

Three Roles of Social Change Activity - Facilitator/Teacher Guide

Below are instructions and guidelines to follow for the three roles of social change activity. Feel free to refer to these guidelines when conducting your lesson and activity. Additionally, if you feel the need to modify the activity/instructions in any way please feel free to do so.

1. Set up three areas within your room with labels, for example in each corner of your room a number will be taped to the wall, you will only need three numbers e.g. 1,2, & 3.
2. Follow the progression and prompts outlined in the PPT presentation - Briefly tell learners that we are about to begin an activity that will address redress and reconciliation campaigns
3. The facilitator/teacher will read aloud the scenario provided on slide 17 of the PPT presentation. learners will have a handout with the same text, have learners follow along or simply ask learners to read it themselves.
4. The facilitator/teacher will explain that there are three roles that have been outlined. Learners will follow their impulses and choose one of three roles, these three roles are usually assumed by people during a redress/social activism campaign. In the physical area where the lesson is taking place there should be three areas labelled 1, 2, & 3, each area will correspond with one of the three roles, e.g. Read aloud three roles or have learners read the roles provided. Learners will choose an area of the room that aligns with their impulse. Ask learners to gravitate to that area of the room for some discussion.
5. On slide 19 there are prompts that will guide learners through their discussion. On the PPT each point will popup with a click, during their first discussion popup the first two points only. Students will also have the first two prompts and instructions on their handout. Ensure that learners are adhering to guidelines throughout the activity.
6. Give them some time to discuss and ask them to write down some notes throughout their discussion. Have each group share some of their thoughts with the entire group.
7. Once sharing is complete, have learners mingle with other groups and ask the same questions they discussed with their own group. Get other opinions and perspectives
8. Reveal roles each group represented, have learners return to their original position

9. Have a group discussion with the entire group about the activity. learners will not have these questions on their handout, here it will be the facilitators/teacher's job to read out the Q's on slide 20 and lead a group discussion about the activity.
10. Conclude activity with thinking questions