

A Teachers Guide to Using: MAKE WAVES 4 CHANGE

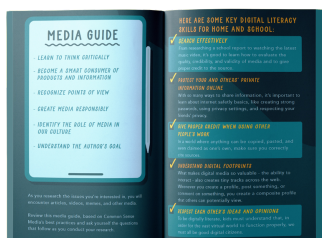
DEVELOP YOUR ACTION PLAN TO CHANGE THE WORLD



INTRODUCTION

Everyone has the ability to take action and be the change they want to see in the world. At Drink Local Drink Tap, we integrated 11 years of teaching our Wavemaker Program in classrooms, hosting beach clean-ups, building water infrastructure projects in Uganda, and inspiring behavior change to create this book.

Make Waves 4 Change is a guide designed to help young and aspiring activists create meaningful change in the world by considering their passion and strengths with focus. The four chapters provide a framework to research issues, plan and implement actions, and scale efforts. Below, you will find details on each chapter and how to effectively use them. It is encouraged to work through your own action plan with your students to help model activities and provide insight about questions. The purpose of this book is to grow power, and courage, and to amplify youth voices. Now, let's change the world!



SUPPLIES

One book for each student can be very beneficial, but if it's not possible, students will need a notebook to carry through the actions outlined.

CHAPTER 1

Positive Wavemaker - Know Your Voice

1

Have a conversation with your students.

This chapter allows students to experience self-reflection. Before using the questions in the book, have your students think back about past accomplishments they have done. What were some of the skills they used to accomplish their goals? What are some skills that they need to develop further?

2

Students work through self-reflective questions on skills and visioning for themselves as leaders and making change (page 13-15).

Use this as an introduction and as an opportunity to create a classroom culture that is positive and amplifies youth voices for change. Students will work through these questions and begin to see themselves in a position to implement change. Have students (if comfortable with sharing) share their strengths and skills. **[#2 Continued]**

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CHAPTER 1

POSITIVE WAVEMAKER - KNOW YOUR VOICE

[#2 Continued] After students share their or privately reflect on paper, they should complete #5 in a longer assignment reflecting on their passions and visions for themselves as changemakers, maybe even including a specific issue (broad vision) they want to impact. This sharing activity promotes an environment that encourages respect, collaboration, and a safe space to be oneself. They might even find they have concerns in common with other students!

3

Students will research a few issues they care about and choose one to build an action plan around (pages 16-18). Review the examples of actions people take to impact problems.

4

Students will reflect on their skills and which of the ‘actions’ resonate best with them.

Using the questions on page 19, students will connect the issue they care about (or change they want to see) with the example actions and their skillsets. This page begins taking them on the journey of using their strengths to eventually create an action plan in the second half of the book.

5

Students will research activists working on the issue they care about (page 21-22).

Finding the activists that work in their field is important in focusing their research on something that they can create goals for and achieve. When using this, ensure that the issues that students are researching have information and examples to help them in guiding their options for instituting change.

Students can be assigned a specific activist that they can research and answer some brief questions on before this portion of the action book so they have the information they can draw on while they are researching the specific issue they are trying to resolve. Students can then compare themselves to this individual and influence their own activism based on them. Once students have built their confidence and clarity, they can move on to the next chapter.

Example: Doing a short case study or research paper on the impact that Greta Thurnburg has had on the global climate change movement.

6

Create a Purpose Diagram (See page 23)

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CHAPTER 2

DEFINE YOUR PATH

1

Gain Media Literacy (pages 26 & 27) Students can collaborate and work together to gain media literacy skills and how to identify false narratives. To provide some context to this, model how to go about answering the questions on pages 28-30.

2

Find an article or video related to your issue, review with a friend, and practice active listening with each other's opinions while answering questions (page 28-30)

Go through the activity as an example for students first. If required, provide some resources for students to choose from to have more control on what students should be looking for and avoiding. Students will answer questions 1-6 on pg 28-30 in pairs to develop media literacy, active listening, and collaboration skills. If you are looking to continue developing public speaking skills, students can then share the media they analyzed and explain their answers to the rest of the class.

As a precursor to developing 'active listening skills' here is a resource to help.

<https://www.mindtools.com/CommSkill/ActiveListening.htm>

3

Understanding your issue - it's time to dive deep into the issues your students care about (page 31)

Questions 1-7 on pages 32-34 provide questions that require students to conduct their own research and answer questions that help them become more knowledgeable as they continue their activism journey. When working through these questions, refer back to the media guide to help students in determining the reliability and validity of sources that they are using.

4

Understanding Roles (pages 35-36)

While students have collected information and practiced their ability to decipher media and information, bring them back to a point of self-reflection reviewing and answering questions 1-3. Emphasize with students that this is a process that takes time and to be thoughtful with their answers. If needed, provide students with your example.

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CHAPTER 2

DEFINE YOUR PATH

5

Consider Partners (pages 36-38)

When working through each step of the book, students will need to keep in mind the relationships and partnerships they will need to develop. To drive this point home, you can use questions 1-4 on pages 36-38 as an opportunity for students to think about collaborations they might need to develop.

6

Think Strategy and Outline a Vision (pages 38-39)

Once students have networked within their class or with others outside of the classroom, they need to begin outlining their strategy and how they will measure success. To demonstrate this, you can have your students answer questions 1-4. To coincide with this, create a simple/broad timeline to help with outlining their strategy and measuring success. This helps with creating a visual that can help put into perspective the time and the tasks needed. ***They will create more detailed steps during ACTION PLAN creation on page 60.

CHAPTER 3

MAKE WAVES!

1

View Examples of “Making Waves” pages 40-49, get inspired!

2

Steps to Building a Network (pages 50-51)

As students progress through chapter 3, they are going to have to work on completing each goal on the checklist on page 50. Dedicate one week if possible for this and while students are working on it, have them prepare a sales pitch or PSA to demonstrate this to the class. This aids in having students clarity on their problem and how to effectively communicate the impact they want to make to others. Students can offer feedback to the presenter and offer suggestions on how to improve their sales pitch or PSA. Students can ask themselves “why should someone care about this problem and help to solve it or impact it through their proposed action”.

A very simple outline is at the bottom of page 51.

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CHAPTER 3

MAKE WAVES!

3

Building Your Network (pages 52-57)

Once students have a clear and concise sales pitch for their cause, they can then begin building their network. Students can then work through pages 52-57 where they can begin building their network and taking down contacts that will help them in delivering their message.

4

Purpose Diagram (pages 57-59)

Reflection is a key part of the learning process. Students will think back on their actions and revisit the purpose diagram. Has anything changed since they have gone through this process? Have they realized that they have new strengths? What are they doing to get their message to others? Discuss.

5

Action Plan (pages 60-65)

Students will use this space to then begin planning their course of action to achieve their specific goals. As they are working through this portion of the process, you can model with them what an appropriate action plan will look like and how to effectively manage others and the goals you put out to accomplish. If students want to organize their action plan in a different way (timeline, calendar) that is completely fine as long as they are able to track their progress. It's important when working toward a goal to have manageable steps and milestones along the way to keep motivated and to view progress.

IMPLEMENTING the action plan for each student will take various amounts of time. It is important to help students choose something focused and manageable at the outset and they can grow their impact as they learn and try. Making Waves isn't always easy and it's important that we support students through the twists and turns of implementing their plan.

Action for students: Develop an Action Plan, implement it with their network or in a team, present on 'how it went' in written or oral presentation form.

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CHAPTER 4

AMPLIFY CHANGE

1

Share Power (pages 70-71)

Elevate Others and Grow the Work

When beginning chapter 4, have your students take time to reflect on their experience in taking action. Follow the questions in the book to guide reflection, roles, and who is filling seats at the table while executing their action plan.

Collaboration can be tricky, but if we take time to practice listening skills and ensure everyone's voice can be heard, it can AMPLIFY your impact and voice. Spend time discussing roles, elevating others, and growing work. HINT: All Action Plans have room for improvement! Answer the questions in the book as a class, then invite students for individual reflection.

2

Growth Plan (pages 74-77)

To track the growth and evolution of their action plan and impact, students will create a Growth Plan. They will need to create a plan so that they can be guided by their goals, action steps, their support team, and deadlines. To demonstrate this, the educator can have students brainstorm with each other to help receive feedback from each other. Once they have received peer feedback on their growth plan, you can reconvene them and discuss their growth plans. This is a great opportunity for students to practice the special ability of planning, review, and implementation.

3

Growth Plan Timeline (pages 79-81)

Once students have created their growth plan, they are going to continue to develop their ability to monitor their plan over a longer period of time. Using the growth plan timeline on P. 79-81, have your students write down their high-level goals for each month and the required steps they will need to take in order to achieve them. You can have this be an individual activity that will help students reflect on their action plan, accomplishments, and goals for the future.

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CHAPTER 4

AMPLIFY CHANGE

4

Scale Up (pages 82-83)

As students progress through their growth plan timeline, they will need to keep track of their experiences to answer the reflection questions on pages 82-83. As students work through these problems, this can be a great opportunity to amplify their voice in the school's community.

Every milestone they reach - regardless of its size - should be celebrated and amplified! Highlight them in the school newsletter, announcements, assemblies, and through social media outlets. This is your opportunity to engage beyond the classroom and show that each and every person is capable of making #Waves4Change.

When completing the book, it would be helpful to keep several students' work as a direct model for the upcoming class that will go through the same experience. Having models that come from other students is a way to enforce the idea that students can make a difference. Previous students can even speak with your current students about their actions. This helps amplify the work that your students have done and creates a sense of representation and community within your school.

CONCLUSION

Everyone has the ability to make #Waves4Change. As our youth continue growing, we can help to amplify their voices so others can follow in their footsteps. The world needs all of your students' positive actions as they will ripple outward and continue to create waves! Thank you for your support and your continued commitment to empowering the next generation of students to be wavemakers.

WHOLESALE FOR EDUCATION (NO RESALE)

Make Waves 4 Change is available for wholesale purchase for schools, nonprofit organizations, camps, and beyond. Contact Info@DrinkLocalDrinkTap.org or Wavemaker@drinklocaldrinktap.org for more information.

SPECS

- Ideal for Young Adults between ages 12 - 18
- 94 Pages
- 6x9 Softcover
- Interactive, **WRITE IN THIS BOOK**

Contact us for help or with questions:
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ACKNOWLEDGMENTS

THANK YOU TO OUR SPONSORS

