**Change Agent Call for Articles 2023-24**

**For Issues 59, 60, and 61 -- on Student Resilience and Success Skills**

Introduction: The next three issues of *The Change Agent* (co-published with [Essential Education](https://www.essentialed.com/)) will focus on student resilience and success skills. Submissions on these themes will be organized into three different issues, which will be published on August 15, 2023; November 15, 2023; and February 15, 2024. Students whose pieces are accepted will receive a $50 gift card. If you reference historical data or facts, please cite your sources. Send your submissions to Cynthia Peters, editor of *The Change Agent* at [cpeters@worlded.org](mailto:cpeters@worlded.org). Submissions must be received by May 4, 2023.

Teachers -- here are some ideas about how you can support your students to write for *The Change Agent*:

* Show them articles from *The Change Agent*, so they can see what their peers have done. If you don’t have a subscription, you can access lots of free content via our [Lesson Packets](https://changeagent.nelrc.org/classroom-resources/lesson-packets/) – <https://changeagent.nelrc.org/classroom-resources/lesson-packets/>.
* Pick just a few of the writing prompts below, so the list is less overwhelming. Adapt a few of the prompts so that they are more accessible to your beginner level students. (You can make a copy of this document in Google or download it to adapt it.)
* Have your students work in pairs and discuss one of the prompts, or discuss it as a group. Generate the relevant vocabulary and build understanding of the concepts. Ask students to take notes, write their response, get feedback, and re-write.
* Please make sure students know that we want students to ***write at the level they are at!*** We welcome beginner and intermediate pieces! ***We do not want articles written in a student’s first language and then dropped into Google Translate.***
* We don’t mind seeing spelling and grammar mistakes! We can easily correct those.
* We want pieces that share something profound, include details, and come from the heart.

**Overcoming Obstacles**

1. Describe a challenge you faced at work, in your family, at school, or in your community. How did you handle it? What resources did you use to address the challenge? What resources could you have used (if they had been available) to make it go better? Be specific.
2. Have you played a leadership role at your school, workplace, place of worship, or in the community? Describe how that role affected you. What was challenging? How did you persist?
3. In the U.S., there is a strong individualistic, pull-yourself-up-by-your-bootstraps approach to overcoming obstacles. Was that true in your country of origin? If not, describe what is different.
4. Did you ever drop out of school? What happened? How did you find your way back to school? Describe what inspired you and what made it possible.
5. What is resilience? Write a short poem using this “I Am” [template](https://www.nga.gov/content/dam/ngaweb/Education/learning-resources/lessons-activities/self-portraits/i-am-poem.pdf). Instead of starting with your name, start with “I am resilient.” (Teachers: Adapt the template so that it works for your students.)
6. Check out this [community poem](https://www.williamjames.edu/news/Resilience-in-a-Pandemic-Community-Poem.html) focused on resilience during the pandemic. Use this as a model for writing your own class poem.
7. Is there any way that your identity (for example, as a woman, an immigrant, a person of color, a person with a disability, a person with limited income, etc.) has supported or hindered you to reach your goals? Explain.
8. In English, there is a saying that “no man is an island,” which means a person cannot do everything by themselves. Who or what helps you when you face a challenge? What can your community, city, or state do to help people who face the same challenge?

**Finding Balance**

1. Share a time you advocated for yourself at work. Did you do it alone? With others? What happened?
2. What is it like attending classes as an adult? How do you juggle all your responsibilities? Do you get help from family, community, or public programs that support your attendance in school? Be specific about what these supports are and how they help.
3. How does technology play a role in your ability to stay in school and move forward with your academic goals? What challenges do you experience accessing technology? If you have addressed those challenges, what have you done and how did it work out?
4. What strengths do you bring to your work, school, and life? For example, are you dependable, a good communicator, or a creative thinker? Give specific examples of how you demonstrate these qualities.
5. What are your current life demands and responsibilities? For example, do you care for children or elders? Do you have a job or more than one job? How do you balance these things with continuing your education? How do you set priorities?
6. Society often places emphasis on performance-based success. Effort can sometimes go unnoticed. Where do you put effort in that is not that visible?
7. Discuss a time when someone saw and rewarded your hard work. How did it feel? How did it/will it affect your future goals?

**Support and Inspiration**

1. Does your school have policies or supports that are particularly helpful when it comes to attending and persisting in school? Describe them. Be specific about how they have helped you.
2. Does your community (city or state) have resources that help you stay in school (for example, free child care or accessible transportation)? Describe these resources and how they help.
3. Name the top three skills an adult learner should have to succeed in school. Describe your experience with these skills -- either in your own life or what you have witnessed in others.
4. What inspired you to go back to school? Discuss how your goals, along with support systems, help you persist despite the obstacles.
5. Is there a person you admire, such as a family member, friend, historical or current public figure (e.g., celebrity, activist, politician, athlete), who inspires you to keep going even in the face of adversity? Describe the message you have gotten from this person that keeps you moving ahead.
6. Respond to the poem “[Still I Rise](https://www.poetryfoundation.org/poems/46446/still-i-rise)” by Maya Angelou. Write a poem about how you keep rising despite challenges.
7. What’s your “why”? What or who inspires you to accomplish your goals?

***Remember: Please do not write articles in your native language and then drop the text into Google Translate. We want articles written in English at YOUR level!***