

## *Design for Change Australia and the South Australia Curriculum*

*Design for Change Australia can help schools improve:*

- Student engagement
- Teacher / student communication
- Personal development
- Community engagement
- Reporting on South Australia Curriculum outcomes

*It does this through:*

- Flexible programs, which encourage social change and community participation.
- Encouraging partnerships with community, business and industry
- Providing resources and support (materials and training)

The following pages provide detail on how Design for Change fits in with the South Australia Curriculum and how it contributes to the *National Framework for Values Education and Australian Schooling*.

The Design for Change (DFC) program is student led: young people working in small groups identify a problem that bothers them, come up with a doable action plan to address it, implement that action plan, and document the process with a YouTube video or multi-media presentation which they upload to a central website. Entries are then evaluated by a panel of jurors and the teams with the most powerful and clearly told stories of change receive prizes and an opportunity to have their story presented at the United Nations.

DFC is a cross-curricular program and it has a particular application to the areas of **Health and Physical Education, and Society and Environment**. It can also address and provide direction in practical ways to work with the *National Values Education for Australian Schooling* initiatives.

Please note the following examples are derived from the mandatory outcomes for South Australia Curriculum **Standard 3**, and **Essential Learnings**.

## **Health and Physical Education**

### ***Personal and Social Development***

Students explain how different ways of describing people, influences the way people value and treat themselves and others.

Students assume different roles when working as part of a cooperative group or team to achieve a shared goal and understands the effects on relationships.

### ***Health of Individuals and Communities***

Students analyse a variety of community health issues that affect them and investigate community programs to address them.

Students identify skills to deal with situations that pose a risk to their health and safety.

## **Society and Environment**

### ***Time, Continuity and Change***

Students identify and explain sequences of change that have occurred in Australia over time, and recognise various perspectives on events.

Students explain why local and international communities have changed and are likely to change in the future.

### ***Place, Space and Environment***

Students identify and describe significant resources, explain the threats which endanger them, and suggests strategies to combat threats.

Students identify factors affecting an environmental issue, and reports on ways to act for sustainable futures.

### ***Societies and Cultures***

Students consider factors, which contribute to personal and group identity and social cohesion, and valuing cultural diversity within and outside Australia.

Students demonstrate responsible and respectful participation in group discussions and, in a team, plans and negotiates social action to enhance human rights in community contexts.

## *Social Systems*

Students recognise that individuals, groups or systems hold different views, values and beliefs, and identify those, which contribute to the common good.

## **Essential Learnings**

**FUTURES:** developing perspectives to critically reflect upon and contribute to creating preferred futures.

**IDENTITY:** critically understanding and developing personal identity, group identity, and relationships, and acting to shape these.

**INTERDEPENDENCE:** developing a sense of connectedness with other people, and systems, reflecting on and taking action to shape local and global communities.

**THINKING:** developing creativity, enterprise, wisdom and the capability to evaluate and generate ideas and solutions.

**COMMUNICATION:** developing knowledge, skills and dispositions required to construct and deconstruct meaning, and to critically understand and use the power of communication and its technologies.