



STUDENT HANDBOOK

VICTORIAN YOUNG LEADERS:
EMERGING LEADERS FORUMS (YEAR 7-8)

MAY 2023



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Date: 26/04/2023
Authors: Chris Higgins, Dr Bo Hu,
Ada Wang, Jess Merlo
Graphic Design: Jinghan (Joy) Sha

Further Information:

Chris Higgins
Director - Education, Asia Education Foundation
Email: chris.higgins@unimelb.edu.au

Michelle Connell
Team Leader - International Education Division
Department of Education
Email: Michelle.Connell@education.vic.gov.au

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GUEST SPEAKERS

Jahin Tanvir

Jahin Tanvir is a 22-year-old policy adviser, speaker, writer, and multicultural youth advocate. As a young media spokesperson trained by the Economic Media Centre, Jahin is a regular contributor providing media comments on multicultural people's experiences in Australian communities.

Jahin possesses a strong background in youth leadership and advocacy in leading youth-led organisations such as Oaktree, World Vision, Red Cross and the United Nations to name a few. Being a first-generation migrant hailing from Bangladesh, Jahin works to elevate the voices of young migrants and communities.

Jahin was also awarded the 'New and Emerging Community Leader' scholarship, 'Service to Others' award by the Parliament of Australia, 'Young Changemaker Award' and in 2021 Jahin was awarded Young Canberra Citizen of the Year in Individual Community Service.



Anna Louey

Anna Louey is an actor, advocate and athlete. As a Chinese-Australian young person who is passionate about fostering inclusivity, Anna is driven to bring communities together to make positive change. Anna studied Politics and International Studies and Chinese Studies at the University of Melbourne and UCLA. She works in the education sector at Centre for Multicultural Youth, where she builds the capability of schools and organisations to empower refugee and migrant young people to reach their full potential. Creating representation, amplifying diverse youth voices and dismantling racism is at the heart of Anna's advocacy.



Krushnadevsinh Ravalji

Krushnadevsinh (Kano) is an award-winning diversity and youth advocate, speaker, and consultant. He works with young people and multicultural communities to promote inclusion, equality, and leadership. Kano is engaged in the community and advises on policy-making, ensuring it is culturally appropriate and inclusive of young people's needs. He believes that young people's age does not determine their capability and strives to ensure young people are heard and included.

Kano is also the founder of YGV - a youth-led organisation with over 400 active members and has also recently started his consultancy firm 'Third Culture' specializing in Inclusion and Youth Engagement



Shadab Safa

Shadab was 10-years-old when he arrived in Australia as a refugee from war-torn Afghanistan. As a young boy, Shadab played a big role in helping his family navigate the challenges that refugee families face, developing resilience and fortitude in the process. Having seen the horrors of war, ethnic persecution and political upheaval, Shadab is committed to fostering peace and prosperity. Now a motivational speaker, storyteller and aspiring screenwriter, Shadab is committed to making positive changes in his community through education, the arts and economic empowerment.



DAY 1 - PROGRAM SCHEDULE

ACTIVITY	TIME (AEST)	EVENT	FORMAT	LEAD COORDINATOR
0.1	9.00-9.20am	Welcome, Acknowledgement of Country	Main Session	AEF facilitators
Module 1: Understanding Community				
1.1	9.20-9.30am	Creative reflection: What is community?	Main Session	AEF facilitators
1.2	9.30-9.35am	Video: What does community mean to you?	Main Session	AEF facilitators
1.3	9.35-9.55am	Discussion on Community	In your classroom	Classroom teachers
	9.55-10.10am	Break		
1.4	10.10-10.25am	Share discussion about community	Main Session	AEF facilitators
Module 2: Public Speaking				
2.1	10.25-10.35am	Public speaking strategies	Main Session	Jahin Tanvir
2.2	10.35-10.55am	Practising the strategies	Breakouts -VIC	AEF facilitators
	10.55-11.15am	Break		
2.3	11.15-11.25am	Welcome international schools and recap 'FAVE'*	Main Session	Jahin Tanvir
2.4	11.25-11.35am	Practise: 'Sell me a pen' using 'FAVE'	In your classroom	Classroom teachers
2.5	11.35-11.55am	International icebreaker: Introduce yourself & 'Sell me a pen'	Breakouts -International	AEF facilitators
2.6	11.55-12.05pm	Q&A with Jahin Tanvir	Main Session	Jahin Tanvir
	12.05-12.15pm	Break		

DAY 1 - PROGRAM SCHEDULE

Module 3: Youth Leadership				
3.1	12.15-12.25pm	Video viewing: Youth Leadership	Main Session	AEF facilitators
3.2	12.25-12.30pm	Group discussion instructions	Main Session	AEF facilitators
3.3	12.30-12.45pm	Group discussion on youth leadership	In your classroom	Classroom teachers
3.4	12.45-1.10pm	Mapping of youth leader characteristics	Breakouts - International	AEF facilitators
	1.10-1.50pm	Lunch Break		
3.5	1.50-2.00pm	Share discussion on qualities of a youth leader	Main Session	AEF facilitators
Module 4: Guest speaker Anna Louey				
4.1	2.00-2.05pm	Introduce Anna Louey	Main Session	Student representative
4.2	2.05-2.20pm	Explore youth leadership with Anna Louey	Main Session	Anna Louey
4.3	2.20-2.30pm	Q&A with Anna Louey	Main Session	AEF facilitators
Module 5: How to make a change – from global to local				
5.1	2.30-2.35pm	Video: Jane: A Snapshot	Main Session	AEF facilitators
5.2	2.35-2.50pm	Group discussion on Jane Goodall's video	Breakouts -International	AEF facilitators
5.3	2.50-2.55pm	Sharing thoughts on Jane Goodall's story	Main Session	AEF facilitators
5.4	2.55-3.00pm	Padlet reflection	Main Session	AEF facilitators

*Activities may be subject to change based on guest speaker's suggestion.

WELCOME AND SETTING THE SCENE

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
0.1	Welcome and Acknowledgement of Country	Main Session	AEF facilitators	20 minutes

You will be introduced to the Victorian Young Leaders (VYL): Emerging Leaders Forum (ELF) program. This is an online experience, with participating students from Australia, China and Indonesia.

This forum will benefit you in the following terms:

- start to develop understanding of what it means to be a good community member and a youth leader;
- work collaboratively with peers to identify a school challenge and design a student-led leadership project to tackle the challenge;
- improve problem solving, teamwork and public speaking skills, and intercultural capability;
- to help you move towards optimal participation in the Global Youth Forum, which is a program designed for Year 9 students.

Reminder:

- Remember to rename yourself (abbreviated school name and your first name) and click CC to get subtitles if you need them
- Use the chat function to comment, ask questions or message staff for support

Then you will listen to a student representative who will deliver an Acknowledgement of Country.

MODULE 1: UNDERSTANDING COMMUNITY

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
1.1	Creative reflection: What is a Community?	Main Session	AEF facilitators	10 minutes

Activity 1.1

What does Community mean to you? You can write, draw or say it.

We're going to explore 'What is a Community?' We will use Mural (an online whiteboard) to share our thoughts, ideas, and reflections.

On the left side of the Mural board, you will find various tools such as sticky notes, shapes, connectors, draw, icons, images or tables. **Use these tools to write or draw your thoughts and ideas on what a community is to you (see below example).**



Reflect on your understanding of community and share your ideas with others on the board. You can also respond to other people's thoughts by adding comments or images. Let's work together to explore the concept of community and share our ideas with each other. Have fun!

Mural: <https://app.mural.co/t/aef3985/m/aef3985/1681791569505/8ce5563d2688ad877adaff0c5a4c3ccbd204bbfe?sender=u79b2f1b343c79fd822025777>

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
1.2	Video: What does community mean to you?	Main Session	AEF facilitators	5 minutes

Activity 1.2

We will now watch a video - What does community mean to you?

While you are watching the video, think about:

- How is 'community' defined in the video?
- What are some of the characteristics of community?
- What does it mean to be a good community member?

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
1.3	Discussion on Community	In your school group	Classroom Teachers	20 minutes

Activity 1.3

Instruction to students: In a moment, in your classroom, divide into two discussion groups. Please ensure that you are muted. You might like to watch the video again:

https://www.youtube.com/watch?v=ww7T23P9oS8&ab_channel=ThorntonPlace

OR

<https://www.asiaeducation.edu.au/programmes/go-global-programs/victorian-young-leaders-emerging-leaders-forum-resources>

- Discuss the following three questions with your school group: (1) how is 'community' defined in the video, (2) what are some of the characteristics of community, and (3) what does it mean to be a good community member? Record your responses on Padlet and be prepared to share (Classroom teachers facilitate in the classroom). **You can have a 15-minute break after this activity.**

Notes for classroom teachers:

1. Ensure students have their devices muted.
2. Ensure the number of students per group is somewhat evenly distributed into two groups.
3. Ensure students have access to the video and relevant materials to complete this activity, e.g., Padlet link, appropriate devices, paper, pens, etc.
4. Ensure students have understood the three questions.
5. Assist students as they collaboratively view and takes notes based on the videos
 - a. Keep an eye on students' progress to clarify any concerns
 - b. Be a point of assistance for problem resolution
 - c. Be a timekeeper to ensure that students have at least 5 mins to record their responses on Padlet.
 - d. Ask student volunteers to share discussion results when back in the main Zoom room after the break.

Padlet: <https://padlet.com/aefsupport/activity-1-3-discussion-on-community-oufz4pajlma7cgr5>

Break time 15 minutes

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
1.4	Share discussion about community	Main Session	AEF facilitators	15 minutes

Activity 1.4

Share your group discussions about the following three questions:

1. How is 'community' defined in the video?
2. What are some of the characteristics of community?
3. What does it mean to be a good community member?

MODULE 2: PUBLIC SPEAKING

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
2.1	Public speaking strategies	Main Session	Jahin Tanvir	10 minutes

Activity 2.1

Guest speaker Jahin Tanvir will provide students with tips on effective public speaking strategies (e.g., FAVE).

You will hear a 10-minute speech by guest speaker Jahin Tanvir. He will provide you with tips on public speaking and effective communication strategies. Then you will be asked to practice these in breakout rooms with another school.

Take notes in the table below on anything he says that you find interesting, that surprises you, challenges you, confuses you, raises a question for you, gives you new information, makes you curious; and summarise the big topics or ideas the speaker spoke about.

Use your notes to think about some questions you might have for the speaker. We will ask students to put up their 'electronic hand' on Zoom to ask a question, or to type it into the Zoom chat box. You can ask about something that confused you and you would like clarification. Or you might ask about something you found interesting and would like to know more about.

GUEST SPEAKER NOTES

I find interesting:	Surprised me:	Challenged me:	Confused me:	Learned/New Information:	Big Ideas/ Themes/ Topics:	Want to know more:
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Questions I have now...

Some good question starters to use might be:

- How did you know that...
- What is the most interesting/challenging/surprising/valuable...
- What are your thoughts on...
- How do you think...
- What are some of the ways...
- Do you think...
- Can you provide a comment on...
- What motivates you to...
- What inspires you to...
- What were the reasons...
- What is a piece of advice you would give on...
- Why did you decide to...

Remember a good question is an open-ended question. By open-ended we mean a question that cannot just be answered by yes/no or a very short answer. It is an open-ended question when someone would have to give a detailed response and cannot answer it in just a few words.

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
2.2	Practising the strategies	Breakouts - VIC	AEF facilitators	20 minutes

Activity 2.2

You will join your first breakout activity with another school. Please follow the instructions given by Jahin. In the breakout room, please -

- greet each other
- everyone introduce yourself (e.g., your name, school, and one fun fact !)
- complete the activity given by Jahin.

Break time 20 minutes

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
2.3	Welcome international schools and recap	Main Session	Jahin Tanvir	10 minutes

Activity 2.3

Jahin welcomes the student and teacher participants from overseas and recap the session about public speaking strategies. Then, Jahin introduces a classroom activity e.g., Sell me a pen using FAVE.

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
2.4	Practise: 'Sell me a pen' using 'FAVE'	In your classroom	Classroom Teacher	10 minutes

Activity 2.4

Follow the instructions given by Jahin, and practice the following in your classroom. After this activity, you will be joining international peers for the first time in breakout rooms. This activity was designed to help you prepare what to say when you meet the new international friends.

- greet each other
- how to introduce yourself (e.g., your name, school, country, hobbies etc.) in a fun way
- take turns to complete the activity: 'Sell me a pen' using 'FAVE'.

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
2.5	International icebreaker: Introduce yourself & 'sell me a pen' using FAVE	Main Session	AEF facilitators	20 minutes

Activity 2.5

In the breakout room:

- say hello to each other, and if you know how to say hello in your international peers' language, don't hesitate to show off your language skills.
- introduce yourself – this is an essential part of building relationships with others, so make sure you share who you are, what your hobbies are and a little bit more about yourself;
- be creative and use your imagination to come up with unique ways to sell the 'pen'. You can use humour, storytelling, or even act out a scene to make your pitch memorable.
- remember to say 'bye' to each other at the end of the breakout room activity. It's important to end the interaction on a positive note and show respect for your peers.

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
2.6	Q&A with Jahin Tanvir	Main Session	Jahin Tanvir	10 minutes

Activity 2.6

Remember when we listened to Jahin earlier and took notes or wrote down questions? Well, now is your chance to ask those questions! Or if you have any questions or comments from the breakout room activity, feel free to ask those too. For example, how did you find the breakout room ice-breaking activity? Was it easy or challenging? How did you work as a group? Feel free to ask your questions by raising your virtual hand or using the chat function. Remember, asking questions is an important part of learning, as well as a great leadership skill.

Break time 10 minutes

MODULE 3: YOUTH LEADERSHIP

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
3.1	Video viewing: Youth Leadership	Main Session	AEF facilitators	10 minutes

Activity 3.1

Youth leadership is one of the key learning concepts for this forum, alongside community. Next, we're going to show you a video about a remarkable youth leader named Jean Lauron.

Think about the following questions while watching the video.

- What are some of the key qualities that make a great youth leader, according to Jean's story?
- How have Jean's background and experiences shaped her worldview and approach to leadership?
- What service projects has Jean led, and what impact have they had on her community?
- How do you think you can apply Jean's leadership approach to your own leadership journey?
- What role do you think community plays in youth leadership, and how can you use your leadership skills to make a positive impact in your own community?

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
3.2	Group discussion instructions	Main Session	AEF facilitators	5 minutes

Activity 3.2

In a few minutes, you'll discuss the following questions in your school group for 15 minutes, before you join a breakout room to share your discussion with another school (the same school as Activity 2.5).

1. What are some of the key qualities that make a great youth leader, according to Jean's story?
2. How has Jean's background and experiences shaped her worldview and approach to leadership?
3. What service projects has Jean led, and what impact have they had on her community?
4. How do you think you can apply Jean's leadership approach to your own leadership journey?
5. What role do you think community plays in youth leadership, and how can you use your leadership skills to make a positive impact in your own community?

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
3.3	Group discussion on youth leadership	In your school group	Classroom Teacher	15 minutes

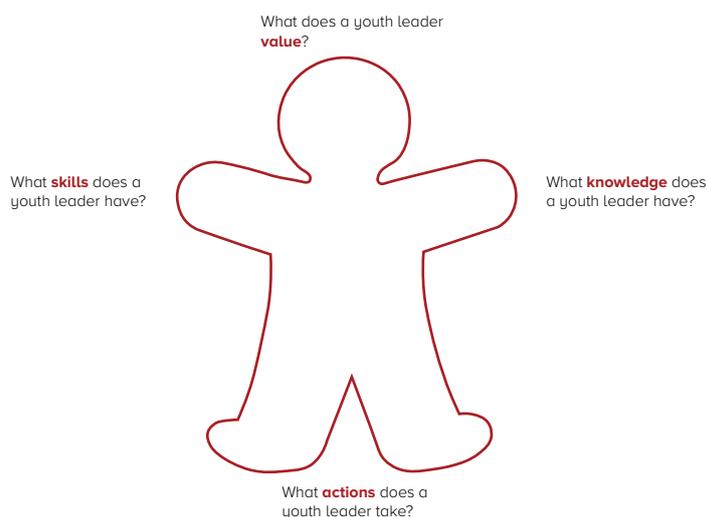
Activity 3.3

Classroom teachers lead student group discussions to explore the five questions related to the video and prepare students for the discussions with another school in the next activity. When discussing the main qualities of a young leader, classroom teachers may want to help students explore the values, skills, knowledge, and behaviours that a good youth leader might have. Note that students will be paired up with the same group of students as in Activity 2.5 for the next breakout room activity.

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
3.4	Mapping of youth leader characteristics	Breakouts - International	AEF facilitators	25 minutes

Activity 3.4

In the breakout room, each group discusses: What makes a good youth leader? This question can be broken down into four questions about the values, knowledge, skills, and actions that a good youth leader would have. Work together and complete the Mapping of Youth Leader Characteristics activity on Mural.



Mural link: <https://app.mural.co/t/unimelb2745/m/unimelb2745/1682490013366/91e4ea1c4f3b99859e12c-60e577b13885e91d191?sender=u79b2f1b343c79fd822025777>

Break time 10 minutes

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
3.5	Sharing discussion on qualities of a youth leader	Main Session	AEF facilitator	10 minutes

Activity 3.5

Put your virtual hand up if you would like to share your group discussion on 'What makes a good youth leader'?

MODULE 4: EXPLORING YOUTH LEADERSHIP WITH GUEST SPEAKER

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
4.1	Introduce Anna Louey	Main Session	AEF facilitators	5 minutes

Activity 4.1

Anna Louey is an actor, advocate and athlete. As a Chinese-Australian young person who is passionate about fostering inclusivity, Anna is driven to bring communities together to make positive change. Anna studied Politics and International Studies and Chinese Studies at the University of Melbourne and UCLA. She works in the education sector at Centre for Multicultural Youth, where she builds the capability of schools and organisations to empower refugee and migrant young people to reach their full potential. Creating representation, amplifying diverse youth voices and dismantling racism is at the heart of Anna's advocacy.

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
4.2	Explore youth leadership with Anna Louey	Main Session	Anna Louey	15 minutes

Activity 4.2

Get ready to listen to Anna Louey! She will speak about the role of a youth leader in creating positive change in a local community. Anna is an actor, advocate, and athlete who believes in representing diversity in media and creative industries. She has studied Politics and International Studies and Chinese Studies at the University of Melbourne and UCLA. Anna is a Chinese-Australian woman who is passionate about creating an inclusive society that dismantles racist and discriminatory structures. She works at the Centre for Multicultural Youth and in local government to support and empower diverse young people.

As you watch Anna's speech, think about the following questions:

- What qualities does Anna think are important for a youth leader to have?
- How can youth leaders create positive change in their local community?

After this activity, we will have a Q&A discussion with Anna about these questions or any questions you might have about community and youth leadership. You can write down any questions you think you might like to ask Anna while you listen.

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
4.3	Q&A with Anna Louey	Main Session	AEF facilitator	10 minutes

Activity 4.3

Now it's time for a Q&A session with Anna. This is your chance to ask any questions you may have about her speech or her experiences as an actor, advocate, and athlete. Think about what inspired you or what you would like to learn more about. To ask a question, please raise your virtual hand or use the chat function in Zoom. Remember to be respectful and kind to others during the Q&A session.

MODULE 5: HOW TO MAKE A CHANGE

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
5.1	Video: Jane: A Snapshot	Main Session	AEF facilitators	5 minutes

Activity 5.1

Have you ever felt like changing the world was too hard or too big of a task to take on? Sometimes, starting can be the hardest part. But there's an inspiring video about a woman who took that first step, and her name is Dr Jane Goodall. In this video, we'll learn about the challenges she faced in her work and how she approached them. Her story can teach us a lot about how to make a positive difference in the world, even when the task seems overwhelming.

As you watch the video, think about the following questions:

- Who is Jane Goodall?
- What was the challenge facing her work?
- How did she approach the challenge?

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
5.2	Group discussion on Jane Goodall's video	In your school group	Classroom Teachers	15 minutes

Activity 5.2

In your school group, have a discussion about Jane Goodall and her work. Please discuss the following questions and share your thoughts on Padlet. Then, get ready to present your ideas in the main Zoom room after the discussion.

1. Who is Jane Goodall and what does she do?
2. What was the challenge that she faced in her work?
3. How did she approach the challenge?
4. What is the biggest takeaway from Jane's message towards the end of the video?

Padlet: <https://padlet.com/aeftsupport/activity-5-2-group-discussion-on-jane-goodall-s-video-2jd0ma8r59ln81jt>

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
5.3	Sharing thoughts on Jane Goodall's video	Main Session	AEF facilitators	5 minutes

Activity 5.3

Put your virtual hand up if you would like to share your group discussion on Dr Jane Goodall's video.

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
5.4	Padlet reflection	Main Session	AEF facilitators	5 minutes

Activity 5.4

Before you finish today's forum, please reflect on the following question and write your responses on Padlet as an Exit Ticket.

- What is the most important thing you learned today and why?

Padlet: <https://padlet.com/aeftsupport/activity-5-4-reflection-for-the-day-4og9x2wef3fatzma>

DAY 2 - PROGRAM SCHEDULE

ACTIVITY	TIME (AEST)	EVENT	FORMAT	LEAD COORDINATOR
0.2	9.00-9.05am	Acknowledgement of country + Goal setting	Main Session	AEF facilitators
Module 6: Defining the Challenge				
6.1	9.05-9.15am	Six-Step Problem Solving + Introduction of Leadership Project	Main Session	AEF facilitators
6.2	9.15-9.45am	Imagine if...	In your classroom	Classroom teachers
6.3	9.45-10.05am	What are YOUR school challenges?	Breakouts -VIC	AEF facilitators
	10.05-10.15am	Break		
6.4	10.15-10.25am	How to start a new conversation	Main Session	AEF facilitators
6.5	10.25-10.40am	What can you actually do?	In your classroom	Classroom teachers
6.6	10.40-11.00am	Share the challenge with your peers	Breakouts -International	AEF facilitators
6.7	11.00-11.05am	Revise the challenge	In your classroom	Classroom teachers
	11.05-11.20am	Break		
Module 7: Determining the Cause				
7.1	11.20-11.25am	Welcome the internationals + Recap	Main Session	AEF facilitators
7.2	11.25-12.40pm	The tree - crown to root	In your classroom	Classroom teachers
7.3	11.40-11.50pm	Active listening skills (Jahin's presentation skills)	Main Session	AEF facilitators

DAY 2 - PROGRAM SCHEDULE

7.4	11.50-12.20pm	Introduce your problem + provide feedback	Breakouts - International	AEF facilitators
7.5	12.20-12.25pm	Report back	Main Session	AEF facilitators
	12.25-12.35pm	Break		
Module 8: Finding Solutions				
8.1	12.35-12.40pm	Introduce the next step	Main Session	AEF facilitators
8.2	12.40-1.00pm	Brainstorming possible solutions	In Your Classroom	Classroom teachers
8.3	1.00-1.05pm	Report back	Main Session	AEF facilitators
	1.05-1.45pm	Lunch break		
8.4	1.45-2.05pm	Thinking routine: Does it fit?	In Your Classroom	Classroom teachers
Module 9: Leadership Project Development				
9.1	2.05-2.10pm	ALTG?	Main Session	AEF facilitators
9.2	2.10-2.30pm	Your Leadership Project & SDGs	In Your Classroom	Classroom teachers
9.3	2.30-2.55pm	Sharing the draft of Leadership project&feedback	Breakouts -International	AEF facilitators
9.4	2.55-3.00pm	Wrap up	Main Session	AEF facilitators

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
0.2	Acknowledgement of Country + Goal setting	Main Session	AEF facilitators	5 minutes

Activity 0.2

Welcome to Day 2! Reminder:

- Remember to rename yourself (abbreviated school name and your first name) and click CC to get subtitles if you need
- Use the chat function to comment, ask questions or message staff for support

Then you will listen to a student representative who will deliver an Acknowledgement of Country.

GOAL SETTING

We will begin Day 2 by setting some goals for ourselves.

What is SMART goals?

SMART stands for Specific, Measurable, Achievable, Relevant, and Time-bound. This means that when you set a goal, you want to make sure it is clear and specific, that you can measure your progress towards achieving it, that it is realistic and achievable. By setting SMART goals, you can break down big tasks into smaller, achievable steps and feel a sense of accomplishment as you reach each milestone.



S (Describe your goal)

M (How can you track progress?)

A (Is this possible? How?)

R (Does this goal align with the bigger picture?)

T (When is the deadline?)

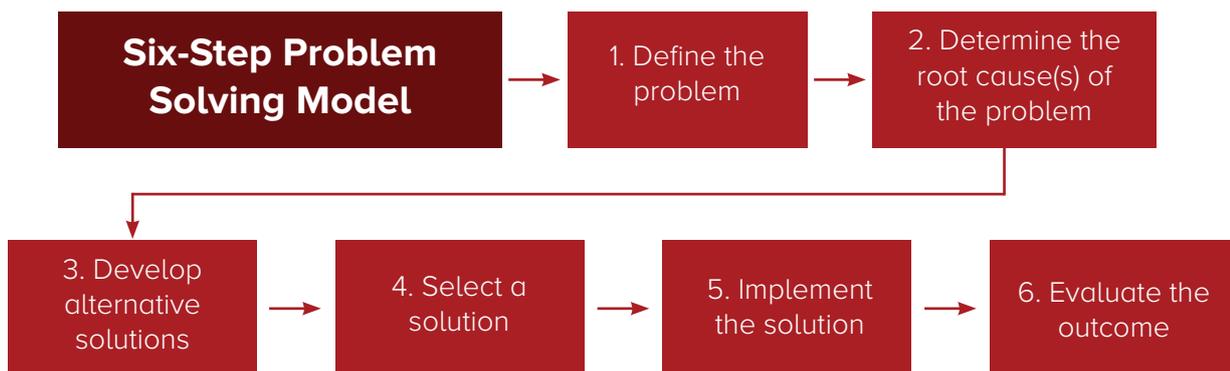
MODULE 6: DEFINING THE CHALLENGE

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
6.1	Six-Step Problem Solving Model + Leadership Project	Main Session	AEF facilitators	10 minutes

Activity 6.1

Let's quickly recap some Day 1 key definitions (Community and Youth leadership).

Today, we will be developing a Leadership Project to address a specific school challenge using **the Six-Step Problem Solving Model**.



ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
6.2	Imagine if...	In your classroom	Classroom teachers	30 minutes

Activity 6.2

Have you ever imagined what a ‘perfect school’ would look like?

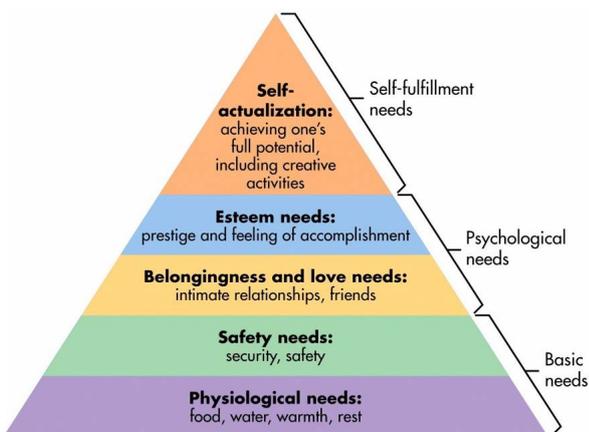
In your classroom, you can brainstorm and discuss your dream school.

Would it be a school without homework or one that is full of high tech gadgets? Or perhaps a school that prioritises being green? Perhaps a school with the nicest teachers and classmates?

Once you have come up with your ideal school, make it into a visual on Mural by drawing it, adding photos, or dragging things into the given ‘empty school’ example. Lastly, write a detailed description next to your ‘perfect school’ with your classmates.



Prompts:



- Students are encouraged to develop their full potential.
- The environment is pleasing and stimulating.
- Curriculum focuses on in-depth knowledge and application.
- All students are valued and respected.
- School culture is warm, responsive and inviting.
- School is safe and secure for students.
- School provides food, clean bathrooms and water.

Mural: <https://app.mural.co/t/unimelb2745/m/unimelb2745/1682300738426/1217f16a3c85a76ecddcc321ed746f-53c55f6bc8?sender=u79b2f1b343c79fd822025777>

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
6.3	What are YOUR school challenges?	Breakouts - VIC	AEF facilitators	20 minutes

Activity 6.3

In this activity, you will be paired with another Victorian school. Once in the breakout room, you should begin by greeting each other and introducing yourselves and your school. Then ask each other the following questions.

- Have you noticed any issues at your school community?
- What are some challenges that exist in your school community right now?
- How do you think your school can address the challenges?
- Can you share any personal experiences related to the challenges? What do you think you can do to prevent them?
- What do you think are the barriers in improving/solving the challenges at your school, and how can we overcome them?

Break time 10 minutes

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
6.4	How to start a new conversation?	Main Session	AEF facilitators	10 minutes

Activity 6.4

How was your previous conversation with your new friends? Were you able to start a conversation smoothly?

Now, the facilitator will be introducing some techniques to start a new conversation and help you engage in small talks. Meanwhile, it's useful to reflect on past experiences and think about ways you've initiated conversations with new people. This can help you feel more confident and prepared to engage with students from other schools in the next activity.

Some examples:

- Introduce yourself: Introduce yourself and ask for the other person's name.
- Ask questions: Ask questions to get to know the other person better. For example, "What's your favorite game?" or "What do you like to do for fun?"
- Use positive body language: Use positive body language, such as smiling and making eye contact, when talking to others. This can make them appear more approachable and friendly.
- Invite others to join in: Invite others to join in the conversation! This can help build a sense of inclusivity and create opportunities for friendship.

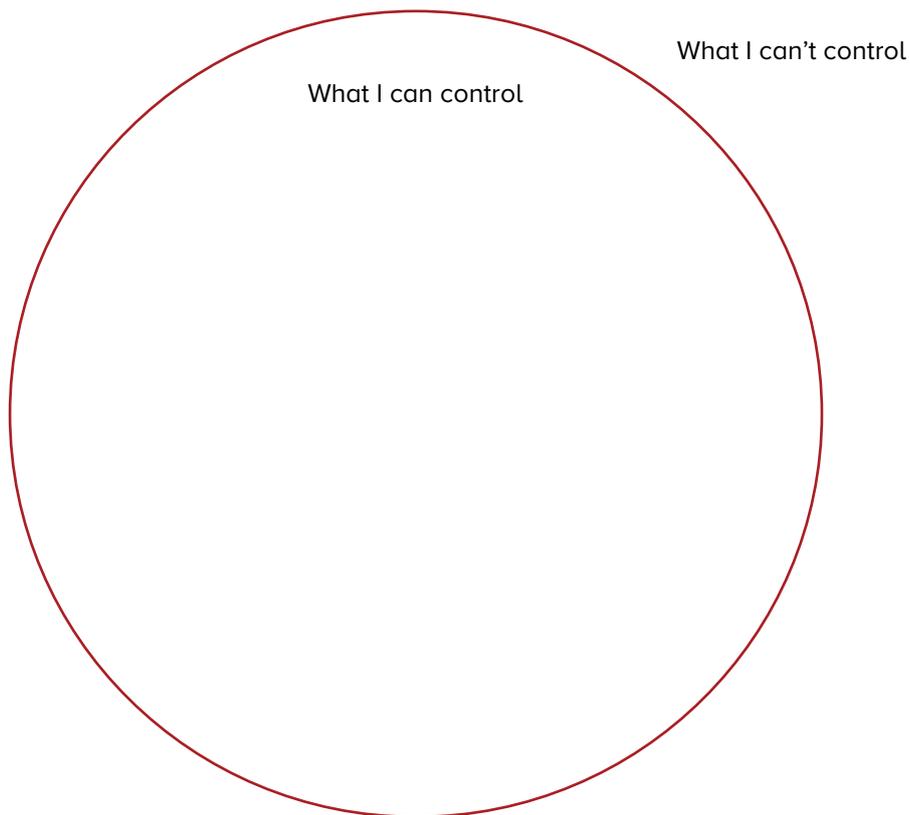
ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
6.5	What can you actually do?	In your classroom	Classroom teachers	15 minutes

Activity 6.5

In every school community, there are various challenges that need to be addressed.

However, identifying a problem is both significant and within your control is important because it allows you to focus your energy and resources on addressing the issue effectively. If a problem is significant but beyond your control, then you may feel powerless to do anything about it.

Firstly, use the following diagram to write down things you can control, and things you can't control as a student.



DAY 2 - PROGRAM SCHEDULE

Next, consider a problem affecting your school community, while assessing whether your capacity and available resources can make a meaningful impact on the issue or not.

Personal experiences, facts, and data can be used to support the identified problem. It is crucial to understand who is being affected by the problem and how it is impacting them.

What is the problem?

Is it within my control?
What resources may
you need?

Evidence (e.g.,
personal experiences,
facts, data etc.)

Who is being affected
by it?

How is it impacting
them?

Is anyone currently
addressing or working
on these issues in your
school community?

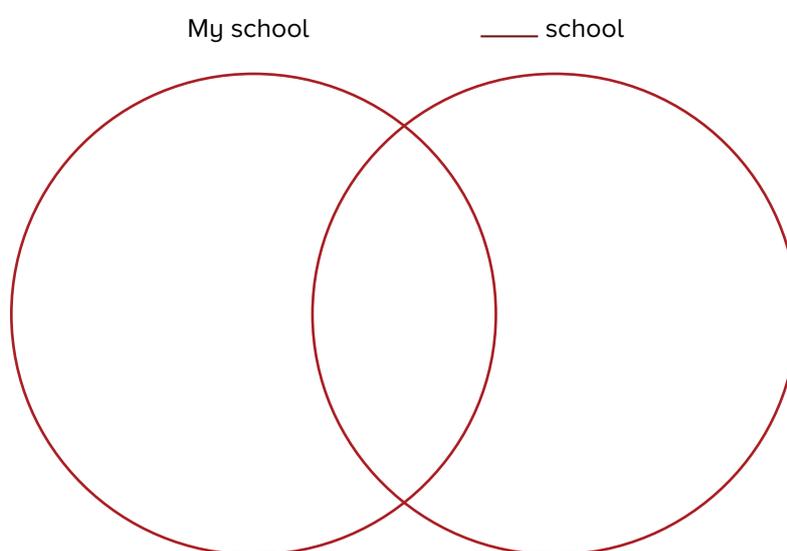
Share the above questions on Padlet as a school group.

Padlet: <https://padlet.com/aefsupport/elf-6-5-what-can-you-actually-do-7foue09vhwvs90q1>

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
6.6	Share the problem with your peers	Breakouts - International	AEF facilitators	20 minutes

Activity 6.6

Share the identified problem with other students from different schools in Victoria/China. Consider whether your school is experiencing a similar problem and whether there are any similarities or differences between them. Use the below Venn diagram to record your discussion. Engage in small talks after entering into the breakout rooms first using the communicative techniques that were introduced earlier.



Share the discussion results on Mural as a school group.

Mural: <https://app.mural.co/t/unimelb2745/m/unimelb2745/1682300953520/127641090abc78f511b9b61d7466975e559f7c02?sender=u79b2f1b343c79fd822025777>

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
6.7	Revise the problem	In your classroom	Classroom teachers	5 minutes

Activity 6.7

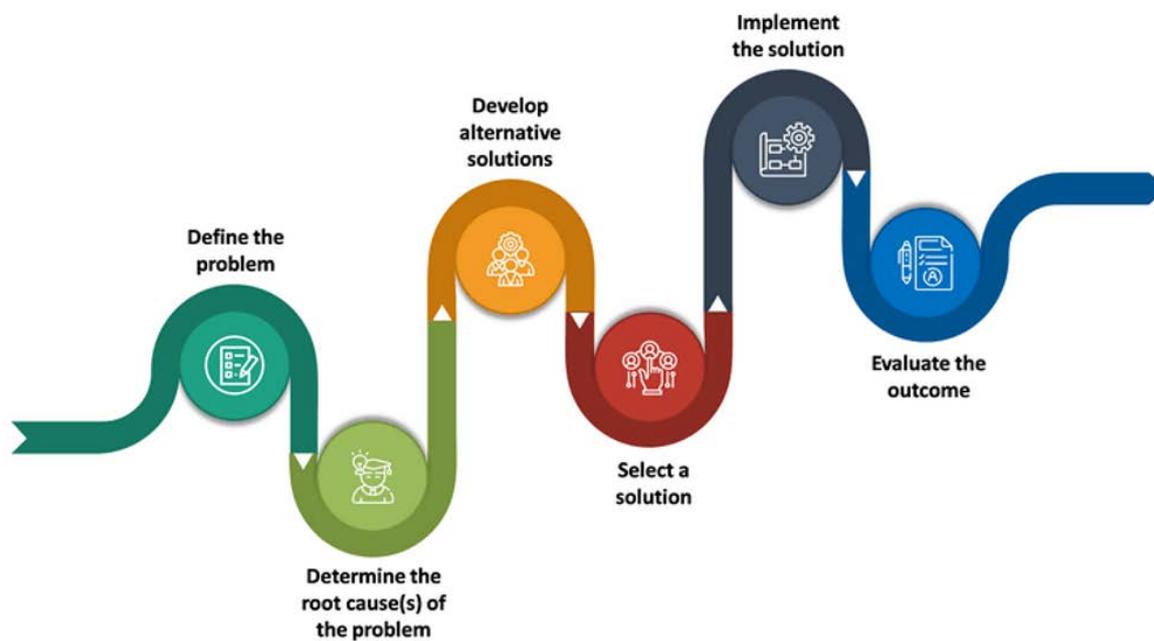
After discussing your school challenges with your peers and listening to theirs, you now need to revise your problem statement. Is it truly worth your time & effort to address it? Is it within your control? What changes do you need to make to your problem statement (the sentence about the challenge at your school)?

Break time 15 minutes

MODULE 7: DETERMINING THE CAUSE

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
7.1	Recap on the six-step problem-solving model	Main Session	AEF facilitators	5 minutes

Activity 7.1



The Victorian & Chinese students were presented with the 6-step problem-solving model in the morning. This approach is used to identify potential or apparent challenges within your school communities, develop a targeted solution, and devise a leadership project aimed at addressing and solving the identified challenge.

Next, we are going to clearly define the school challenge that you want to address through your leadership project by firstly formulating a clear problem statement.

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
7.2	The tree - crown to root	In your classroom	Classroom teachers	15 minutes

Activity 7.2

Here is a “tree of issue” metaphor. The issue is compared to a tree. On top are the symptoms, which are the observable aspects of an issue, for example, “who is impacted?” “statistics” (facts around the issue), the impact, and people’s experiences around the issue. In order to find solutions to address the issue, the root causes need to be properly understood.



Develop an initial problem statement – Define the problem

e.g., Our team has decided to research the school challenge of *[state the challenge]* in *[identify the school/community affected by the challenge]*.

Our team has decided to research the school challenge of *bullying in our school community*.

Work In your classroom and write the problem statement draft on Padlet.

Padlet: <https://padlet.com/aefsupport/elf-7-2-develop-a-problem-statement-xqyj20op45z3990b>

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
7.3	Active listening skills	Main Session	AEF facilitators	10 minutes

Activity 7.3

Watch The Big Bang Theory Active Listening
https://www.youtube.com/watch?v=3_dAkDsBQyk

After watching the video, think about the following questions:

- What does it mean to actively listen to someone?
- How is active listening different from just hearing someone speak?
- Why is active listening an important skill to have?
- What are some things you can do to improve your active listening skills?

Paraphrasing starters

- “So, you feel ...”
- “You think ...”
- “You wonder ...”
- “It sounds like you ...”
- “What you mean ...”
- “As I understand it, you felt that ...”
- “You’re sort of saying that ...”
- “If I’m hearing you correctly ...”
- “To me it seems like you are saying ...”
- “I’m not sure that I’m with you, but ...”
- “As you see it ...”
- “Could it be that ...”
- “I wonder if ...”
- “Is it possible that ...”
- “I get the impression that ...”



Role-play scenarios

“It was so fun every time Chris played Taylor Swift and we got to dance.”	“I get really nervous when I have to speak online .I think I should just give up. Maybe I just can’t do it.”
“I got really bored when some of the guest speakers were presenting and I didn’t understand what they were saying”	“One of the best things was the breakout rooms and when we worked with students from other countries”

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
7.4	Introduce your problem + provide feedback	Breakouts - International	AEF facilitators	30 minutes

Activity 7.4

In this activity, you will be paired with another school. Once in the breakout room, you should begin by greeting each other and introducing yourselves and your school (What did we learn during the ‘How to start a new conversation’ session?).

Present your problem statement to your peers from different countries and gather feedback from diverse contexts and perspectives. When providing feedback, you will be using the two stars and a wish reflection technique. The stars represent the highlights, and the wishes represent recommendations. You will need to write your feedback down and present them to your partner.

SYMBOL	SUGGESTIONS	FEEDBACK
	<ul style="list-style-type: none"> • I enjoyed how... • I really liked the way you... • My favourite part was... • You grabbed my attention when... 	
	<ul style="list-style-type: none"> • Have you thought about... • What would happen if... • An idea I had was... • I think it would be clearer if... 	

Take note of the given feedback and see if you can integrate some of the insights into your problem statement.

Please use the active listening skills that we just practised!

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
7.5	Report Back	Main Session	AEF facilitators	5 minutes

Activity 7.5

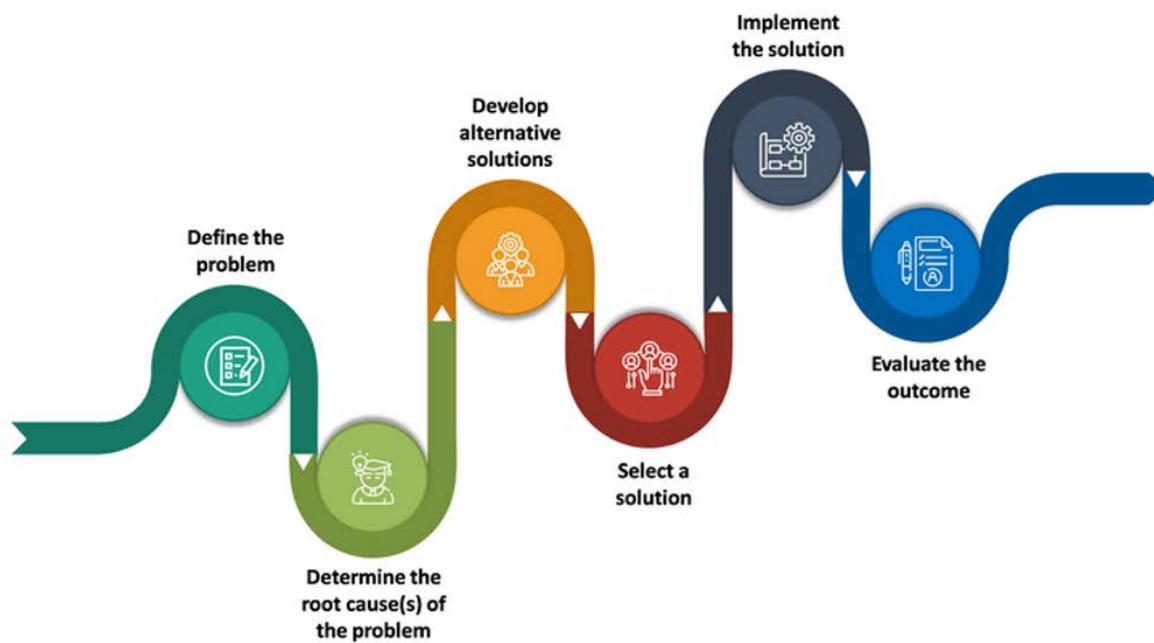
One or two volunteers to share in the main session.

Break time 15 minutes

MODULE 8: FINDING SOLUTIONS

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
8.1	Introduce the next step	Main Session	AEF facilitators	5 minutes

Activity 8.1



Having identified the problem in your school community that you can take action on, we have successfully accomplished the first two stages of the 6-step problem-solving model! It is the time to progress to the next phase, which is generating alternative solutions.

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
8.2	Brainstorming possible solutions	In your classroom	Classroom teachers	20 minutes

Activity 8.2

In your classroom:

- Brainstorm as many solutions to the identified problem, no matter how outlandish they may seem.
- Looking at how each solution relates to the root cause and symptoms of the problem.
- Deciding if different solutions can be merged to give a better answer to the problem

Post your problem statement and all your solutions on Mural

Mural: <https://app.mural.co/t/unimelb2745/m/unimelb2745/1682301123397/2a743e10572dcaddbb49b6bc871f2bf-625ca486b?sender=u79b2f1b343c79fd822025777>

Here are some tips for brainstorming:

- Defer judgement – no idea is a bad idea
- Encourage ‘wild ideas’ – these can spark or generate the ideas of others
- Stay focused – keep on topic and refer all ideas back to your problem statement
- Go for quantity – develop as many ideas as possible
- Be visual – feel free to draw ideas as well as write them down

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
8.3	Report Back	Main Session	AEF facilitators	5 minutes

Activity 8.3

Spokesperson to share in the main session.

Lunch Break 40 minutes

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
8.4	Thinking routine: Does it fit? & Determine the best solution	In your classroom	Classroom teachers	20 minutes

Activity 8.4

Thinking Routine - Does it fit?

1. Fit your solutions to the **Situation**:

Look at the real-life things that might stop you from doing a solution, like how much time or money you have. Then, check each solution to see if it works with those things. Ask yourself questions like: Does this solution work with the resources I have? Can I do it in a good amount of time? Is it too expensive? Can I really do it?

2. Fit your solutions to you & your community **Empathetically**:

Imagine yourself doing each solution in your mind like a movie. Then, think about how it feels for you and your community. Ask yourself questions like: Which solution feels like it fits me and my community best? Are we thinking about everyone and being considerate?

Discuss with your group members. You can choose one or two of the 'fits' and see which solution works best. Evaluate all of your potential solutions and narrow them down to 1-2.

After refining the list of possible solutions, within your school team, choose the most practical solution that fits your own community and can make a substantial difference in addressing your school's challenge. Please keep in mind that you will need to develop a leadership project based on your chosen solution at a later stage. Write down your chosen solution below:

<p>The best solution that is agreed on by all group members is:</p>	
---	--

MODULE 9: LEADERSHIP PROJECT DEVELOPMENT

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
9.1	ALTG?	Main Session	AEF facilitators	5 minutes

Activity 9.1

On Mural, there's a crossword game. Figure out what are the 4 missing words.

Mural: <https://app.mural.co/t/unimelb2745/m/unimelb2745/1682301245207/7b144cdd4e1dc2d15ab25ebddf075e8c-9c1bef0b?sender=u79b2f1b343c79fd822025777>

What do you got? Use the words you got to fill in the below blanks!

Dr. Jane Goodall said the followings in the video that we watched on Day 1. Do you still remember?

“We here, think _____ act _____. Don't. If you think _____ you become filled with gloom. But if you take a little piece of this whole picture. My piece, our piece, this is what I can do here. I'm making a difference, and they're making a difference over there, and so are they, and so gradually the pieces get filled in. And the world is a better place because of you.”



Now think, in what ways can you relate Jane's message to what we are currently doing?

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
9.2	Your Leadership Project & SDGs	In your classroom	Classroom teachers	20 minutes

Activity 9.2
Part 1: Recap on What is Leadership?

Being a leader doesn't simply mean being in charge; various individuals in various roles can all become leaders. Take a look at the example below.

Adventurous advocate	Taking the lead and encouraging others in trying new activities, ways of tackling tasks, groupings, and ideas.
Chief photographer	Taking responsibility for collecting and displaying photographic records of particular parts of the program.
Chorister/musician	Playing or singing a musical performance with solo elements.
Coach	Demonstrating and teaching skills that leads others to practice and use them.
Conductor	Leading a musical performance such as national anthem, traditional folk, or popular song.
Diplomat	Reaching a positive solution to a problem through conciliation, collaboration, or compromise.
Documentary maker	Leading the collection of materials sounds or images to create a record of important part of the program, including contributions to a program blog etc.
Initiator	Taking a lead in a constructive way.
Language leader	Providing language leadership and supporting others in language learning.

DAY 2 - PROGRAM SCHEDULE

Logistic expert	Drawing up rosters for ensuring 'lights out', purchasing water on group excursions, taking the lead to get the group to a destination or any other similar activities undertaken on behalf of the group.
Master of ceremonies	Managing a presentation or group of presentations.
Role model	Modelling positive and effective behaviours for others to follow.
Motivator	Providing leadership in encouraging others to undertake tasks.
Personal	Developing my own awareness and managing my own responses, attitudes and actions.
Presenter/public speaker	Making a formal or informal presentation on behalf of a group.
Physical education coach	Leading and encouraging others to try physical tasks and keep their bodies in good condition.
Project leader	Taking responsibility for our specific activity on behalf of the group.
Technical/ICT expert	Providing advice, expertise support, and problem-solving for effective use of the technology.
Travel guide	Providing information and leadership and safely supporting the movement of people to particular destinations.
Visual artist	Providing leadership in interpreting and presenting experiences artistically, e.g., through drawing painting, sketching, cartooning, designing, calligraphy, music and etc.
X factor	Something that hasn't been thought of yet.

Part 2: Introduction of Sustainable Development Goals (SDGs).



Let's watch a video on the United Nations - 17 Sustainable Development Goals.

Video: UN Sustainable Development Goals - Overview

Goal 17 Partnerships for the goals – that's why all of you are here today from across the globe to prepare ourselves for actions.

Now, it's time to "think globally"! Let's connect the SDGs to your problem statement:

1. Go to Mural.
Mural: <https://app.mural.co/t/unimelb2745/m/unimelb2745/1682301609907/4bdf0ff2d97f2f5eea2079ac8d-f5a8a3c9c740dc?sender=u79b2f1b343c79fd822025777>
2. Find the SDG image and put your group name on the top.
3. Read through your problem statement and identify which SDG(s) you believe are related to your problem statement with your group members.
4. Click on the circle tool to select the relevant SDG icons.
5. Drag and drop the circle tool over the icon(s) that you have selected.
6. Add a brief explanation in the comment box next to the circle, explaining why you think this SDG is related to your problem statement.

Remember, the SDGs are interconnected, so you may find that more than one SDG is related to your problem statement.

Part 3: Leadership Project

Here are some examples of what you might do for a leadership project:

- produce a short film or audio documentary
- a photographic exhibition
- write materials, write and perform music, poems, or songs
- design and produce an artwork
- develop and present a proposal
- write and produce some tips and put it on social medias/school bulletin etc.
- write and present a speech
- design engaging games
- identify and investigate any strategies used to resolve your school challenge.
- build a Lego work

You've seen some examples of the project. It's time to unleash your creativity! Let's generate exciting and innovative ideas and start to develop the draft of your leadership project.

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
9.3	Share draft version of Leadership Project & get feedback	Breakouts -International	AEF facilitators	25 minutes

Activity 9.3

Now, you will have the opportunity to share the initial version of your project and your selected SDGs to your peers, exchange thoughts and opinions, and provide feedback.

'Two stars and a wish' is a reflection technique to give peer feedback. The stars represent the highlights and the wishes represent recommendations. Students need to write the feedback down and then present it to the partner school.

SYMBOL	SUGGESTIONS	FEEDBACK
	<ul style="list-style-type: none"> • I enjoyed how... • I really liked the way you.... • My favourite part was... • You grabbed my attention when... 	
		
	<ul style="list-style-type: none"> • Have you thought about... • What would happen if... • An idea I had was... • I think it would be clearer if... 	

Helpful Tips:

Giving Constructive Feedback

- Create a safe space in which to share the feedback
- Be positive
- Focus on sharing ideas, not giving advice
- Explore alternatives
- Describe a behaviour
- Don't communicate judgment
- Be mindful of other's perspectives

Receiving Constructive Feedback

- Try to understand the other person's point of view
- Be open to how others view you, even if it's painful
- Look for opportunities for personal and professional growth
- Don't take it personally
- Partner with the other person to look for ways to fix the issue
- Actively listen (listen before you speak)
- Avoid explaining or making excuses
- Empathise with the other person

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
9.4	Wrap up	Main Session	AEF facilitators	5 minutes

Wrap up

On Day 3, you will be reporting back as a group and presenting your leadership project to other students. This is an important opportunity for you to showcase your work and learn from your peers. We strongly encourage you to keep working on your leadership project in your free time with your group members.

DAY 3 - PROGRAM SCHEDULE

ACTIVITY	TIME (AEST)	EVENT	FORMAT	LEAD COORDINATOR
0.3	9.00-9.10am	Acknowledgement of Country	Main Session	AEF facilitators
Module 10: Case study: Kiama High School				
10.1	9.10-9.20am	Six Step problem solving model Analysis task	Main Session	AEF facilitators
10.2	9.20-9.30am	Case study: Kiama High School	Main Session	AEF facilitators
10.3	9.30-9.45am	Analyse the case study using the Six-Step problem solving model	In your classroom	Classroom teachers
10.4	9.45-9.55am	Discuss stages of problem solving in the case study	Main Session	AEF facilitators
	9.55-10.10am	Break		
Module 11: Community case study: Chill out and look about				
11.1	10.10-10.15am	Case study: Chill Out and Look About	Main Session	AEF facilitators
11.2	10.15-10.25am	Discuss importance of community in the case study	Breakouts -VIC	AEF facilitators
11.3	10.25-10.50am	Guest Speaker: Shadab Safa	Main Session	Shadab Safa
	10.50-11.10am	Break		
Module 12: Student leadership project				
12.1	11.10-11.20am	Review Six Step problem solving model for international students	Main Session	AEF facilitators
12.2	11.20-11.50am	Finalise actionable steps and plan Leadership Project presentation	In your classroom	Classroom teachers
12.3	11.50-12.20pm	Share Leadership Project and gain feedback	Breakouts -International	AEF facilitators
	12.20-12.30pm	Break		

DAY 3 - PROGRAM SCHEDULE

Module 13: Being courageous/Presentation skills

13.1	12.30-12.55pm	Guest Speaker: Kano Ravalji	Main Session	Kano Ravalji
13.2	12.55-1.00pm	Revise Presentation skills	Main Session	AEF facilitators

1.00-1.40pm Lunch break

Module 14: Leadership project presentations

14.1	1.40-1.55pm	Review and finalise leadership project Presentation practice	In your classroom	Classroom teachers
14.2	1.55-2.50pm	Present Leadership Projects	Breakouts -International	AEF facilitators
14.3	2.50-3.00pm	Student & teacher surveys	Main Session	AEF facilitators

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
0.3	Welcome and Acknowledgement of Country	Main Session	AEF facilitators	10 minutes

Activity 0.3

Welcome to Day 3! Reminder:

- Remember to rename yourself (abbreviated school name and first name) and click CC to get subtitles if you need
- Use the chat function to comment, ask questions or message staff for support

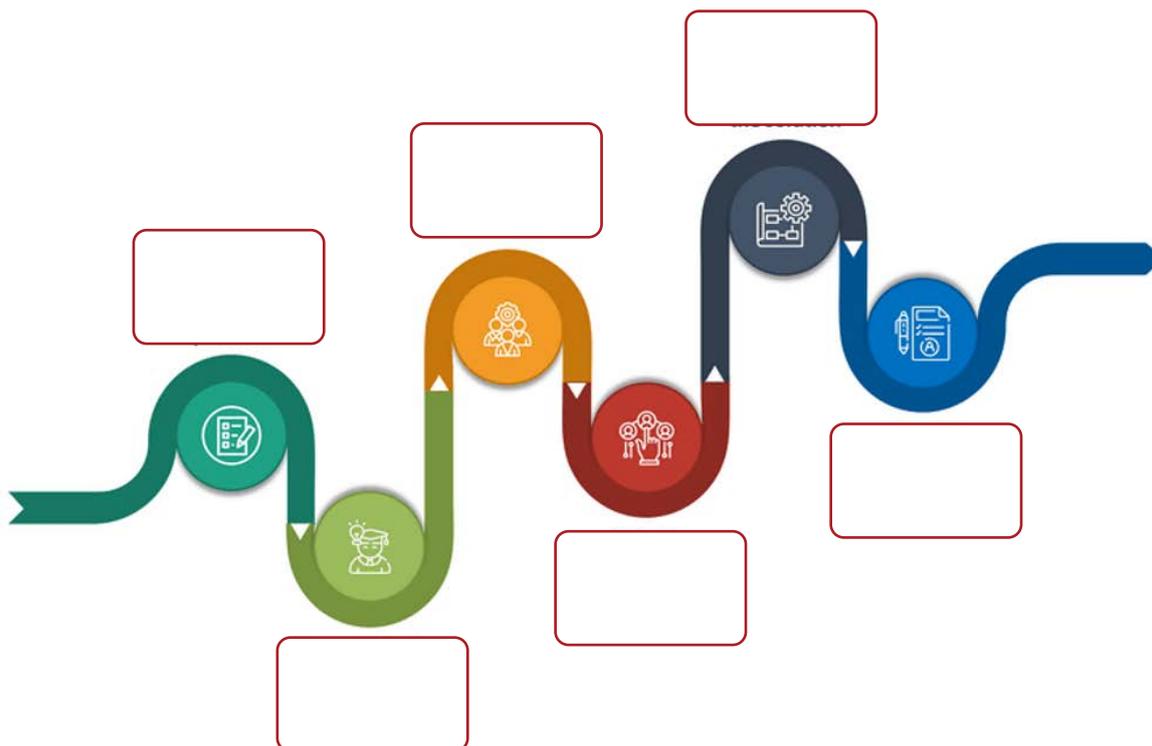
Then you will listen to a student representative who will deliver an Acknowledgement of Country.

MODULE 10: CASE STUDY: KIAMA HIGH SCHOOL

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
10.1	The Six-Step problem solving model	Main Session	AEF facilitators	10 minutes

Activity 10.1

Do you still remember the Six-Step problem solving model?



ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
10.2	Case study: Kiama High School	Main Session	AEF facilitators	10 minutes

Activity 10.2

Kiama High School - War on Waste (ABC)

We will be watching a case study from Kiama High School now, where the Kiama High School students will share their experiences in creating and delivering a student leadership project.

Your task will be to analyse the case study using the Six-Step problem solving model and plot the stages the school group went through to create their project.

You may use the following table to take some notes down while you watching.

KIAMA HIGH SCHOOL - WAR ON WASTE PROGRAM

Step 1: What was the problem?

Step 2: What was the cause?

Step 3: What were the solutions?

Step 4: What was the solution they selected?

Step 5: How did they implement the solution?

Step 6: How was the outcome?

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
10.3	Analyse the case study using the six-step problem solving model	In your classroom	Classroom teacher	15 minutes

Activity 10.3

After watching the video, it's time to work with your classmates to determine the six steps taken in this case study. Take a close look at the notes you've taken and determine the process. Post it to Mural.

MURAL: 10.3 Case Study Kiama High School

<https://app.mural.co/invitation/mural/unimelb2745/1681695478143?sender=u79b2f1b343c79fd822025777&key=680c7e5f-e90a-43a1-96f6-6eb1fda33095>

Once you've identified the six steps, consider:

Which of the six step problem solving model did the students spend the most time and energy on?	
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Which Sustainable Development Goal (or Goals) were they trying to address?	
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ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
10.4	Discuss stages of problem solving in the case study	Main Session	AEF facilitators	10 minutes

Activity 10.4

Let's share your responses!

Break time 15 minutes

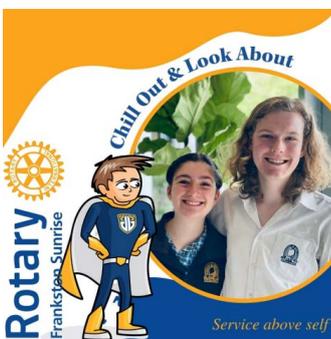
MODULE 11: COMMUNITY CASE STUDY: CHILL OUT AND LOOK ABOUT

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
11.1	Case Study: Chill out and look about - Frankston High School	Main Session	AEF facilitators	5 minutes

Activity 11.1

What is the importance of community to a successful project?

Watch the case study from Frankston High School “Chill out and look about”.



As you watch, pay attention to the different ways in which the community played a role in the success of this project. Consider the following questions:

How did the community support the project?	
What impact did the project have on the community?	
How did the project bring people together or foster a sense of community?	

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
11.2	Discuss importance of community in the case study	Breakouts - VIC	AEF facilitators	10 minutes

Activity 11.2**Importance of community to a successful project**

Meet with another school from Victoria and discuss the importance of community to the success of this campaign. Discuss the followings:

- Which members of the community did they target? Why?
- What methods did they use to engage their audience?
- What did they actually do or create to promote awareness?
- How did the students demonstrate being good members of the community?

Post your responses to

Padlet: <https://padlet.com/aefsupport/11-2-importance-of-community-to-a-successful-project-6xf4wtzyjlllyqes4>

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
11.3	Guest Speaker: Shadab Safa	Main Session	Shadab Safa	25 minutes

Activity 11.3

Shadab was 10-years-old when he arrived in Australia as a refugee from war-torn Afghanistan. As a young boy, Shadab played a big role in helping his family navigate the challenges that refugee families face, developing resilience and fortitude in the process. Having seen the horrors of war, ethnic persecution and political upheaval, Shadab is committed to fostering peace and prosperity. Now a motivational speaker, storyteller and aspiring screenwriter, Shadab is committed to making positive changes in his community through education, the arts and economic empowerment.

You may take some notes here:

Break time 20 minutes

MODULE 12: STUDENT LEADERSHIP PROJECTS

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
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12.1	Review Six Step problem solving model	Main Session	AEF facilitators	10 minutes
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Activity 12.1**Welcome to our international students and housekeeping**

Review your student leadership project through the six-step problem solving model.

Let's consider...

- Do you have a clear problem?
- Is it something you can change?
- What are the actionable steps your Student Leadership Project will go through?
- How will you approach each step?
- Which members of the community will you involve at each step?
- Can you see potential challenges? Are there ways to overcome these? Are there members of the community who might help you to overcome these?

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
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12.2	Finalise actionable steps and plan Leadership Project presentation	In your classroom	Classroom teacher	30 minutes
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Activity 12.2

It is now time to finalise your draft of your Leadership Project with your classmates, before meeting with another school where you will share your project and get feedback from your peers.

Remember the presentation skills

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
12.3	Share Leadership Project Feedback	Breakouts - International	AEF facilitators	30 minutes

Student Leadership Projects: Feedback

These breakout rooms will be about giving other schools constructive feedback. There will be three different schools in each breakout room. Decide who will be the time keeper and ensure each group gets a chance to share their project first. Write down your feedback (this could be on paper, on a whiteboard, on your laptop etc) as you listen to the other schools. Use the two stars and a wish model. Once each group has shared, you can then share the feedback you have recorded.

We will use the model of “two stars and a wish”. Use the guiding sentences below to assist you in giving constructive feedback.

SYMBOL	SUGGESTIONS	FEEDBACK
	<ul style="list-style-type: none"> I enjoyed how... I really liked the way you... My favourite part was... You grabbed my attention when... 	
		
	<ul style="list-style-type: none"> Have you thought about... What would happen if... An idea I had was... I think it would be clearer if... 	

Giving Constructive Feedback

- Create a safe space in which to share the feedback
- Be positive
- Focus on sharing ideas, not giving advice
- Explore alternatives
- Describe a behaviour
- Don't communicate judgment
- Be mindful of others' perspectives

Receiving Constructive Feedback

- Try to understand the other person's point of view
- Be open to how others view you, even if it's painful
- Look for opportunities for personal and professional growth
- Don't take it personally
- Partner with the other person to look for ways to fix the issue
- Actively listen (listen before you speak)
- Avoid explaining or making excuses
- Empathise with the other person

Break time 10 minutes

MODULE 13: BEING COURAGEOUS/PRESENTATION SKILLS

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
13.1	Guest Speaker: Kano Ravalji	Main Session	Kano Ravalji	25 minutes

Activity 13.1**Guest Speaker: Krushnadevsinh (Kano) Ravalji**

Krushnadevsinh (Kano) is an award-winning diversity and youth advocate, speaker, and consultant. He works with young people and multicultural communities to promote inclusion, equality, and leadership. Kano is engaged in the community and advises on policy-making, ensuring it is culturally appropriate and inclusive of young people's needs. He believes that young people's age does not determine their capability and strives to ensure young people are heard and included.

Kano is also the founder of YGV - a youth-led organisation with over 400 active members and has also recently started his consultancy firm 'Third Culture' specializing in Inclusion and Youth Engagement.

You may take some notes here:

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
13.2	Revise presentation skills	Main Session	AEF facilitators	5 minutes

Activity 13.2

Let's revise some public speaking strategies now to prepare for presenting your leadership project after lunch.



Lunch break 40 minutes

MODULE 14: LEADERSHIP PROJECT PRESENTATIONS

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
14.1	Review and finalise leadership project Presentation practise	In your classroom	AEF facilitators	15 minutes

Activity 14.1

Review and finalise your presentation. Consider the feedback you received earlier in the day and see if you can make any adjustments or improvements. Perhaps there was a star that you can expand on? Or a wish you can address before the final presentations. Practise presenting in your own classroom. Ensure everyone from your group participates in the presentation and takes turns to speak about the project.

Presentation Checklist:

- a clearly defined school challenge
- the reasons behind the challenge
- your role of a youth leader in addressing the challenge
- actions to be taken
- public strategies learned throughout the forum
- visual aids (e.g., Poster, PowerPoint)

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
14.2	Present Leadership Projects	Breakouts - International	AEF facilitators	55 minutes

Activity 14.2

- The presentation process will consist of two rounds, each lasting approximately 25 minutes. In each of these rounds, you will have the opportunity to present your project to two other schools.
- Each school should introduce themselves, present their project, and listen to feedback from others.
- When you are listening note down feedback you would like to give at the end using the 3-2-1 model (3 successes, 2 questions, 1 idea for improvement)



- Once each school has presented their project then share your feedback with each other. This way everyone will have a chance to share their project.
- Elect a timekeeper for the breakout room so you don't run out of time. The timing guideline will be provided on the day depending on the number of participants.
- Remember the presentation skills!

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
14.3	Review and finalise leadership project Presentation practise	In your classroom	AEF facilitators	10 minutes

Activity 14.3

Through this 3-days forum, we hope you have gained a deeper understanding of what it means to be a good community member and young leader. Also the ways in which we can all play a role in shaping a better future for ourselves and for others in the community. Your enthusiasm and thoughtful contributions have undoubtedly contributed to the success of this forum, and we are confident that you will carry this knowledge and awareness with you in your future endeavors.

Once again, thank you for your invaluable participation and for demonstrating a commitment to community membership. We wish you all the best in your academic and personal pursuits, and look forward to seeing the positive impact you will undoubtedly make in your community.

“THE SECRET OF
CHANGE IS TO FOCUS
ALL OF YOUR ENERGY,
NOT ON FIGHTING THE
OLD, BUT ON BUILDING
THE NEW.”

— SOCRATES

Appendix 1: Media Release and Code of Conduct

Media Release

Please ensure the section below is read, acknowledge, and signed by the student's PARENT(s) or GUARDIAN(s) if they give permission.

For your child to participate in this workshop permission and consent is required from a parent/guardian. Please read and acknowledge the information below. This workshop is for Year 9 students in Victorian schools to discuss Global Citizenship and will include some sessions to talk with students in other countries. Teachers from each participating Victorian school and staff from Asia Education Foundation will be present, all have criminal record checks and/or working with children checks. As this workshop will be held via Zoom (and it is likely students will connect with the session from their home), AEF would request that a parent/guardian is in the vicinity for supervision purposes and that the student is supervised, though each school will also have a teacher attending.

Parts of this event may be recorded by the host (Asia Education Foundation, Asialink at the University of Melbourne) or the Victorian Department of Education and Training. Therefore media release consent information is provided below. Acknowledgement and consent of media release is sought from the parent/guardian.

Also, a Code of Conduct is provided below for students to sign and agree to some standards of behaviour for working together online.

Audio/Video/Photograph Release

You agree that:

The University of Melbourne, through Asialink (a semi-autonomous body of the University of Melbourne founded with support of The Myer Foundation and the University of Melbourne), may: (i) make an audio or video recording of Your image or voice; or (ii) take a photograph of You; or (iii) make any digital record of Your image or voice relating to the Shoot, (Recording);

- the University may use Your name or any other personal reference in relation to the Recording;
- the University may use, copy, publish, make available, distribute, transmit, perform, display, edit or modify the Recording anywhere in the world, and permit third parties to do so, for any purposes associated with promoting Asialink including commercial purposes (Permitted Purposes); and
- You are not entitled to any royalties, fees or other compensation in return for any utilisation of the Recording permitted by this Release.

You:

a) acknowledge that:

- the University has existing arrangements with certain third parties for the use, copying, publication, distribution, transmission, performance, display, editing or modifying of content (such as the Recording), without limitation as well as various social media platforms including Facebook, Linked In, Twitter, Pinterest and Instagram.
- the University may, from time to time, enter into agreements with other third parties for the use, copying, publication, distribution or transmission, performance, display, editing or modifying of content such as the Recording; and
- some of the third parties referred to in this Release are located overseas and/or make content (such as Recordings) publicly available online to third parties via their own website or other websites; and

b) agree that any such third parties may utilise the Recording for the Permitted Purposes, including in the manner contemplated in paragraph (a).

STUDENT CODE OF CONDUCT

Please ensure this section is read and completed by the STUDENT.

Asia Education Foundation, part of Asialink, The University of Melbourne is facilitating online forums on behalf of the Victorian Government Department of Education and Training.

You have been invited to participate in this forum, as such, it is a requirement that you read and agree to the following Code of Conduct in order to participate in this forum. In doing so you agree to abide by this Code of Conduct during the forums. Asia Education Foundation reserves the right to eject a student from the online forum if they do not abide by the following Code of Conduct to protect other students.

Throughout the forums, you will connect with other students, teachers, participants, Asia Education Foundation staff and invited expert guests in an online environment. All members at the forum have been invited by the Asia Education Foundation and are expected to behave in ways that promote a safe, respectful, supportive, inclusive and effective learning environment.

Asia Education Foundation is committed to ensuring a safe, respectful environment for all participants and ensure that an environment for productive learning is fostered. Asia Education Foundation takes the safety of all participants seriously and does not tolerate any behaviour that is disrespectful towards others, discriminates, bullies or harasses. We reserve the right, at any time, to mute and/or remove any participant to ensure the safety and/or wellbeing of others.

The safety and wellbeing of participants in the forum is the responsibility of all of us and it is Asia Education Foundation's expectation that all participants will conduct themselves in a manner that is respectful, empathetic, open-minded and compassionate. It is the responsibility of all participants to create a learning environment that is positive, supportive and safe.

Asia Education Foundation also encourages you to familiarise yourself with the eSafety Commissioner's advice for young people to stay safe online - <https://www.esafety.gov.au/kids/i-want-help-with/being-safe-online>

You should attend online workshops and behave as you would expect in a physical school/classroom setting.

This means:

- Dress in your normal school uniform/as you would when attending a formal school event as a representative of your school.
- Use a headset with headphones and a microphone - These help to improve audio quality for you and your classmates and prevent audio feedback and disruptions to others in your environment.
- Mute yourself when not speaking and use the 'hands-up' or 'reaction' buttons when you wish to contribute. Once you use the 'hands up' or 'reaction' button to speak, then wait until you are invited to speak by the host/teacher.
- You may at times be asked to use the chat function to write responses, please only do so when asked and only respond to the specific question. Do not use the chat box for general conversation or comment.
- Think about your actions on-camera and try to remain as still and attentive as possible to avoid distracting other participants.
- You must under no circumstances share Zoom meeting invites, IDs or passwords with anyone else, even other participants. All participants will be sent the necessary information - if for some reason this is not received or misplaced, they should contact aef-support@asialink.unimelb.edu.au
- You must not record any element of the sessions that involves others, do not record video or audio, copy any text, take screenshots or pictures of any of the forum or any other participants forum.
- You must not share any login details for any online component of the forum with any other person.
- You must not upload any file that contains any malicious content, virus or malware.
- You must not post any material that could be offensive, upsetting or disrespectful to other members.
- You must keep all information shared private and confidential.
- You must not share any private, sensitive or confidential information about yourself or others.

Online Discussions

At various stages of the forums, you and other school members will be asked to contribute to interactive discussion boards, breakout rooms and conversations. Below are some ways to ensure that everyone can get the most benefit from discussion and maintain standards of behaviour:

- Firstly, remember that everything you say or write is public. Keep all communications respectful, open-minded and confidential - e.g. do not use names of real people if you are telling a story.
- Use complete and grammatically correct sentences and paragraphs, and avoid abbreviations, acronyms, and other internet slang. Refrain from using all-caps (as this can signify yelling at others). Similarly avoid using exclamation marks.
- Try to restrict posts to one single idea. Do not write and post multiple short posts in one go. This will allow threads to be created and keep posts as short as possible. You should edit your post so that it is clear and concise. Avoid creating many small posts (e.g., just posting 'thank you' or 'I agree').
- When creating a post or typing an answer, think about how you can create and add value. (e.g., I agree with...I wonder if...).
- Try to express your ideas clearly and give others the benefit of the doubt.
- Remember tone is difficult to judge in text, so avoid statements that could be read as sarcastic or where there is a danger they may offend if misunderstood.
- In conversations, ensure that you actively listen to others and wait until the person speaking is finished speaking before responding.
- Take turns to ensure everyone has an opportunity to contribute.
- Allow others space and time to react to the discussion and try not to dominate discussions.
- Respect the views of others in the same way as you would in a physical classroom.
- If you are unsure about something someone else has said, ask them to rephrase it for you.

General Acceptable and Expected Behaviour

Whilst at times you may disagree with the opinions of others, it is essential that you always demonstrate respectful language and behaviour when participating in this online workshop. All participants at all times must:

- Treat one another with respect and dignity especially when there may be disagreement
- Be courteous and polite at all times
- Be active and engaged participants in the learning programs
- Obey directions from teachers and staff

Unacceptable Behaviour

All participants must not:

- Engage in bullying, harassing, intimidating or aggressive behaviour
- Create a disturbance which interrupts or disquiets the learning environment
- Engage in any behaviour that would be considered as harmful to the wellbeing of others
- Misrepresent an identity or assume the identity of another person by using login credentials other than those specifically assigned.

Reporting Inappropriate Behaviour

If you feel that another participant's behaviour is inappropriate you can alert your supervisory teacher who will be in the session with you, or a member of the Asia Education Foundation staff.

In Zoom, in the participants list you can choose the drop down menu at the bottom of the list to see all participants and choose an individual participant to message. You can then privately message a member of staff. Ensure and double-check that you have selected the correct individual staff member before sending your message and be sure not to send the message publicly.

APPENDIX 2: USEFUL ONLINE PHRASES

To agree with a statement:

I agree with...

I agree with the idea that...

I can understand that...

It does seem evident that...

There is evidence of this here...when...

To make a point:

I think an important idea to discuss here is...because...

I think the key question we need to discuss is...

I think it is important to make the point that...

To clarify or understand more about what someone else said:

Can you explain a little bit more about...

Can you tell us more about...

Can you clarify for me what you meant by...

Can you help me understand a little more about...

Can you help me to understand what was meant by...by providing some examples or further information

I am not sure if I understood when you said...could you clarify for me what you meant by...

What I am understanding by that is... (summarise what you think you understood)...is that correct?

I wonder if...

To politely disagree:

I think I understood what is meant by...I have a different perspective of that, which is...

I am not sure if I agree with that statement, because...(and then provide reasons and examples)

I think the example of...may not be the best example of this...because...and we should also consider...

While it can be said that...on the other hand it can also be said...

Although it is true that...it can also be argued that...

It should also be considered...

While I agree that...I disagree that...because...

I think it is also important that we consider...and look at the example of...

This also makes me think about...

If you think you disagree, disagree with the idea, ensure you discuss the idea/pint/reason/example. Do not make things personal. Try to avoid using 'you' statements such as 'you said this and I don't agree' and rather turn them into 'I' statements such as 'I think I understood what was meant by the point about...but I am not sure if I agree with that point...because...'

(The above guide was adopted and modified in March 2022 from 'Good practices and appropriate behaviours on the virtual campus', by The University of Melbourne, 2020)

CONNECT LEARN LEAD.

CREATING ASIA CAPABLE CITIZENS

General Enquires:

T: (+61) 3 8344 3590

F: (+61) 3 9347 1768

E: aef-support@asialink.unimelb.edu.au

W: www.asiaeducation.edu.au

Postal address:

Asia Education Foundation
The University of Melbourne VIC 3010

The AEF is located at:

272-278 Faraday Street Carlton
VIC 3053
Australia

