

# MODULE FIVE UNTIL WE'RE FREE

## Guiding question/s:

How can I advocate for change I want to see in my school?

## Broad student understandings:

There are many ways I can advocate in my own school and community. I have the power to fight for change.

## Specific learning goals:

- Undertake an advocacy project on a specific issue affecting students.
- Set project goals.
- Develop and publish a final product that either raises awareness, showcases student stories, requests or demands something of people in positions of power, or builds collective power.

## Prep — Sessions 9-10 or more:

- Copies of My Project Tracker, in the Appendix page 64

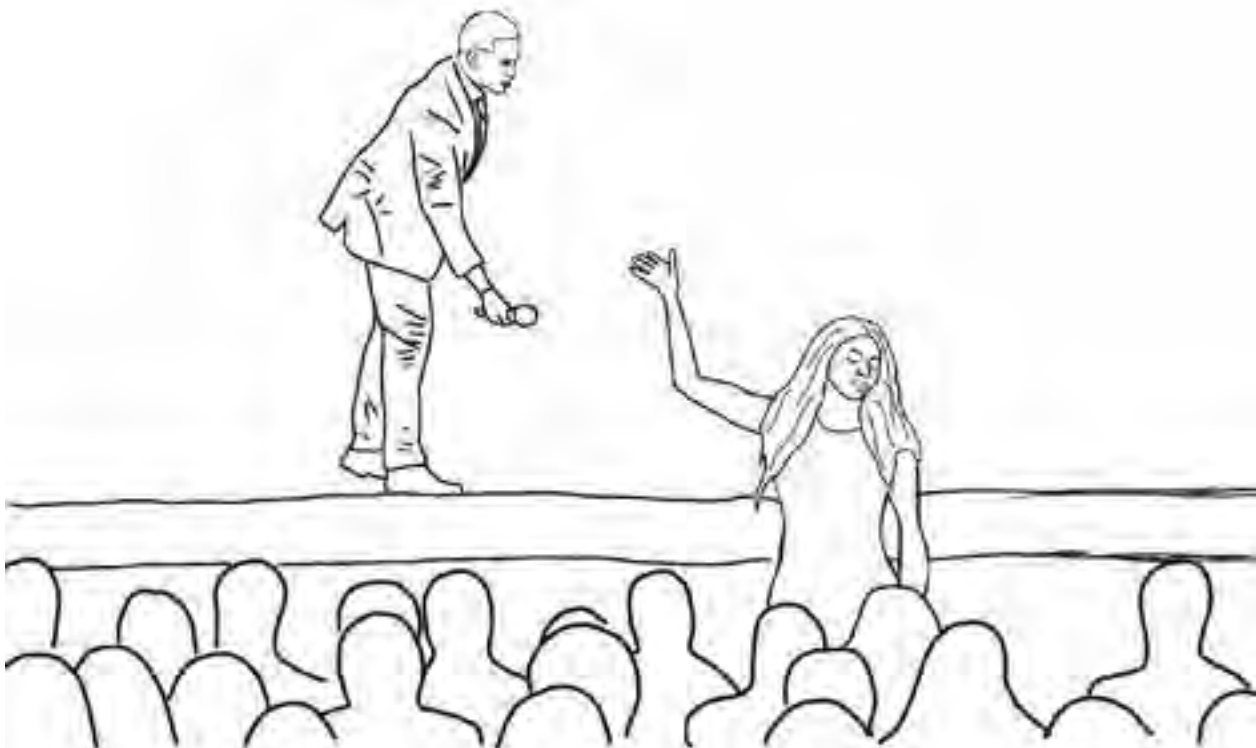
## Resources:

**High-tech:** There are many free, browser-based content production tools that your students may find helpful in their projects. These are just a few.

- Video creation: [WeVideo](#), [Adobe Spark](#), [Explain Everything](#)
- Website creation: [Weebly](#), [Wix](#), [Wordpress](#)
- Digital posters and infographics: [Canva](#)
- Podcasting: [Spreaker](#)
- Comic strips: [Pixton](#)
- Petitions: [Action Network](#)

**No-tech:** There are analog materials you may want to gather, based on your students' project needs, such as...

- Materials for **zine-making** or simple bookbinding (paper, writing/drawing materials, stapler)
- Poster board and art materials
- Writing paper
- Clay or other 3D creation materials



# SESSION 9 or BEYOND

## Objective

Students continue to develop and complete their advocacy projects.

## Entry Activity (10 minutes)

Students will form a circle, briefly check in about how they're doing and feeling, and share **"One thing I want to accomplish for my project today is..."**

## Individual or Small Group Project Time (40 minutes)

Each student project will have different needs. Guide students in working on their individual or small group projects. Give sufficient time and independence for students to work on their own but check in regularly and be available for questions and advice.

Have students update their progress through **My Project Tracker** as they go. Remind students of any important deadlines.

## Whole Group Check-in (10 minutes)

Have a few minutes at the end of the session for students to give an update to the group on their project, and have students be available to help each other work through challenges. If helpful, they can share in the format:

- **One thing that's going well is...**
- **One thing I want feedback on is...**

## Notes

Repeat this session as needed to give students sufficient time to work on their projects.



# FINAL SESSION

## Objective

Students will share their final work with each other and reflect on the advocacy process.

## Entry Activity (10 minutes)

Students reflect on and individually/private respond to the prompt:

### **What is something you learned about advocacy in this program?**

The prompt should be posted in text large enough for students to see and repeated out loud for the students. Students may also benefit from a handout with the questions printed with space for their answers.

Students can write/doodle their thoughts for themselves privately, and after reflection can discuss out loud as a whole group, with a partner, or in small groups.

## Project Showcase (40 minutes)

Students will share their work with the larger group, through individual sharing/presentations, a gallery walk, or in whatever format makes sense for the student projects.

Thank students for their hard work in this program and let them know that although their advocacy work is just beginning, they are already making a difference in their schools just by working through these issues and making plans for how to make things better.

## Exit Activity (10 minutes)

Form a circle and invite students to share reflections on the program--challenges, favorite moments, things they learned, questions, work they want to continue, etc.

[With student permission, make sure to share their work on [www.knowbrickbybrick.org](http://www.knowbrickbybrick.org).]

## Extension Opportunities

Depending on the project, students may want to bring their work to their teachers and/or school leadership to make changes in their schools. Support them through this process in the way that makes most sense for the student and project needs.