The Timeline of Social Change

How do we, as youth, participate in sustaining positive social change in our communities?

Over the past few years, movements such as the Arab Spring and Occupy Wall Street have dominated the news, highlighting upheavals and protests that reject the status quo and advocate for drastic change. We often label this as "social change," which for some has come to only represent these dramatic historical events, inspiring leaders, and one-time revolutions. In the narrative of the media, these can seemingly lead to a brand new society –often ignoring what has happened before the protest or what follows after the speech. While some of these events and efforts do help break down unequal relations in society, we rarely see the true efforts and costs of sustainable change, which can take years or decades to come to fruition. Social change, at its core, does not come from one event or incident, but the long, sustained work of individuals and groups in numerous sectors of society.

In this program, we will dig deeper into the mechanisms and structure of social change movements and our own communities, asking ourselves: Who in society must support a social change movement in order for it to succeed? How long does social change take to occur? Is it ever finished? How can communities sustain positive social change? Through the curriculum, we will investigate not only the action steps that lay the foundation for social change, but also those that sustain it.

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[1] Photograph source: http://www.boston.com/bigpicture/2011/09/student_protests_in_chile.html

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LESSON PLAN OVERVIEW

Estimated Time: • Prep for IVC 1: 45-60 minutes • IVC 1: 60 minutes + 30 minute dial-in before • Prep for IVC 2: 45-60 minutes • IVC 2: 60 minutes + 30 minute dial-in before • Reflection: 15 minutes	**Grade Level:** High school students, grades 9-12

Materials: Discussion space, pen/pencil, paper, Internet access, copies of worksheets for students

Standards

GNG's work is directly linked to preparing students for college and career readiness through the Common Core standards. While our work is centered on Common Core standards, we also meet National Standards for Civics & Government and Technology.

Please refer to the GNG website (www.gng.org) for specific standards covered by GNG curricula.

Lesson Overview

As a best practice, teachers should integrate the full lesson plan into their class or extracurricular time. GNG lesson plans are divided into three steps, which build cumulatively upon each other.

1. **LEARN:** Students will **learn** as they *acquire background knowledge* about the process of social change and the various actors involved, through the case study of the Chilean education reform movement.
2. **ACT:** Students will **act** as they *participate* in a class project on sustainable social change in their communities and *prepare* for the Interactive Videoconference (IVC).
3. **REFLECT:** Students will **reflect** on what needs to be done to develop sustainable change in the case study, as well as in their own communities.

Learning Objectives & Outcomes:

Program Goal: To provide students with an understanding of the processes of social change and factors that impact their sustainability, through historical case studies and real-world applications

LEARNING OBJECTIVES	LEARNING OUTCOMES
• Define positive social change and its components	• Understand the various processes, actors and time period required to bring about social change
• Map out the timeline of social change along with the actors involved	• Analyze the various demands and strategies of key actors through the process of social change and see how various movements build on each other
• Critically engage in a discussion about how to sustain positive social change	• Learn how to consider various moving pieces when solving a problem
• Develop action steps that enable students to participate in sustaining positive social change in their own community/country	• Demonstrate their knowledge by creating solutions to a complex issue

Pulse: The Timeline of Social Change

"How do we, as youth, participate in sustaining positive social change in our communities?"

Over the past few years, movements such as the Arab Spring and Occupy Wall Street have dominated the news, highlighting upheavals and protests that reject the status quo and advocate for drastic developments that we often label as social change. While some of these events and efforts do help break down unequal relations in society, efforts for sustainable change, which go beyond superficial short-term change, can take years or decades to come to fruition. Social change, at its core, does not come from one event or incident, but the long, sustained work of individuals and groups in numerous sectors of society.

Moving beyond analysis of single events or protests, to a deeper understanding of the processes and timeline of social change, requires complex research and exploration. The following **guiding questions** can support students in critical reflection on this topic:

- How do you define social change? Is social change always positive? Why or why not?
- Who are the actors who enable positive social change?
- Do you think social change is a process or and end product? Justify your choice.
- What actions are needed to sustain such change?
- How do various movements build on each other's outcomes to bring about change?

Program Activities				
		Activity	**Page**	**Estimated Time**
LEARN		Understanding Social Change: Mapping 30 Years of Chilean Education Reform	5-11	45-60 minutes
		IVC #1	12	60-minute IVC + 30 min. dial-in
ACT		Sustaining Social Change in Our Local Communities	13-14	45-60 minutes
		IVC #2	15	60-minute IVC + 30 min. dial-in
REFLECT		Reflect and Connect: Debrief & Take Action	16	15 minutes

LEARN

Understanding Social Change: Mapping 30 Years of Chilean Education Reform	
TIME	**MATERIALS**
45-60 minutes depending on use of in-class or take home assignments	Chart paper or whiteboard, notecards, copies of case study (pg. 7) and worksheet (pg. 8)
OVERVIEW	
Students will define social change and its components. Students will then analyze a case study of the Chilean Students' Movement to understand the actors, processes, and timeline of social change.	
INSTRUCTIONS	

1. **Defining Social Change[2]:**   **(5-10 minutes)**
   Students will brainstorm their own definitions of social change, then analyze a formal definition and given components in relation to real-world examples.
   - *Brainstorm*: What is social change? Prompt students to individually write their definition.
   - *Share*: Have a few volunteers share their definitions with the group. As a class, track and identify the themes that emerge across students' definitions.
   - *Compare*: Share the **formal definition** with the class and consider the key components.

   > **Definition of Social Change:** Social change is a process that results in the change of unequal **power structures** (ex: gender inequity, income inequity, racial inequity, etc.). It is a series of smaller events that build on each other over a long period of time to one **massive catalyst event** (ex: a protest or a demonstration) that brings attention to the issue and quickens the pace of change. The process always has **prominent leaders** supported by **several people** who enable **collective action**.

   - *Social Change in Your World*: What are examples of social change in history or present day? If students need, provide examples of racial/gender/etc. inequality and ask what movements have addressed these, or use the social change examples provided.

   > **Examples of social change:**
   > ➢ Saudi Arabia: Women's right to vote;
   > ➢ US: Civil Rights movement;
   > ➢ UK: Same-sex marriage.

2. **Case Study: Read and Analyze the "Chilean Winter" Students' Movement**   **(20 minutes)**
   In small groups, students will read and analyze the Chilean case study to understand the components and processes of social change.
   - *Read:* Distribute the case study (pg. 7) for students to read individually.
   - *Analyze:* Divide students into small groups to analyze the case study. Assign each group one of the 3 time periods to focus on, and fill out the worksheet (pg. 8) for their assigned era.
     - 1980s and 1990s: Pinochet Era Protests
     - 2001 -2008: Mochilazo, Penguin Revolution, and Post-2006 reforms
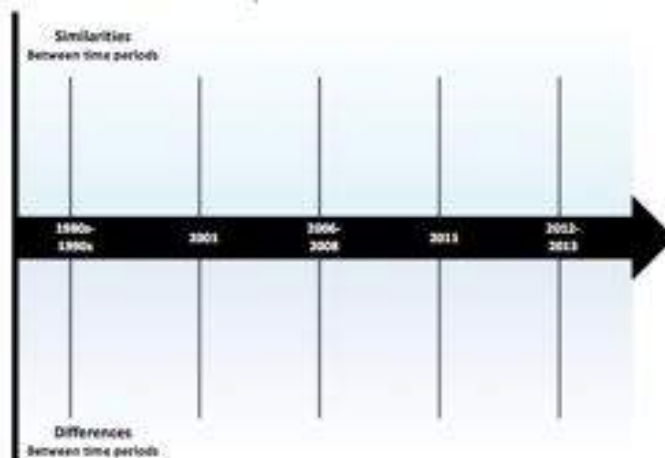   - 2011-2013: Chilean Winter and Today

3. **Mapping Social Change in Chile**   **(15-20 minutes)**
   Students will present their time periods from the case study, tracking the similarities and differences

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[2] Anthonyt Giddens, Mitchell Duneier and Richard P. Appelbaum, *Introduction to Sociology* WW. Norton and Company, 2012. (The definition draws from several theories of social change that are explained in the book).

between each to understand how movements grow and change. *Use the graph provided on p. 9 for the class, displayed big enough to chart students' answers.*

- *Mapping*: Each group presents their worksheet answers for their time period (2 minutes each), covering the goals, key actors, strategies, and outcomes. For each time period, students should also identify the similarities/differences with the time period immediately before, charting them on the graph.

- *Reflection:* As a class, look for broad trends in the similarities and differences between the different time periods of the education reform movement in Chile. Ask:
  - What were the goals in the 1980s and what are they now? How did they change? Why did they change?
  - How did the actors change? Who was involved in starting vs. sustaining the movement?
  - How have the strategies changed over the last three decades? Why?
  - How do the outcomes of one movement influence the next?
  - Are these time periods part of the same social change movement? Why or why not?
  - Do you think that these trends seemed clear to the actors in the movement at the time? ** Note that even though in retrospect the timelines and connections may seem clear, at the time the future was chaotic and plagued with uncertainty.*

4. **Real-World Connection: Positive Social Change in Your Community**   **(5-10 minutes)**
   Students will identify one ongoing positive social change issue in their own community, as the basis for their *ACT* activity in the next part of the program.
   - *Brainstorm:* What are examples of ongoing positive social change in your own community that you want to be a part of sustaining?
     - Community can mean your school, town, county, state, region, country, or beyond!
     - Students may identify larger movements in their country/region that constitute positive social change, and determine how their local community fits within that.
   - *Moving forward:* As a class, agree on one example of positive social change currently taking place in their community, to research and analyze for the *ACT* activity. Students will explore their role in the movement and should want to take concrete action on this issue.

Prepare for the IVC: Before the IVC, review the outline and make sure that students…
✓ Read the speaker's bio (Emailed out to educators) and use that information and the case study to prepare 2-3 questions for him/her.
✓ Identify/research 2-3 events within their community social change example.
✓ *Select 1-2 student representatives to introduce the class during the IVC and briefly present the group's community social change issue.

Case Study: Education Reform in Chile, 1980s to 2014

Overview: In the spring of 2011, 8,000 university students took to the streets across Chile to protest inequality in their national education system.[3] Over seven months, this protest evolved into a series of 36 weekly, student-led marches, involving several hundred thousand people, and growing into a national movement called the **Chilean Winter**. The movement's protests and achievements received widespread local and global media attention.[3] However, while the Chilean Winter led to significant action to make education more accessible for low-income students, those seven months are only part of the story. They had a deep foundation in a decades-long collective effort in Chile, from as early as the resistance to Augusto Pinochet's dictatorship in the 1980s. Even though media coverage has faded, the process of change continues today.

1980s/1990s: Pinochet's Regime and the Resistance:

In 1973, **Augusto Pinochet** overthrew the democratically-elected government of Salvador Allende in Chile, establishing a military dictatorship that lasted from **1973-1990**. During his rule, Pinochet instituted **market-driven policies** of economic reform that privatized many industries, opened the Chilean economy to global trade, and severely reduced government funding for social services. While these benefitted some Chileans, it disadvantaged many low-income citizens who could no longer afford education and health services.[4] Under the **Constitutional Law of Education (LOCE),** state funds for free public schools and higher education was reduced, and private, tuition-charging schools began to receive government

funds. Private schools favored those who could pay school fees, and were attended by middle class and wealthy families, while low-income students attended poorly-funded public schools. Pinochet's regime was brutal in its treatment of citizens, particularly those viewed as opponents. The regime was responsible for the disappearance of 3,000 political opponents, arrests of 30,000 innocent politicians, and exile of 200,000 others.[5]

A resistance movement developed under his regime, but took years to achieve action to change the political situation and culture of fear. A group of politicians, including **Genero Arriagada**, and civil society members began a public campaign to resist Pinochet's regime. They spent years conducting community meetings, negotiating with feuding political parties, campaigning to register voters and empower them to oppose the regime, and creating a "No" TV ad campaign in 1988. From **1983-1988**, anti-Pinochet protests erupted across Chile, although these were not one coordinated movement. In **1988,** as a result of resistance efforts, a plebiscite (similar to a referendum) was held on Pinochet's rule. 56% of voters voted to remove Pinochet and install a democratically-elected government, and he finally stepped down in 1990 to great celebration.[5] This was a moment of significant social change in Chile; people were hopeful for a better future.

Even though Pinochet's regime fell, his economic policies – and the inequality they created – remained.[6] The process of resistance had been long and chaotic, with many differences in opinion, resulting in unclear goals for the future. At the end of Pinochet's rule, the income of the richest 5% of Chileans was 110 times more

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[3] Bellei, Cristian, and Crisitan Cabalin. "Chilean Student Movements: Sustained Struggle to Transform a Market-Oriented Educational System." Current Issues in Comparative Education, 2013: 108-123.

[4] Arango, Andrea. "The Failings of Chile's Education System." Council on Hemispheric Affairs, July 30, 2008.
https://owl.english.purdue.edu/owl/resource/717/04/

[5] Khazan, Olga. "4-Things the Movie 'NO' Left Out About Real-life Chile." The Atlantic, March 29, 2013.
http://www.theatlantic.com/international/archive/2013/03/4-things-the-movie-no-left-out-about-real-life-chile/274491/

[6] Salinas, Daniel, and Pablo Fraser. "Educational Opportunity and Contentious Politics: The 2011 Chilean Student Movement." Berkeley Review of Education 3, no. 1 (2012).

than the poorest 5%.[7] In the **1990s,** there was a lull in political activity and protests. A silence seemed to fall after decades of dictatorship, when protest had been punished with violence.[8]

The 2000s: Mochilazo, the Penguin Revolution, and Beyond:

2006: Penguin Revolution protestors drag desks into a school quad (antitezo)

The political silence was broken by the **"Mochilazo"** ("demonstration with backpacks") in **2001**. High school and university students, a new generation that had not grown up under the fear on Pinochet's regime, came out in large numbers demanding better living conditions and lower public transportation prices. Student assemblies were formed to coordinate protests and their demands, which resulted in the government finally agreeing to make some changes. Although the focus of the 2001 protests and reforms were on seemingly small issues, these were the first of their kind since the 1980s and set the precedent for modern student-led movements in Chile.[3]

In **2006**, mass protests led by secondary school students broke out across Chile. Popularly known as the **Penguin Revolution**, because of the students' white and black uniforms, the movement had two demands: (1) To eliminate transportation fees for students, and (2) To eliminate the student fee for the university entrance exam.[9] As it gathered support of university students and professors, the movement expanded to address broader social and education inequalities. This was partially in response to President Michelle Bachelet's bill,

Ley General de Educacion (LGE), which strengthened the privatization of education that had begun with Pincohet.[4] The demands grew: (1) free education, (2) improving quality of public education, (3) rejection of private education, and (4) elimination of discriminatory practices that further segregated Chilean society. While past movements had relied on protests, the 2006 leaders adopted new strategies, including **take-overs**. In these, student organizations such as **Student Federation of the University of Chile (FECH)** and **Asamblea Coordinadora de Estudiantes Secundarios (ACES)** occupied school campuses and shut them down, to make the government accept their demands.

A high school taken over by protestors in 2006 (Erwin Horment)

The student groups conducted several rounds of negotiations with President Bachelet's government, but talks broke down as the government refused to ban for-profit education.[6] Some labeled the movement a failure since it could not sustain the mass protests, bring together the varied interests of FECH and ACES, and achieve the original goals. For some in the movement, these challenges created a sense of powerlessness. However, in **2008**, with ongoing influence from activists, the government allocated more funds to public schools attended by lower-income students, established merit-based scholarships, and launched a teacher education program in public schools to improve education quality. Although these reforms did not directly respond to the demands of the Penguin Revolution, the movements' actions accelerated the process of improving equity in education.[10]

2011-13: The Chilean Winter and Today:

In **2010**, President Sebastián Piñera proposed a new reform, the **"New Deal" for higher education**, to provide greater funds for public higher education. Protests led by the **Confederation of Chilean Students (CONFECH)** – members of FECH and Student Federation of the Catholic University (FEUC) – broke out in response, as the reform did not ban for-profit colleges, which charge student fees.[6] 20,000 demonstrators attended the first national protests on May 12, 2011 in Santiago.[6] **Camila Vallejo**, President of the FECH, became one of the key spokespeople of the 2011 movement. The demands were: (1) free access to higher education to students from

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[7] Navarrete, Roberto. "Chile's Winter Awakening." Red Pepper, September, 2011. http://www.redpepper.org.uk/chile%E2%80%99s-winter-awakening/

[8] Oxhorn, Philip. "Where did all the protesters go?" Latin American Perspectives 21, no. 3 (1994): 49-68.

[9] Jarroud, 2013

[10] Fabrega, Jorge. "Education: Three Years after Chile's Penguin Revolution." Americas Quarterly, 2009. http://www.americasquarterly.org/node/982

low-income groups, (2) governmental responsibility to provide higher education and banning for-profit universities, and (3) democratization of decision-making in universities.[11] Over time, the demand for free secondary education was added, drawing on the goals of 2006.

Over several months, CONFECH organized local and national protests, strikes, and school and university take-overs. Additional key strategies of this movement were **cross-sector collaboration,** direct language, and social media. CONFECH partnered with

This [2011] student movement has taken lessons from the previous ones; the links with workers that had not taken place before, the reaching out to the citizenry, that had not taken place either, and its distrust of the political class." – 18-year-old student protestor

teachers' unions, high school organizations, labor unions, civil society, and politicians.[12] According to one of the movement leaders, **Giorgio Jackson**, they achieved wide support through the use of simple language in their publicity materials and speeches.[13] Social media websites were a significant tool to attract young audiences and coordinate logistics; 2011 recorded the highest number of protest events, compared to previous years.[6] Students from the 2001 and 2006 movements participated actively in 2011, which popularly came to be referred to as the **Chilean Winter**. In July of 2011, the government proposed the **Great National Agreement for Education** reform that provided scholarships to students from the lowest income groups in Chile. The students rejected this proposal, as it did not address what they believed to be the root of the problem: for-profit education. Due to pressure from student movements, two Education Ministers involved with private, for-profit universities were forced to resign.[14] Leaders of the Chilean Winter made their cause global, traveling to Paris to meet with UNESCO and the European Parliament, to recruit international support.

However, despite the movement's strong coordination and involvement of diverse audiences, it was forced to disband as state violence towards students increased.[6] As students returned to class, there was uncertainty around the prospect of deeper Chilean education reform. After months of seemingly little progress, however, the government created a **2012** budget with a significant increase in funding for public education, as a result of the students' demands. In addition, a new measure was proposed by the Education Minister, aimed to reduce interest rates on student loans. Students, led by CONFECH, rose up in protest against for-profit universities.[15]

Camila Vallejo and Giorgi Jackson, 2011 student leaders elected to 2013 Parliament

In **2013,** when Michelle Bachelet reassumed the Presidency, she stated that her education policy sought to provide universal and free access to higher education within six years.[16] Increasing the dialogue between students and government, several prominent leaders of the protests, including Camila Vallejo, were elected to Parliament, allowing them to more actively influence policy decisions.[17] Protests and reforms continue today, even though the international coverage of 2011 has largely disappeared. Activists and organizations still demand the government to play a greater role in making high-quality education accessible and affordable for all.

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[11] Jump, Paul. "From Pinochet to Pinera, Chile's way is to Make Student's Pay." Times Higher Education Supplement, May 5, 2011.
http://www.timeshighereducation.co.uk/416035.article

[12] Seymour, Richard. "Chile, the Country Pinochet Terrorised, is no Longer Afraid." The Guardian, August 30, 2012.
http://www.theguardian.com/commentisfree/2012/aug/30/chile-pinochet-no-longer-afraid

[13] Cockwell, Cathy. "Chilean student-protest leader speaks at Berkley." Berkley News Center, December 1, 2011.
http://newscenter.berkeley.edu/2011/12/01/chilean-student-protest-leader-giorgio-jackson/

[14] Gheewala, Anishka. "Minister Bulnes steps down amid speculation behind resignation." I Love Chile, December 30, 2011.
http://www.ilovechile.cl/2011/12/30/43440/43440

[15] Peterson, Brittany. "Chilean Students Demand Education Reform." The Nation, June 29, 2012. http://www.thenation.com/blog/168676/chilean-students-demand-education-reform?rel=emailNation

[16] CNN Chile, 8 August, 2013

[17] The Journal.ie. "Bachelet becomes Chile's President for the Second Time after Landslide Win." December 16, 2013.
http://www.thejournal.ie/michelle-bachelet-chile-president-1224322-Dec2013/

Student Worksheet: Breaking Down Social Change
Chilean Education Reform

After reading the Chilean case study, work with your small group to fill out the following worksheet for your assigned time period. Think about how the actions and events during your time period relate to the rest of the movement. What came before and how did that impact the events during your assigned time period? How did events and actions during that period impact what happened after?

Time Period: Select your assigned time period.
	☐ 1980s & 1990s: Pinochet's Regime and Resistance
	☐ 2001-2008: Mochilazo, Penguin Revolution, and Impact
	☐ 2011 and 2012-14: Chilean Winter and Today

What was the main **goal** of the movement during this time?

_____

_____

Who were 2-3 **key organizations, people, and leaders** involved**?**
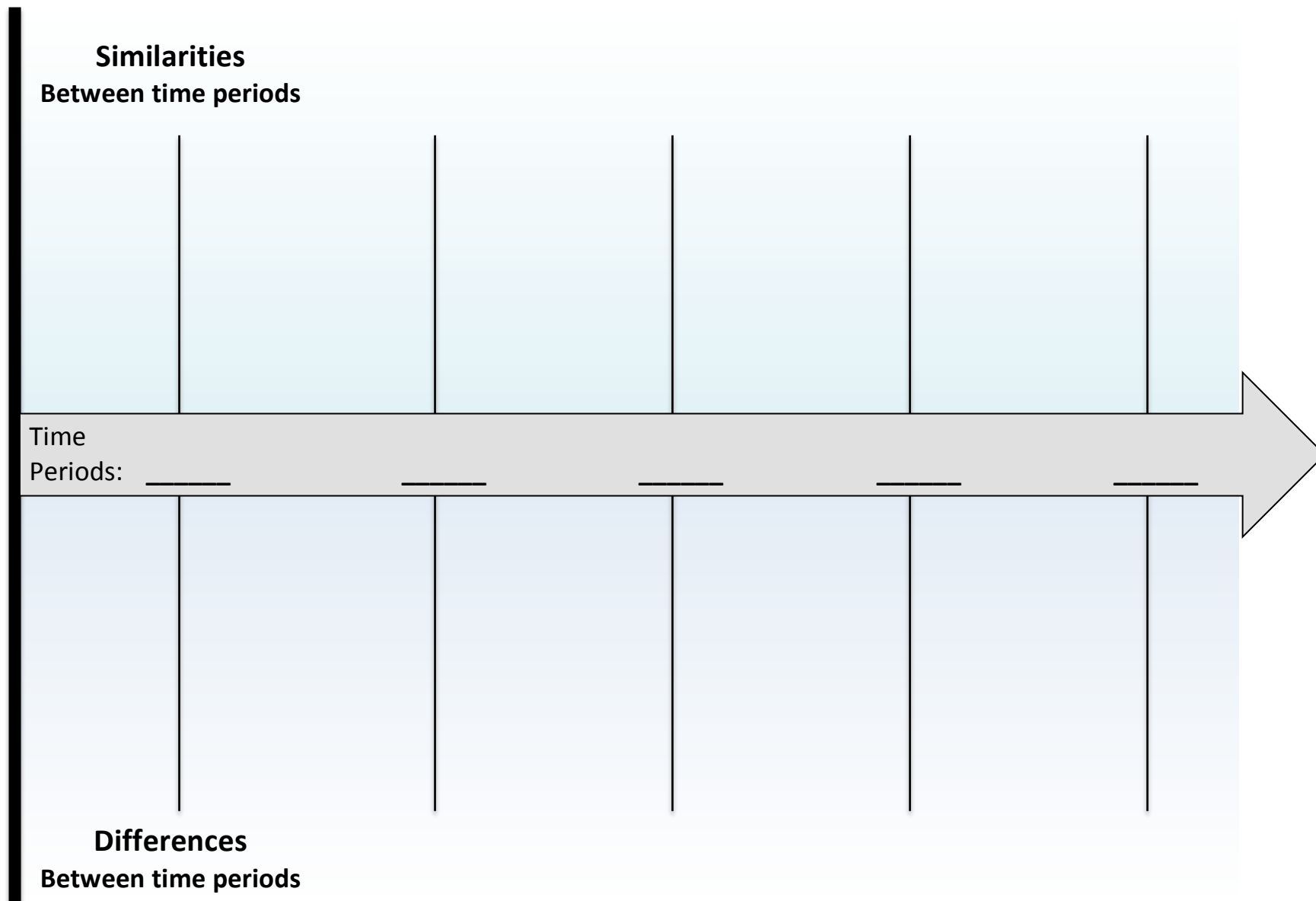
1. _____

2. _____

3. _____

What **strategies** were used to reach their goal? (Select from the list below)
	☐ Strikes ☐ Protests/demonstrations
	☐ Negotiation with the government ☐ Involving actors from different sectors
	☐ School Take-overs ☐ Other: _____

How were these strategies used to achieve their goal?

_____

_____

What were the **outcomes** of the movement? Did they achieve their goal?

_____

_____

_____

Mapping the Timeline of Social Change

Similarities
Between time periods

Time
Periods: _____   _____   _____   _____   _____

Differences
Between time periods

IVC #1 Preparation and Outline	

TIME: 90 minutes total
    30 minutes dial-in period, prior to IVC
    60 minutes – IVC #1
	MATERIALS
	Paper, pen/pencil, IVC agenda

OVERVIEW The outline below will be used as a guide for discussion during the first IVC. Have students review and complete this outline prior to IVC #1.	

INTERACTIVE VIDEOCONFERENCE #1: GUEST SPEAKER DISCUSSION	
Day	
Date	
Tech Dial-in Time	_____:_____ *(Hour: Minute AM / PM)*
Conference Start Time	_____:_____ *(Hour: Minute AM / PM)*

Interactive Videoconference Outline:

1. **Introduction and Greetings (10 minutes)**
    GNG facilitator welcomes all participating students to the first IVC. One representative from each school shares:

> ➢ Number of students participating in today's IVC:
> ➢ Your school location;
> ➢ Share 1 interesting fact about your community;
> ➢ Share 1 thing your class found interesting about the Chilean Case study.

2. **LEARN: Guest Speaker (45 minutes)**
    GNG facilitator will introduce the guest speaker and provide a brief overview of his/her experience. The speaker will address the issue of sustaining positive social change in the context of Chilean education reform, answering the question: "How has positive social change been sustained in Chile?" Students will then have the opportunity to ask the guest speaker questions about his/her background, the Chilean education reform movement, and the components of social change. Students may choose to use the guiding questions below.

    Guiding questions:
    - What are the biggest successes and challenges that the Chilean education reform movement has faced?
    - How would you define the process of "sustaining social change"?
    - What actions are needed to sustain positive social change achieved in Chilean education?
    - Who is responsible to sustain positive social change in Chile? In any movement?
    - Is social change always positive? Why or why not?
    - How do we as individuals fit into the larger process of social change? What steps can we take to contribute to the processes?

3. **Conclusion (5 minutes)**
    GNG facilitator thanks all students and teachers for participating and reminds participants to share their Sustaining Social Change exercise via email, and prepare to showcase their work in the next videoconference.

ACT

Sustaining Social Change in Our Communities	
TIME 45-60 minutes	**MATERIALS** • "Mapping Social Change" worksheet on pg. 11 • "Social Change in My Community" worksheet on pg. 14 • Internet/access to the library

OVERVIEW

Building on their knowledge of social change processes and components, students will explore a social change movement within their own community, and identify their role in sustaining the movement.

INSTRUCTIONS

1. **IVC Reflection: Returning to our Definitions**   **(5-10 minutes)**

   After the videoconference, reflect with the class on what they learned from the speaker and their peers, and reassess their definitions of *positive* social change, using the guiding questions below:
   - What surprised you from the videoconference?
   - After listening to the guest speaker, how would you define "positive social change?"
   - What does "sustaining positive social change" mean and how does it happen?
   - How did this experience impact your views on the social change issue in our community?

2. **Mapping Social Change in Our Community**   **(20-25 minutes)**

   Students will identify key events in the history of their community's social change movement (as identified during the "LEARN" activity), and analyze how the movement has progressed over time.
   - *Event brainstorm:* Using their background research, have the group identify the start of their social change movement and 3-5 important events. You may preliminarily map them on the "Mapping Social Change" worksheet (p. 11) if that is helpful to the class.
   - *Analyzing the movement:* In small groups, ask students to fill out the <u>top half</u> "Social Change in My Community" (pg. 14). Students will identify key actors, strategies, and goals.
   - *Mapping:* As a class, return to the map and chart the broad trends in the similarities and differences between the different events of their social change movement. Ask:
     - What are the <u>goals</u> of the movement and how have they changed?
     - Who are the <u>key actors</u> of the movement? Have they changed?
     - What are the main <u>strategies</u> of the movement and how have they grown?
     - What are the next steps of the movement to achieve its goals?

3. **Our Role in Sustaining Social Change**   **(15-20 minutes)**

   Using the map and the second half of the worksheet (pg. 14), students determine what their role(s) can be in sustaining positive social change in their community, and what action steps they can take.
   - *Action Goals:* Discuss the difference between awareness, advocacy, and action (worksheet pg. 14). Which role can the class best play?
   - *Action Steps:* As a class, fill out the Taking Action chart, identifying the resources they need and action steps that they can tangibly achieve.

   > **Prepare for the IVC:** Before the IVC, review the outline and make sure that students…
   > ✓ Share their map and action steps for their social change movement with the GNG facilitator via email (educator can send this in)
   > ✓ Select 1-2 students to present their social change movement and plan during the IVC.

Student Worksheet: Social Change in My Community

PART 1: Understanding *Your* Social Change Movement

What is the main **goal** of the movement?

_____

What are 2-3 **past key events/actions** of the movement**?**

1. _____
2. _____
3. _____

Who are 2-3 **key organizations, people, and leaders** involved and what roles do they play**?**
Ex: local government, civil society such as schools or non-profits, businesses, teachers, parents

1. _____
2. _____
3. _____

What **strategies** are these actors using to reach the goal?

_____
_____

PART 2: Sustaining Your Positive Social Change

What role/type of action can YOU take in this cause, to continue this positive social change?
Think about what actors and resources you can use to achieve this goal.

☐ Awareness: Awareness projects **inform** others about an issue. They **expand understanding**, empowering people through knowledge.

☐ Advocacy: Advocacy projects **speak out** for a **specific cause** or policy to fix an issue. Advocates target **decision-makers** who can change the status quo.

☐ Action: Action projects **develop and implement real-world solutions**. They involve **direct** activities that support or counter a cause.

Then, fill out the following chart to identify what action steps YOU can take to sustain this change.

Type of Action	Action Steps	Resources Needed	Partners	Outcomes of Success
_____ (Awareness, Advocacy, Action)	Short-Term Action: ➤ ➤ Long-Term Action: ➤ ➤	➤ ➤ ➤	➤ ➤ ➤	➤ ➤ ➤

IVC #2 Preparation and Outline	

TIME: 90 minutes total
 	
    30 minutes dial-in period, prior to IVC
    60 minutes – IVC #1
	MATERIALS
	• Paper, pen/pencil, IVC outline
	• Completed "Mapping Social Change" worksheet (pg. 11)
	• Completed "Social Change in My Community" worksheet (pg. 14)

OVERVIEW The outline below will be used as a guide for discussion during the second IVC. Have students review and complete this outline prior to IVC #2.	

INTERACTIVE VIDEOCONFERENCE #2: PEER-TO-PEER DISCUSSION & ACTIVITY SHOWCASE	
Day	
Date	
Tech Dial-in Time	_____:_____ *(Hour: Minute AM / PM)*
Conference Start Time	_____:_____ *(Hour: Minute AM / PM)*

1. **Introduction and Greetings (5 minutes)**
   GNG facilitator welcomes all participating students to the second IVC meeting. One representative from each school shares:

   ➢ Number of students participating in today's IVC;
   ➢ An interesting fact you learned from the last IVC;
   ➢ One way that your views on social change have changed.

2. **ACT: Presentation of "Sustaining Social Change in My Community"(20 minutes)**
   Students will share the social change issues in their communities, and their plans for taking action to sustain it. 1-2 student representatives should share:

   ➢ The positive social change movement in your community that you have selected;
   ➢ 1-2 key events and how they relate;
   ➢ Your brief plan for sustaining this change, including your action steps.

3. **Peer Discussion (25 minutes)**
   GNG facilitator will guide a discussion among the student participants, based on their social change movements and plans. Guiding questions could include:
   • What did you learn from the guest speaker that you were able to incorporate into your plan?
   • What will be your first step if you were to begin to sustain the social change you identified in your community/country/region?
   • What resources do you need? How will you access them?
   • What challenges do you and others face in sustaining this change?
   • What is your role, as young citizens, to be active in these issues?

4. **Conclusion (5 minutes)**
   GNG facilitator thanks all students and teachers for participating and shares ways to stay involved.

REFLECT

Reflect & Connect	
TIME 15 minutes *(Either immediately following or shortly after IVC)*	**MATERIALS** Pen, paper, internet access for surveys

OVERVIEW: Engage your students in a short reflective conversation on their experiences to date. Complete the online educator feedback survey with your students' reflections in mind.

INSTRUCTIONS

1. **REFLECT** on your Conversation:
   - What were some of the similarities and differences between the social change issues and action plans that you and your peers identified?
   - Based on the Sustaining Social Change activity and IVC#2, what should your first step as a class be to sustain the change you identified?

2. Complete Brief **Surveys** within 1 week after the program:
   - Complete the **Student Reflection Survey**: http://www.surveymonkey.com/s/R8QVZCD
   - Complete the **Educator Reflection Survey**: http://www.surveymonkey.com/s/RVLQG6R

TAKE ACTION – BECOME A GLOBAL CITIZEN!

OBJECTIVE: "Take Action" empowers students to move beyond the lesson plan and Interactive Videoconferences (IVCs) and continue their learning experience to become active global citizens. Students may choose to engage in a "Take Action" organization's activity, or design one of their own.

Resources: *These include classroom guides for teaching about social change, community organizing, nonviolence, and tolerance, as well as tools and strategies that can be adapted to different. contexts.*

Nonviolent Movement Summaries, from the International Center on Nonviolent Conflict (http://www.nonviolent-conflict.org/index.php/movements-and-campaigns/movements-and-campaigns-summaries): This website has summaries of past and present cases of nonviolent conflict, authored by experts in the field. This initiative is run by the International Center on Nonviolent Conflict (ICNC), an independent, non-profit educational foundation promotes human rights and social justice.

Racial Equity Tools (http://racialequitytools.org/home): This site supports individuals and groups working to achieve racial equity. It offers tools, research, curricula, and ideas to increase understanding and work toward justice at every level – in systems, organizations, communities, and culture at large.

Teaching for Change (http://www.teachingforchange.org): This website provides teachers and parents with tools to create schools where students learn to read, write, and change the world. Resources focus on connecting students to real world issues, question and re-think the world inside and outside their classrooms, build a more equitable, multicultural society, and become active global citizens.

Teachers for Social Justice (http://www.teachersforjustice.org/): TSJ is an organization of teachers and administrators in the Chicago area, working to create classrooms that are anti-racist, multicultural, multilingual, and tolerant. Included are resources for critical thinking and social justice curricula.

Teaching Tolerance (http://www.tolerance.org/): Designed in 1991 by the Southern Poverty Law Center, this site is a resource for students and teachers to find tools and lessons to "reduce prejudice, improve intergroup relations and support equitable school experiences for our nation's children."