, including demographics (especially if about income) should be near the end.
- Avoid technical terms and jargon.
- Avoid vague or imprecise terms.
- Define things very specifically.
- Avoid complex sentences that might be difficult to understand.
- Provide reference frames that ensure all respondents are answering questions about the same time and place, such as "in the last week, how often..." rather than simply "how often..."
- Avoid double-barreled questions that try to measure more than one thing.
- Avoid questions using leading, emotional, or evocative language.

Compiled and adapted from: http://psr.iq.harvard.edu/files/psr/files/P_QuestionnaireTipSheet_0.pdf
AND <http://www.socialresearchmethods.net/kb/survey.php>

Community Survey

1. What do you like about our community?

2. What would you like to see more of in our community?

3. What do you dislike about our community?

4. What would you like to see less of in our community?

5. Do you have any other thoughts about change that you would like to see in our community?

Community Survey

Extra notes:

A large yellow rectangular area with horizontal dotted lines for writing extra notes.

How To: Design and Facilitate an Interview

Designing and facilitating an effective interview is a developed skill.

You will need to make a number of important decisions about questions, content, wording and format when planning an interview.

There is not one perfect way to complete an interview but the following tips and reminders will help guide your thinking and develop your skills.



When writing questions, consider:

- The question content, the scope and the purpose (why you are asking this question).
- The format for the response (is it a scale, ranking, extended response, multiple choice etc.?)
- The wording of the question so that you can obtain the information you want (open and closed questions).
- Placement or order of the questions.

Types of questions:

- **Open-ended questions** encourage interviewees to respond to a question broadly, in some detail and in their own terms. These can be time consuming to develop and analyse, but allow for the greatest variety of responses.
- **Closed questions** give interviewees a limited number of possible responses which might be provided to them or require just a yes or no answer. Avoid these in interviews unless they are followed with a request for an explanation.

Also consider:

- Location and surroundings (is it comfortable? How much noise is there? How will you get there?)
- Will you provide the interviewee with the questions in advance so they have time to consider some responses?
- Are you interviewing a few people at a time or conducting individual interviews?
- How will you record responses? If you want to record using audio, you **MUST** get permission from the interviewee.

How To: Design and Facilitate an Interview

Other Tips:

- Start an interview with a brief introduction about the purposes and goals.
- General questions should be placed earlier in the interview, while more sensitive questions should be near the end.
- Ask the questions exactly as you have written them, and in the same order.
- Avoid overly technical terms and jargon and vague or imprecise terms.
- Encourage a conversational atmosphere but avoid finishing sentences.
- Avoid questions using leading, emotional, or evocative language.
- Consider WHO you are interviewing and ensure you thank them for their time and assistance with your research.
- Consider different ways to probe your interviewee if needed: silence, overt encouragement, asking for elaboration or clarification or repetition.

For further information, check out <http://www.designkit.org/methods#filter> and look through the information by clicking each box.

Compiled and adapted from: http://psr.iq.harvard.edu/files/psr/files/P_QuestionnaireTipSheet_0.pdf
AND <http://www.socialresearchmethods.net/kb/interview.php>

Community Interview

Write down the questions you intend to ask below. There is space for you to note down your interviewee's response underneath.

Q:.....
A:.....
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Q:.....
A:.....
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Q:.....
A:.....
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Q:.....
A:.....
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Q:.....
A:.....
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Community Interview

Q:.....

A:.....

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Q:.....

A:.....

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Q:.....

A:.....

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Q:.....

A:.....

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Q:.....

A:.....

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Community Interview

Extra notes:

[illegible]

4. Synthesizing Research: What Did I Uncover?

You've listened to your local community about their views – This section of the toolkit will help you to decide on the issue that you will address in order to achieve your community vision.

In this section, you will:

- Identify the information you uncovered in your research and organise the information.
- Identify the barriers created by the issues you've uncovered.
- Identify the community issue that you will address through community service or volunteering.



Materials required:

- Headlines mind-maps
- Computer with Internet access
- Pens and textas

Mindset to adopt:

- Persistent
- Curious

Headlines

1. If you were to write a headline to summarise the information you uncovered about issues faced by the community what would that headline be? It should capture the most important aspect of the information. Write one headline per issue that your research uncovered:

HEADLINE 1:

HEADLINE 2:

HEADLINE 3:

Share your headlines with a friend or trusted adult - your explanation will help you to further your thinking around each of them.

2. On the following pages, synthesise the information you uncovered during your community research on the mind-maps provided. There is also space for you to reflect on whether the issues you've uncovered create barriers that need to be overcome to achieve your personal vision for the community.

4. Synthesizing Research: What Did I Uncover?



4. Synthesizing Research: What Did I Uncover?



4. Synthesizing Research: What Did I Uncover?



4. Synthesizing Research: What Did I Uncover?

Addressing community issues with a vision

1. Watch the following clip from La Trobe University – It features Rebecca, and the approach she took to respond to the issue she identified.



Aspire: Rebecca <https://youtu.be/BdpGBO6YRHk>

2. To take action, Rebecca must have had a vision – in the space below, write down what you think Rebecca's vision was and the issue that Rebecca was addressing.



4. Synthesizing Research: What Did I Uncover?

3. Your turn:

In the first a row, write down the vision that you have for your community – go back to your vision board if you need a reminder.

From your headlines, pick the community issue that you will address so that you can achieve your community vision.



YOU HAVE NOW IDENTIFIED A REAL PROBLEM TO ADDRESS!
THIS MEANS THAT THE ACTION THAT YOU TAKE WILL BE MEANINGFUL AND IMPACTFUL,
AND WILL BE MORE LIKELY TO HELP OTHERS.

5. Deciding How to Take Action

You've identified the community issue that you want to address – now, it's time to think about the action that you will take.

In this section, you will:

- Develop an understanding of problem solving and project design strategies.
- Collaborate with your peers.
- Build on your communication and critical and creative thinking skills.
- Apply critical and creative thinking skills.
- Lead a brainstorming session.

Materials required:

- A3 or butcher's paper
- Pens and markers

Mindset to adopt:

- Experimental
- Optimistic
- Resilient
- Supportive

Inspiration: taking action to achieve a vision.

1. Watch the following clip about Orange Sky Laundry.



Orange Sky Laundry - World First Free Mobile laundry for the homeless:

<https://youtu.be/cb0YYMW6D6g>

5. Deciding How to Take Action

2. By yourself, or with a group of people, reflect on the video using the prompts below to guide you. You can complete the reflection in any way that suits you, such as in writing, by recording your voice or a face to camera piece.

- What was the action being taken by the founders of Orange Sky Laundry?
- What was the issue being addressed by Orange Sky Laundry? (Look beyond the obvious response: the volunteers at Orange Sky Laundry wash the clothes of their friends on the street, but that's not all...)
- So... why community service? What's the point?

Framing the issue as a question: How might we...?

1. This activity will benefit from input from three to four other people. They could be your peers, family or school community or wider community members. Invite as many people as you can to this session – it's all in the name of collaboration and consultation!

2. Before starting the session, reframe the issue you've identified as a "How might we...?" (HMW) question.

For more information about this process, read this: http://crowdresearch.stanford.edu/w/img_auth.php/f/ff/How_might_we.pdf

For example:

Your **vision** for the community might be:

Young people in the community are happy, healthy and productive.

The **issue** you have identified in our community is:

High obesity in young people in your community due to a lack of understanding about healthy eating.

Your **How Might We** question could be:

"How might we teach young people in our community about healthy eating?"

"HOW MIGHT WE...?" QUESTIONS ARE SHORT, PRECISE QUESTIONS WITH THE PURPOSE OF GIVING STRONG DIRECTION FOR DISCUSSION AND BRAINSTORMING ACTIVITIES.

Create a HMW question for at least three different points of view (POV) on the issue you're working on.

For example:

Young People: "How might we increase *young people's* motivation to eat healthy food?"

Parents: "How might we help *parents* to encourage healthy eating in their children?"

Food outlet: "How might we encourage *retailers* to offer more healthy options for young people?"

Using a shared piece of A3 or butcher's paper, work together to draft five or more "How might we...?" questions. Think broadly and deeply about the issue you've identified.

5. Deciding How to Take Action

Addressing HMW questions: Considering existing options.

Are there already groups in your community who are taking action to address the issue you have identified? Do they need your help? Volunteering could be a perfect way for you to take action in your local community – there are so many different things that you can do as a volunteer.

1. Check out the stories of these young people – they are all part of the Aspire Program at La Trobe University, and each contributed to their local community through community service or volunteering with an existing organisation, such as the Country Fire Authority.

- o Aspire: Lachie Cooper: <https://youtu.be/almxes69El8>
- o Aspire: Connor Bethune: https://youtu.be/eTAzry_S5vY
- o Aspire: James: <https://youtu.be/XM6UyZiL7FI>
- o Aspire: Joshlyn: <https://youtu.be/ukGplvHTM6k>
- o Aspire: Raquel: <https://youtu.be/wYw2GzcxDY>
- o Aspire: Drew: <https://youtu.be/cWFBryXm8W0>
- o Aspire: Rebecca: <https://youtu.be/BdpGBO6YRHk>
- o Aspire: Breanna: <https://youtu.be/YNztbhTw8zw>

2. Taking inspiration from the Aspire students, find out if there is already a group or organisation who are working to address the community issue you have identified. You may need to spend some time conducting an online search to establish if such a group or organisation exists – be sure that you do, because there's no point reinventing the wheel!

- Download the Aspire Generation App from the iTunes store - it provides information about volunteering opportunities as well as the Aspire Generation.
- Check out the [Volunteering Australia website](#).
- Search the Internet for any community groups that may be taking action around the issue you've chosen to address.

Brainstorming ways to take action in the community.

The '100 ideas in 10 minutes' challenge is a fast and furious brainstorm for ideas.

1. Work in a group to come up with as many different and varied ideas as possible in 10 minutes. The ideas should aim to address your "How Might We...?" Questions and can be as abstract and aspirational as you like, but you should also aim to add some practical and realistic ideas too.

The aim is to have as many ideas as possible, so that you can choose one that can be developed, refined and put into action.

5. Deciding How to Take Action

The group brainstorm could be run like this:

1. Attach a piece of butcher's paper to the wall, or lay it on a surface where everyone can access it. Each person should also have access to a marker.
2. Don't sit in chairs - standing will enable more creative thinking.
3. The group should:
 - Write everything down as fast as possible on the butcher's paper.
 - Work fast: you only have 10 minutes and you need 100 ideas.
 - Do not discuss the ideas at this stage ... just get them recorded.
 - Give time markers as you progress - "Ten minutes left! Five minutes! One minute left!"
 - You could project a countdown using [this website](#).
4. When time is up, celebrate as a group!

Once the group has completed the '100 ideas in 10 minutes' challenge, ask each member to spend some time viewing and discussing the list of ideas. Invite each group member to nominate their favourite ideas by:

- Drawing a star next to the idea they think is the most creative.
- Drawing a smiley face next to the idea that they like best.

2. Work as a group to select one idea to bring to life. It is important that the group selects an idea that is feasible and realistic to complete within the time frame.

3. Use the S.M.A.R.T. project criteria to test your idea's viability - this can help focus on what you want to achieve, how you will achieve it, how long it will take and how you will measure whether the action is successful. If any of the ideas don't stand up to the S.M.A.R.T. criteria they should be discarded.

SPECIFIC — THE IDEA IS CLEAR AND UNAMBIGUOUS. WHAT IS EXPECTED?
WHY IT IS IMPORTANT? AND WHO IS INVOLVED?

MEASURABLE — CAN YOU MEASURE YOUR IDEA? STAY ON TRACK WITH THESE QUESTIONS:
HOW MUCH? HOW MANY? HOW WILL I KNOW IT IS DONE?

ACHIEVABLE — AIM HIGH BUT ATTAINABLE. AS YOUR PROJECT GROWS AND EVOLVES
YOUR IDEA WILL BECOME MORE ACHIEVABLE.

RELEVANT — MAKE SURE YOUR IDEA IS RELEVANT TO WHAT YOU ARE TRYING
TO ACHIEVE. CONSIDER QUESTIONS LIKE: WILL THIS HELP US TO ACHIEVE OUR
DESIRED END RESULT? DOES THIS MATCH OUR NEED?

TIMELY — A TIME-BOUND DEADLINE WILL HELP ESTABLISH A SENSE OF URGENCY,
AND WILL HELP YOUR PROJECT STAY FOCUSED AND ON TRACK.

5. Deciding How to Take Action

Note down the idea for action that you decide on here:

[illegible]

6. Planning for Action

You have an idea for action. This section of the toolkit will help you to make sure you get the best results through careful planning.

In this section, you will:

- Decide whether to volunteer with a values-aligned organisation or plan a social action project.
- Plan your community action project.
- Understand what stakeholder consultation is, why it's important, and some ways to go about it.

Materials required:

- Project plan x2
- Pens
- Markers
- Computer with Internet access

Mindset to adopt:

- Decisive
- Cooperative

Community Action Project Planning.

Use the Project Planning Tool on page 37 to plan your project in more detail. If you're working with others, include the whole group in your planning. Take the following into consideration:

- Who is involved? (the group or team)
- What are the aims of your project?
- What type of action are you taking? What specifically are you going to do?
- When will the project/action be carried out?
- Where will the project/action take place?
- What approvals or permissions do you require, and from who?
- What other organisations or community partnerships could be involved?
- What resources might you need? Will you have any costs to cover?
- How will you let people know about the project (so that they can benefit from it)?

THIS WILL BE THE FIRST DRAFT OF YOUR PROJECT PLAN – BEFORE YOU CARRY OUT YOUR PROJECT, YOU WILL NEED TO CONSULT WITH ANY STAKEHOLDERS (PEOPLE WHO MIGHT BENEFIT FROM THE PROJECT) TO CHECK THAT YOU'RE ON THE RIGHT TRACK.

REMEMBER: Seeking a volunteering position with an organisation that is already taking similar community action is an equally valuable action to take!



6. Planning for Action

Stakeholder consultation.

Imagine if someone came along and offered to help you - The first thing they could do is hear what you thought would be the best approach, right? Sadly, this doesn't always happen! Sometimes, the people that should benefit from community action aren't consulted, or asked what they think about what would help them.

Too often, what is intended as helpful can be the exact opposite – it can become a burden or be an imposition on people.

To ensure your project is helpful, you must check with the people or group that you are seeking to benefit. This is commonly referred to as stakeholder consultation.

There are a couple of ways that you could consult with stakeholders:

1. Speak to them, over the phone or in a face to face meeting, and run them through your project plan. Ask them to provide you with some feedback around your plan.
2. Outline your project plan in a succinct email and ask for any comments or objections they have about your plan.
3. Host a World Café community consultation session – this is a great way to constructively critique and ultimately extend your project plan. Find more detail about a World Cafe method on page 41 of the toolkit.

ONCE YOU'VE CONSULTED WITH STAKEHOLDERS, FINALISE YOUR PROJECT PLAN.
THIS MAY INVOLVE STARTING THE PLAN AFRESH, BUT DON'T BE AFRAID TO START AGAIN!
THIS WILL HELP YOU TO GET THE BEST OUTCOME.

6. Planning for Action

Measuring success.

1. Use the prompts below to think about what it will look like if your project is successful.

Incorporate the following considerations into your success statements:

- How will your action have a positive impact on the community?
- What change will occur as a result of your action?
- Will your action involve the community?
- Will your action be long-lasting (or long term)?

SUCCESS LOOKS LIKE:

SUCCESS SOUNDS LIKE:

SUCCESS FEELS LIKE:

AFTER REFLECTING ON YOUR INTENDED ACTION, CONSIDER JOINING THE ASPIRE GENERATION! INFORMATION ABOUT THE ASPIRE GENERATION CAN BE FOUND AT THE BEGINNING OF THIS TOOLKIT.

Project Planning Tool

Project team: _____

Project title: _____

Type of project: Awareness campaign ☐ Volunteering ☐ Event ☐ Fundraising ☐ Other ☐

Proposed date of commencement: _____

Location of project: _____

	Details	Persons responsible	Date to be completed	Tick when completed
Project description: (What are you going to do?)				
Why is this project important to you?				

Project Planning Tool

Aims of the project: (What do you hope to achieve? How does it fit in with your vision for the community?)				
Who might benefit from the project? How? (Your school? Your local community? Will the beneficiaries be local or global?)				
What response might you receive?				
What resources might you need? (What are the costs? How much time will you need? What other things might you need to run this project?)				

Project Planning Tool

What approval or permission might you need to implement this project?				
What other organisations or community partnerships are or might be involved?				
How might you advertise or communicate about the project? (What will your main method of communication be? How often will you communicate with your target audience?)				
Celebrating your project: (How might you celebrate the completion of your project? How might you thank or acknowledge the other people involved in your project?)				

Project Planning Tool

Notes:

A large yellow rectangular area with horizontal dotted lines for writing notes.

The World Cafe Method

Drawing on seven integrated design principles, the World Café methodology is a simple, effective, and flexible format for hosting large group discussions.

World Café can be modified to meet a wide variety of needs. Specifics of context, numbers, purpose, location, and other circumstances are factored into each event's unique invitation, design, and question choice, but the following five components comprise the basic model:



Setting: Create a “special” environment, most often modelled after a café, i.e. small round tables, butcher's paper, colored pens and optional “talking stick” item. There should be four chairs at each table (optimally) and no more than five.

Welcome and Introduction: The host begins with a warm welcome and an introduction to the World Café process, setting the context, sharing the Café Etiquette, and putting participants at ease.

Small Group Rounds: The process begins with the first of three or more 20 minute rounds of conversation for the small group seated around a table. At the end of the 20 minutes, each member of the group moves to a different new table. They may or may not choose to leave one person as the “table host” for the next round, who welcomes the next group and briefly fills them in on what happened in the previous round.

Questions: Each round is prefaced with a question specially crafted for the specific context and desired purpose of the World Café. The same questions can be used for more than one round, or they can be built upon each other to focus the conversation or guide its direction.

Harvest: After the small groups (and/or in between rounds, as needed), individuals are invited to share insights or other results from their conversations with the rest of the large group. These results are reflected visually in a variety of ways, most often using graphic recording at the front of the room.

(Adapted from:<http://www.theworldcafe.com/key-concepts-resources/world-cafe-method/>)

7. Taking Action

You've got a vision and a plan to make positive change in your community. Now all you need to do is act!

In this section, you will:

- Take steps to carry out your social action project.
- Make tweaks to your plan as the project is delivered.
- Find ways to overcome barriers that may arise during delivery of the project.

Materials required:

- As identified in our project plan.

Mindset to adopt:

- Optimistic
- Persistent
- Resilient



Carrying out the project - deliver and do!

1. Action your project, or commence your volunteering. This could be done in one day or over several weeks.

IF YOU'RE WORKING IN A GROUP, ENSURE THAT EVERYONE IS KEPT IN THE LOOP AT ALL TIMES!

The Project Checklist on page 43 will help you to stay aware of the things required to complete your project. Adapt or add to it so that it reflects your unique community action.

2. When delivering your project, remember the following:

- Be clear about how much time there is to accomplish everything.
- Keep communication between the group at a high level so you all know what you need to be doing and when.
- Talk to your teacher and principal, parents, staff and community members wherever necessary to ensure you are doing everything in a way that's safe and supported.
- Be prepared for some setbacks - taking action can be hard, but continuing in the face of obstacles or challenges is very empowering!

Project Checklist

Project team: _____

Project title: _____

Task	Actions / Decisions	Persons responsible	Tick when completed
1. Promote action/event			
-email			
-social media			
-flie			
-poster			
...			
2. ...			

Project Checklist

[illegible]

Project Checklist

Notes:

This image shows a full page of yellow paper designed for handwriting practice. It features numerous horizontal dotted lines spaced evenly across the page, providing a guide for letter height and placement. The lines are consistent in color and spacing throughout the entire document.

8. Reflecting on Action

You've taken steps to make positive change in your community. Nice work! Now's the time to reflect on your successes, your failures and your vision for continued or future action.

In this section, you will:

- Revisit your success statements and rate yourself according to how successful you thought your project/volunteer contribution was.
- Reflect on the projects' successes and failures.
- Outline different approaches you might take in the future.
- Describe your personal growth throughout the project.



Materials required:

- As identified in our project plan.

Mindset to adopt:

- Optimistic
- Persistent
- Resilient

Success statements.

1. Revisit the success statements that you wrote earlier in the project process, and evaluate whether you experienced the success you imagined.

SUCCESS LOOKS LIKE:

SUCCESS SOUNDS LIKE:

SUCCESS FEELS LIKE:

8. Reflecting on Action

2. Describe three other successes that you experienced throughout the project/volunteer contribution, and why you regard them as successes.

1.....
.....
2.....
.....
3.....
.....

What failures did you experience?

1. Describe three failures that you experienced throughout the project/volunteer contribution, and why you regard them as failures.

1.....
.....
2.....
.....
3.....
.....

2. It's ok to fail! Failures teach us how to do things better next time. What will you do differently next time?

1.....
.....
2.....
.....
3.....
.....

8. Reflecting on Action

3. Have you thought about how you can continue to make positive change in your community? Describe how you intend to prolong or extend your action. This could be as simple as continuing to volunteer with a community organisation!

