



Social Impact!

"Social innovation is the way to bring humanity back on track."

- *Klimentina Ilijevski*

Introduction

Where are you? LEAD, right? But we're called IMPACT, not "WHATEVER", so today, we will be focusing on social issues with IMPACT.

Student Objectives:

1. Students will learn about the importance of social impact.
2. Students will be able to understand different methods of data activism and gain a general understanding of how to do these themselves.
3. Students will develop skills needed to convey their ideas and convince others using data storytelling.

Agenda

1. Intro to Data Activism (20 min)
2. Simulation (40 min)

Intro to Data Activism & Examples (20-25 minutes)

Purpose:

For students to see and understand different examples of data activism. This will inspire them to think about how they individually can address a social issue through IMPACT.

Sources:

1. See below

Lecture Notes:

- [INTRO PRESENTATION](#)

EXAMPLES:

Instructions: Go through the intro presentation and then choose 1-3 of these to read/watch together with the class. Feel free to discuss with the class what they liked or disliked about each one.

- Video: [How American conservatives turned against the vaccine](#)
 - Throughout this Vox video, you can see graphs and animations used along with the storytelling to make it both easier to understand and more impactful. To create your own video, you could use platforms such as Powtoon and Animaker.
- Infographic: [America's Changing Climate](#)
 - This infographic utilizes a variety of data visualizations to tell its story about

climate change in America. To make your own, you could use platforms like Canva and Adobe Illustrator, and you can make infographics directly in Infogram as well.

- Interactive Site/Presentation: [At the Epicenter](#)
 - This site combines data visuals and interactive elements to demonstrate the extent of COVID-19's impact on Brazil. The interactive aspects make the story more personal to the audience and increase its potential for social impact. You could use any website building software to create something similar, or you could even make an interactive Google Slides or PowerPoint presentation.
 - **If you have already shown the At the Epicenter site in class before, you can show this interactive presentation: [cybersecurity by Gloria](#). (Or vice versa. You can also show both examples regardless).** The presentation covers data regarding cybersecurity, examples of cyber attacks and data breaches, methods of protecting against cyber attacks, and more. You can emphasize that this was made by a fellow IMSA student and that you can make something pretty similar to sites like At the Epicenter with Google Slides.
- Article: [Congressional Redistricting](#)
 - This article by FiveThirtyEight shows proposed Congressional redistricting plans for this year and explains how the political parties have gained/lost territory in each state. They also discuss how the proposed plans could affect the 2022 midterm elections for Congress. If you write your own article, you can create a website on Wix, Squarespace, or a similar platform to publish it.

Discussion Questions:

1. Which medium of data activism did you feel was most effective? Why?
2. What are other social issues that could use data and journalism to raise awareness?

Simulation (35-40 minutes)

Purpose:

To help students understand the importance of social impact and be able to convey the same urgency to others.

Materials:

1. Computers

Directions:

- Send out [survey](#) in previous mod/beginning of this mod
- **Option 1:**
 - Pick one scenario for your entire class. Divide the class in half and have one group campaign for the proposal, while the other campaigns against it.
- **Option 2:**
 - Have your class split into 6 groups. Pair the groups up and assign each pair a scenario. Have one group campaign for the proposal, while the other campaigns against it.
- Give students their respective data
- Have students try to convince facilitators and other students why we should agree with their campaign using the provided data.

Facilitator Notes:

- Make sure students don't campaign by only using emotional/non-data related arguments. Encourage them to use as many IMPACT skills as possible.
- Try to get students to compile data to create a stronger point, ex. *Out of those who said*

IMSA should change their service provider, a large majority (78%) only ate from the service provider 1-5 times per week. Who's to say those individuals only had resentment for the current provider out of a lack of willingness to taste the food it provided?

Scenarios (25 min work time, ten min (five min each) proposal time):

1. IMSA administration is considering changing the food service provider from Lexington to a different company for the following school year.
 - a. Your proposal: should the switch be made or not?
2. A group of students is petitioning for the replacement of the shower heads in the halls 01-05 for taller ones like in 06 and 07, while other students think their petition is pointless. Because of this, administration is unsure if the replacement would actually benefit the IMSA community.
 - a. Your proposal: should the shower heads be replaced or not?
3. RCs are debating whether or not to call for sophomore study hours to be removed, but they aren't sure if study hours actually help sophomores be more productive.
 - a. Your proposal: should study hours be removed or not?

Discussion Questions (5-10 min):

- In terms of persuasiveness, do you think it was easier or harder to campaign when bound or supported by data?
- Although your facilitators may or may not have been convinced, do you think your argument would hold when presented to faculty members?
- In what way would you change your campaign (if any) to shift the largest amount of people to support your cause?