

# Education for Social Changemaking

## TESOL Unit

### “Be the Change- From Awareness to Action”

#### Unit Overview

In this unit, students develop and practice English language skills while exploring real-world issues that matter to them and their communities. They identify their values, examine real-world issues, analyze causes and effects, explore creative solutions, and aim to create positive change through proposed actions. Through discussion, collaboration, research, and reflection, students engage in meaningful learning that connects language to identity, community, and action.

Grounded in the ALAS (Aligned Learning for Social Action) Education for Social Changemaking Framework, this unit guides students through a cycle of learning and practical application. Students begin with reflection on their values, rooted in culture and identity, then move toward “reading the world” by identifying real-world issues. They deepen their understanding through critical thinking, expand possibilities through creative thinking, and apply their learning through real-world connections, action, and reflection.

Throughout the unit, students build confidence in using English to express their values and ideas, engage in dialogue to better understand the world, and participate in conversations that matter.

The unit culminates in a performance-based task in which students demonstrate their learning by identifying an issue, explaining its importance, and proposing a realistic action that they will carry out either in a simulation or in real life. This final project highlights students’ English language development alongside their growing sense of agency and their ability to use language and knowledge to contribute to positive change in their communities and beyond.

#### Language Development Focus

Students will develop skills in:

- **Speaking & Listening:** Sharing ideas, participating in discussions, expressing opinions

- **Reading:** Understanding short informational and narrative texts
- **Writing:** Explaining ideas, describing issues, and reflecting on learning
- **Vocabulary Development:** Using academic and social language related to values, community, and change

This unit aligns with language development principles from Arizona English Language Proficiency Standards and supports multilingual learners in using language for meaningful communication.

## Standards Alignment:

This unit supports key standards from the Arizona Department of Education, including:

- **Speaking & Listening:** Engaging in collaborative discussions and expressing ideas clearly
- **Writing:** Producing opinion and explanatory texts
- **Reading:** Analyzing and interpreting informational texts
- **English Language Proficiency (ELP):** Developing academic language across listening, speaking, reading, and writing

## Culminating Task

Students will identify a real-world issue in their community, explain why it matters, and propose a possible solution. They will present their ideas using spoken, written, or visual formats, demonstrating both language development and understanding of social changemaking.

## Instructional Approach

This unit emphasizes:

- Student voice and lived experiences
- Collaborative and discussion-based learning
- Language supports such as sentence frames and visuals
- Connections between language, identity, and community

Students are encouraged to take risks, share ideas, and see themselves as capable contributors to positive change.

## Differentiation and Support

Lessons include scaffolds to support multilingual learners at varying proficiency levels, including:

- Sentence frames and structured discussion
- Visual supports and vocabulary development
- Opportunities for speaking, drawing, and writing
- Flexible grouping and collaboration

## Why this Unit Matters

Language learning is most powerful when it is meaningful. This unit helps students use English not just to communicate, but to understand their world and imagine how they can shape it. By connecting language with values, critical thinking, and action, students begin to see themselves as changemakers in their own lives and communities.

## ALAS Education for Social Changemaking

This unit is structured around six phases of social changemaking:

- Ground in Values – Students explore what matters to them and their communities
- Root in Reality – Students identify and describe real-world issues
- Fertilize with Critical Thinking – Students analyze causes and perspectives
- Blossom with Creative Solutions – Students imagine possibilities for change
- Grow with Action – Students propose and take action
- Renew with Reflection – Students reflect on learning and growth

## Unit Outline

Unit 1	Topic: Values and Identity	
<p>Objectives:</p> <p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain how values guide actions.</li> </ul>	<p>Activities:</p> <p>Values matching activity</p> <p>Teacher modeling of values in action</p>	<p>Assessment:</p> <p>“My Values” worksheet</p>

<ul style="list-style-type: none"> <li>• Identify values in themselves and others.</li> <li>• Describe and explain values using appropriate language</li> </ul>	<p>Changemaker story discussion</p> <p>“My Values” worksheet</p> <p>Class values creation</p>	<p>Observation of discussions and sentence frame use</p> <p>Ability to identify and explain personal values</p>
Unit 2	Topic: Reading the World	
<p>Objectives:</p> <p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• Interpret how to “read the world” by making observations about their surroundings.</li> <li>• Distinguish when reality aligns or conflicts with values.</li> <li>• Articulate observations using academic language.</li> </ul>	<p>Activities:</p> <p>Class values review and discussion</p> <p>Changemaker story revisited</p> <p>Image-based analysis of real-world scenarios</p> <p>Classroom/school observation activity</p> <p>Group discussion and synthesis</p>	<p>Assessment:</p> <p>Observation notes (written or oral)</p> <p>Use of sentence frames to describe alignment/misalignment</p> <p>Participation in discussions and group analysis</p>
Unit 3	Topic: Understanding the Issue	

<p>Objectives:</p> <p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• Formulate questions to deepen understanding.</li> <li>• Examine a social issue using multiple perspectives.</li> <li>• Determine who is affected and who has influence.</li> </ul>	<p>Activities:</p> <p>Discussion of personal observations of values in conflict</p> <p>Introduction of key vocabulary (perspective, influence, etc.)</p> <p>Teacher modeling of issue analysis</p> <p>Small group investigation of a chosen issue</p> <p>Research, discussion, and worksheet completion</p>	<p>Assessment:</p> <p>Investigation worksheet</p> <p>Participation in group discussions</p> <p>Use of academic vocabulary in context</p> <p>Ability to identify stakeholders and impacts</p>
Unit 4	Topic: Imagining Change (Creative Solutions)	
<p>Objectives:</p> <p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe nonviolence as a principle of changemaking.</li> <li>• Develop creative, values-based solutions.</li> <li>• Recommend inclusive and thoughtful ideas for change.</li> </ul>	<p>Activities:</p> <p>Introduction to nonviolence</p> <p>Teacher modeling of creative problem-solving</p> <p>Group brainstorming of solutions</p> <p>Creative representation (art, writing, role play, etc.)</p> <p>Sharing and feedback</p>	<p>Assessment:</p> <p>Creative solutions worksheet/product</p> <p>Group participation and collaboration</p> <p>Ability to explain and justify solutions</p> <p>Evidence of understanding nonviolence</p>
Unit 5	Topic: Taking Action (Agency in Practice)	

<p><b>Objectives:</b></p> <p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• Define the concept of agency.</li> <li>• Create and present an action plan.</li> <li>• Utilize persuasive and communicative language.</li> </ul>	<p><b>Activities:</b></p> <p>Review of proposed solutions</p> <p>Introduction to agency</p> <p>Modeling real changemaker actions</p> <p>Action planning (speech, meeting, article, etc.)</p> <p>Role-play or presentation of action</p>	<p><b>Assessment:</b></p> <p>Action plan worksheet</p> <p>Group presentations/role plays</p> <p>Use of persuasive language and clear communication</p> <p>Alignment between issue, solution, and action</p>
<p>Unit 6</p>	<p>Topic: Reflecting and Moving Forward</p>	
<p><b>Objectives:</b></p> <p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• Recognize reflection as part of changemaking.</li> <li>• Assess the outcomes of their actions.</li> <li>• Propose next steps for continued change.</li> </ul>	<p><b>Activities:</b></p> <p>Review of actions taken</p> <p>Introduction of reflection and analysis</p> <p>Response cards (teacher feedback scenarios)</p> <p>Group reflection discussions</p> <p>Sharing insights and identifying next steps</p>	<p><b>Assessment:</b></p> <p>Reflection worksheet</p> <p>Group discussion participation</p> <p>Ability to evaluate outcomes and suggest improvements</p> <p>Evidence of understanding changemaking as ongoing</p>

# **Education for Social Changemaking**

## Unit Lesson Plans

# Education for Social Changemaking

## *Be the Change- From Awareness to Action*

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### Lesson 1: Values and Identity

#### Lesson Purpose & Big Ideas

In this lesson, students are introduced to the concept of *values* and begin to understand how values guide people's actions. Using a changemaker story, students explore how individuals act on what they believe is important and begin to identify their own values.

This lesson establishes a foundation for social changemaking by helping students recognize that:

- Values influence decisions and behavior
- People who create change are guided by what they believe is important
- Students themselves have values that can shape their actions in their communities

#### Education for Social Changemaking Focus: Grounded in Values

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### Objectives

**Language Objectives:** By the end of this unit, students will be able to:

- Recognize and use vocabulary related to values.
- Apply sentence frames to describe values.
- Exchange questions and answers about personal values.

**Content Objectives:** By the end of this unit, students will be able to:

- Explain how values guide actions.
- Identify values in a changemaker's story.
- Describe and explain their own values.

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Time: 50–70 minutes

## Materials

- Values List (visual word bank)
- My Values Worksheet
- Changemaker story (teacher-selected)
  - [Stories for Early Changemaking](#)- Ashoka
  - [I Am Martin Luther King Jr. \(Read Aloud\)](#)- Ryan & Craig (really good resource that talks about Nonviolence as well.)
  - [Little People Big Dreams- Greta Thunberg](#)- Isabel Vegara
  - [I Am Gandhi](#)- Brad Meltzer
  - [10 Young People Who Changed The World To Add To Your Class Curriculum- Waterford.org](#)
- Chart paper or board
- Markers and other writing utensils

TIME	STAGE & PURPOSE	INTERACTION	PROCEDURE
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<p>10 min</p>	<p>Opening</p> <p>Activate prior knowledge and introduce values</p>	<p>T → Ss</p> <p>Ss ↔ Ss</p>	<p>Write at least four values and four simple definitions from the Values List on the board in mixed order. Have students read them aloud and work together to match each value with its definition without using the word <i>value</i>.</p> <p>Once complete, invite students to label each column. Introduce the term <i>values</i> if needed.</p> <p>Explain: <i>Values tell us what is important to us and help guide our lives.</i></p> <p>Ask students to give examples of actions that demonstrate the values.</p> <p><i>Example: A person who values kindness may help others or include classmates.</i></p>
<p>10 min</p>	<p>I Do</p> <p>Model values in action</p>	<p>T → Ss</p>	<p>The teacher shares a brief personal story and models identifying values that guided their actions.</p> <p>Ask students to identify the value(s) they hear in the teacher's story.</p>

<p>20 min</p>	<p>We Do</p> <p>Identify values in others and build concept of changemaking</p>	<p>T ↔ Ss</p> <p>Ss ↔ Ss</p>	<p>Ask students to brainstorm people who help make the world a better place.</p> <p>Introduce the term <i>Social Changemaker</i>. <i>A person/ people who see(s) a problem in their community or in the world and take(s) action to make things better based on what they think is important.</i></p> <p>Ask: <i>Which part of this definition connects to values?</i></p> <p>Introduce the Values List. Review familiar and new vocabulary, supporting pronunciation and meaning.</p> <p>Read a changemaker story (teacher-selected). Guide discussion:</p> <ul style="list-style-type: none"> <li>• <i>What did the person do?</i></li> <li>• <i>Why did they do it?</i></li> <li>• <i>What values do you see in their actions?</i></li> </ul> <p>Provide sentence frames:</p> <p><i>I think ___ valued ___ because ___.</i></p> <p><i>They showed ___ by ___.</i></p>
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<p>20 min</p>	<p>You Do</p> <p>Identify and express personal values</p>	<p>Ss → Ss</p> <p>Ss → T</p>	<p>Explain: <i>Everyone has values that guide their lives.</i></p> <p>Model: <i>I value ___ because ___.</i></p> <p>Students select 5–6 values and complete the “My Values” worksheet:</p> <ul style="list-style-type: none"> <li>• Write the value</li> <li>• Explain why it matters</li> <li>• Draw a representation (optional)</li> </ul> <p>When finished, students share their values with a partner and ask one another:</p> <p><i>What is one of your values? Why?</i></p>
<p>10 min</p>	<p>We Do (Whole Group)</p> <p>Build shared class values</p>	<p>T ↔ Ss</p>	<p>Explain: <i>Groups of people can share values.</i></p> <p>Ask: <i>What groups share values?</i> (family, school, community)</p> <p>Explain: <i>As a class, we will now make a values list that will help guide us as we talk more about Changemaking.</i></p> <p>Create a class values list. Students share their values and classmates raise hands if they hold the same value. Record responses for display list: Our Class Values. Display on class wall.</p>

5 min	Closing / Reflection  Reflect and connect learning	T ↔ Ss	Ask:  <ul style="list-style-type: none"> <li>• <i>What did we talk about today?</i></li> <li>• <i>What was new for you?</i></li> <li>• <i>What can you use in your everyday life?</i></li> <li>• <i>What did you learn about changemaking?</i></li> <li>• <i>What do you want to learn more about?</i></li> </ul>
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## Assessment: Check for Understanding

- Observe student participation in discussions and partner work
- Listen for correct use of values vocabulary and sentence frames
- Review “My Values” worksheet for understanding and explanation of values
- Monitor students’ ability to connect values to actions in discussion and reflection

# Lesson 2: Reading the World

## Lesson Purpose & Big Ideas

In this lesson, students build on their understanding of values by examining how values connect to real-world situations. Students learn to “read the world” by observing their surroundings and identifying where reality aligns—or does not align—with their values.

This lesson helps students recognize that:

- Real-world situations can reflect or contradict values
- Changemakers notice problems when reality does not match their values
- Students can observe and describe issues in their own communities

## Education for Social Changemaking Focus: Root in Reality

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## Objectives

**Language Objectives:** By the end of this unit, students will be able to:

- Describe observations using sentence frames.
- Compare values and real-world situations using appropriate language.
- Engage in discussions about real-world observations.

**Content Objectives:** By the end of this unit, students will be able to:

- Interpret the concept of “reading the world.”
  - Distinguish situations that match or do not match their values.
  - Observe and describe real-world problems.
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## Time:

50–70 minutes

## Materials:

Class Values Chart

Images of classroom, school, or community scenarios

Sentence frames (posted or handout)

Paper or notebook

Chart paper or board

Markers

TIME	STAGE & PURPOSE	INTERACTION	PROCEDURE
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<p>10 min</p>	<p>Opening</p> <p>Activate prior knowledge and connect to values</p>	<p>T → Ss</p> <p>Ss ↔ Ss</p>	<p>Review the Class Values Chart. Ask: <i>What are values? What values do we have as a class? What does it look like when someone shows (value)_____?</i></p> <p>Teacher models examples and students share their own ideas.</p> <p>Bridge: Ask if students noticed values in their daily lives or observed examples of values in action.</p>
<p>10 min</p>	<p>I Do</p> <p>Introduce “reading the world” and connect values to reality</p>	<p>T → Ss</p>	<p>Return to the changemaker story from the previous lesson. Review the values the changemaker demonstrated and list the actions that showed those values.</p> <p>Explain: <i>Changemakers recognize when something in their reality does not match their values. This is called “reading the world”.</i></p> <p>Introduce the idea of a <i>problem</i> or <i>social issue</i> that can be identified by determining where their values don’t match the world around them.</p> <p>Explain that changemakers are guided by their values to work with others to solve an issue.</p>

<p>20 min</p>	<p>We Do</p> <p>Practice identifying mismatches between values and reality</p>	<p>T ↔ Ss</p> <p>Ss ↔ Ss</p>	<p>Return to the board and review the changemaker's values and actions (from the story previously read). Ask students to identify the problem(s) the changemaker saw in their community that didn't match their values.</p> <p><i>Explain: When we notice that reality does not match our values, we have an opportunity to take action to change it, just like the changemaker did.</i></p> <p><i>The key is that we need to recognize where our reality and our values don't match (align).</i></p> <p>Read the World Activity: (Small group activity with whole group debrief)</p> <p>Introduce sentence frames:</p> <ul style="list-style-type: none"> <li>• I see...</li> <li>• I notice...</li> <li>• There is/There are...</li> <li>• This matches the value of ____</li> <li>• This does not match the value of ____</li> </ul> <p>Show images of classrooms, schools, or communities (some with problems, some without). Model observations, then have students work in small groups to discuss</p>
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			<p>each image. Rotate images between groups.</p> <p>Debrief as a whole group.</p>
20 min	<p>You Do</p> <p>Apply observation skills to real environment</p>	<p>Ss → Ss</p> <p>Ss → T</p>	<p>Read the world classroom or school Activity:</p> <p>Students take a tour around the classroom or school. As they observe, they record:</p> <ul style="list-style-type: none"> <li>• What they see</li> <li>• Whether it matches or does not match their values</li> </ul> <p>Students return and share their observations with a partner or small group, then share out with the class.</p>
10 min	<p>We Do (Whole Group)</p> <p>Synthesize observations and build shared understanding</p>	T ↔ Ss	<p>As a class, discuss student observations. Record examples of situations that match and do not match class values.</p> <p>Highlight patterns and reinforce the idea of “reading the world” as noticing these differences.</p>
5 min	<p>Closing / Reflection</p> <p>Reflect and connect learning</p>	T ↔ Ss	<p>Ask:</p> <ul style="list-style-type: none"> <li>• What did we talk about today?</li> <li>• What was new for you?</li> <li>• What can you use in your everyday life?</li> </ul>

			<ul style="list-style-type: none"> <li>• What did you learn about changemaking?</li> <li>• What do you want to learn more about?</li> </ul>
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## Assessment: Check for Understanding

- Observe student participation in discussions and group work
- Listen for correct use of values vocabulary and observation sentence frames
- Monitor students' ability to describe observations and connect them to values
- Review student written observations for understanding of real-world connections

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## Lesson 3: Understanding the Issue

### Lesson Purpose & Big Ideas

In this lesson, students deepen their understanding of real-world issues by learning how to investigate and analyze them. Building on their ability to “read the world,” students begin to ask critical questions, consider different perspectives, and explore the causes and impacts of social issues.

This lesson helps students recognize that:

- Understanding a problem requires asking questions and gathering information
- Social issues affect different people in different ways
- Changemakers seek multiple perspectives and identify who is impacted and who has influence

### Education for Social Changemaking Focus: Fertilize with Critical Thinking

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## Objectives:

**Language Objectives:** By the end of this lesson, students will be able to:

- Ask and use questions and discussion language to investigate issues.
- Describe causes, effects, and perspectives using sentence frames.
- Participate in collaborative discussions about a social issue.

**Content Objectives:** By the end of this lesson, students will be able to:

- Understand that investigating an issue requires multiple perspectives.
- Identify who is affected by an issue and who has influence.
- Gather and organize information about a social issue.

## Content Objectives

Students will understand that investigating an issue requires multiple perspectives

Students will identify who is affected by an issue and who has influence

Students will gather and organize information about a social issue

## Time:

50–70 minutes

## Materials:

- Investigation worksheet
- Images or short videos of community/ school scenarios
- Chart paper or board
- Markers and other writing utensils
- Devices or printed materials for research

TIME	STAGE & PURPOSE	INTERACTION	PROCEDURE
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10 min	<p>Opening</p> <p>Activate prior knowledge and introduce critical thinking</p>	<p>T → Ss</p> <p>Ss ↔ Ss</p>	<p>Share a personal story about “reading the world,” describing a situation that did not match your values and how it made you feel.</p> <p>Ask students to share if they have noticed situations that do not match their values or class values since our previous lesson.</p> <p>Review the changemaker story and ask: <i>What did the person do when they noticed a problem?</i> (They took action.)</p> <p>Explain: <i>Before we can take action, we must fully understand the issue.</i></p>
10 min	<p>I Do</p> <p>Model investigation and introduce key concepts</p>	T → Ss	<p>Introduce key concepts and vocabulary: <i>perspective, affected, benefit, influence.</i></p> <p>Explain that changemakers ask questions such as:</p> <ul style="list-style-type: none"> <li>• <i>Who is affected?</i></li> <li>• <i>Who benefits?</i></li> <li>• <i>Who makes decisions?</i></li> <li>• <i>Who is already working on this issue?</i></li> </ul> <p>Ask: <i>Why is it important to look for others working on the issue?</i> (Possible answers: They may be able to help. They may have ideas on how to solve the problem. They may know what doesn't work.)</p>

			<p>Ask: <i>Why is it important to know who makes decisions?</i></p> <p>(Possible answers: They may be able to help. They are the ones who have influence (vocab). We will want to talk with them.)</p>
20 min	<p>We Do</p> <p>Model and practice investigating an issue</p>	<p>T ↔ Ss</p> <p>Ss ↔ Ss</p>	<p>Model the investigation process using your (teacher's) personal example. Show an investigation worksheet and think aloud as you complete parts of it (why the issue matters, who is affected, etc.). Ask students to also contribute ideas.</p> <p>Student small group activity:</p> <p>Explain that students in small groups will be going through the same process of answering questions about the issue they choose. (Optional: All student groups can work on the same issue.)</p> <p>Explain: <i>Changemakers often choose and issue to make change on because of different reasons, such as:</i></p> <ul style="list-style-type: none"> <li>● <i>The issue speaks to their values</i></li> <li>● <i>The issue relates to their experience</i></li> <li>● <i>They believe that they can make positive change on the issue.</i></li> </ul> <p>Show paired images or videos (e.g., well-resourced vs. under-resourced classroom). Ask students to identify which situation they want to explore and explain why.</p> <p>Place students in small groups and assign or allow them to choose an issue.</p>

			Students discuss why they selected the issue.
20 min	<p>You Do</p> <p>Investigate and gather information collaboratively</p>	<p>Ss ↔ Ss</p> <p>Ss → T</p>	<p>Students work in groups to complete the investigation worksheet using:</p> <ul style="list-style-type: none"> <li>• Their ideas</li> <li>• Discussions</li> <li>• Prior knowledge</li> <li>• (Optional) Research or interviews</li> </ul> <p>Students identify:</p> <ul style="list-style-type: none"> <li>• Why the issue matters</li> <li>• Who is affected</li> <li>• Who benefits</li> <li>• Who has influence</li> <li>• Who is already working on this issue</li> </ul> <p>(Optional extension: Students conduct interviews or research outside of class.)</p>
5–10 min	<p>We Do (Whole Group)</p> <p>Share findings and build collective understanding</p>	T ↔ Ss	<p>Groups briefly share their findings. Record key ideas on the board to highlight patterns (who is affected, common issues, etc.).</p> <p>Reinforce the importance of understanding before taking action.</p>

5 min	Closing / Reflection  Reflect and connect learning	T ↔ Ss	Ask:  • What did we talk about today?  • What was new for you?  • What can you use in your everyday life?  • What did you learn about changemaking?  • What do you want to learn more about?
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## Assessment: Check for Understanding

- Observe student participation in discussions and group work
- Listen for use of key vocabulary (perspective, affected, influence, benefit)
- Monitor students' ability to ask questions and analyze the issue
- Review investigation worksheets for depth of understanding

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# Lesson 4: Imagining Change

## Lesson Purpose & Big Ideas

In this lesson, students build on their understanding of social issues by generating creative, values-based solutions. Students explore the principle of nonviolence and use their knowledge of an issue to imagine and design positive change.

This lesson helps students recognize that:

- Social change can be approached in peaceful and constructive ways
- Creative thinking is essential for solving complex problems
- Changemaking involves working with others and including those most affected

Education for Social Changemaking Focus: Blossom with Creative Solutions

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## Objectives:

Language Objectives: By the end of this lesson, students will be able to:

- Describe ideas and solutions using sentence frames.
- Participate in collaborative discussions to generate ideas.
- Present and explain their proposed solutions.

Content Objectives: By the end of this lesson, students will be able to:

- Understand the principle of nonviolence in social change.
  - Generate creative solutions to a social issue.
  - Identify possible actions and people involved in creating change.
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## Time:

50–70 minutes

## Materials:

- Creative Solutions worksheet
- Chart paper or board
- Markers and other writing utensils
- Creative materials (paper, recycled materials, art supplies)
- Digital tools (e.g., drawing apps or building platforms)

TIME	STAGE & PURPOSE	INTERACTION	PROCEDURE
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<p>10 min</p>	<p>Opening</p> <p>Introduce creative solutions and nonviolence</p>	<p>T → Ss</p> <p>Ss ↔ Ss</p>	<p>Explain: Today we will explore creative solutions to the issue we have been studying. But before we do, we will talk about the principals of Values-Based Social Changemaking.</p> <p>One of these principles is <i>Nonviolence</i>.</p> <p>Introduce the principle of <i>nonviolence</i>: solving problems without physical force by using ideas, communication, and peaceful action.</p> <p>According to <a href="#">Kids Encyclopedia Facts</a>:</p> <p>“Nonviolence is a powerful idea that means solving problems without using physical force. It’s about finding peaceful ways to make changes or express your beliefs. Instead of fighting, people who practice nonviolence use their voices and actions. They try to convince others through understanding and discussion.”</p> <p>Connect to the changemaker story. Ask: <i>What actions did this person take? How do these actions connect to nonviolence?</i></p> <p>(Optional: Discuss actions that do not align with nonviolence.)</p>
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<p>15 min</p>	<p>I Do / We Do</p> <p>Model creative thinking and solution-building</p>	<p>T ↔ Ss</p>	<p>Explain: We will use our creativity, what we know about the issue, and the principle of nonviolence to develop solutions.</p> <p>We are also going to take what we know about who can make decisions on this issue to propose some “tactics” or ways we can seek out change.</p> <p>Model the process using your (teacher) example issue and creative solutions worksheet.</p> <p>Think aloud as you:</p> <ul style="list-style-type: none"> <li>• Brainstorm possible solutions</li> <li>• Identify people who can help make change</li> <li>• Suggest ways (tactics) to create change</li> </ul> <p>Invite students to contribute ideas during the modeling process.</p> <p>Emphasize the importance of including people most affected by the issue.</p> <p>(Optional: Give personal example about why it is important to include people who are most affected)</p>
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<p>25 min</p>	<p>You Do</p> <p>Generate and develop creative solutions collaboratively</p>	<p>Ss ↔ Ss</p> <p>Ss → T</p>	<p>Students work in small groups to complete the creative solutions process using their worksheet.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>• Brainstorm ideas</li> <li>• Choose a solution or vision for change</li> <li>• Identify who to involve</li> </ul> <p>Modeling the Change: Students represent their ideas creatively through one of the following:</p> <ul style="list-style-type: none"> <li>• Drawing or collage</li> <li>• Journal or diary entry</li> <li>• Physical model (recycled materials)</li> <li>• Digital model</li> <li>• Role play, storytelling, or song</li> </ul> <p>Bridging towards Action: Remind students that social changemaking often takes working together with others. Have students reflect on the questions in the “moving towards action” portion of the worksheet.</p>
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10 min	<p>We Do (Whole Group)</p> <p>Share ideas and build toward action</p>	T ↔ Ss	<p>Students share their visions for change with the whole group and students/ teacher provides feedback.</p> <p>Reinforce that changemaking often involves working together, taking feedback into consideration, and taking thoughtful steps over time.</p>
5 min	<p>Closing / Reflection</p> <p>Reflect and connect learning</p>	T ↔ Ss	<p>Explain: Today we created a vision for change and began thinking about how to make it happen.</p> <p>Ask:</p> <ul style="list-style-type: none"> <li>• What did we talk about today?</li> <li>• What was new for you?</li> <li>• What can you use in your everyday life?</li> <li>• What did you learn about changemaking?</li> <li>• What do you want to know more about?</li> </ul> <p>Preview: Next lesson, we will take steps toward action.</p>

## Assessment: Check for Understanding

- Observe student participation in group discussions and brainstorming
- Listen for use of solution-based and values-based language

- Monitor students' ability to generate and explain creative solutions
- Review student work (models, writing, or plans) for understanding of the issue and proposed change

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## Lesson 5: Taking Action

### Lesson Purpose & Big Ideas

In this lesson, students move from planning to action by applying their ideas to real or simulated changemaking efforts. Students explore the concept of agency and begin to understand that change happens through intentional and sustained actions.

This lesson helps students recognize that:

- Changemaking requires action, not just ideas
- Individuals and groups have agency to create change
- Social change often involves influencing others and working together over time

### Education for Social Changemaking Focus: Grow with Action

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#### Objectives:

Language Objectives: By the end of this lesson, students will be able to:

- Present and explain their ideas clearly.
- Ask and respond to questions about proposed actions.
- Use persuasive and descriptive language.

Content Objectives: By the end of this lesson, students will be able to:

- Understand the concept of agency.
- Design an action to address a social issue.
- Show how change can be pursued through collaboration and communication.

## Time:

50–70 minutes

## Materials:

- Action Planning worksheets
- Chart paper or board
- Markers and other writing utensils
- Optional: sample speeches/videos (e.g., youth activists)

TIME	STAGE & PURPOSE	INTERACTION	PROCEDURE
10 min	<p>Opening</p> <p>Reconnect to ideas and transition to action</p>	T ↔ Ss	<p>Briefly revisit student solutions from the previous lesson. Ask a few groups to summarize their ideas (not full presentations).</p> <p>Ask guiding questions:</p> <ul style="list-style-type: none"> <li>• Why is this a strong solution?</li> <li>• Does this solution use nonviolence?</li> <li>• Who can help make decisions to affect change on this solution?</li> </ul> <p>Explain: <i>Today we move from ideas to action. The classroom becomes a “laboratory for life,” where we test ideas and reflect on results.</i></p>

10 min	<p>I Do</p> <p>Model action and introduce agency</p>	T → Ss	<p>Return to the changemaker story (or introduce a new example). As a class, identify:</p> <ul style="list-style-type: none"> <li>• <i>What was their vision for change?</i></li> <li>• <i>What actions did they take?</i></li> <li>• <i>Who did they try to influence?</i></li> </ul> <p>Introduce the concept of <i>agency</i>: the belief that you can help create change.</p> <p>Ask: <i>Do you believe you have agency?</i> Invite student examples.</p> <p>Emphasize that change often happens over time through continued effort.</p> <p>(Optional: Unpack the quote often attributed to Martin Luther King Jr: ““The Arc of the Moral Universe is Long, But it Bends Toward Justice.””)</p>
20 min	<p>We Do</p> <p>Plan actions collaboratively</p>	<p>T ↔ Ss</p> <p>Ss ↔ Ss</p>	<p>Explain: <i>Students will design one action to take based on their vision for change and proposed solution.</i></p> <p>Action options (mock or real):</p> <ul style="list-style-type: none"> <li>• <b>Hold a Community Meeting-</b> in order to raise awareness about the issue and “recruit” (vocab) others to join the cause.</li> <li>• <b>Write an Opinion Article-</b> to be published online or in the newspaper, in order to raise awareness about the issue and recruit others to join the cause.</li> <li>• <b>Hold a Meeting with Decision Makers-</b> in order to share with</li> </ul>

			<p>them your vision for change and ask for their support.</p> <ul style="list-style-type: none"> <li>• <b>Hold a Press Conference-</b> in order to share your vision for change with the public and invite decision makers to support.</li> </ul> <p>Model briefly how to choose an action and connect it to their issue and audience.</p> <p>(Optional: Show a speech by Greta Thunberg and have students reflect on her cause and message.)</p>
20 min	<p>You Do</p> <p>Develop and present action plans</p>	<p>Ss ↔ Ss</p> <p>Ss → T</p>	<p>Students begin planning in groups using the action worksheet. The teacher circulates and supports.</p> <p>Student groups not only plan to take their action but will demonstrate it to the class, as if they were presenting it to the public.</p> <p>For example If holding a community meeting, they can act as if the class is the general public. If meeting with decision makers, students can do a role play where some of their group represent the decision makers.</p> <p>Students finalize their action plan and prepare a presentation.</p> <p>(Optional: If some groups finish early, they can practice their action in small groups or present to another small group for feedback and improvement.)</p>

<p>5–10 min</p>	<p>We Do (Whole Group)</p> <p>Reflect on action and reinforce agency</p>	<p>T ↔ Ss</p>	<p>Groups present their action as if to a real audience (e.g., role play, speech, meeting simulation).</p> <p>The audience (classmates and the teacher) listens and may ask questions.</p> <p>After presentations, collect all materials, acknowledge student efforts and highlight examples of strong agency and collaboration.</p> <p>Reinforce that changemaking is a process that continues over time.</p> <p>Let students know that in the next class, they will be receiving the response from their actions.</p> <p>Optional: revisit the quote: “The Arc of the Moral Universe is Long, but it bends towards justice.”</p>
<p>5 min</p>	<p>Closing / Reflection</p> <p>Reflect and connect learning</p>	<p>T ↔ Ss</p>	<p>Ask:</p> <ul style="list-style-type: none"> <li>• What did we talk about today?</li> <li>• What was new for you?</li> <li>• What can you use in your everyday life?</li> <li>• What did you learn about changemaking?</li> <li>• What do you want to know more about?</li> </ul> <p>Preview: Next lesson, we will reflect on our actions and learning.</p>

## Assessment: Check for Understanding

- Observe student participation in planning and presentations
  - Listen for use of persuasive and action-oriented language
  - Monitor students' ability to connect actions to their issue and audience
  - Evaluate group presentations for clarity, purpose, and alignment with values
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# Lesson 6: Reflecting and Moving Forward

## Lesson Purpose & Big Ideas

In this lesson, students reflect on their actions and consider the outcomes, challenges, and next steps in the changemaking process. Students learn that social change is ongoing and requires reflection, adaptation, and persistence.

This lesson helps students recognize that:

- Changemaking is a continuous process that involves reflection and adjustment
- Actions may not lead to immediate results, but they contribute to long-term change
- Reflection helps improve future actions and strengthens agency

## Education for Social Changemaking Focus: Renew with Reflection

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### Objectives:

Language Objectives: By the end of this lesson, students will be able to:

- Reflect on experiences using discussion and sentence frames.
- Describe outcomes, challenges, and next steps.
- Ask and respond to questions during group discussions.

Content Objectives: By the end of this lesson, students will be able to:

- Understand the role of reflection in changemaking.
- Evaluate the results of their actions.
- Identify next steps for continued change.

Time:

50–70 minutes

Materials:

Response cards (teacher-created responses to presented actions)

Reflection questions (posted or handout)

Paper or notebook

Chart paper or board

Writing utensils

TIME	STAGE & PURPOSE	INTERACTION	PROCEDURE
10 min	Opening  Reflect on actions and introduce reflection	T ↔ Ss	Review the actions students took in the previous lesson. Ask: <i>What did your group do? What was your goal?</i>  Revisit the quote: <i>“The arc of the moral universe is long, but it bends toward justice.”</i> Discuss its meaning.

			<p>Explain that changemakers often take many actions over time and must reflect on results before deciding next steps.</p> <p>Connect to the idea of the classroom as a “laboratory for life.”</p>
20 min	<p>We Do</p> <p>Reflect on action outcomes collaboratively</p>	<p>Ss ↔ Ss</p> <p>T → Ss</p>	<p>Distribute (teacher generated) response cards that describe outcomes of student actions (showing some progress and remaining challenges).</p> <p>In small groups, students read their card and discuss:</p> <ul style="list-style-type: none"> <li>• What happened because of our action?</li> <li>• What went well?</li> <li>• What was difficult?</li> <li>• What did we learn?</li> <li>• Whose ideas were included?</li> <li>• Whose were missing?</li> <li>• What can we do next time?</li> </ul> <p>Students fill out a Reflection/Summary worksheet.</p>
15 min	<p>You Do</p> <p>Share reflections and deepen understanding</p>	<p>Ss ↔ Ss</p> <p>Ss → T</p>	<p>Groups share their reflections with the class or with another group.</p> <p>Listening students ask follow-up questions and offer ideas.</p>

			The teacher highlights key themes (growth, challenges, new ideas).
10 min	<p>We Do (Whole Group)</p> <p>Synthesize learning and consider next steps</p>	T ↔ Ss	<p>Discuss: What patterns did we notice? What helps changemakers keep going?</p> <p>Explain that reflection helps us improve and continue working toward change.</p> <p>Option: Students revise their action or suggest a next step.</p>
5 min	<p>Closing / Reflection</p> <p>Reflect on learning and agency</p>	T ↔ Ss	<p>Ask:</p> <ul style="list-style-type: none"> <li>• Do you feel like you have agency to make a difference? Why or why not?</li> <li>• What can you use from these lessons in your everyday life?</li> <li>• What do you want to learn more about?</li> </ul>

## Assessment: Check for Understanding















- Observe student participation in reflection discussions
- Listen for use of reflection and process-based language
- Monitor students' ability to evaluate outcomes and suggest next steps
- Review student reflections for understanding of changemaking as an ongoing process

# **Education for Social Changemaking**

Worksheets and  
Supplemental Materials

# Values List- Beginning/ Intermediate

ALAS Initiative: Education for Social Changemaking

Value	Emoji	Simple Definition
Love		Caring deeply about people.
Kindness		Being nice and helpful to others.
Respect		Treating people and the Earth well.
Honesty		Telling the truth.
Courage		Being brave, even when something is hard.
Fairness		Treating people in a just and equal way.
Equity		Making sure everyone gets what they need to succeed.
Justice		Standing up for what is right.
Peace		Living without fighting and with calm.
Responsibility		Doing what you should do and keeping promises.
Working Together		Helping each other to reach a goal.
Cooperation		Sharing ideas and working as a team.
Community		People who live and help each other.
Friendship		Caring for and supporting friends.

Family		Loving and supporting the people closest to you.
Gratitude		Being thankful for what you have.
Generosity		Sharing with others.
Perseverance		Not giving up when something is difficult.
Curiosity		Wanting to learn and ask questions.
Learning		Gaining new knowledge and skills.
Creativity		Using imagination to make new ideas.
Leadership		Helping guide and inspire others.
Service		Helping people and your community.
Compassion		Caring about other people's struggles.
Empathy		Understanding how someone else feels.
Belonging		Feeling welcomed and included.
Hope		Believing good change is possible.
Protecting Nature		Caring for the Earth and living things.
Voice		Speaking up about what matters.
Inclusion		Making sure everyone feels welcome.

# Values List- Advanced

ALAS Initiative: Education for Social Changemaking

Value	Emoji	Simple Definition
Equity		Making sure people have the support they need to succeed.
Justice		Working to make things fair and right in society.
Integrity		Doing the right thing even when no one is watching.
Accountability		Taking responsibility for your actions.
Solidarity		Standing together to support others.
Advocacy		Speaking up to support a cause or help others.
Inclusion		Making sure everyone feels welcome and valued.
Belonging		Feeling accepted and safe in a group or community.
Compassion		Caring deeply about other people's suffering.
Empathy		Understanding how another person feels.
Dignity		Believing every person deserves respect and worth.
Courage		Acting bravely for what is right.

Leadership	★	Helping guide others toward a goal.
Responsibility	✓	Doing your duty and helping your community.
Stewardship	🌍	Taking care of the Earth and shared resources.
Sustainability	🌱	Protecting the planet for future generations.
Service	🤝	Helping others and contributing to the community.
Collaboration	👥	Working together and sharing ideas.
Perseverance	🏃	Continuing to work even when things are difficult.
Curiosity	🔍	Wanting to learn and explore new ideas.
Hope	🌟	Believing positive change is possible.
Resilience	🌿	Recovering and growing stronger after challenges.
Agency	👊	Believing you have the power to make change.
Voice	💡	Expressing your ideas and speaking up for what matters.

# My Values Worksheet

**Instructions:**

Use the Values List. Choose **5–6 values** that are important to you.

Write one value in each box. Draw a picture and complete the sentence.

<p>Value: _____</p> <p>I value _____ because _____ _____</p>	<p>Value: _____</p> <p>I value _____ because _____ _____</p>	<p>Value: _____</p> <p>I value _____ because _____ _____</p>
<p>Value: _____</p> <p>I value _____ because _____ _____</p>	<p>Value: _____</p> <p>I value _____ because _____ _____</p>	<p>Value: _____</p> <p>I value _____ because _____ _____</p>

# Reading the World

Observation Form

## Observation 1

 **What do you see?**

*I see \_\_\_\_.*

*I notice \_\_\_\_.*

*There is / There are \_\_\_\_.*



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 **Does it match your values?**

- This matches my values
- This does NOT match my values

 **Explain**

*This matches the value of \_\_\_\_ because \_\_\_\_.*

*This does not match the value of \_\_\_\_ because \_\_\_\_.*



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## Observation 2

 **What do you see?**

*I see \_\_\_\_.*

*I notice \_\_\_\_.*

*There is / There are \_\_\_\_.*



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 **Does it match your values?**

This matches my values

This does NOT match my values

 **Explain**

*This matches the value of \_\_\_\_ because \_\_\_\_.*

*This does not match the value of \_\_\_\_ because \_\_\_\_.*



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## **Partner Share**

Once you return to the classroom, ask your partner:

*What did you see?*

*Does it match your values? Why?*

## Observation 3 (Optional- Challenge)

 **What do you see?**

*I see \_\_\_\_.*

*I notice \_\_\_\_.*

*There is / There are \_\_\_\_.*



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 **Does it match your values?**

- This matches my values
- This does NOT match my values

 **Explain**

*This matches the value of \_\_\_\_ because \_\_\_\_.*

*This does not match the value of \_\_\_\_ because \_\_\_\_.*



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# Issue Investigation Worksheet

*Good changemakers learn about a problem before they take action.*

Name: \_\_\_\_\_ Group: \_\_\_\_\_ Date: \_\_\_\_\_



## Part 1: Group Brainstorm

*Do this part together with your group. Talk with your group. Write your ideas*

### What issue did your group choose?

*Write the name of the problem or issue.*

### Why does this issue matter to your group?

*Think about: How does it connect to your values?*

**Try using one of these sentences:**

"This issue matters because \_\_\_\_\_."

"We chose this because \_\_\_\_\_."

"This is important to us because \_\_\_\_\_."

## What does your group already know?

*Share ideas. It is OK if you are not sure!*

### Try using one of these sentences:

"We know that \_\_\_\_\_."

"We have seen / heard that \_\_\_\_\_."

"We are not sure about \_\_\_\_\_."

## What questions does your group have?

*Write at least 2 questions.*

### Try using one of these sentences:

"We wonder: \_\_\_\_\_?"

"We want to know: \_\_\_\_\_?"

"Who can help us learn about \_\_\_\_\_?"



## Part 2: Research Questions

*Research to find the answers to these questions and more.*

### 1. Why does this issue happen?

*Think about: What started this problem?*

**Try using one of these sentences:**

"This issue happens because \_\_\_\_\_."

"One reason this problem started is \_\_\_\_\_."

"It has not been solved yet because \_\_\_\_\_."

### 2. How do different people feel about this issue?

*Perspective = how someone sees the problem.*

**Try using one of these sentences:**

"Some people think \_\_\_\_\_."

"Other people think \_\_\_\_\_."

"People disagree because \_\_\_\_\_."

### 3. Who is directly affected by this issue?

*Affected = this problem changes their life.*

**Try using one of these sentences:**

"The people most affected are \_\_\_\_\_."

"This issue changes the life of \_\_\_\_\_."

"People who are affected include \_\_\_\_\_."

### 4. What do the people who are affected want?

*Think: What would make things better for them?*

**Try using one of these sentences:**

"The people affected want \_\_\_\_\_."

"It would help them if \_\_\_\_\_."

"They are asking for \_\_\_\_\_."

## 5. Who makes decisions about this issue?

*Influence = the power to change things.*

**Try using one of these sentences:**

"The person / group who makes decisions is \_\_\_\_\_."

"Someone with influence over this issue is \_\_\_\_\_."

"They have the power to \_\_\_\_\_."

## 6. Who is already working to help with this issue?

*Are there people, groups, or organizations helping?*

**Try using one of these sentences:**

"One group / person already helping is \_\_\_\_\_."

"They are trying to \_\_\_\_\_."

"I found out that \_\_\_\_\_."

## 7. (OPTIONAL/ CHALLENGE: Who benefits from the way things are right now?

*Benefits = gets something good from the situation.*

**Try using one of these sentences:**

"Right now, \_\_\_\_\_ benefits because \_\_\_\_\_."

"Things staying the same is good for \_\_\_\_\_."



### **Part 3: Interview** ★ OPTIONAL

*Talk to someone who knows about this issue. Write what they say*

**Who did you talk to?**

**How do they know about this issue?**

**What question did you ask? What did they say?**

**What did they say they NEED?**

**Try using one of these sentences:**

"I talked to \_\_\_\_\_. They told me \_\_\_\_\_."

"They said the most important thing they need is \_\_\_\_\_."

"This changed my thinking because \_\_\_\_\_."

"Before I talked to them, I thought \_\_\_\_\_. Now I think \_\_\_\_\_."

## Part 4: Outside Research ★ OPTIONAL

*Find information from a book, website, article, or video. Write what you find.*

**Where did you find information? (source)**

**What kind of source? (book / website / video)**

**What important facts did you find?**

 **Try using one of these sentences:**

"I found information from \_\_\_\_\_. It says \_\_\_\_\_."

"The people most affected are \_\_\_\_\_. They need \_\_\_\_\_."

"One group already working on this is \_\_\_\_\_. They \_\_\_\_\_."

"One new fact I learned is \_\_\_\_\_."

## ✨ Part 5: Summary — What We Learned

Use Parts 1–4 to fill in the most important information.

 Try using one of these sentences:

"Our issue is \_\_\_\_\_. It affects \_\_\_\_\_ who need \_\_\_\_\_."

"The people with the most influence are \_\_\_\_\_."

"Someone already helping is \_\_\_\_\_."

"As changemakers, we think the next step is \_\_\_\_\_."

**Our issue is:**

**Who is most affected? What do they need?**

 Write the most important thing you learned.

**Who has influence or makes decisions?**

**Who is already working on this?**

**What is the most important thing a changemaker should know?**

 **My Reflection**

What is one new thing YOU learned today?

*Before today, I thought* \_\_\_\_\_.

*Now I think* \_\_\_\_\_.

**Remember: Changemakers understand a problem before they take action. Great work! 🌍**

# Creative Solutions Planning Worksheet

“Changemakers are creative”

Names: \_\_\_\_\_ Date: \_\_\_\_\_

Our Issue: \_\_\_\_\_

## Part 1: Our Vision for Change

Based on our research from the Issue Investigation, our vision for change is:

👉 Think about: What would things look like if this problem was solved?

🖍️ Try using one of these sentences:

"We want to see \_\_\_\_\_."

"Our vision is \_\_\_\_\_."

"We imagine a world where \_\_\_\_\_."

We want this change because:

👉 Connect back to your values and what you learned about who is affected.

🖍️ Try using one of these sentences:

"*This change is important because* \_\_\_\_\_."

"*The people affected want* \_\_\_\_\_."

## Part 2: Brainstorming Solutions

Instructions: Work together to think of creative ways to make your vision happen using nonviolence. Write down ALL ideas - even the wild ones!

👉 Think about: How can we help? What can we actually do?

✏️ Try using one of these sentences:

"We could \_\_\_\_\_."

"What if we \_\_\_\_\_."

"One way to help might be \_\_\_\_\_."

Possible solutions:

## Part 3: Selecting Our Best Solution

Our best solution is:

We chose this solution because:

👉 Check all that apply:

- It could really work
- It uses nonviolence
- We can actually do this
- It would help the people most affected
- It connects to what we learned in our research
- Other:

CHALLENGE: This solution uses nonviolence because:

✎ Try using one of these sentences:

"Our solution is nonviolent because \_\_\_\_\_."

## Part 4: Create Your Solution

Instructions: Work together to represent your solution creatively. Choose ONE way and create it using separate materials (not on this worksheet):

- Drawing or collage showing your solution in action
- Journal or diary entry describing the solution
- Physical model using recycled materials
- Digital presentation or video
- Role play, storytelling, or song

## Part 5: Moving Towards Action

**Who Do We Need to Influence?** From our research, the people who have power to make decisions about this issue are:

- 👉 Look back at your Issue Investigation worksheet, Part 2, Question 5.

### Who Can We Partner With?

The people most affected by this problem who might join us:

- 👉 Look back at your Issue Investigation worksheet, Part 2, Questions 3 & 4.

**Remember: Changemakers are creative. Great work!** 🌍


# Action Planning Worksheets


“Changemakers take action”

## Community Meeting Planner

*Raise awareness and bring people together*

**Our Issue:** What issue are we working on?


 **Our Values** What values guide our action?

 **Our Goal:** What do we want people to understand or do?

*We want people to \_\_\_ because \_\_\_.*


 **Who Will Attend?**


Who do we want to invite? Families / Students / Teachers / Community members /  
Community Leaders

 **What Will We Say?** What are the most important ideas we want to share?

*This issue is important because \_\_\_\_.*

*This affects \_\_\_\_ because \_\_\_\_.*


 **How Will We Involve People?** How can people participate or help? Ask questions / Share ideas / Join a group

 **How Will We Invite People?** How will we let people know about the meeting?  
Poster / Announcement / Message

# Opinion Article Planner


*Raise awareness and bring people together*

**Our Issue:** What issue are we working on?

 **Our Values** What values guide our action?


 **Our Opinion** What do we believe about this issue?

*We believe \_\_\_ because \_\_\_.*

 **Our Reasons** Why is this important? (Give 2–3 reasons)

 **Who Is Affected?**

*This affects \_\_\_ because \_\_\_.*

 **Our Call to Action** What do we want people to do?


*People should \_\_\_.*

 **Title of Our Article**

# Meeting with Decision Makers Planner


*Speak with people who have influence*

**Our Issue:** What issue are we working on?

 **Our Values** What values guide our action?

 **Who Are the Decision Makers?**

Who can help make change?

 **Our Request** What do we want them to do?

*We are asking you to \_\_\_\_.*

**Our Reasons** (Give at least 3 reasons with details)

*This is important because \_\_\_\_.*

 **Who Is Affected?**

*This affects \_\_\_\_ because \_\_\_\_.*

 **How will you thank them for meeting with you?**


Plan your message:

# Press Conference Planner

*Share your message with the public*

**Our Issue:** What issue are we working on?


 **Our Values:** What values guide our action?


 **Our Message:** What do we want everyone to know?

*We want people to understand that \_\_\_\_.*

 **Key Points (3 ideas)**

 **Who Is Affected?**

 *This affects \_\_\_ because \_\_\_.*

 **Call to Action** What should people do?

 *We ask the public to \_\_\_.*

**Who Will Speak?** Assign roles: Speakers / Reporter / Organizer

# Teacher Response Cards (Examples)

Tip: When using these:

- Assign cards **intentionally** (not randomly if possible)
- Match tone to student readiness
- Encourage students to say:  
*“This is not the end—this is the next step.”*

## Community Meeting Response Card

### **Response:**

Your group held a community meeting to talk about your issue. Several people came and listened carefully. Some people shared their own experiences and said they care about the problem.

However, not everyone agreed on what to do next. A few people said they need more information before taking action. Some people suggested you reach out to decision makers on the topic.

### **What this means:**

- You successfully raised awareness
- People are interested, but not everyone is ready to act yet
- You have not yet spoken with decision makers

### **Your next step:**



## Opinion Article Response Card



### Response:

Your opinion article was shared online and many people read it. Some readers agreed with your ideas and shared your article with others.

However, a few people disagreed and left comments asking questions or challenging your ideas.

### What this means:

- Your message reached people
- Not everyone understands or agrees yet



### Your next step:

## Press Conference Response Card

### **Response:**

Your group held a press conference and shared your message with the public. Some people became interested and started talking about your issue.

However, not everyone understood the problem clearly, and some people were unsure what action to take.

### **What this means:**

- You raised awareness
- Your message may need to be clearer or more specific

### **Your next step:**

## Mixed Results Response Card

### **Response:**

Your action helped some people understand the issue, and a few people took small steps to help.

However, others did not respond, and some challenges are still there.

### **What this means:**

- Change has started
- There is still more work to do

### **Your next step:**

What is one small action you can take next to keep the change going?

# Changemaking Reflection & Summary Worksheet

## *Looking Back, Looking Forward*

Name: \_\_\_\_\_ Group: \_\_\_\_\_ Date: \_\_\_\_\_

### **Part 1: My Learning Journey**

#### **Values (Lesson 1)**

What are 2–3 values that are important to you?

*I value \_\_\_\_ because \_\_\_\_.*

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#### **Reading the World (Lesson 2)**

What issue did you notice that does not match your values?

*I noticed \_\_\_\_.*

*This does not match the value of \_\_\_\_ because \_\_\_\_.*

### **Understanding the Issue (Lesson 3)**

What did you learn about this issue?

*This issue is important because \_\_\_\_.*

*This affects \_\_\_\_.*

### **Creative Solutions (Lesson 4)**

What solution did your group create?

*Our idea was \_\_\_\_ because \_\_\_\_.*

### **Taking Action (Lesson 5)**

What action did your group take?

*We decided to \_\_\_\_.*

Why did you choose this action?

*We chose this because \_\_\_\_.*

### **Reflection (Lesson 6)**

What happened as a result of your action?

*After our action, \_\_\_\_.*

### **Part 2: If We Had More Time...**


**What would you do next to continue your changemaking? (List at least 2-3 things.)**

*Next, we could \_\_\_\_.*

**Who could you work with to make more change?**

*We could work with \_\_\_\_.*

**What would you improve about your action?**

 *Next time, I would \_\_\_\_.*

### **Part 3: Thinking About My Learning**

What did you do well?

What was challenging?

What did you learn about working with others?

### **Part 3: My Voice & Agency**

**Do you feel like you can make a difference in the world? Why or why not?**

*I feel I have (some/a lot of) agency because \_\_\_\_.*

### **Part 4: Final Reflection**

***What is one thing you will take with you from this unit?***

*One thing I can take with me is \_\_\_\_\_.*

**Remember: Changemakers reflect on their actions and learning. Great work! 🌍 -**