STUDENT HANDBOOK

VICTORIAN YOUNG LEADERS:
EMERGING LEADERS FORUMS (YEAR 5-6)

JULY 2023

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1. PROGRAM OVERVIEW AND KEY INFORMATION

PROGRAM OVERVIEW

Victorian Young Leaders: Emerging Leaders Forum (Year 5-6)

The 2023 Victorian Young Leaders: Emerging Leaders Forum (pilot) program is an exciting initiative funded and supported by the Victorian Department of Education and delivered by the Asia Education Foundation (AEF), Asialink and the University of Melbourne.

The forum is a three-part learning program that aims to develop students' communication and empathy skills and build understanding of what it means to be a good youth leader. Participants will interact with peers from across Australia, India and Indonesia, share diverse lived experiences, explore different perspectives, and apply their knowledge and skills to discuss school-based challenges. The program is designed to equip students with the capabilities to become active community members and youth leaders.

LEARNING GOALS

Through participation in the forum, you will:

- Understand and strengthen the skills and capabilities of a young leader and global citizen including empathy, listening, intercultural communication, critical thinking, teamwork and collaboration.
- Build connections with other young leaders across Victoria, Indonesia and India.
- Develop effective communication skills through asking questions, sharing opinions and ideas and listening to diverse perspectives.
- Deepen your understanding of the role you can play in making positive local and global contributions.

How do you reach these big goals?

- Actively participate by discussing concepts, ideas and examples in your school group and in break out rooms.

- Challenge youself to listen to diverse perspectives, to share your opinion and to learn from others in this forum.

- Be brave and have fun!

KEY EVENTS, TIMINGS AND ZOOM LINK

Optional Student Briefing: 2.00pm-1.00pm Wed 12th July

Day 1: 9.00 am – 3.00 pm (AEST), Monday 24 July
Day 2: 9.00 am – 3.00 pm (AEST), Wednesday 26 July
Day 3: 9.00 am – 3.00 pm (AEST), Friday 28 July

Optional Post-Program Focus Group Debrief Sessions (2 options):
10.00 am - 12.00 pm (AEST), Wednesday 2 August (online)
OR
10.00 am - 2.00 pm (AEST), 25th of Augustat the University of Melbourne (in-person) - tentative date

The Zoom Link
All Zoom sessions for the event will use the SAME Zoom Link, as follows:
https://unimelb.zoom.us/j/84220209922?pwd=K2FBbkd1VXdyaWdxeVVBOXQ5alBDQT09
Password: 595355

2: YOUR TEACHER'S ROLE

Your teacher should be with you on Zoom and in the physical classroom for each of the events. Your teacher should also ask you to make sure you have completed the pre-forum activities before attending and ensure that you complete the post-forum Global Citizen Student Perception Survey.

You should attend the forum on your own computer with headphones (or your teacher may ask you to do it as one group) and change your Zoom name to be your school's name and your first name e.g., Melb_High_John.

3. PREPARATION – WHAT YOU NEED TO DO BEFORE THE FORUM

Read and complete each of the activities below before the forum commences.

STUDENT HANDBOOKS

Students will be provided access to the Student Handbook before the Forum. At least one week before the Forum. Read the Handbooks before attending the forum.

The Student Handbook contains all the learning activities students will engage in throughout the forum. Bring printed or digital Handbooks to the forum to assist with completing activities and recording notes during activities, especially if there may be connection or internet issues.

CODE OF CONDUCT AND MEDIA RELEASE FORMS

A code of conduct form is essential for students to acknowledge that they have understood the conduct expected of them in the Forum.

The media release form is required for parents/guardians to acknowledge whether they consent to the AEF using images or recordings of their children in future learning materials, online posts, or publications.

Both forms can be found at this link and should be completed by students and their parent(s)/guardian(s) https://melbourneuni.au1.qualtrics.com/jfe/form/SV_3K7mixWLnqdCXvU

GLOBAL CITIZEN STUDENT PERCEPTION SURVEY

Students are asked to complete a pre-forum Global Citizen Student Perception Survey. This survey is not a test but essential for AEF to evaluate the program and improve the experience of students participating in future forums.

The pre-Forum survey can be found at this link: https://www.surveymonkey.com/r/F7MRGHM

PREPARING STUDENTS FOR MULTI-SCHOOL BREAKOUT ROOM CONVERSATIONS

During the Forum, students will participate in multiple breakout room conversations with students from other Victorian and international schools. Students are asked to think about how to introduce themselves (see below suggested structure) and get ready for some ice-breaking activities.

* My name is…
* I am …years old
* I am from….in…..
* My school is called…
* My school is…..(tell them a little bit about your school, something interesting)

During the forums we will be connecting with each other through Zoom. There will be students from across Victoria and internationally from schools in India and Indonesia, amongst other countries. We will have a discussion during the forum about ways to communicate effectively in a Zoom breakout room with peers from different geographical locations.

Some key tips are:
- Mute when not speaking
- Have video on – seeing someone talk can help with understanding
- Speak slowly and clearly
- Use some body language and simple hand gestures when talking
- Speak in short sentences and bursts – try not to talk for a long time on one point
- Consider using the chat feature to write a short summary of your point
- Summarise back to someone what you think you heard/understand – 'So what I am understanding you say is… is that correct?'
- If you are unsure, ask clarifying questions
- Remember that English may not be everyone's first language
- Remember that tone, gestures, and cultural norms can influence how we communicate and we may communicate differently

The forum is about leadership skills as well as how to be a global citizen. As such, we want students to take ownership of the conversations and lead the conversations, not teachers. Teachers should be there to supervise.

Some potentially useful phrases are contained at Appendix 2. It is recommended that you have a printed version of these handy during your online interactions.

ZOOM BREAKOUT ROOM ROLES

Each time students are placed into a Zoom breakout room to engage in activity, either in your own group, or with a group from another school, we will ask you to take a role.

Speaker – at the end of the breakout room activity, the speaker will report back a summary of the groups' discussion in the Zoom main session.

Recorder – takes notes of the discussion and adds them to a recording place such as a Padlet, Mural, Google doc.

Encourager – ensures that each person in the Zoom room has taken a turn to speak and encourages everyone to take a turn. They might say phrases such as, 'Person X, what were your thoughts on ….'. 'Person X, I noticed you haven't had a chance to say anything yet, what do you think…'

Facilitator – ensures that the group knows and understands what the task is. They will start everyone off by providing a short recap of what the task is. They might also ensure everyone has taken a role and who is taking what roles.

Time-keeper – ensures that they are monitoring the time for the activity and how long each person speaks. They may politely ask someone to pass to someone else.

VICTORIAN DEPARTMENT OF EDUCATION

RESOURCES

VYL Website
https://www.asiaeducation.edu.au/programmes/go-global-programs/victorian-young-leaders-emerging-leaders-forum-resources-(5-6)

STUDENT CODE OF CONDUCT

Please ensure your read and understand this section. You also need to sign the online forms.
All members at the forum have been invited by the Asia Education Foundation and are expected to behave in ways that promote a safe, respectful, supportive, inclusive and effective learning environment

To support your participation in the forum:
- Firstly, remember that everything you say or write is public. Keep all communications respectful, open-minded and confidential.
- Use a headset with headphones and a microphone - These help to improve audio quality for you and your classmates and prevent audio feedback and disruptions to others in your environment.
- Mute yourself when not speaking and use the 'hands-up' or 'reaction' buttons when you wish to contribute. Once you use the 'hands up' or 'reaction' button to speak, then wait until you are invited to speak by the host/ teacher.
- Try to restrict posts to one single idea. You should edit your post so that it is clear and concise.
- When creating a post or typing an answer, think about how you can create and add value. (e.g., I agree with…I wonder if…).
- In conversations, ensure that you actively listen to others and wait until the person speaking is finished speaking before responding.
- Take turns to ensure everyone has an opportunity to contribute.
- Allow others space and time to react to the discussion and try not to dominate discussions.
- Respect the views of others in the same way as you would in a physical classroom.
- If you are unsure about something someone else has said, ask them to rephrase it for you.
- You must not upload any file that contains any malicious content, virus or malware.
- You must not post any material that could be offensive, upsetting or disrespectful to other members.
- You must keep all information shared private and confidential.
- You must not share any private, sensitive or confidential information about yourself or others.

REPORTING INAPPROPRIATE BEHAVIOUR

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

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

DAY 1 - PROGRAM OVERVIEW

ACTIVITY	TIME (AEST)	EVENT	FORMAT	LEAD COORDINATOR
0.1	9.00-9.10am	Welcome, Acknowledgement of Country	Main Session	AEF facilitators
0.2	9.10-9.20am	Brain break: Icebreaker	Main Session	AEF facilitators
Module 1: Communication				
1.1	9.20-9.30am	Purpose of communication	Main Session	AEF facilitators
1.2	9.30-9.40am	Types of communication	Main Session	AEF facilitators
1.3	9.40-9.50am	Brain break: Selfie Sketch	Main Session	AEF facilitators
	9.50-10:00am	Stretch Break		
Module 2: Questions				
2.1	10.00-10.05am	Welcome to International schools	Breakout rooms	AEF facilitators
2.2	10.05-10.15am	Icebreaker: Who am I?	Main Session	AEF facilitators
2.3	10.15-10.30am	Hello!	Breakout rooms	AEF facilitators
2.4	10.30-10.45am	Asking questions	Main Session/ In your classroom	AEF facilitators/ Classroom Teachers
2.5	10.45-10.55am	Types of Questions	Main Session/ In your classroom	AEF facilitators/ Classroom Teachers
	10.55-11.20am	Break: 25 Minutes		

Module 3: The art of conversation				
3.1	11.20-11.25am	Welcome International students	Main Session	AEF facilitators
3.2	11.25-11.35am	Brain break: Breakout Bingo	Breakouts	AEF facilitators
3.3	11.35-12.05pm	Creating a conversation	Main Session/ In your classroom	AEF facilitators/ Classroom teachers
3.4	12.05-12.20pm	Conversations: Role play	Breakouts	AEF facilitators
	12.20-12:30pm	Stretch Break		
Module 4: Global citizenship				
4.1	12.30-12.40pm	Global citizenship	Main Session	AEF facilitators
4.2	12.40-12.55pm	What is a global citizen?	In your classroom	Classroom teachers
4.3	12.40-1.05pm	What is a global citizen?	Main Session	AEF facilitators
	1.05-1.45pm	Lunch Break		
Module 5: UN Sustainable Development Goals				
5.1	1.45-1.50pm	Sustainable Development Goals	Main Session	AEF facilitators
5.2	1.50-2.10pm	SDG: Jigsaw	In your classroom	Classroom teachers
5.3	2.10-2.30pm	SDGs: Joining the pieces	Breakout rooms	AEF facilitators
5.4	2.30-2:50pm	Brain Break: Breakout Trivia	Main Session	AEF facilitators
5.5	2.50-3:00pm	Wrap up Day 1	Main Session	AEF facilitators

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

SUPPORTING RESOURCES FOR DAY ONE

Throughout the program we will go into breakout rooms for conversations. We will ask students to volunteer for roles in the breakout rooms, below are examples of the roles.

BREAKOUT ROOMS

Throughout the program we will go into breakout rooms for conversations. We will ask students to volunteer for roles in the breakout rooms, below are examples of the roles.

Recorder
Records notes on behalf of the group

Spokesperson
Shares what your group has discussed when back in the main Zoom room (if there is time for this)

Timekeeper
Makes sure everyone has a chance to speak. Keeps the discussion moving.

PROTOCOLS FOR RESPECTFUL DIALOGUE

Throughout the program we will have discussions with others, below are examples of how we should discuss.

Turn Taking – each person in the group shares their ideas and opinions without being interrupted.
Ask yourself – have I waited for someone else's contribution to come to an end before contributing?
Open minds– listen to other perspectives with curiosity and openness to ideas different to your own.
Ask yourself – am I showing curiosity about what others are sharing?
Listening – listening with intention and focus on what is being shared.

Ask yourself – am I hearing what others are saying or am I waiting to share my own story or opinion?

MODULE 2: QUESTIONS

2.3 Asking Questions: The Question Formulation Technique

Produce	Improve	Prioritise	Apply	Reflect
as many questions as you can. Write every single one down. No such thing as a bad question.	Your questions. Can they be open ended? Are they too open ended?	By putting your questions in order. Which will be the best for creating a conversation?	Use these questions in your role play. Which will you ask each other? What order?	On your role play, did you choose interesting questions? How did the other school go?

Use this space to take notes

MODULE 3: THE ART OF CONVERSATION

3.2 Creating a conversation
You are creating a conversation, so it is important that both people initiate and respond to questions.

A conversation should flow with questions being asked, responded to, and followed up.
Use the questions your group has listed but also add follow up or clarifying questions and non-verbal clues that you are engaged. Aim to create a role play where the conversation flows back and forth between the two people.

Use this space to draft your role play:

MODULE 4: GLOBAL CITIZENSHIP

4.2 What is a global citizen?
Create a mind map with your class by adding ideas, drawings, meaningful quotes or real-life examples of people being global citizens.

What do you need to understand, value or do to be a good global citizen?

You will share this with another school and discuss the common ideas and interesting examples.
What can you share with another school? What can you learn from another school?

Use this space to take notes

MODULE 5: SUSTAINABLE DEVLEOPMENT GOALS (SDGs)

The Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity.

5.2 SDGs: Jigsaw
This task requires your group to research two SDGs and then explain these to another school group.

Use this website to guide your research: https://www.globalgoals.org/goals/

Consider:
• What is the goal?
• Why is it important?
• What are some of the targets?
• What action can we take?

You need to create a short summary with a maximum of 3-4 points. Create dot points, not long sentences.

Use this space to take notes

DAY 2 - PROGRAM OVERVIEW

ACTIVITY	TIME (AEST)	EVENT	FORMAT	LEAD COORDINATOR
0.1	9.00-9.05am	Welcome, Acknowledgement of Country	Main Session	AEF facilitators
0.2	9.05-9.10am	Icebreaker: How do you feel about...?	Main Session	AEF facilitators
Module 6: Intercultural Communication				
6.1	9.10-9.20am	What is intercultural communication?	Main Session	AEF facilitators
6.2	9.20-9:30am	Cultural practices	In your classroom	Classroom teachers
6.3	9.20-9:30am	Cultural iceberg	Breakouts	AEF facilitators
6.4	9:40-9:55am	Intercultural communication	Main Session	AEF facilitators
	9:55-10.05am	Stretch Break		
Module 7: Listening				
7.1	10.05-10.20am	Active listening	Main Session	AEF facilitators
7.2	10.20-10.35am	Empathic listening: Inside Out	Breakouts/ In your classroom	AEF facilitators/ Classroom teachers
7.3	10.35-10.45am	Listening in leadership - add image how do I become a better listener	Main Session	AEF facilitators
7.4	10.45-10.55am	Brain Break: Guess the sound	Main Session	AEF facilitators
	10:55-11:20am	Break: 25 minutes		

|		Module 8: Empathy		
8.1	11.20-11.40am	Brain Break: Intercultural Finger counting	Main Session	AEF facilitators
8.2	11:40-11:55am	Empathy: The escalator	In Your Classroom	Classroom teachers
8.3	11:55-12:15pm	Empathy and leadership: Ian	In Your Classroom	Classroom teachers
	12:15-12:25pm	Stretch Break		
		Module 9: Leadership Project Development		
9.1	12.25-12.35pm	Community Leadership	Main Session	AEF facilitators
9.2	12.35-12.55pm	Leadership strengths	Breakouts	AEF facilitators
	12.55-1.35pm	Lunch Break		
		Module 10: Problem Solving		
10.1	1.35-1.40pm	ELF Pitching Project	Main Session	AEF facilitators
10.2	1:40-1:45pm	6 Step Problem solving model	Main Session	AEF facilitators
10.3	1.45-1.55pm	Taking Action	Breakouts	AEF facilitators
	1:55-2.05pm	Stretch Break		
		Module 11: Creating Change		
11.1	2.05-2.25pm	Case study 1: Socks4Support Guest Speaker – Benjy Orwin	Main Session	AEF facilitators
11.2	2.25-2.50pm	Case study 2: Alexandra Secondary College	Main Session/ Breakouts	AEF facilitators
11.3	2.50pm-3.00pm	Wrap Up Day 2	Main Session	AEF facilitators

SUPPORTING RESOURCES FOR DAY TWO

MODULE 6: INTERCULTURAL COMMUNICATION

6.1 What is intercultural communication?

- What does intercultural mean?
- What is communication?
- What might intercultural communication look like, sound like or feel like?
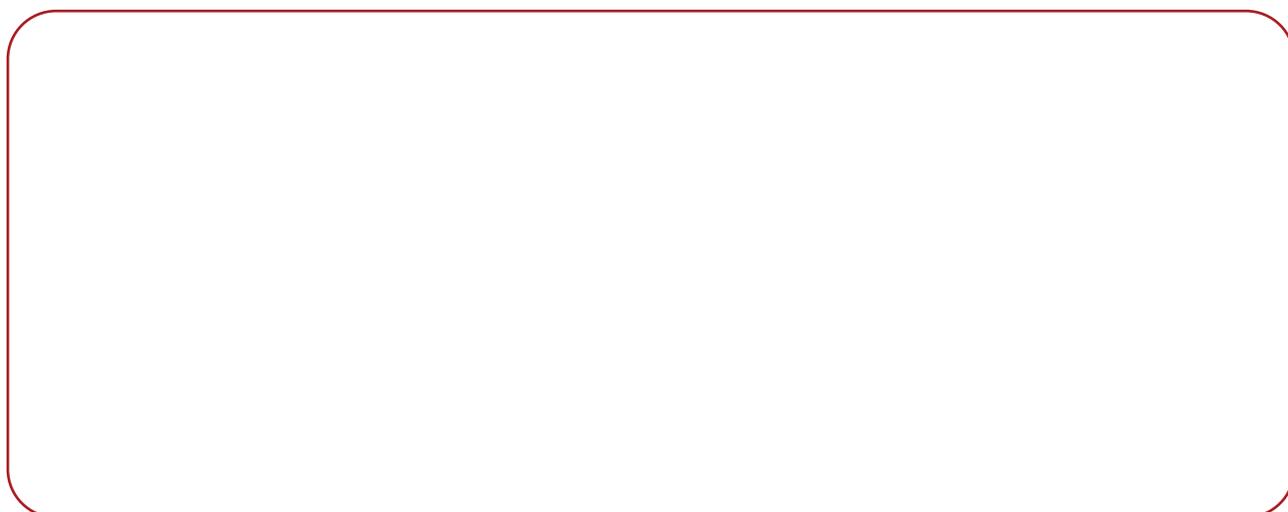
Use this space to take notes
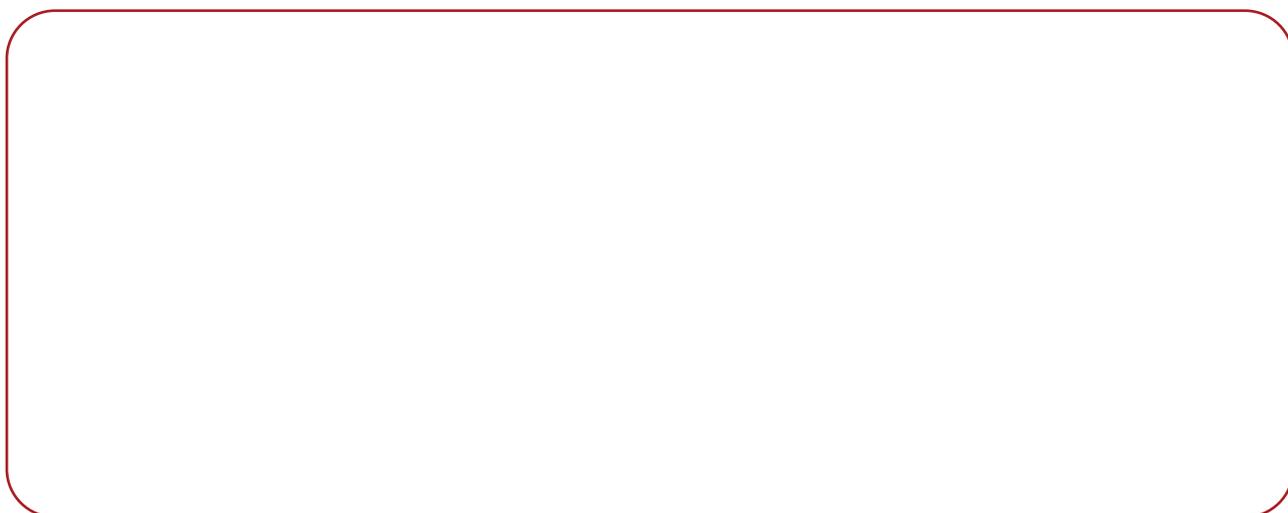
6.2 Cultural Practices

Create a list of cultural practices your group knows about – consider people at your school, in your local community, across the globe. Many of these statements will be stereotypes so be mindful of your language when sharing them. You might say "Some _____ people…" or "I think it's common for _____ to …"

Use this space to make a list

6.3 Cultural Iceberg

Things that can be observed
Aspects of culture that we can see evidence of.

Things such as: clothing, appearance, speech, festivals & celebrations, music, greetings

Things that are not easily observed
Values , beliefs, feelings and attitudes about what is important, acceptable or unacceptable.

Interpretations & assumptions
Ways of seeing and explaining the actions and behaviours of others.

Use this space to show where you would place the cultural practises on your list:
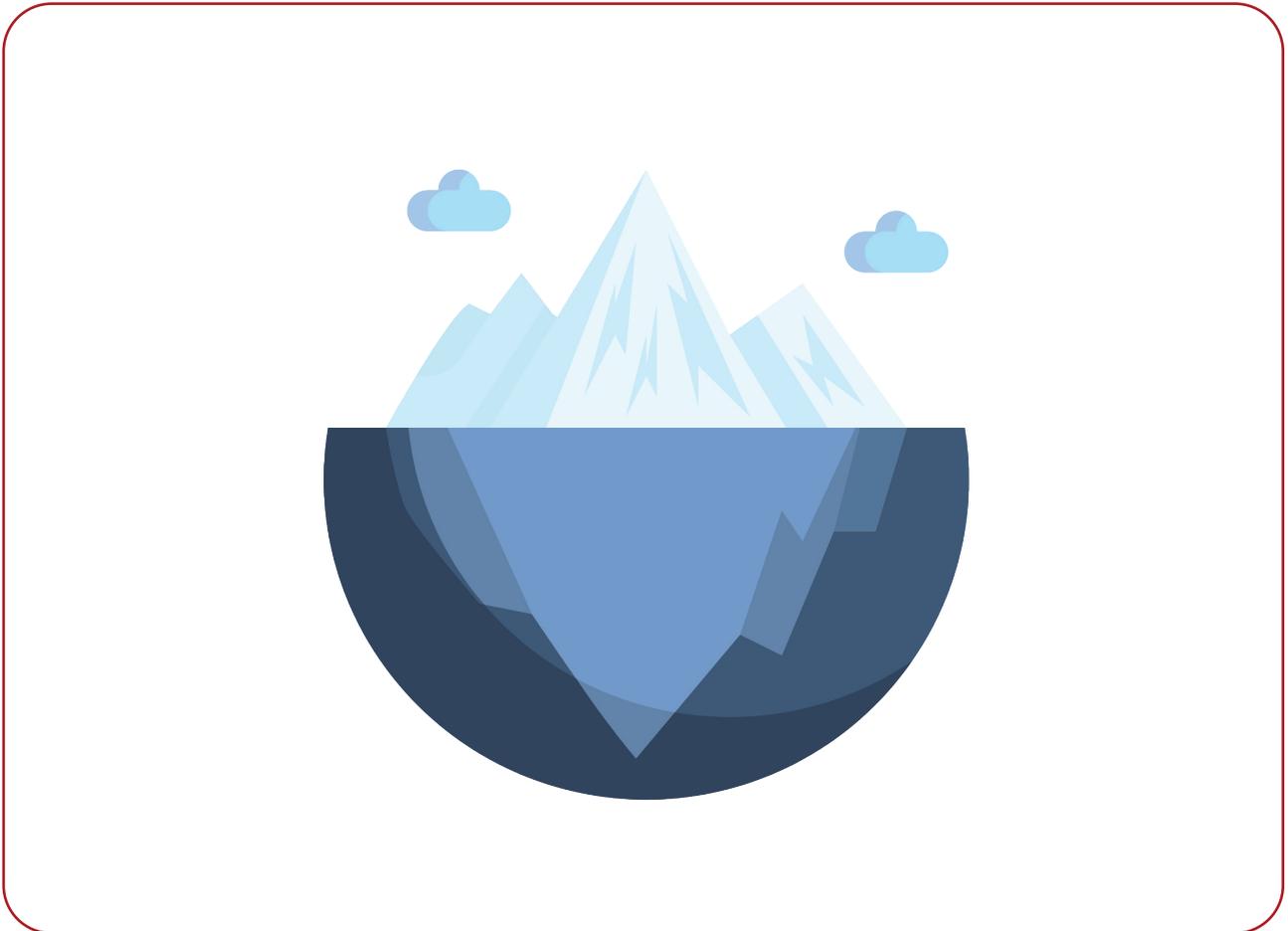
6.4 Non-verbal Intercultural Communication

While you watch the video (https://education.nationalgeographic.org/resource/on-non-verbal-communication/), think about what we have discussed so far.

- Why is non-verbal communication important to intercultural communication?
- How can we build relationships with other people?
- What might you need to remember when communicating across cultures?

Use this space to take notes

MODULE 7: LISTENING

7.1 Active Listening

•   What is active listening?

Active listening includes non-verbal clues such as nodding, eye contact and body language to show you are engaged. It can also include asking questions, paraphrasing or responding to information.

While you watch the video, take note of all of the communication you can see or hear. This might be verbal or non-verbal clues.

Use this space to complete task

VERBAL COMMUNICATION	NON-VERBAL COMMUNICATION

7.2 Empathic Listening: Inside Out

While you are watching, look at how the different characters connect to each other.
•   What do they say or do?
•   What is the impact of these words/actions?
•   What connections do you make to these characters?

Use this space to complete task

JOY	SADNESS	BING BONG

7.3 Listening in Leadership

How do I become a better listener?

1

Don't rush to express your own opinion or make judgements about what someone is saying.

2

Be respectful of the other person's opinions and beliefs, even if they don't line up with your own.

3

Pay close attention to what the other person is saying.

4

Help steer the conversation by asking relevant questions.

5

Be empathetic by showing the other person compassion and support.
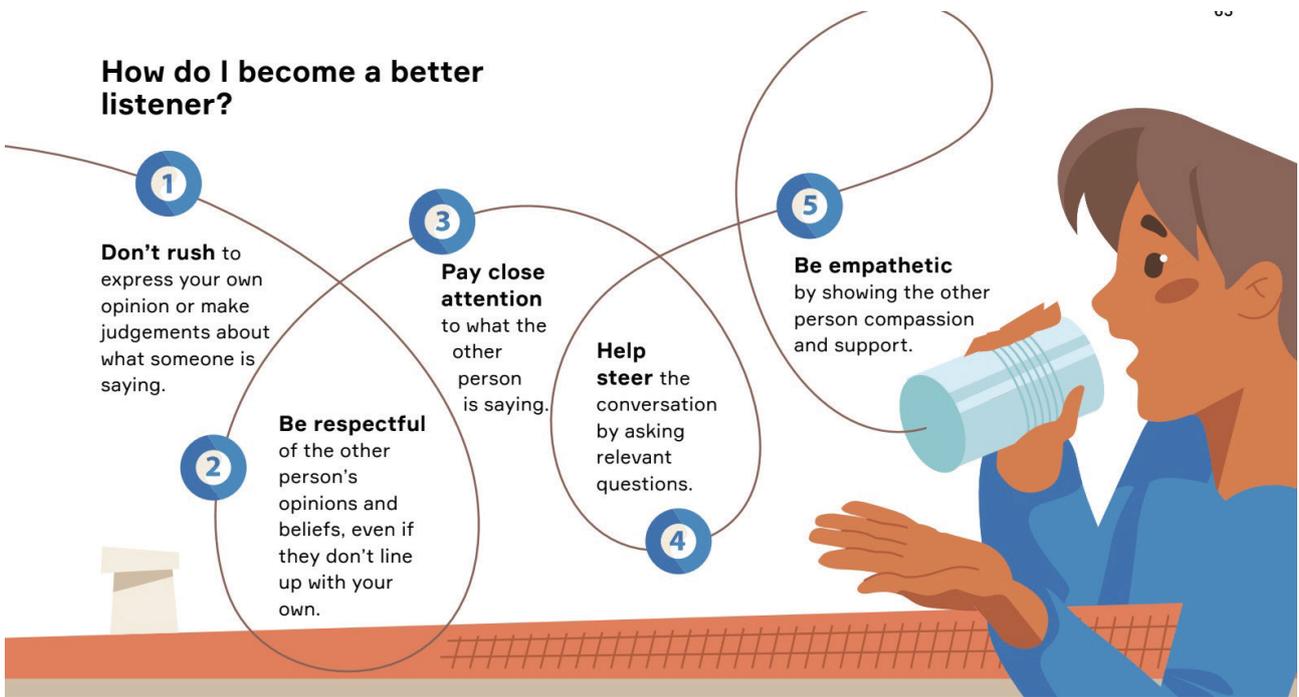
Use this space to take notes

MODULE 9: LEADERSHIP

9.2 Leadership strengths

- What are some characteristics that make you a good leader?
- What are some strengths other people in your group have?

MY STRENGTHS	THE STRENGTHS OF MY TEAM

MODULE 10: PROBLEM SOLVING

10.1 ELF Pitching Project

On Day 3 you will present a pitch to take action about a challenge in your school community. Over Day 2 and 3 we will present you with case studies, a problem solving model and techniques to deliver a persuasive pitch.

The outline of the project is below:
What: Create a pitch to persuade members of your school to take action on an issue. Use a case study as an idea or work on something specific to your school.

When: Present your pitch on Day 3. Start your action after the forum.

Who: You will work with your school group to create pitch.

Are there people you need to speak to?
Do you need to ask questions?
Do you understand the causes of the problem?

How: Use the 6-step problem solving model to understand the problem, consider alternative solutions then choose one to implement.

Learn how to create a powerful pitch with our guest facilitator from First Pivot tomorrow.

Why: We have the leadership skills and we can see how we can contribute to our school community so let's be good global citizens and take some meaningful action.
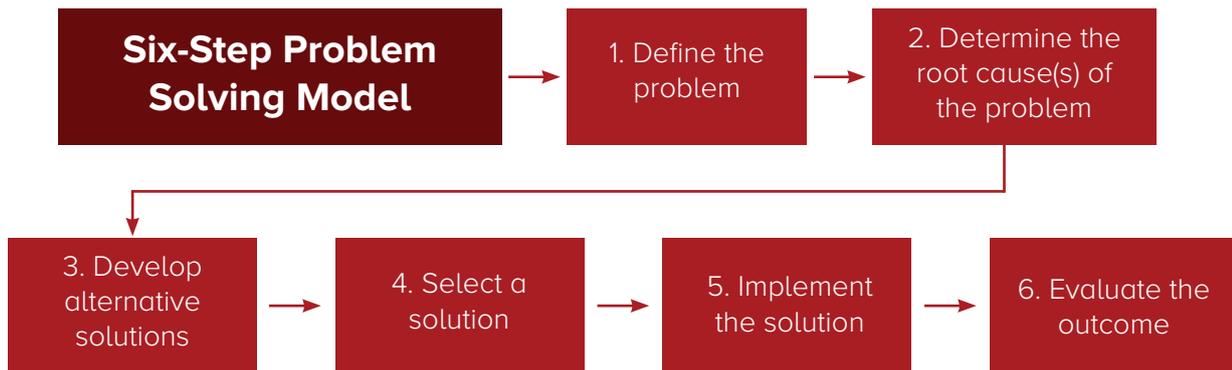Use this space to take notes

Use this space to make a list

10.2 Problem Solving Model

We will return to the problem solving model throughout the remainder of the forum and in future forums. You can take some notes on this image if you would like to.

6 Step Problem Solving Model

Six-Step Problem Solving Model	1. Define the problem	2. Determine the root cause(s) of the problem

| 3. Develop alternative solutions	4. Select a solution	5. Implement the solution	6. Evaluate the outcome

Use this space to take notes

MODULE 11: CREATING CHANGE

11.1 Case Study 1: Benjy Orwin

Benjy Orwin. Benjy is a Year 7 student from Leibler Yavneh College. When he was 8 he started his charity Socks-4Support to collect socks for donation. He has collected over 30,000 pairs of socks to donate.

While you listen to Benjy's story, take note of how he found a local problem, developed his understanding of the problem and created a solution. Also listen for ideas about how he overcame challenges or adjusted his plans to reach the solution he was aiming for.

6 Step Problem Solving Model
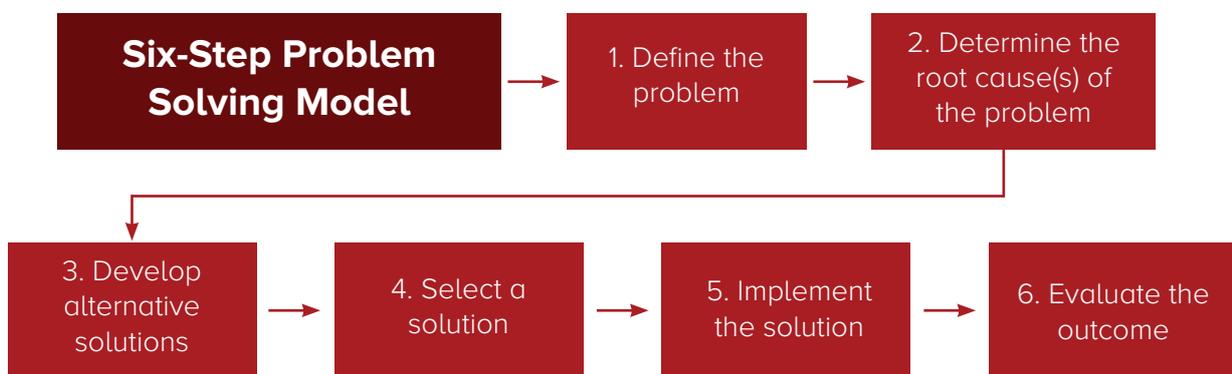
Use this space to make a list

11.2 Case Study 2: Alexandra Secondary College

In 2016, Jodie from Landcare started working with some of the students at Alexandra Secondary School to establish a compost system. They looked at different ways to set this compost system and soon there was a lot of food waste going into the compost. Compost is an amazing fertiliser, so they were adding it to the vegetable gardens in the church and at school.

The students began collecting more waste and soon the team was feeling overwhelmed by the amount of food waste they had and compost they needed to use. There was so much food waste that they needed to find another method of processing the food waste and utilising the compost.

This group of leaders were keen to keep their project running and to keep the benefits circulating around their own community. Recently they have purchased a dehydrator with grant funding from Sustainability Vic. They can dehydrate the food waste into a wonderful fertiliser and this fertiliser can be sold locally. The dehydrator removes the moisture from the food waste creating a fertiliser that is free of contaminants, is safe to use and is nutritionally dense.

The students at the high school are now learning about creating a business with support from Sustainability Vic. They need to work out how to create a business that can take a waste product, create a new product using this waste and then recirculate this product back into the community. This creates a closed loop and promotes a circular economy for the community of Alexandra.

The dehydrators are also being used on a larger scale with machines at the MCG and on huge naval ships and is now being trialled in high rise residential properties as well. Alexandra SC, Landcare, local council and the residents are all working together to make this possible and to show a small-scale solution for a big environmental issue. This industry is growing and needs more great ideas from innovators.

Use this space to create a design showing the steps Alexandra SC went through
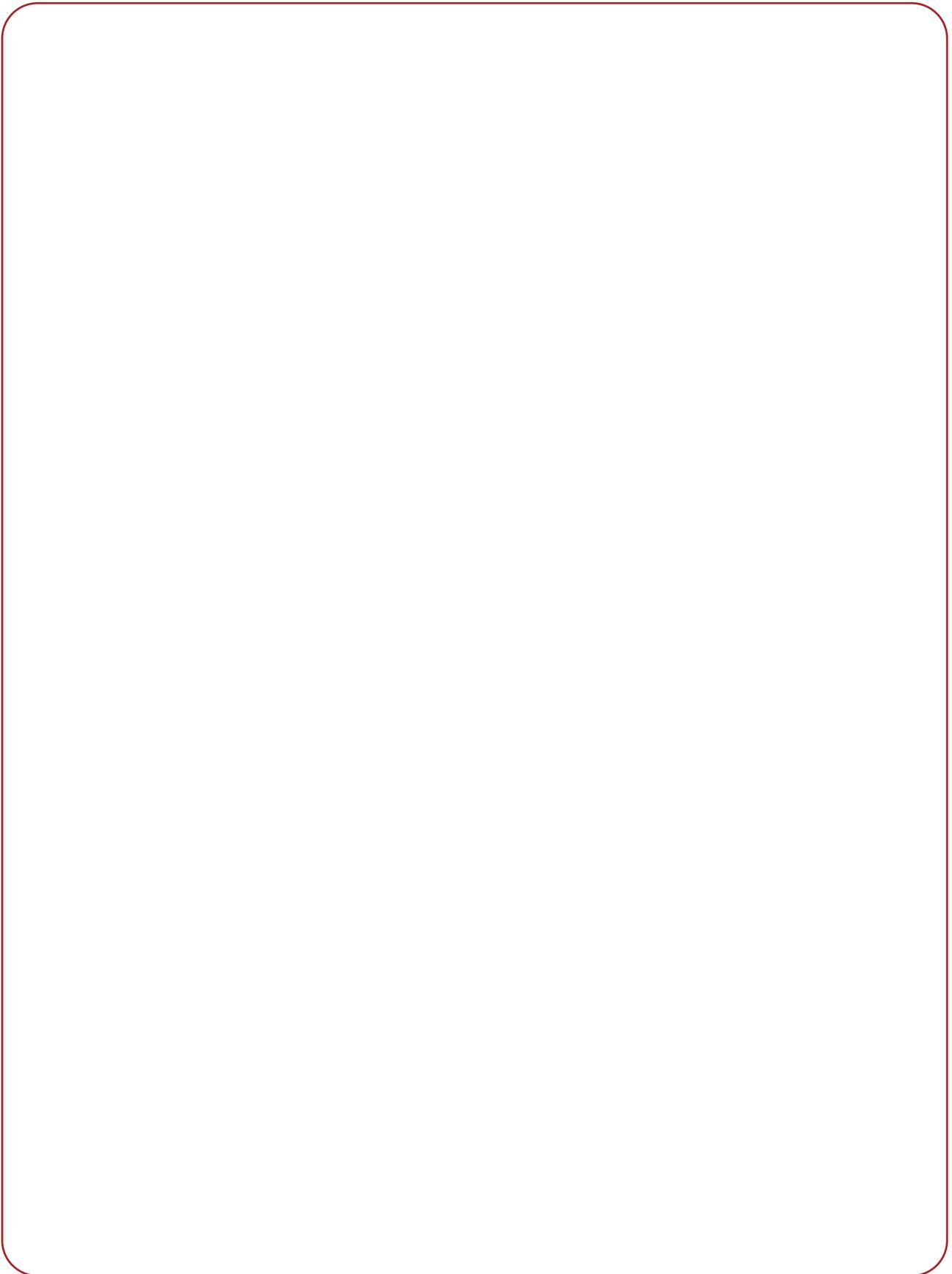
DAY 3 - PROGRAM OVERVIEW

ACTIVITY	TIME (AEST)	EVENT	FORMAT	LEAD COORDINATOR
0.1	9.00-9.05am	Welcome, Acknowledgement of Country	Main Session	AEF facilitators
0.2	9.05-9.20am	Icebreaker: A bit about me	Main Session	AEF facilitators
Module 12: Body language and tone				
12.1	9.20-9.35am	Body language and tone	Main Session	AEF facilitators
12.2	9.35am-10.00am	What is the point? What's the message?	Main Session/ In your classroom	Classroom teachers/ AEF Facilitators
	10:00-10.10am	Stretch Break		
Module 13: Case studies				
13.1	10.10-10.15am	Welcome and review problem solving model	Main Session	AEF facilitators
13.2	10.15-10.40am	Case Studies	In your classroom	Classroom teachers
	10:40-11.05am	Break: 25 minutes		
Module 14: ELF Pitching Project				
14.1	11.10-11.25am	Imagine	Breakouts	AEF facilitators
14.2	11.25-11.45pm	Understanding the problem	Main Session	AEF facilitators
14.3	11.45-12.00pm	Explain the problem	Breakouts	AEF facilitators
	12:00-12.10pm	Stretch Break: Dance Off		

		Module 15: Guest Facilitator - First Pivot		
15.1	12.10-12.25pm	What is a pitch?	Main Session/ In your classroom	Classroom teachers/ AEF Facilitators
15.2	12.25-12.40pm	Storytelling and creativity	Main Session	AEF facilitators
15.3	12.40-1.10pm	Creating a Call to Action	Breakouts/ In your classroom	Classroom teachers/ AEF Facilitators
	1:10-1.50pm	Lunch Break		
		Module 16: Pitch Time		
16.1	1.50-2.15pm	Creating your pitch	In your classroom	Classroom teachers
16.2	2.15-2.35pm	Pitching your idea	Breakouts	AEF facilitators
16.3	2.35-2.50pm	Hopes for the Future	Main Session	AEF facilitators
16.4	2.50-3.00pm	Surveys Wrap up Forum	Main Session	AEF facilitators

MODULE 12: BODY LANGUAGE

12.1 Body language

Facial expressions

Gestures

Posture

Use of Space

Eye Movement

Touch

- What is Mr Bean doing?

- Look for non-verbal communication?

- What is the impact of his body language on others?

12.2 What is the point? What is the message?

Use the following scenarios in your classroom.
Act out each scenario and focus on the message each person is trying to get across.
- What is the impact of the body language each person is acting out?
- Is it making the conversation flow?
- Is it causing the other person to feel comfortable/uncomfortable?

| SCENARIO 1:	SCENARIO 2:
Person 1: Talk about your favourite movie. **Person 2**: Show you are actively listening by giving non-verbal cues, asking questions to continue the discussion, use body language to show you are interested. **Person 1 and Person 2:** What is the point? What is the message?	**Person 1:** Talk about your weekend. Use body language and non-verbal cues to show that what you have to say is most important. You might talk quickly, ignore their questions, share your ideas intensely without noticing the other person. **Person 2:** Listen to the other person, try to ask questions and take part in the conversation. **Person 1 and Person 2:** What is the point? What is the message?
SCENARIO 3:	SCENARIO 4:
Person 1: Talk about something you'd like to eat for dinner. Show good communication skills by asking questions, making eye contact and keeping the conversation balanced. **Person 2:** How active listening and conversation skills by answering questions about the topic and asking follow up questions. Show a balanced conversation. **Person 1 and Person 2:** What is the point? What is the message?	**Person 1:** Talk about a sport. Ask questions and show that you are interested in the other person's opinions **Person 2:** Keep bringing the conversation back to your own interests or your favourite hobby (not sport). Ignore their questions and each time they take a breath, redirect the conversation to be about yourself. Show (non-verbally) you are disinterested in what the other person has to say. **Person 1 and Person 2:** What is the point? What is the message?

Use this space to take notes

MODULE 13: CASE STUDIES

13.2 Case studies

Choose at least two case studies to explore. You can use the problem solving model to help you understand the steps the organisation went through.

Select a Spokesperson to share what you found out about a case:
• What was the problem?
• What was the causes?
• What action did they take?
• Were there challenges?
• Could you see this project working in your school community?
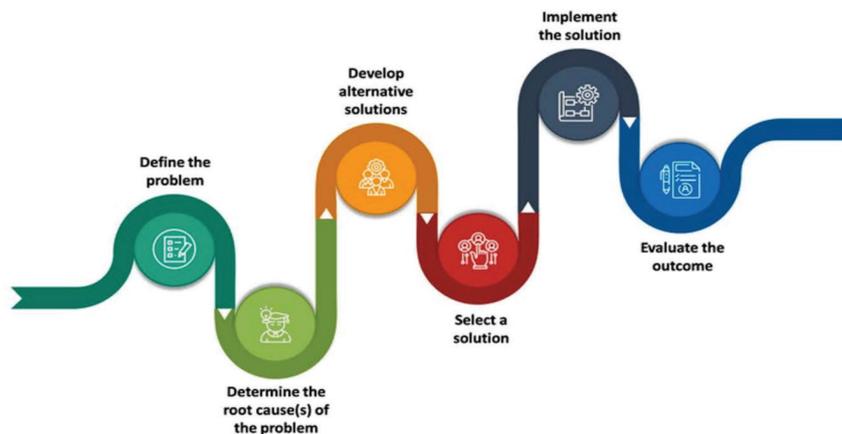
STRAWS NO MORE	KAIKO FIDGETS

CHILL OUTLOOK ABOUT	SUPER MAX & BRYCE

MODULE 14: ELF PITCHING PROJECT

What: Create a pitch to persude members of your school to take action on an issue. Use a case study as an idea or work on something specifuic to your school.

When: Present your pitch on Day 3. Start your action after the forum.

Who: Who will work with your school group to create the pitch.
Are there people you need to speak to? Do you need to ask questions? Do you understand the cause of the problem?

How: Use the 6-step problem solving model to undertand the problem, consider alternative solutions then choose one to implement.

Why: We have the leadership skills and we can see how we can contribute to our school community so let's be good global citizens and take some meaningful action.

14.2 Understanding the problem

Write a list of questions you need to ask to really understand the problem. Write who or where you will find the answers to these questions.
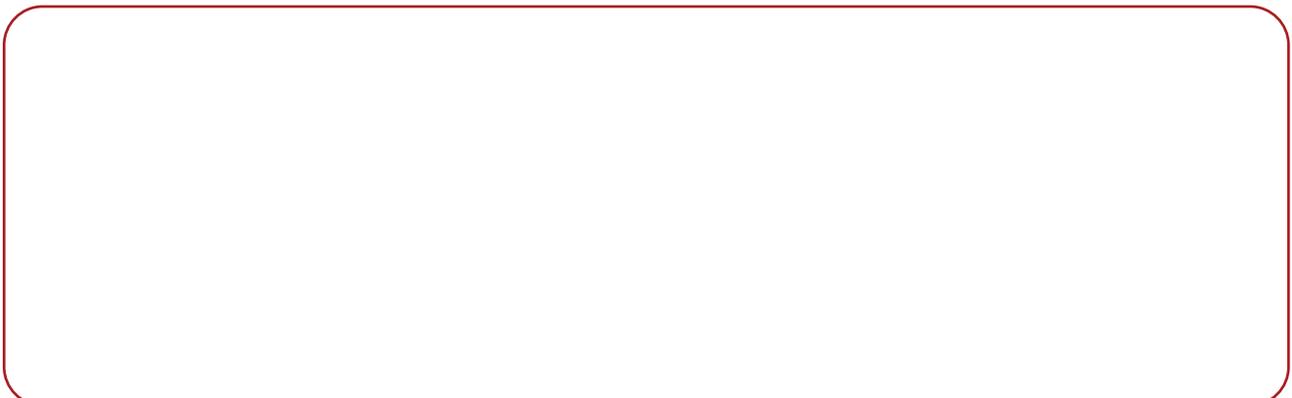
Use this space to sketch ideas or draft your pitch:
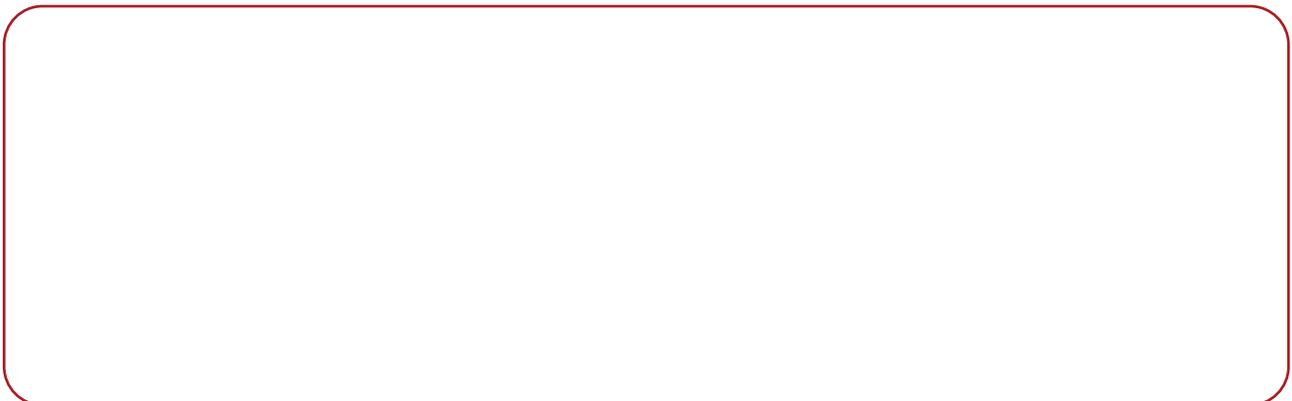
16.3 Hopes for the future

What is next for you? What are your hopes for the future? What kind of world do you want to live in?

Use this space to take notes

MODULE 16: MAKING A PITCH

16.1 Creating your pitch

You will now work with your school group to create a pitch. Think about everything we have learnt about effective communication (body language, conversational skills, empathy) and combine this with your knowledge of the SDGs and the importance of taking local action. Draw on some of the skills in our previous module about pitching skills and creating a call to action.

When creating your pitch consider:
- What is the problem? What are the causes?
- Who is your audience?
- What is your call to action?
- How will you persuade your audience to take action to address this problem in your school community?

You may take some notes here:
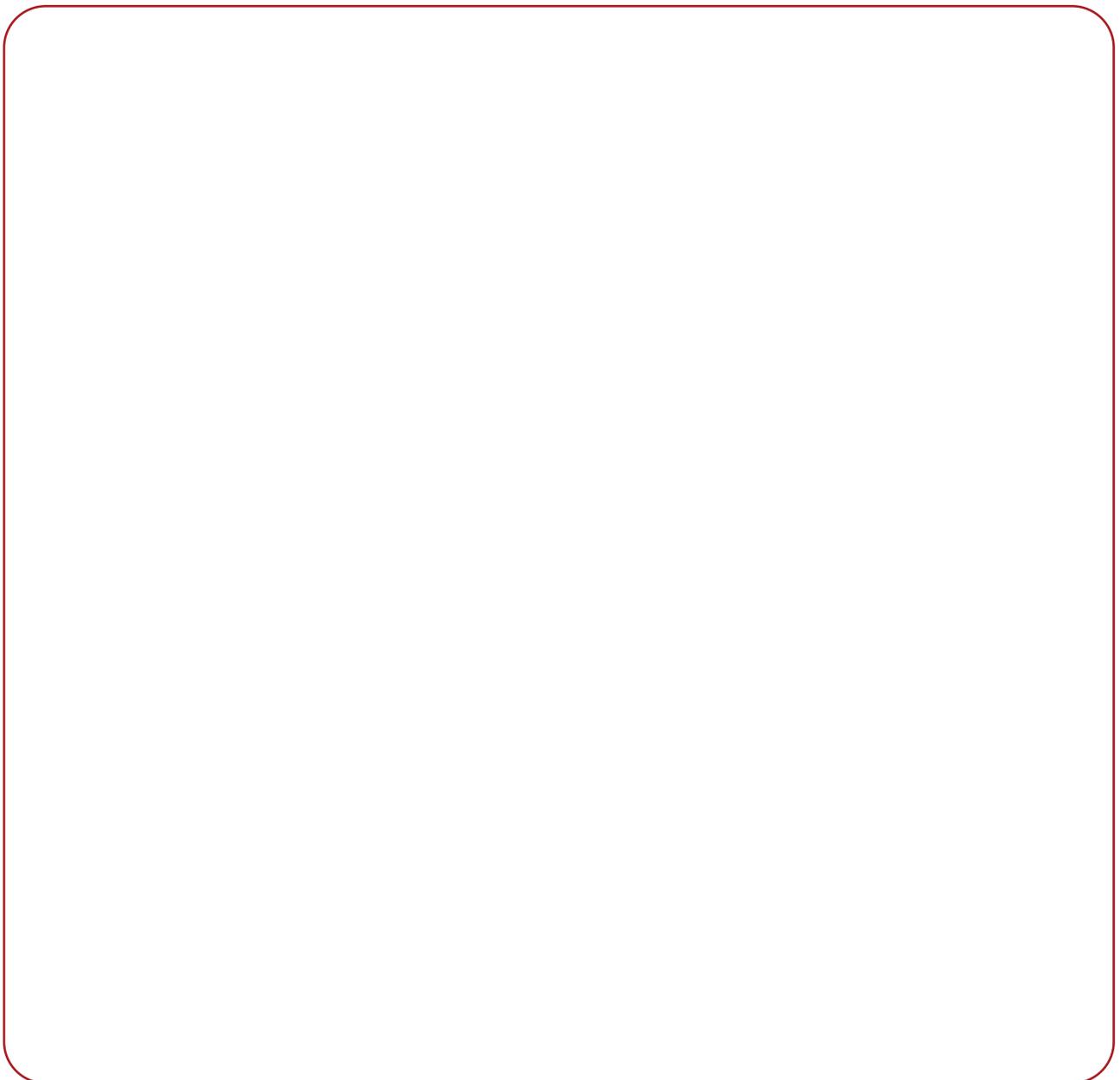
APPENDIX 1: MEDIA RELEASE AND CODE OF CONDUCT

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Media Release

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

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

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

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

Audio/Video/Photograph Release

You agree that:

The University of Melbourne, through Asialink (a semi-autonomous body of the University of Melbourne founded with support of The Myer Foundation and the University of Melbourne), may: (i) make an audio or video recording of Your image or voice; or (ii) take a photograph of You; or (iii) make any digital record of Your image or voice relating to the Shoot, (Recording);
* the University may use Your name or any other personal reference in relation to the Recording;
* the University may use, copy, publish, make available, distribute, transmit, perform, display, edit or modify the Recording anywhere in the world, and permit third parties to do so, for any purposes associated with promoting Asialink including commercial purposes (Permitted Purposes); and
* You are not entitled to any royalties, fees or other compensation in return for any utilisation of the Recording permitted by this Release.

You:

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

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

APPENDIX 2: USEFUL ONLINE PHRASES

———

To agree with a statement:
I agree with...
I agree with the idea that...
I can understand that...
It does seem evident that...
There is evidence of this here...when...

To make a point:
I think an important idea to discuss here is...because...
I think the key question we need to discuss is...
I think it is important to make the point that...

To clarify or understand more about what someone else said:
Can you explain a little bit more about...
Can you tell us more about...
Can you clarify for me what you meant by...
Can you help me understand a little more about...
Can you help me to understand what was meant by...by providing some examples or further information
I am not sure if I understood when you said...could you clarify for me what you meant by...
What I am understanding by that is... (summarise what you think you understood)...is that correct?
I wonder if...

To politely disagree:
I think I understood what is meant by...I have a different perspective of that, which is...
I am not sure if I agree with that statement, because...(and then provide reasons and examples)
I think the example of...may not be the best example of this...because...and we should also consider...
While it can be said that...on the other hand it can also be said...
Although it is true that...it can also be argued that...
It should also be considered...
While I agree that...I disagree that...because...
I think it is also important that we consider...and look at the example of...
This also makes me think about...

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

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

APPENDIX 3: ALL MURAL AND PADLET LINKS

1.1   What is communication
https://app.mural.co/t/unimelb2745/m/unimelb2745/1686611893586/d07af050ff03d925c8b799daf067bc498b6e096c?sender=u79b2f1b-343c79fd822025777

1.2   Brain Break: Selfie Sketch
https://app.mural.co/t/unimelb2745/m/unimelb2745/1686118022935/07e1a5d3906122d647bed97e8e9ef4bac1f31bb6?sender=u79b2f1b-343c79fd822025777

2.3 Asking Questions, 2.4 Types of Questions and 3.2 Creating a conversation
https://app.mural.co/t/unimelb2745/m/unimelb2745/1686104771792/a8bc29d80739f45b71d7bbb9ee2bb9bb516fb39e?sender=u79b2f1b-343c79fd822025777

3.1 Breakout Bingo
https://app.mural.co/t/unimelb2745/m/unimelb2745/1686096303236/af4fa80854c26ba1fb2d7eb96077ca555cd719be?sender=u79b2f1b-343c79fd822025777

5.2 SDGs: Jigsaw
https://padlet.com/aefsupport/5-1-sdgs-xd8zkjubfms54nuz
https://www.globalgoals.org/goals/

6.3 Cultural Iceberg
https://app.mural.co/t/unimelb2745/m/unimelb2745/1688690059565/1d97a0d56fda93ac312c3fc76df11751632cb36d?sender=u79b2f1b-343c79fd822025777

7.1 Active Listening
https://app.mural.co/t/unimelb2745/m/unimelb2745/1686195415528/626143b0dee06e92e1e5b75f0dcbcb447b50213c?sender=u79b2f1b-343c79fd822025777

7.2 Empathic listening: Inside Out
https://padlet.com/aefsupport/7-2-empathic-listening-inside-out-i6vd3emhxs48m7us

8.2 Empathy: The escalator
EMAPTHY EXPERIMENT_escalator.mp4

8.3 Empathy: Ian
Ian.mp4
https://app.mural.co/t/unimelb2745/m/unimelb2745/1686280963477/9397fe286e06a685d0847b72d0bc280c394b26b8?sender=u79b2f-1b343c79fd822025777

9.2 Leadership Strengths
https://app.mural.co/t/unimelb2745/m/unimelb2745/1686271352457/74b46bd8e4ccdf22efa96c8252dba5678aa11158?sender=u79b2f1b-343c79fd822025777

10.3 Taking Action
https://app.mural.co/t/unimelb2745/m/unimelb2745/1686277050432/7a6ad27a0a602319924aed2587b493411a01a682?sender=u79b2f1b-343c79fd822025777

11.2 Case Study 2: Alexandra Secondary College
CASE STUDY 2 Alexandra Secondary School[100].docx

0.2 (Day 3) Icebreaker: A bit about me
https://app.mural.co/t/unimelb2745/m/unimelb2745/1688080895959/9949ba45485a36bbebb9e647fba24d7dcf788453?sender=u79b2f-1b343c79fd822025777

12.2 What is the point? What is the message?
12.2 Body language scenarios.docx

13.2 Case studies
Straw No More - https://strawnomore.org/about/
Chill Out and Look about - https://chilloutlookabout.org/
Super Max and Bryce - https://www.supermaxandbryce.org/about-us/
Kaiko Fidgets — ACTION_Kaiko Fidgets-Intro.mp4 and https://kaikofidgets.com/

16.3 Hopes for the future
https://app.mural.co/t/unimelb2745/m/unimelb2745/1688353348231/df4b99a7391acadfd34cfb3cf182342b74278457?sender=u79b2f1b-343c79fd822025777

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CREATING ASIA CAPABLE CITIZENS

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