



Students learn about and create a petition for positive change.



PREP ICON: Whiteboard or flipchart paper; Dry erase markers or markers.
Total Prep Time: 5 mins.



As this is the second Monday of the month, please consider sharing or re-sharing the Monthly Kick-Off activity, and if appropriate, video at www.everymondaymatters.org. Additionally, a three-minute recap of the previous weeks may add extra context to this week and help connect the dots around the monthly theme.

4 C's	SOCIAL & EMOTIONAL LEARNING	SERVICE LEARNING
• Critical thinking	• Self-awareness	• Integrated learning
• Communication	• Self-management	• High quality service
• Collaboration	• Social-awareness	• Collaboration
• Creativity	• Relationship skills	• Student voice
	• Responsible decision-making	• Civic responsibility
		• Reflection
		• Evaluation

GOALS FOR THE WEEK

- Spend time discovering what we each believe in the most
- Find ways to support others as they stand up for their passions and beliefs
- Build a strong community by making space for confident and resilient voices of people who are working for good
- Understand how “BE TENACIOUS” is an important part of this month’s theme, “MONDAY GETS EMPOWERED”



STUDENT ACTIVITY: **“PETITION FOR CHANGE”**

1) SHARE THE NAME OF THIS ACTIVITY WITH STUDENTS: “PETITION FOR CHANGE”

2) ASK 1-3 QUESTIONS FROM THE LIST BELOW TO WARM STUDENTS UP ON THE ACTIVITY’S FOCUS:

***NOTE:** *Choose questions appropriate to your students’ ages, grades, ability levels, and classroom goals. Students may share their answers in pairs, small groups, or as a large group.*

- **Have you ever heard of a “PETITION”? What is it?**
 - Answer: A request to do something
- **Have you ever started or signed a “PETITION”?**
 - What was the “PETITION” for?
- **Do you think that “PETITIONS” actually work to create “CHANGE”?**
- **Why is it important to take a stand for something that you believe in to make a positive “CHANGE”?**
- **What kinds of things in the world do you want to make a “CHANGE” in?**
 - Why those things?
- **What kinds of things here at school do you want to make a “CHANGE” in?**
 - Why those things?
- **Do you believe that you can make a “CHANGE” in the world?**
- **How can “TENACITY” help you to make a “CHANGE”?**
- **How can you “GET EMPOWERED” to make a real and positive “CHANGE”?**
- **How can creating a “PETITION” to create “CHANGE” help you remember that WE all MATTER?**

3) SET UP THE “PETITION FOR CHANGE” ACTIVITY:

- **Explain:**
 - Taking a stand and making a positive “CHANGE” in something that you believe in can be very “EMPOWERING”
 - It’s so important for us to stand for the positive things that we believe in, and be “TENACIOUS” about this
 - And, when we’re “TENACIOUS” about making “CHANGE” with others, we can make an even bigger positive impact
- **Ask:**
 - What are some things that you would like to see “CHANGED” in a positive way?
 - Do you think others would agree with you and help you make that “CHANGE”?

4) START THE “PETITION FOR CHANGE” ACTIVITY:

- **Set up the whiteboard or flipchart paper**
- **Explain:**
 - Each of us have great ideas to make positive “CHANGE” in the world
 - Today, we’re going to share some of those ideas for ways we can make a positive “CHANGE” on our school and community
 - Then, we’ll create a “PETITION” to start making it happen together
- **Ask students to share out some ideas that they have to make their school or community better, such as new playground equipment, new lunch items, more recesses, less homework on a certain day, more books in the library, etc.**
- **Write student ideas on the whiteboard or flipchart paper**
- **Once there is a list of ideas, ask students to vote on one as a class**
 - Remind them that starting with one positive “CHANGE” is a great place to begin, and it doesn’t mean they won’t get to other ideas later
- **Then, clear the whiteboard or hang another piece of flipchart paper and work with students to create a statement for their “PETITION”**

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- A statement should include who is creating the ask (the students), what they are asking for, and the reason(s) why
 - **Once students have come up with that statement, follow up by putting it on paper and working together to get it signed by other students. See more details on how to do this in the Extension Ideas section**
 - **Allow up to 10 minutes to brainstorm ideas and create the language for the “PETITION”**

5) AFTER THE ACTIVITY, ASK 1-3 OF THE FOLLOWING QUESTIONS TO HELP STUDENTS REFLECT ON WHAT THEY’VE ACCOMPLISHED AND HOW THEY CAN TAKE THIS FORWARD:

***NOTE:** *Choose questions appropriate to your students’ ages, grades, ability levels, and classroom goals. Students may share their answers in pairs, small groups, or as a large group.*

- **What was it like to think of ways that you want to make positive “CHANGE” in your school and community?**
 - **Was it easy or difficult to come up with ideas of things that you want to “CHANGE” in positive ways?**
 - **How does it feel when you think about making a positive “CHANGE” in your community?**
 - **Have you ever made a positive “CHANGE” before?**
 - What was that like?
 - How might it feel when you make a positive “CHANGE” going forward?
 - **Are there other things in your school, community, or life that you want to “CHANGE”?**
 - Like what?
 - **How does having “TENACITY” help you make a positive “CHANGE”?**
 - **What kind of positive impact can a group of “TENACIOUS” and “EMPOWERED” people make on the world?**
 - **How can you keep “BEING TENACIOUS” going forward so you can keep making positive “CHANGES”?**
 - **Will you use “PETITIONS” again as a tool for positive “CHANGE”?**
 - Why or why not?
 - **How can you grow in how “EMPOWERED” you are so you can make a real and lasting “CHANGE” in the world?**
 - **How can “BEING TENACIOUS” as you work for positive “CHANGE” help you to know that YOU MATTER and so does everyone else?**
- 6) THANK STUDENTS FOR LEARNING ABOUT USING “PETITIONS” AS TOOLS TO CREATE POSITIVE “CHANGE” BY “BEING TENACIOUS”. REMIND THEM THAT THEIR DREAMS AND VISIONS FOR THE WORLD “MATTER” AND THAT THEY CAN MAKE REAL AND LASTING POSITIVE “CHANGE”, BOTH INDIVIDUALLY AND WITH OTHERS.**
- 7) CHALLENGE STUDENTS TO GET THEIR “PETITION” OUT THERE AND HAVE STUDENTS SIGN IT AS A WAY TO “BE TENACIOUS” AND MAKE A POSITIVE “CHANGE”.**
- 8) CONTINUE EXPLORING HOW TO USE A “PETITION” IN A “TENACIOUS” WAY BY LEADING ONE OR MORE OF THE FOLLOWING EXTENSION IDEAS.**



EXTENSION IDEAS:

DO ONE OR MORE OF THESE EXTENSION IDEAS TO BRING THE LESSON FROM 15 MINUTES TO 30 MINUTES OR MORE.

- 1) Finish and Use the Petition:** Work with students to take the statement they wrote in class and make a “PETITION” out of it. Make copies of the “PETITION” and give one to each student. Have them get as many people to sign it as possible. Then, deliver the “PETITION” to the principal or other leader and see if anything can be done. Have students record the steps they took so that they can replicate the “PETITION” process in the future if they would like to.
- 2) Petition Elsewhere:** Encourage students to “PETITION FOR CHANGE” in other areas of their lives. Let them share their ideas and how things are going with the group.

“ BE THE CHANGE THAT YOU WISH TO SEE IN THE WORLD. ”
- MAHATMA GANDHI