

Chela Delgado: The senior project in itself is pretty geared toward Civic Engagement because it's encouraging students, I think inherently to see themselves as agents of change. In the imagining of the theory of change, they are sort of imagining themselves as part of the solution to this. There is a rubric. All right, so you need to take out the packet from Monday on what you were planning, your infographics. This infographic will be a smaller piece of the overall presentation in which they talk about their senior capstone work and their plans for post-graduation. The assignment today was I was trying to help students move toward a more tangible representation of that theory of change and something like an infographic. My hope was that it would be bringing in digital skills, but also be a visual representation that requires you to take something that's really complex and represent it with less text and in a visual way. It's something that a person could look at quickly and say, "I understand what they're trying to do here."

Six out of 10 LGBT students feel unsafe at school because of their sexual orientation. So we've got some visuals to represent those concepts. We've got some data. So in today's lesson, the idea was that students would analyze my sample infographic and graded on the rubric to gain some familiarity with how they would be assessed and then begin the process of actually creating their own infographic on a website. So think about the categories within the rubric. This is my example that I created. I hope that yours are better. So for the warmup today, they looked at my infographic in its entirety and then assessed it in each of the categories of content, organization, visuals and connection between the root cause issue and theory of change.

And then theory of change. How do we get at the root cause of the issue? Right? So if we're thinking about the root cause of homophobia and homophobic bullying, then one way to address it might be to educate kids from a young age about gender, might be to mandate parents and teachers to learn about creating safe spaces for LGBTQ kids, might also be to ensure that LGBTQ people have full rights and change media representations, right? That's one idea of a theory of change. So if that's my infographic, look at your rubric, rank where you think my infographic lands. So just curious, who on content ranked a two developing. Why one?

Speaker 2: So you talked about how it's in schools, but didn't talk about patriarchy. So I don't think has to do with schools.

Chela Delgado: Okay. So I don't make a strong enough connection maybe between the system of patriarchy and specifically how homophobia looks in schools. Okay. Fair enough. So what that means for you all is, if that connection might be unclear for your audiences, you have to be really clear. So you're making very clear connections between root cause and your issue. Visuals, [Nadia], what did you think about visuals?

Nadia: I say two.

Chela Delgado: Okay. A two, why?

Nadia: Use too many different fonts and colors right there.

Chela Delgado: Right. So we have a bold here. We have a non bold here. We have a bold here and we have a different font here.

Nadia: 'Cause it's like, well, for me, if I was reading it, I would feel the bold is the most important one than the one in the middle.

Chela Delgado: No, that makes absolute sense. So that's something that we have to be really careful about. What we're going to use is a website with a template. And so it gives us some of that done already. So this is an account I chose. This was the font and the template, but I just decided to keep. You all can change this one. So I want to give you guys a little time to start your own. So I'm going to give you about seven minutes. If possible, to finish up your planning sheet is you're done with your planning sheet already, then holla at me and I'll come and look and sign off and you can get a laptop and get started. I try to just for quality control, make sure I look at every student's planning sheet and sign off on it before they get a laptop to begin to do the actual infographic. So when you say teaching the importance of healthy relationships for theory of change, I can't remember what you said in your theory of change paper for what that would look like. Does that happen in schools? Does that happen in families?

Speaker 4: I think I said teaching kids at a young, but I didn't specify in schools.

Chela Delgado: One of the students that I checked in with first, I pushed her a little bit to reframe. How would we really think about preventing domestic violence? I think that might be key because in, because if you're talking about doing it in shelters, then that's like once people have already experienced domestic violence, then teaching about healthy relationships, right? So if we're talking about addressing root cause we want to get at teaching about healthy relationships before domestic violence occurs. Right? This is work that does require a lot of constant guidance and checking in, right? Because, this is stuff that most grad school students aren't necessarily doing.

Speaker 5: This one in the Oakland Hills and then income over \$58k has an average of 13,000 residents. And then in East Oakland there's one supermarket per 93,000 residents.

Chela Delgado: Well, I think even if you just use those two facts, I think that would make a really strong infographic. Maybe you just think about how you represent that visually. So I'm going to continue to circulate and look at folks planning sheets to make sure that you're ready to start the actual infographic. Once you're ready, you're going to go to [magic.piktochart.com](https://magic.piktochart.com). Once you log in to Piktochart, there's a bunch of free templates that you can use. So you should take a look and see which template is going to make the most sense for representing your information. This is the template that I used, right? That sort of like says, we're starting here and we're going down to here. So once I've signed off on your

planning sheet, then you can grab a laptop and begin to lay out your infographic. And we're going to be working on this into Monday. So don't worry. I know that we're just getting started today.

Some of the students got to the point of beginning to work on the infographic. Other students were still in the planning process and they'll continue that work next week. But at the end of class, I had students just do a pair share, checking in with each other, Turn to the person next to you and briefly explain your root cause your issue and your theory of change.

Speaker 6: The root cause is basically how media portrays the usage of drugs and how the society views the usage of drug and also the whole issue with drugs being bad started when President Reagan started the war on drug in 1971. My root cause is how people view the usage of drugs. And my theory of change would be to educate the people about the usage of drugs and the benefits and deficits of it.

Chela Delgado: It's an activity that if I did it again next year, I might have them do some work in groups. So they would be more able to rely on each other's skills and rely on each other as, as resources as they do this kind of tricky thinking. I think most of our students are really clear that there's injustice in the world that feels really tangible to most of them in their lives. And I think examples of resistance and liberation feel much, much less tangible. And I think a lot of what we need to do as teachers in this work is to bring those examples, both from history, but also from the present day, we need to lift it up where we see it and be bringing it to our students. Change agents are just people who care about things who do something about those things.