

## Part 6: Implementation

In this module, students move from vision to planning and implementation of the winning Qrackit pitch. The lesson highlights the distinction between short-term outputs, such as an event, and long-term outcomes, such as change in relationships and behaviors. Students plan and implement actions designed to achieve the desired outcomes. Finally, students reflect on the process and its impact with an eye toward future problems, missions, and actions.



# Implement Your Plan

## Overview

This activity is the most open-ended and subject to the teacher's discretion based on class time, student need, and school community context. This activity is also potentially the most rewarding for students, who are always excited to participate in a process that has impact beyond their classroom walls.

## Time

Min: Two full days

Max: Two weeks of intermittent activity

## Resources Needed

- One set of chart/easel paper and printouts of the worksheet for each student group
- Computers, software/web applications for social media creation and/or graphic design
- Other materials based on implementation needs

## Learning Goals

### Concepts

- Brainstorm and implement a strategy integrating social media and face-to-face actions.
- Engage in local problem-solving by planning a sequences of actions
- Plan each element of the actions: Who will take action, what is the action, when will it happen, what information and resources are needed for people to take action?
- Distinguish between short-term outputs and long-term outcomes.

### Skills and Dispositions

- Recognize community members as a source of insights and solutions to community problems.
- Use social media tools to engage and organize an audience.

## Guide for Conceptual Scaffolding

The task of anticipating how the media that students create will impact the intended audience is a culminating performance assessment for the entire curriculum. Students will benefit from having you recall and reinforce their work on all the aspects of media literacy -- access, awareness, analysis, appreciation, and action.

## Introduction

Explain to students that they are going to develop the details of the winning action plan and carry it out. Frame this as making their vision into a reality, and remind them that this process may present them with surprises and unexpected challenges. Explore with students how making change is like a playing a game because the goals are clear but the path is full of surprises and room to improvise. Reflect with students on what the goals, surprises, and improvisation were during the Emerging Citizens Game and what they might be as students try to implement the winning pitch.

## Plan the Action

Spend 1-2 days brainstorming your action plan. Based on the winning idea from the "Action" round of ECG, what are the short-term outputs (e.g., a product, campaign, or event) and long-term outcomes (change in relationships or mentality) that students want to achieve? Next, figure out what steps the class needs to take to achieve these goals. For each step, brainstorm the resources needed, and define these elements: Who (will take this step), what (will they do), when (will they do it), and how (will they do it/with what resources).

Begin work with a whole-class discussion, and then split students into groups to develop their ideas in detail and then reflect on each other's ideas through a gallery walk or group presentations. You can facilitate a process of synthesizing and choosing the most promising ideas after the groups share. You may choose to go through this sequence just once, for the goals and process together, or separately, first for the goals and then again for the process.

## Ferguson Example

You might decide to create an intervention with the long-term outcomes of increasing trust, empathy, and partnership between your school community, neighborhood community, and the local police. The short-term outputs might include face-to-face interactions, social media campaigns, and curation of online resources. Social media campaigns and online curation could focus on getting people to share stories about community needs or partnerships with the police. Face-to-face interactions could also be turned into social media, for example, through a twitter campaign, Storify, PhotoVoice, VoiceThread, or blog posts. Face-to-face interactions could include focused interviews and guided small-group conversations with students, community members, and police, as well as participation in community events not focused on the conflict, like a seasonal barbecue, coaching, or tutoring.



There are plenty of google-able advocacy groups that you can choose to engage and media campaigns to which you can refer, such as the Public Science Project's Research for Fair Policing. Make choices based on the climate of your school community and the needs of your students.

### **Implement Your Plan**

This will be guided by the outcomes, outputs, and process that you and your students have constructed. It will include classroom preparation of actions that will unfold over several days or weeks, during which time your class will have ample opportunity to monitor and reflect on their progress.

### **Debrief**

After the actions have been implemented, reflect with your students on what they learned: Did they achieve the outputs and outcomes they hoped? Did the process develop as expected? Were there any surprises? What would students do differently next time? Do students have new ideas about actions to implement or topics to address?

Process	Outputs	Outcomes
<p>For each step of the process, explain the:</p> <p><b>Who</b> (will take this step), <b>what</b> (will they do), <b>when</b> (will they do it), and <b>how</b> (will they do it/with what resources)</p>		

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What is the input (resources needed)?

What is the process (what, how)?

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