

Student Action Teams

Learning in the community



A 'How To' Manual

5-9 Middle Years

Student Action Teams

Learning in the community



A 'How To' Manual

written by the
Australian Youth Research Centre
May 2003

Acting for Change – a Student Action Team Manual
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Using this manual

Student Action Teams were initially set up in 1998 as a collaborative project between the Department of Justice Crime Prevention Victoria and the Department of Education & Training. In Phase 1 Student Action Teams were established in 20 Victorian secondary colleges in 1999 and 2000. In Phase 2 a further 36 Student Action Teams were established and have operated as part of the middle years strategy. Phase 2 has been funded and supported by Crime Prevention Victoria, the Victorian Health Promotion Foundation (VicHealth) and the Department of Education & Training.

The information in this manual is based on the work and experiences of the teams of students and teachers in participating schools as told to us in interviews and on student/teacher training days.

This manual probably won't include everything you need. We have tried not to duplicate other material that is available, but to maintain a focus specifically on Student Action Team processes. References to further resources are included in the text where possible. Please use this manual alongside these other resources.

This manual also doesn't attempt to provide a neat recipe that you can follow regardless of your circumstances. Its message is that there is no one way to implement Student Action Teams. You must consider your issues, options, circumstances, needs, constraints and possibilities – and make choices relevant to your situation. What this manual tries to do is to alert you to the decisions and choices you must make.

Worksheets

The manual includes two types of worksheets to assist in your planning. On the reverse of every page is a planning worksheet – for you to use in thinking through your processes. At the end of the manual are ten further action worksheets for use by the Student Action Team in its work. These worksheets may be copied for use within the school.

Acknowledgments

This manual would not have been possible without the information, advice and action of students and teachers in Student Action Teams throughout Victoria in 1999, 2000, 2001 and 2002. We thank them for their initiative, perseverance and vision, and for sharing their experiences with us.

Student Action Teams are now an important part of the strategy to reduce youth offending and violence of the current Safer Streets and Homes, a Crime and Violence Prevention Strategy for Victoria, 2002–2005.

The Student Action Teams Advisory Group provided valuable support and linkages between the various organisations and departments involved, and gave useful feedback on this document.

Project Officers within the Department of Education & Training maintained an overview, kept the project on track and promoted school innovation and development.

Why have a Student Action Team?

Student Action Teams (SAT) provide a student centred and active educational approach to community based learning and connection for schools. SATs are an effective way of developing teams which link students to their communities. Underpinning SATs is the concept of building positive self concepts by providing young people with a

- sense of meaning and purpose
- sense of control and
- sense of belonging or bonding.

Key challenges which face the middle years of schooling are enhancing student engagement in learning and reducing the risk of alienation and isolation. SATs address these challenges while simultaneously increasing students' knowledge, skills, attitudes and connectedness to school.

The evaluation of SATs also indicates that boys in particular become more engaged in school and have better relationships with teachers and peers.

Through a SAT, a group of students identify and tackle a school or community issue: they research the issue, make plans and proposals about it, and take action on it.

Such an approach has already been used for health, safety, environmental or other community topics. Examples can be found in which university or college students form such teams. However, the importance of the current work is that it recognises that school students can be responsible for important matters, and can be interested and involved in their community to make a difference.

While the examples presented in this manual draw upon the experience of Victorian schools around the topic of 'community safety', Student Action Teams have broader

applicability. The approaches outlined here can be used around any topic. What is common is research, planning and action that is identified, decided and carried out by students, is based on teamwork, and occurs in a community setting and in a context of solving real problems.

Underlying Concepts

Student Action Teams are based on the following concepts:

- students can make serious and important **decisions**;
- students can **do** important and valuable things: they have skills, expertise and a knowledge of the needs of their community;
- important action can be taken as part of students' **learning** in school: community focused research and action is an appropriate educational approach for schools.

How these ideas are translated into programs is the subject of this manual.

Student Action Teams can provide a different way of learning, and different paths to success, for all students – including those whose previous experience has been that of disengagement, failure and boredom.

In establishing a Student Action Team, these 'intangible' areas ask schools to:

- **trust** students, particularly those who are marginalised and disillusioned;
- **expect** that students can and will do significant things in their community;
- **enable** and **support** students to carry out community research and action.

References

References for further reading are provided at the end of this manual.

Why we want to establish a Student Action Team at our school:

Similar approaches already in existence within our school:

Existing community based learning opportunities:

Where do you start?

There are, essentially, two ways to begin to establish a Student Action Team.

You can:

- **start with an important local topic that needs action, and then set up an appropriate team:**

For example, some teachers at one secondary college had identified that students skipping school was an important community safety issue, and they then chose a group of students appropriate to that topic as their Student Action Team: students who were informal leaders but with a history of absences.

At another secondary college, some students had previously identified an issue with community safety implications: skateboarding and the need for a local facility. This then meant that a group of students particularly interested in that issue formed the Student Action Team.

or:

- **select the members of a Student Action Team and develop a process through which the team decides on the topic:**

A rural secondary college advertised for interested students and set up a team from these. They then went through a 'search' process to identify what community safety meant in their area, and what topic and action was most appropriate.

Although both these approaches are successful, experience has shown that maximum engagement has been best achieved when students choose both the topic and how the topic is to be addressed.

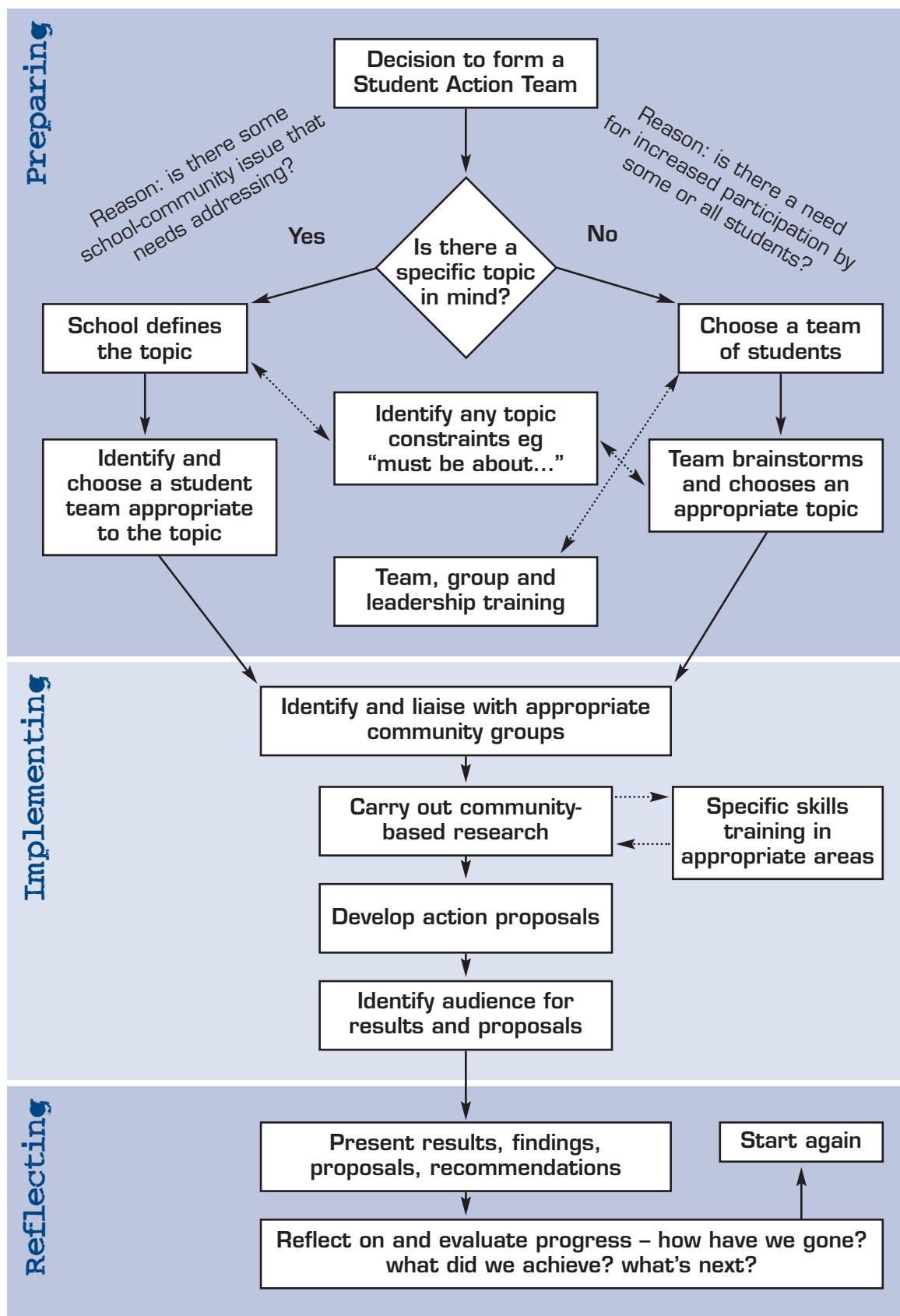
The flow chart on the next page tries to summarise the main steps.

You will also need to think about how your Student Action Team will operate within the school. Is it part of the curriculum? If so, within what Key Learning Area (KLA)? Is it a cocurricular activity? If so, how will it be supported and resourced? Your decisions here will affect which students and topics you choose.

This Manual

This manual is structured to enable you to start at the appropriate place for your school and community. It is divided into three main sections that deal with:

- A** Setting up and training a team (pages 9–16);
- B** Choosing, developing and implementing a topic (pages 17–28);
- C** The place of SATs within schools (pages 29–34).



Part A

Team

Establishing a team

A Student Action Team (SAT) consists of a group of students, their support teacher or teachers, and, where appropriate, other adults, including parents and community based workers. Who these people are is important to the success of the program. In turn, the choice of team members will be influenced by the school's motivation or stimulus for initiating the program, but you will also need to consider:

- where and how the SAT will be located in the school's curriculum program;
- the number and year levels of students to be involved (whether mixed year levels or a targeted age group or year level);
- the particular issue or the particular group of students to be involved.

Further details on these issues are dealt with elsewhere in this manual.

Working as a team

Once the team is formed, it is necessary to work both on the group's motivation and on their roles. The team has to **want** to work together. Here are some ideas suggested by previous SATs:

- put on lunch for the group to recognise their work, to build team spirit, and to encourage them to attend meetings
- discuss the project fully with the team and allocate roles to team members – who does what – recognising the different skills involved. Students often volunteer for roles they feel confident to perform
- have a chart where everyone can see these roles
- have a student as a 'team leader', someone who has strong interpersonal skills and is accepted by others
- encourage and acknowledge the effort being put in and the developments being made. This can happen through an article in the school newsletter, presentation at a school assembly or through lunches for the team.

Choosing the staff

Teachers have special roles within the teams – to encourage, prompt, reward, mediate and organise the group – and to pitch in and help when needed. They need to be interested in the project and in the process. They also need to be able to coordinate, mentor and step back when things are going well or when students need to learn from making mistakes.

The choice of staff members depends on:

- who instigated the project, eg the principal, a specific staff member.
- where the SAT team is situated: incorporated into the existing curriculum linked to the Student Representative Council (SRC), or existing as a separate group
- who has time in their teaching allotment; or can be given specific time allotment
- whether the topic is already chosen or to be negotiated by the students.

The teacher(s) need to have:

- commitment to the principles and processes of a SAT
- time to commit to the project for meetings and/or a curriculum allotment
- professional development
- a commitment to be available for the program's duration
- negotiation/support skills to support the process rather than direct the outcome
- support from the school's administration.

[illegible]

[illegible]

Choosing the students

If you are starting a new Student Action Team, you have various options for choosing the student members.

Which students will you choose for your SAT?

While some schools select students who are doing well and will represent the school positively, the SAT can provide all students with opportunities for success and learning.

Many schools select students for SATs because they are showing leadership or initiative within the school – but not necessarily in traditional ways.

Start by defining the student characteristics you want for the team – and also think about why students might want to be on such a team.

Selection might also depend on the structure in which the SAT fits – within a class, as an elective, or as a voluntary ‘extra-curricular’ activity. For example, if the SAT is a class, you may have to accept a broad group of students. If it is an elective, students may choose the SAT for various reasons. How you advertise the SAT in the school will then influence which students join.

What’s the appropriate year level for your SAT?

SATs can be established at most year levels – in either secondary or primary schools. How the team operates and what tasks it tackles will be influenced by the age of the team members.

SATs have operated with students from Years 5 to 11, depending on their interests and the topic. Think about strengths and limitations. Primary school students can easily integrate their SAT work within their studies; Years 7 and 8 students enable enthusiastic teams to continue for several years; Years 9 and 10 students can have a degree of independent movement within the community; Years 11 and 12 students bring further skills and maturity, but may have other commitments. A mixture of ages is recommended by some schools; links between SATs in clusters of primary and

secondary schools provide exciting possibilities for shared action.

You will need to think about what ages and year levels are most appropriate in your school or cluster and to your tasks, and design the team, the training, the decisions and the investigations accordingly.

How will you choose students for your SAT?

Students have been selected by **invitation** (ie a teacher approaches particular students and asks if they are interested) and by **application** (the SAT is advertised and interested students are asked to apply). In one case, a larger group was invited to become involved; after leadership training, the students were asked to volunteer for different aspects of the projects.

Be clear about what the SAT is and what it will do. Have definite processes in place for choosing the students.

What’s the best size for your SAT?

Again, this will depend on the structure of the SAT in your school. It is most beneficial if the SAT consists of four to ten students. You may be able to form several smaller SATs within a class. The team might operate as a small group meeting at lunchtime or in spare periods.

Previous teams noted that between four and ten students has been a common size for a team – with a nucleus of about four to six students forming an ‘executive’ to ‘steer’ the project and make sure that things get done. They felt that if you have too few students, you can’t get much done (and don’t have much diversity), and that if you have too many students, it may be more difficult to focus the group.

Continuing with your SAT?

If you are continuing with a SAT from one year to the next, it is valuable if some continuing or previous members of the team assist in selecting or co-opting new student members. Continuing or previous SAT members can also assist with training or with defining a topic.

Characteristics of the students
we want for our Student Action Team:

Because:

Year Level/s:

Numbers:

Processes for students to join or be selected for the team:

Our Team:

Student Members:

Staff Members:

Other Adult Members:

Training and team building

The operation of Student Action Teams needs to be supported through formal and informal training processes. This may require teachers to focus more on supporting and directing the process, and less on achieving the end product. At least, product and process development should be managed in parallel.

While team training and building activities should happen throughout the year, in line with critical events in the project development, the **starting period** is vital. A leadership and team training day can 'kick off' the team in an important way. Consider:

- involving outside facilitators
- having a venue away from the school
- organising a team lunch.

Successful programs have highlighted the need for SAT members to work as a team. The initial training should focus on activities that teach members to build teams and that concentrate on achieving goals. It is also important that these activities are fun and directed towards development of a group and sense of commitment.

Previous teams have suggested that training needs to build:

- self-confidence
- self-discipline
- commitment
- initiative
- responsibility and
- leadership.

In addition, the following are important skills to develop:

- negotiation
- organisation
- cooperation
- group facilitation
- meeting processes
- note taking
- communication
- public speaking and
- listening.

However, experience suggests that there isn't one set form of training in these areas, but that the specific training grows out of the nature of the tasks to be undertaken, and that the training should be seen by the students as relevant to their needs. Understanding teams begins with understanding the individuals and their contributions.

On-going training opportunities can also be built into the school's curriculum. Opportunities occur within subjects such as Drama and English, or within home-group activities.

Teachers

Teachers also need training and support. They need:

- assurance that different ways of operating are OK
- professional development and/or external support to assist in their reflection
- training in planning and enabling them to identify what is relevant to their situation
- training in leadership skills: what they are, how to develop them, how to review them
- training in team building: how to develop bonds and shared purpose
- support and training in how to optimise learning, create a sense of occasion and establish links with the local community
- models of training according to the stages of team development
- time to plan and to spend with the students
- regular forums for sharing ideas, eg by clustering schools
- support from local government in the development and implementation of plans.

A Team building program

Purposes:

- To increase awareness of each member and his/her role within the team.
- To explore how the team should work together to achieve these goals.

Key Questions:

- What does each member want to get out of the SAT?
- What skills/talents does each member bring to the team?
- How can the team best operate to achieve the objectives?

Activity 1

Understanding Why People Joined (Use the Think-Pair-Share strategy)

- 1 Ask each team member to write down his or her reasons for joining the team.
- 2 Form pairs and then discuss these reasons in pairs. What is common?
- 3 Each pair then finds another pair to form a four – share the reasons from the pairs. What is common?
- 4 Share the responses with the full group and list them on a whiteboard.

Activity 3

Identifying Skills and Talents

- 1 Ask each team member to write his/her name in the centre of an A4 page.
- 2 Stick all the names on the wall around the room. Ask each team member to write a skill or talent of the person whose name appears on the sheet that could assist the SAT. Each member should write one positive comment for each other team member.
- 3 Discuss ways in which the team might be organised to maximise these skills and talents. Agree on a team structure or the roles required.

Activity 2

Establishing Team Objective(s)

- 1 Brainstorm a list of team objectives. These should include addressing the SAT program objectives as well as the individual reasons for joining.
- 2 Discuss the need for:
 - **trust**
 - **co-operation** within the team.
- 3 Discuss the differences between a **team** and a **group**.

Activity 4

Identifying Roles

- 1 Ask team members to volunteer for the various roles – write these on a whiteboard.
- 2 In small groups of two or three write short job descriptions for each person's role.

Decision making in the team

The Student Action Team will need to make many decisions in achieving its objectives. Decisions will need to be made about how teams work; what they work on; and proposed action. Previous teams have stressed the importance of making decisions and taking action based on total consensus. Decision making needs to be based on consensus.

Principles:

- The team makes decisions using logical arguments and based on evidence.
- The team tries out its decisions, and is open to learning from mistakes.
- Decisions will improve if the team puts time aside to reflect on the outcomes of its decisions.

How do we make decisions?

The first step in any decision making is research. This involves collecting information and thinking about it. And so, when something is proposed, we need to ask:

- How do we know that?
- What is the current situation?
- What is likely to happen if...?
- What are external restrictions on the decision?

This also means that we might need to ask other people about their views on the decision.

For example, if the team needs to make a decision about the topic to be chosen by the SAT, it would be valuable to ask others – students, teachers, parents, community members – what they think is the most important issue needing action. This becomes the first stage of the action plan (further details are provided later in this manual). This information is then brought back to the team and used as a basis for ideas and discussions. Finally, a decision will have to be made.

Here are some ideas about how that final decision can be made.

Brainstorming

Brainstorming is a process for getting possible ideas. The rules are simple: stay focused on the question or topic (perhaps write it on the board); everyone contributes ideas (however creative!) and these are **all** written down; no putdowns or negatives – clarification, comments and objections can come later. The brainstormed ideas are then sorted into ones that are ‘generally agreed’, ‘need more details’, ‘maybe but not yet’, ‘disagreement and needs arguments’ etc.

Narrowing down ideas

Another way of getting agreement is to go through a structured process like **1:2:4**. Everyone individually writes down (say) three ideas to deal with the issue (eg three ideas for a team topic, or three possible actions to be taken); people then pair up, share their ideas and decide on three common ideas; the pairs double up again into fours and go through the same process. This can continue to eights, or the ‘top three ideas’ can be reported onto a central list (variations like 1:3:9 are also possible).

Voting

Finally, the group will need to make a decision. If there are different ideas, the group may need to **vote** to establish which is preferred or which is a priority. It is important that the idea being voted on is clear and simple: write the proposal down and give a copy to everyone. Allow time for people to speak for and against the idea, and make a list of the points for and against before a vote is taken.

Consensus

Voting can divide a group. It is better to use **consensus decision making** where possible. Here, all the ideas are expressed and discussed, and possible compromise ideas are suggested. This discussion continues until a decision that is acceptable to all members of the team is reached.

What we want to decide about (the question):

What we know already:

Constraints (what is necessary or ruled out):

Possibilities (outcomes of a brainstorm):

Prioritise:

Arguments/Evidence – for:

Arguments/Evidence – against:

We all agree on:

or ... We have voted for:

Part B

Topic

Choosing a topic

Student Action Teams look for issues or problems that they can work on. These might be obvious, with relevant issues at that time emerging from discussions and being generally known. However, it may sometimes also be necessary to survey the students at the school or the general community to find out what is an important issue for them.

For example, one SAT conducted a student survey to determine what the major safety issues were, and where students felt unsafe in their area.

In assessing issues, teams will need to look at what is needed or seen to be important, and also where they **can** make a difference.

It is important that the teams have a clear understanding of **why** a topic or issue is chosen. They should feel passionate about the topic and the underlying reasons for action. The topic should also have the potential to educate students about issues in their community and provide them with specific skills.

Sometimes the topic is already defined when the team starts its work. For example, at one school, there was a community issue about community conflict over skateboarding, and the members of the team were chosen as they had an existing interest and involvement in this issue – they wanted to take action on the topic.

In other cases, it is up to the SAT to decide what topic or issue is most important. In doing so, the broader community may also take part in defining the topic, particularly when the team is working within the context of a community based program.

Here are some steps suggested by schools that formed SATs around a 'community safety' theme.

- Teams first need to explore and develop a shared understanding of what 'community safety' means. This involves discussion and brainstorming about the various meanings of safety, and presentation of ideas about what people find 'safe' and 'unsafe' in the community.
- To understand community safety, teams need an understanding of community. This could mean discussion about where the school is located or where the students live and meet, what they do for recreation and so on. It can be useful to have an 'external audience' for this discussion, for example to ask students to explain their community to a visitor.
- Teams may also need to understand safety, eg immediate and potential threats, physical and social safety, ideas of community connectedness.
- Contact with community based groups with similar interests is valuable. These groups might include Local Safety Committees (LSCs), local government, local police and emergency service organisations (LSCs involve representatives from state local and non-government agencies that address crime and safety issues at the local level.)
- The topic or issue needs to be clearly defined, although clarity and understanding might develop over time. Possible links and actions are explored, and research provides more information.
- It is important that the whole team develops a shared understanding of and commitment to the topic or issue.

The topic or issue needs to be SMART – it should be chosen to provide a high probability of achievable and positive outcomes:

- **S**pecific
- **M**easurable
- **A**chievable
- **R**ealistic
- **T**imetabled

Any constraints on our choice of topic or issue (eg must be about ...; funding from ...)

Important school/community issues that need action:

Evidence for this (surveys, observations):

Existing community programs or initiatives in this area:

Our topic could be:

Research or consultation needed to check how appropriate this topic is:

Community liaison – developing a collaborative project

Many agencies other than schools can be involved in the Student Action Team projects. Past examples include the local council, State Emergency Services, Transport Accident Commission, police, local media, state government and federal government departments and members of parliament. There are people in each of these agencies already involved with similar issues, and connections can easily be developed. For example, around community safety, the LCSs work within their local areas to address community safety issues. Local government youth workers and project managers often have positions of authority in the community and therefore can be useful in a SAT project. They can work with students to ensure positive links are made between the SAT and involved agencies.

Two types of involvement

Agencies outside the school such as police, fire brigades and local business can be involved as **supporters** of your team's project. They can give advice, assist with resources, provide information, advertise what you're doing and assist with access to decision makers.

But even more exciting, a community project can be developed in **partnership** with community groups that have similar concerns. The SAT can run a joint program with the group.

How

If you are working with an outside group, you may need to get permission from the school council. Then you can approach the agency by phone, letter or personally (this often works best) to explain the project. It is important to establish a personal contact at these agencies. Maintaining a previous contact with community agencies can help.

Visits can assist the development of a joint approach, eg police or program workers may visit the school; students can visit their local council to see how it operates, how it can help, and how their decisions are made.

Barriers

Barriers to the involvement of community agencies include:

- resistance to new ways of working on the topic, an existing program, or resources and directions already committed
- meetings happening at inconvenient times
- student initiatives not being taken seriously.

Getting a useful contact can sometimes be difficult and students may need adult help initially. Previous SAT teams reported that sometimes community members did not take the approach seriously and different strategies had to be used to establish ongoing contact with agencies.

For community agencies:

How to work with schools

There are many benefits for a community agency getting involved with a SAT. Agency and program goals can be achieved; teams can provide access to young people's views; teams can increase the amount of human resources committed to a project; involvement can boost the profile of the agency amongst students.

Agencies need to accept that students are not adults, and need support and assistance with their education and participation. There are limitations – legal, practical, cultural – on what teams can do; there are time and structural demands involved in working with schools.

Agencies need to take the time to explain both the nature of the issues, and the processes involved – how things work, how local decisions are made, how change happens – to students. Overall, be patient – things can take time to develop in schools.

Community-based groups that are or might be interested in our topic:

Existing contacts with these groups (names, phone numbers):

What we want from these groups:

Areas of common interest in project development:

Possible barriers or limitations:

Ideas to overcome these:

Training in project skills

As the Student Action Team begins its work, its members will be required to carry out a range of organisational and research tasks. While some students may have skills and experience in these areas, it cannot be assumed that all will be able to do all tasks from the outset. In fact, the SAT provides opportunities for students to learn these skills in a practical, applied and realistic way.

But this will not 'just happen'. Formal and informal training is needed to ensure that students are set up to succeed. Some of the skill areas could be incorporated into the work in many Key Learning Areas including English and SOSE. The financial management associated with the team's activities could be linked with work in Mathematics or Business Studies. However, it may also be necessary to support students one-to-one in the development of particular skills.

Some specific skills include:

- **Contacting outside people/organisations:**

It may be necessary to practise (eg through role plays) ways to contact people outside the school. This would include using directories to find telephone numbers and addresses, as well as learning strategies to brief people and groups on the project, ask for their support, and answer questions.

- **Telephone protocols:**

It is assumed that students can introduce themselves and maintain a conversation on the phone; however, this may not always be so, particularly when students are contacting strangers or dealing with organisations or bureaucracies. Again, training and role playing may be valuable.

- **Writing letters:**

Similarly, students may need assistance in writing and structuring letters about the project, or asking for support. Something as simple as ensuring that the letter is presented on a school letterhead (perhaps with a SAT subheading) and with clear return address information, will increase the likelihood that approaches will be taken seriously and responded to.

- **Public speaking:**

Members of the SAT will need to present information about their plans in many different forums. They will need training and practice in public speaking, including use of notes, voice projection, body language – as well as opportunities to develop confidence by speaking within the school.

- **Local protocols and processes:**

Students may also need support, advice and training in accessing permission, decision-making and information processes, both in the school and the local community. They may need training sessions for example, on how school and council decisions are made, who to contact, processes and forms, liaising with and writing for newsletters, speaking at assemblies, or presenting to staff meetings.

- **Organising events:**

Organisational skills are involved in planning the research and action. Team members may need training on breaking tasks into manageable chunks, sequencing, role allocation, developing timelines, identifying resources and responding to set backs. The organisation of school based events may provide valuable practice in these areas, as well as increasing school wide awareness of and support for the project.

The skills students will need to complete this project:

How and where these skills will be developed:

A check-list of possible project skills

A checklist like this could be developed for each individual member of the Student Action Team to recognise existing skills and particular needs.

- | | |
|--|---|
| <input type="checkbox"/> looking up a phone number | <input type="checkbox"/> making a telephone call |
| <input type="checkbox"/> introducing yourself on the phone | <input type="checkbox"/> taking accurate notes |
| <input type="checkbox"/> providing contact details verbally | <input type="checkbox"/> finding an address |
| <input type="checkbox"/> liaising with school administration | <input type="checkbox"/> setting out a letter |
| <input type="checkbox"/> providing contact details in writing | <input type="checkbox"/> managing funding |
| <input type="checkbox"/> making notes for a speech | <input type="checkbox"/> using a microphone |
| <input type="checkbox"/> writing for publication (newsletter, press release) | <input type="checkbox"/> using body language |
| <input type="checkbox"/> talking confidently to a group | <input type="checkbox"/> drawing up a survey |
| <input type="checkbox"/> writing a report for a meeting | <input type="checkbox"/> analysing survey results |
| <input type="checkbox"/> reporting back to team members | <input type="checkbox"/> writing a letter |
| <input type="checkbox"/> identifying school decision makers | <input type="checkbox"/> filling out forms |
| <input type="checkbox"/> breaking tasks into steps | <input type="checkbox"/> putting tasks in order |
| <input type="checkbox"/> drawing up action timelines | <input type="checkbox"/> allocating roles to others |
| <input type="checkbox"/> identifying resources needed | <input type="checkbox"/> presenting data |

Developing a project plan

Once you have decided on the topic or project, the Student Action Team needs to develop a **plan** of how to achieve goals. Such a plan can help the team develop a common understanding of the topic and of all the details required. So, developing the plan can also be part of the team building process.

What's in a plan?

The plan for a project sets the goals, anticipates the problems, and provides the direction and structure. It needs to have the following elements:

- objective
- aims
- reasons
- steps and strategies
- timelines
- people and responsibilities
- links with other groups
- resources
- evaluation.

An example of a planning form is shown over the page.

A project plan is also useful in demonstrating to community members the scope of the project and planned actions for meeting objectives.

Clear small steps

Make each step simple and involving a single action. Work out how the steps connect with each other.

Others might want to see details of the steps through which you will achieve your plan, for example:

- how the ideas and intentions of the community will be assessed
- how different people will be contacted
- how the group structures will be agreed upon
- timelines
- costings
- fund-raising ideas
- publicity campaign ideas
- evaluation methods.

The last item is important in developing the plan. Evaluation is about deciding what works. It involves learning from what you have tried and examining issues and concerns in your previous plans.

The planning process

A whole group effort is required during the development of the plan, with students and teachers working together, and linking with appropriate local community groups.

- Brainstorm your ideas in order, starting with what you want to achieve and why.
- Expect to meet some challenges: a lack of knowledge of SATs, a lack of interest, or differences of opinions. What are the likely arguments against your plans? How will you answer these? It is important to be prepared to compromise.
- Write down all the steps you think you might do in your plan. Put them in order: what comes first, second, etc? Does one need to finish before another can start? (Write each step down on a separate bit of paper and try sorting these into order.)
- For each action try to estimate how long it will take; also write down who is responsible for it.
- You will need to inform your community about what your SAT is doing, plan publicity steps, and allocate someone to the PR role.
- Finally, work out what resources you will need and where you will find these: work out a clear budget for what is required.

Project size

It has already been suggested that projects should be broken down into manageable chunks of time and size. For example, a different topic could be chosen each term.

While it is important to keep your project achievable, you also need to do something that is big and important enough to make a real difference – to the team and to the community. Finding that balance between being bold and being achievable is essential.

Project Planner

Objective: the big statement about what we are doing – what our project is called:

Aims: describe what we want to achieve – in detail:

Reasons: why we are doing this:

Audience: who we need to convince:

Arguments against:

How we will answer these arguments:

Strategies:

Breaking the work up into smaller steps:
describe the tasks

Responsibilities:
who will carry out
each step

Timelines:
deadlines for these
steps to be completed

1		
2		
3		
4		
5		
6		
7		

Links with other groups: inside our school and in our community – who and what:

Resources: what we will need to complete our project:

Evaluation: how we will keep a check on how our plan is going:

Doing community based research

In implementing the plan, it will probably be necessary to carry out research about the topic or issue in the local community. The Student Action Team might have to find out about the current situation, what people think about the issue or about possible solutions, what has already happened or been proposed and so on.

This might involve talking with people at the local council, carrying out surveys within the community, using existing resources such as the local print media (by publicising the project, you can encourage interested people to contact you), sending emails to other schools (in the area, or others who have done similar things) and using the internet to find information.

Here are some possible steps:

- 1 Define the question:** What is it you want to know?
- 2 Define the sorts of information (data) you will need:** What sort of answers will be useful to you – statistics, descriptions, opinions, ideas, stories?
- 3 Define the informants:** Who do you need to ask? You could interview specific stakeholders or experts, survey whole populations, define samples and survey these.
- 4 Define the data collection instruments:** How can you find the information? You could draw up a survey, write interview questions, run small group discussions, observe behaviour (eg traffic flow, numbers using a venue etc).
- 5 Organise and analyse the data:** Collect interview responses to a specific question; you could look at differences in the information by gender, age, background, location and so on.
- 6 Showing/presenting the data:** In reporting what you have found out, think about the clearest way in which your information can be presented. It will need to be introduced

clearly, showing what you set out to investigate, how you did it, and then what you found. In some cases it will be best to present the stories that tell what is happening; in other cases a collection of quotes can illustrate answers to a question; if you have collected statistics, you could show these in a chart or a graph. Putting these on a PowerPoint display is also suitable for a presentation.

- 7 Define your audience:** Who are you presenting this information to and why? Do you need to convince someone or some group about the issue? In that case, think about the best way to show the information and the arguments, and write clear recommendations for action. Be prepared to support these recommendations with arguments based on your data.
- 8 Follow up:** Your research should lead others to take action. What action can **you** take about your issue? At least you should be able to publicise it, but you might also do some things at the next stage of your SAT or with other community groups.
- 9 More questions:** Your community research may lead to you defining more questions and the need for more research. Start again!

Issues:

You will need to think about and organise:

- **When can you do the research?** Carrying out interviews or surveys takes time. Can you arrange a double class, or a half day? Can you break it into smaller tasks that can be done within one class?
- **Permission forms:** Parents will need full information about the project and notification of the movement of students in the community; students will need permission forms completed.
- **Linking information and action:** Following up research is vital – you need to think from the start: what will we **do** with the data?

What we want to know:

Why? Because:

Our informants: who we will ask (how we will define a sample):

Our data collection instruments – how we will find out:

How we will show or present the data:

Follow up action we should take:

The sort of information (data) we will need:

How we will organise and analyse the data (eg by gender, background, age etc):

Our audience: To whom? Where? When?

We now need/want to find out:

Presenting and publicising

Once the Student Action Team has completed its research, it's time for action. There might be things that the team can actually **implement** – and that are a continuation of your action plan. Or the outcome of your work might be a **report** with **recommendations** for others to take action. Or you might plan to work with others in **joint decisions** and actions.

But in all cases, the team will probably have to present the outcomes of its work – to publicise, convince and gain support.

Asking for action

If the SAT is asking someone else to take action on the topic or issue, some of the steps to consider are:

- find the most **appropriate** body who has power to act on the issue eg local government, a state government department, a specific community organisation, a school etc;
- find out **how** that body makes decisions: do you have to go to a sub-committee or working party first?
- find out about **deadlines**: when do these groups meet? When is a report needed?
- locate some **individuals** from the body whom you can approach: use these people as your contacts, both for advice on processes and, if you can convince them, as your advocates within the body
- write a clear **report** of your research and findings. Include a short **summary** at the front, with all the main points highlighted
- write clear and simple **recommendations** – the action you want that body to take
- be prepared to **speak** in support of your recommendations, including your evidence (research) and reasons
- talk to as many people who are part of the decision making process before the meeting: ask for their **support** (this is called **lobbying**)
- **turn up** when the decision is being made
- **follow up**: don't accept a knock-back; or don't let a decision just be a token decision.

Publishing your action

You will also want to tell people about what you have found out. This can inform others, give

them feedback from your research and consultations, and also get them interested to take action with you. It increases the support you will have for your action.

You might be able to publish something locally, but it is even more effective if you can publicise your work and your proposals in the media: local or daily newspapers, radio, TV.

The local media, in particular, could be interested in your story. You can capture their attention and provide your information, through an effective **media release**.

Media release

An effective media release needs to pay attention to **content**, **presentation** and **timing**.

In writing a media release, make sure you are setting out the information clearly and directly. Start with a catchy heading that summarises your work. Make sure that all the important information is in the first paragraph – in short sentences. (The first part of the information is the part most likely to be used.) Include a quotation from someone, eg a member of the team (give name and position). Make sure all the background material is summarised. Don't make the whole release too long – around one page should be adequate.

Including a photograph is useful, but a newspaper may want to take its own.

Type or print your media release on one side of the page only, with double spacing and large margins (for the reporter to include notes). Write 'Media Release' at the top of the page – and include a one line summary of what it's about. Date the release: you can also specify that it is not to be used until a specific date or time (embargoed). Make sure your address and a couple of contact names and phone numbers are included.

Finally, choose your **timing** – find out publication deadlines and get your release in before then. Make contact personally with a reporter, so they know the people behind the story.

Media Release

Official address *(eg school or SAT letterhead):*

Release date
*(plus: 'for immediate release'
or 'embargoed until [date]'):*

Catchy title:

Paragraph 1 – all the essential facts: Who, What, Where, When, Why:
(short sentences; break into 2–3 paragraphs if needed)

Paragraph 2 – a quote from someone, eg from the team:
(give name and position)

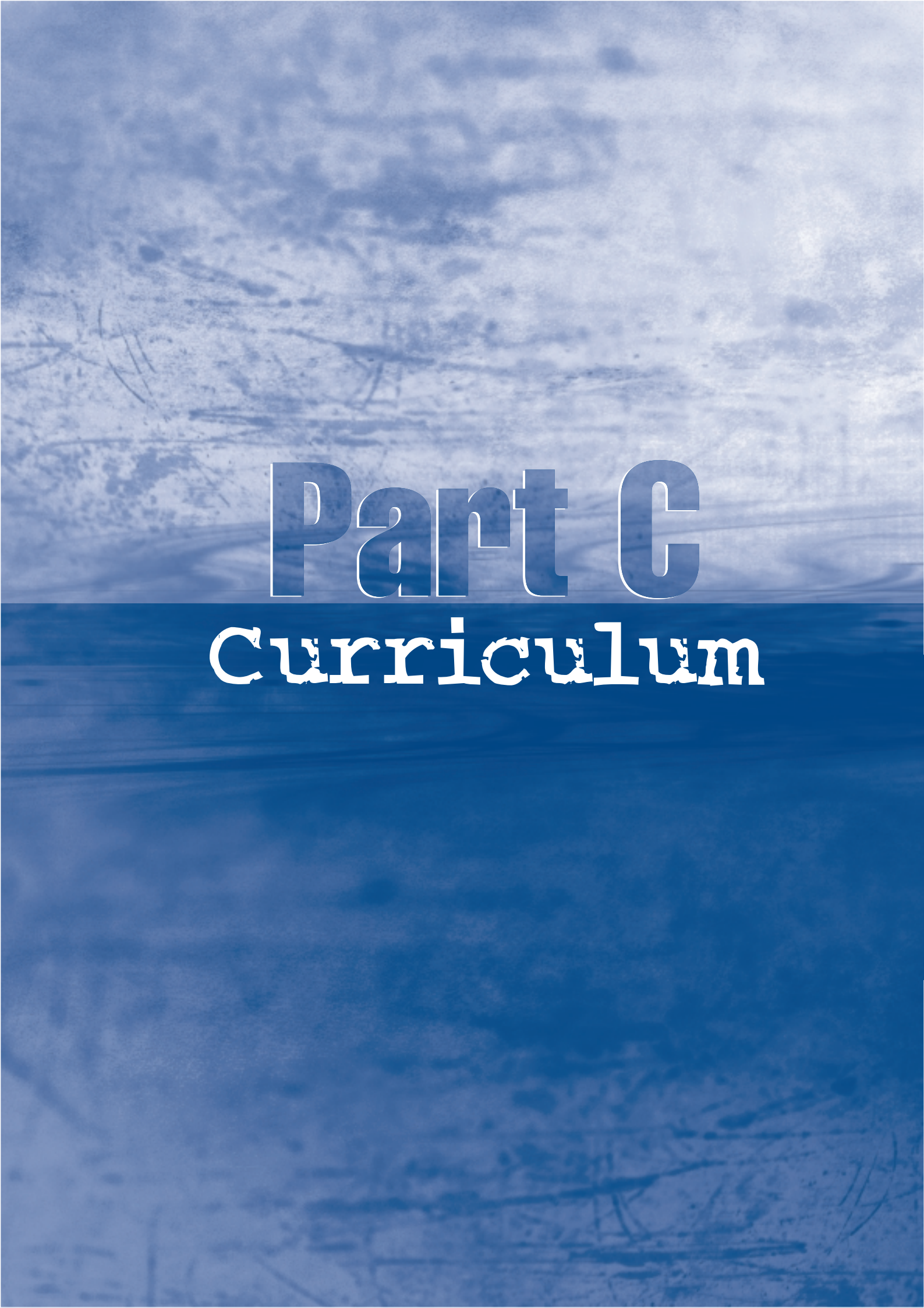
Paragraph 3 – about the team and project:
(who, what about, how long etc)

A photograph:



Information about the photo:
(full names, who they are, what doing, where)

Contact details:
include two contact names, phone numbers:



Part C

Curriculum

Where in the curriculum?

If Student Action Teams are to be an important part of your school's program, they must be a recognised part of the curriculum in some way. SATs have particular relevance to many KLAS: for example SOSE, Arts, Health, English. SAT approaches and components can be incorporated into many classes.

Team meeting structure can reflect the importance given to SATs. SATs may be timetabled as a subject, or students could be taken out of class to meet, or meet at lunchtime. Holding meetings during school time recognises the importance of the learning that occurs through SATs.

Previous experience shows that SATs can operate in different ways:

- fitting SAT approaches into the methods and objectives of **an existing class**
- as a **specific SAT class**, eg creating a new subject or elective
- as a regular or ad hoc group **withdrawn** from classes or meeting at lunchtimes etc
- related to **school governance** structures, eg meeting as part of the Student Representative Council (SRC).

There may be difficulties in withdrawing students from classes – classwork is missed and must be caught up (though rotating the time of meetings helps). Students can also resent using their 'personal' time (eg lunchtimes) and this may mean clashes with sports and other activities. On the other hand, timetabling the SAT as a class requires a lot of organisation, potentially defines or restricts the number or year level of students who can take part and can make arrangements more inflexible. However, a SAT class can provide the support teacher with a recognised time allotment.

Having a SAT as a timetabled block also means that it will be necessary to specify learning outcomes and the activities to achieve

these – and this can be a positive requirement in organising the team's approaches to its work.

Because school structures and timetables are so different, you will have to decide on the best arrangement for your school. However, previous teams have stressed that it is important to maintain the SAT as a special purpose group and with a special identity. The SAT is important and students need to identify it as something special.

Here are some curriculum issues to think about for your school:

- Who (teachers in particular) is interested in keeping the SAT moving along? How can these people have their involvement recognised with time to commit to organising and supporting the SAT?
- What will be the arrangements if the SAT teacher is away? Can the group keep meeting?
- How does the place of the SAT in the curriculum influence the size of the team? If it is a class, does the SAT then have to be a class size group?
- How does the SAT link with the SRC or Junior School Council and other similar structures? How can it report back and draw information, advice and mandate from it?
- If you have similar initiatives in the curriculum of the school (eg a Victorian Youth Development Program) how does the SAT link with that?
- How does the SAT and its work integrate with civics and citizenship education approaches in the school?

Skill objectives of the
Student Action Teams:

These match with KLA/
subject objectives:

Structural Issues:
within an existing class:

+		-

timetabled as a new class:

+		-

*team withdrawn from classes
and/or lunchtime:*

+		-

Implications of this decision (size of team, year level etc):

Curriculum Links...

... with civics and citizenship education:

... with the Student Council:

... with Victorian Youth Development Program:

Others:

Credit and assessment

The SAT is an important part of the school, and the work of students and teachers needs to be recognised.

Students

A SAT should involve student learning and there should be some form of assessment or credit available for students' work. This could involve a formal assessment within or alongside other subjects, a specific reference or certification, special access to training – as well as more intangible results like publicity through the local press and personal satisfaction.

It is important to distinguish between:

- **acknowledgement or recognition by the school:** through certification, references, newsletter articles, awards at assemblies, access to specific benefits associated with the work. This says: "You're doing a good job; you're doing this officially."
- **academic credit:** assessment of the skills gained, either in a personal reference or within a subject's assessment processes. This says: "You've learned specific things; you've completed work requirements."
- **provision of time:** for the team to complete their work (including allocation of time or replacement activities within other subjects). This says: "You have formal time within your school commitments to do these important things."

One way to achieve this is to have a system of negotiated exemptions and replacements within appropriate subjects – work requirements that don't need to be done, or work requirements from the SAT that replace other class work.

Requirements

It is not sufficient just to claim to have been on a team; students will need to make sure that their SAT work is documented - a diary, records of meetings, details of reports written or talks given, results of research undertaken. These need to be outlined, negotiated and agreed in advance.

Teachers

The same issues of recognition, credit and time apply to teachers involved with the SAT. It is important that their work in supporting SATs is recognised as:

- part of their teaching allotment
- enabling reflection on teaching and learning
- part of a professional development plan, perhaps including credit towards post-graduate study.

Examples

Previous SATs identified several ways of providing recognition, assessment and time:

"There will always be joint projects being developed as part of the SOSE curriculum."

"Research questions for SAT will be included in other subject areas."

"SAT will be a SOSE elective known as Community Studies."

"SAT may occur within an English class."

"SAT will be a formal sub-committee of the Student Leadership Council."

"A display of leadership awards will be given to SAT members."

"A plaque has been prepared saying that students were recognised for participating in SAT."

"A display in the entrance foyer will show the names of SAT members, their photos, and description of their project."

Student credit

Form of credit within KLAs:

Requirements for gaining credit:

Other possibilities for providing SAT members with:

Recognition:

Academic credit:

Time:

Credit checklist:

A checklist like this could be developed for each individual member of the SAT.

Students:

- ☐ Time provided
- ☐ Formal assessment
- ☐ Certificate
- ☐ Reference
- ☐ Skill objectives specified
- ☐ Work requirements specified
- ☐ Acknowledgement (assembly etc)
- ☐ Training opportunities provided

Teachers:

- ☐ Training undertaken
- ☐ Time provided (allotment)
- ☐ Official recognition in duties
- ☐ Certification (internal to school)
- ☐ Certification (external professional development)
- ☐ Reference
- ☐ Included in CV
- ☐ Acknowledgement (staff meetings etc)
- ☐ Professional development opportunities provided
- ☐ Professional development attended

Resourcing and sustaining SATs

What resources does your Student Action Team need in order to keep operating? If you have built the team into the curriculum of the school, as a subject or an elective, or as an approach within other classes, it may be able to operate with very few extra requirements. Other structures may require further resources in order for the SAT to be effective.

Previous SATs have used funds for:

- teacher time release and replacement
- travel costs
- hire of facilities
- training
- team building resources including lunches
- project operating expenses (paper, printing, photocopying, postage, phone calls).

If funding is required for such projects, there are several possibilities.

Internal

There are existing resources internal to the school that can be harnessed to ensure that SATs continue.

At the most central level, SATs or similar approaches can be written into the school's Charter. This can ensure that the whole school community is committed to making such approaches happen. In some cases, SATs have been included in the individual performance plans of teachers and/or the principal.

Locating SATs within the structure of the school can ensure that subject level resources are available to the team. It can also build teams into the timetable and increase the chances of such approaches continuing to exist beyond the enthusiasm of a few individuals.

External

Making contact with local organisations with similar interests can reveal possible sources of funding. For example, if the SAT is working on community safety issues, funding and other

forms of support may be available through local government, state government, emergency service organisations and community organisations. You can choose a topic or issue for the SAT that is both worth doing and can gain support from local interests or state programs. Working with local groups on a topic can provide a shared approach and access to community resources. This is another example of being strategic about your choice of topic or issue.

At various times, specific funding proposals are invited by local and statewide programs. A SAT approach may be a positive advantage in your submission for funding.

Local sponsorship by businesses may provide funds or in-kind support. You will need to talk with these organisations to determine why they might be interested – what's in it for them? At least you should be able to publicise their support.

For example, local businesses provided the lunches for an inter-school student forum. This was acknowledged in the forum program, and also by producing 'proudly supporting ...' posters for display in the sponsoring businesses.

Make sure you follow up projects with businesses and agencies, letting them know about outcomes, mentioning them in publicity and thanking them for their support.

You will need to plan for sustainability. Identify your needs and any existing and potential resources. In order to keep the SAT going into the following year, you will need these plans under-way by about August.

Resource needs:

Sources for resources:

	Within the school:	Within the community:
Resources needed to keep the SAT going:		
Resources needed for a SAT plan:		

Possible groups or programs to approach about funding:

Local sponsorship possibilities:

who:

what:

why: *(what we can offer them)*



Part D

Resources

Further references

There are many resources that will be valuable to your Student Action Team. Recent publications include:

Red Cross Community Challenge Resource Kit (1999)

from: Australian Red Cross
155 Pelham Street
Carlton 3053

Phone: (03) 9345 1800

Guide to Effective Community Based Learning

from: Enterprise and Career Education Foundation
Level 10, 1135 King Street
Sydney 2000

Phone: (02) 8223 5800
1800 626 839

Fax: (02) 9235 2155

Web: www.ecef.com.au

Connect – journal supporting student participation (6 issues per year)

from: Connect
12 Brooke Street
Northcote 3070

Phone: (03) 9489 9052

Fax: (03) 8344 9632

START: Do It Yourself Evaluation Manual (1996: Australian Youth Foundation, Dr Colin Sharp)

from: Foundation for Young Australians
Suite 302, 134 Williams Street
East Sydney NSW 2011

Phone: (02) 9663 5263 or (02) 9357 2344
(Mondays)

E-mail: nsw@youngaustralians.org

Web: <http://www.youngaustralians.org/>

A version may be downloaded from the web at:
<http://www.youngaustralians.org/Resources/Publications/START.htm>

or copies purchased from the NSW office of the Australian Youth Foundation.

Youth Action: Partners for Life – A guide to involving young people in community safety (2000)

from: The Crime Concern Trust Limited
Beaver House
147–150 Victoria Road
Swindon, Wiltshire SN1 3UY
UK

E-mail: claire-vernon@crimeconcern.org.uk

Fax: + 44 1793 514 654

Community Safety Month encourages groups within Victoria to participate in activities that promote community safety. The website contains information and links to many community safety issues.

www.communitysafetymonth.com.au

Crime Prevention Victoria provides a range of information related to crime prevention, including current crime prevention programs and initiatives

www.crimeprevention.vic.gov.au

Evaluate Yourself (1996: Revised by Alan Fox, Fiona McDermott, Margaret Hamilton and John Toumbourou; based on the original *Evaluate Yourself* handbook written by Fiona McDermott, Priscilla Pyett and Margaret Hamilton, 1991)

from: Mental Health Practice Research Unit
School of Social Work
University of Melbourne Vic 3010

The following references provide useful and practical ideas, and may be available in your library:

- **Do It Yourself Social Research (Yoland Wadsworth)**
2nd edition, Allen and Unwin, 1997
- **Everyday Evaluation on the Run (Yoland Wadsworth)**
2nd edition, Allen and Unwin, 1997
- **Australian Youth Research Centre**
Faculty of Education
University of Melbourne
Parkville Vic 3052

SATs in action

Environment

School 1

Initially the project evolved from students seeking to plant out the foreshore areas. However, as the project developed they turned their attention to developing a walk of regional significance, with the planting out of the walk areas and associated activity. The **Three Waters Walk** was launched by the Minister for the Environment in December 2001.

In 2002, a further aspect of the project developed, with another group of students helping to organise and run a student leadership conference for the school and 14 primary feeder schools. Out of the conference, a student environmental awareness day that focuses on the replanting and revegetation of the parts of the local environment has been established. This will involve primary and secondary school students. The focus of the day will be the revegetation of the foreshore and surrounding areas.

The students initiated these projects and ideas. They identified the local environment as an area requiring attention. Each of the areas is closely associated with the college and each is used by the student population. They initiated the project focusing on the re-establishment of the foreshore vegetation, however as they got into the project, the aim widened to develop a regional walk which would incorporate the foreshore, reserve and wetlands. The revegetation of these areas would then be a secondary aspect of the project.

The students and teachers worked together to discuss the project and the direction it would take. The students relied on teachers when issues of finance and of linking to local government and state government bodies were required. Students contacted groups, presented to various community action groups, and conducted discussions with state and local government bodies.

Health and Personal Safety

School 2

The Student Action Team undertook initiatives around bullying as part of the Health curriculum. The class began by brainstorming several problems within the school that the students would like to see addressed. The students voted on what they thought was the most important problem that needed solving, which created much discussion about ways in which this could happen. As a result, a list of tasks was created to increase the awareness of bullying in the school and how to deal with it.

Such tasks involved;

- placing posters around the school. These made the students aware of what bullying is and how to deal with it
- surveying the whole of Year 8. These results were presented to staff at a general staff meeting and to the whole of Year 8 by the students involved in the project. This has resulted in Years 7, 9 and 10 being surveyed as well
- writing a letter to the College Principal asking for the implementation of Peer Mediation in the College
- approaching several primary schools and presenting them with a bullying role-play and presentation, which will make them aware of what bullying is, how to deal with it and where to go for help.

The primary schools also received a bullying booklet (created by the students and teacher) outlining the issues presented in the production. This was also presented to the whole of Year 8. Students decided on and conducted all the tasks with the assistance of the teacher. The teacher assisted the students with the decision making process, contacted all the primary schools, ordered materials, photocopied, helped students to create the survey and the bullying book, helped put together the presentation and production, organised audio equipment for students, and attended meetings with other staff. Other staff provided permission for the group's activities and assisted with the decision making process and creation of ideas. They helped with the creation of the production and with travelling, as well as with photocopying, printing and binding of the booklets.

The project:

- increased student awareness of what bullying is, its different forms, both within our college and community;
- increased staff awareness of the bullying that occurs within the college: the type, location, amount and by whom
- taught students how to deal with bullying, and where they can go for help within the college, in local primary schools and in the community;
- brought about further action, such as working with the bullying committee to survey years 7, 9 and 10 and the possibility of interviewing those student offenders listed in the surveys;
- raised the possibility of implementation of Peer Mediation;
- developed the possibility of a 'Bullying' program for the Year 8s.

The work of the Student Action Team:

- fits in with students' Health curriculum program;
- helped students to improve their skills in cooperation, responsibility, communication, and brain storming, working to a deadline and dealing with constructive criticism;

- indicated that bullying is common problem in all schools and that a whole school approach is needed to minimise the amount of bullying that takes place.

The school is now looking into the implementation of Peer Mediation, and an Anti-Bullying committee has been formed. As a starting point, the committee is surveying Years 7 to 10 about bullying in the college.

Recreational Facilities

School 3

The Student Action Team worked to provide playground equipment for the Junior School. This involved them in brainstorming, allocating roles, producing and distributing a survey, researching availability, cost and design, and preparing a presentation to the principal. Students surveyed the student body for ideas, and from these emerged a wide range of suggestions.

The team included students of mixed abilities.

From the outset, it was decided that student ownership of the group and the project was at the centre of the process. Students were supported to make all the decisions at each stage of the project and to develop skills in leadership and cooperation. Students have essentially made **all** decisions in the project and the teacher has been an adviser only.

The project changed from its original direction. The original project required the team to spend some time outside school, but this was not really possible due of lack of support from other staff.

The project is ongoing, and is expected to be completed by the end of the year.

Road Traffic Safety

School 4

Kids Don't Bounce. After approval from the School Council, the eight students (two males and two females from each of Years 8 and 9) on the Student Action Team decided to design and create a 'Traffic Safety Mural' for the school's exit gate, for all students to read before they crossed the busy road outside the school.

Traffic safety is an important issue, as the school is located on a busy road. The team had brainstormed possible safety issues around the school and decided on traffic safety.

A local artist was approached to help with the design and construction. This was an invaluable community link, as she worked extremely well with the students and they gained a lot from her ideas and work ethic. The Student Action Team worked during school and after school hours to complete the project. It was finally concreted into the path ready for the end of year speech day.

The students were proud of their work and were recognised officially for it on this day. They also gained a lot from the challenges put to them throughout the project.

School 5

The Student Action Team focused on improved road safety around the school with a submission to the City Council to build a roundabout at the intersection of streets where the school is located.

The group collected data on the volume of traffic flow at peak times and the type of vehicles using the intersection and requested a road counter to be installed by Vic Roads.

This information was put together by the students to be presented to the Council and VicRoads. The team produced a letter to the City Council outlining what they had researched and why they felt a roundabout would be a good option. They also sent their table of results.

The project set out to help the students become more engaged in their own learning. The actual outcome of the project by its nature, required outside intervention ie City Council budget etc. Through discussion with the principal and vice principal, and keeping the community theme in mind, the team decided that the roundabout was a good choice for a topic. Students discussed other ideas as well. The project focus was close to the school and the school already had some information on it via the parents' club.

The teacher set times for meetings, listed ideas, guided sessions and assisted in the write-up of the project. Students kept a diary, tallied vehicles, made graphs, and discussed ideas. Due to their age and the nature of the project, the students required teacher input. However, decisions were discussed and the best choice was made by the whole group. Time constraints were a big factor in this, as well as the children's understanding of what would be involved.

Your project story

School:

Project summary:

The Team: *who, how formed*

Action taken:

Curriculum links:

Outcomes: *for students, school, community*

Reflections: *what was learnt*

Resource sheet 1

Group organiser

Student Action Teams Manual

Goals

[illegible][illegible]

Resource sheet 3

Task analysis

Team/Project organising:

Getting resources:

Finding out contacts:

Making community contacts:

Arranging venue:

Getting permission:

Publicising:

Other:

Resource sheet 4

Timelines

Dates:	Action:	Person/s responsible:	Check: done
<i>Week 1:</i>			<input type="checkbox"/>
<i>Week 2:</i>			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
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			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>

SAT meeting record

Date:

People attending:

Project name:

What was discussed:

What was decided:

Next meeting – date/time/place:

Next meeting – purpose:

Job checklist

Action:	Date due:	Check: done
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
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		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

Progress report

Project name:

Date:

Stage of project:

Progress report to:

Achievements so far:

Problems met:

How we responded:

How we feel the project is going:

Next steps:

Resource sheet 8

Finances

Project account name:

Starting date:

Starting amount:

Date: Description:

Amount received:

Amount spent: Balance:

Total received:

Total spent:

Final balance:

PLUS: Any future income known: +

=

MINUS: Any commitments known: -

As of Date:

Total funds available: =

Resource sheet 9

Evaluation

Project name:

Date:

My roles in the team:

Things that went well:

Things that could have been better:

I enjoyed:

I had difficulties with:

I learnt:

The project achieved:

Changes that will last are:

It could have been improved by:

Next steps:

Certificate of Participation

This is to certify that

has been a member of a Student Action Team at

This has included:

- planning a community based project
- carrying out community research
- proposing action to meet a problem
- evaluating the project

Student Action Team Coordinator

Principal

Date

“ If there’s a community issue to be tackled, our normal approach is now to set up a Student Action Team to deal with it. ”

5-6 Middle Years

Student Action Teams

Learning in the community

Through **Student Action Teams** (SATs), school students act to make changes in their school and community. Teams identify topics or issues that need change and plan to make these changes happen.

This Manual – for teachers and for students – will help you to set up **Student Action Teams** within your school. It provides information about how to:

- form and train a team,
- select a topic
- carry out research
- work within community groups
- link all this work into the curriculum.

Worksheets on each section encourage you to think about and plan your own approaches. There are two extra worksheets at the end of this manual for your use in meeting and in organising your action.

There are also stories from schools that have implemented **Student Action Teams** for several years.

However the final responsibility for making a **Student Action Team** work rests with you. As your situation will be different from those described here you need to adapt this information to suit your own circumstances.