ROADMAP TO CIVIC ENGAGEMENT

A PUBLICATION OF SERVICE-LEARNING NORTHWEST

ROADMAP

TO CIVIC ENGAGEMENT

A publication of Service-Learning Northwest,
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The Roadmap to Civic Engagement - Third Edition

This revision was made possible through the tremendous support and hard work of the hundreds of WSC AmeriCorps members and their supervisors who were committed to implementing the Roadmap as part of their projects.

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INTRODUCTION

ROADMAP *to Civic Engagement*

Adapted for Washington Service Corps

Service-Learning Northwest partnered with Washington Service Corps (WSC), a statewide AmeriCorps program, to implement the *Roadmap to Civic Engagement* program in its 2002-2003 pilot year.

Service-Learning Northwest (SLNW), a program of Educational Service District 112, was established to meet the training, technical assistance and resource needs of educators, students, youth and community-based organizations throughout the service-learning and service communities. SLNW promotes service-learning excellence by developing high quality service-learning practices and tools for success. Please visit our web site for information about products and services offered by Service-Learning Northwest at www.servicelearningnw.esd112.org.

The *Roadmap to Civic Engagement* was developed to provide young people with both the skills and knowledge needed to effectively address issues and needs in their own community. Many young people are looking for opportunities to act on their interests and get involved with their community. The *Roadmap* is an avenue for action and a vehicle for such involvement.

This edition of the *Roadmap* is designed for implementation with young people in community-based settings outside of a classroom.

WSC is the oldest publicly funded statewide service program in the nation. WSC was created by the state legislature in 1983, and has since challenged thousands of young adults with hundreds of opportunities to "get things done" by addressing critical needs in their communities. Administered by the Employment Security Department, the WSC serves as an intermediary for community and faith-based organizations as well as education institutions and local governments in addressing unmet community needs and providing young adults with meaningful service experiences.

In order to implement the *Roadmap*, WSC developed a program structure to allow more than 800 AmeriCorps members to civically engage up to 1,000 young people in projects based on a service-learning methodology. Twenty-two project sites partnered with local community nonprofit and faith-based youth-serving organizations to deliver a *Roadmap to Civic Engagement* throughout the state of Washington.

A Word About the Goals of the ROADMAP *to Civic Engagement*

> *"America has never been united by blood or birth or soil. We are bound by ideals that move us beyond our backgrounds, lift us above our interests and teach us what it means to be citizens. Every child must be taught these principles. Every citizen must uphold them. And every immigrant, by embracing these ideals, makes our country more, not less, American."*
>
> *President George W. Bush*

Central to the American ideals expressed by President George W. Bush are "life, liberty, and the pursuit of happiness," the guiding principles on which this country was built. The pursuit of these ideals cannot be separated from specific actions, knowledge, values, and skills. The *Roadmap* seeks to help individuals rediscover the substance of these ideals and how they impact all who call this country home.

There is no belief more basic or more deeply ingrained in the American consciousness than that of individual freedom for all. President Franklin D. Roosevelt spoke in terms of four specific freedoms that he felt comprised the very core of this American ideal. "The first," he said, "is freedom of speech and expression -- everywhere in the world. The second is the freedom of everyone to worship God in his own way, everywhere in the world. The third is freedom from want . . . everywhere in the world. The fourth is freedom from fear . . . anywhere in the world."

Through a *Roadmap to Civic Engagement,* participants have the opportunity to rediscover these freedoms. In addition, participants will help ensure that the freedom of expression, the freedom of worship, and the freedom from a life of want and fear, are more secure for them, their family and their community. Or, as the Founding Fathers put it, to "secure the Blessings of Liberty to ourselves and our Posterity."

Roadmap is not about political or cultural conformity. It is about the power of civic engagement for all who have chosen to live in this country. It is an opportunity to learn the values, the history and, especially, the actions that have formed the foundations of this nation and continue to shape it today. Not to indoctrinate, but to inform. Not to conform, but to free. Not to disenfranchise, but to engage and empower Americans (of all status) to work to make this country, as Rosa Parks once said, "…better than it is."

The goal of the *Roadmap to Civic Engagement* is to help individuals from all walks of life make their town, their community, their county, their world, "better than it is."

What is Citizenship and Civic Engagement?

Citizenship and civic engagement are commonly used terms and yet they both resist simple definitions. Sometimes they are used interchangeably, other times they are used as separate concepts. One dictionary defines citizenship as, "the status of a citizen with its attendant duties, rights, and privileges." There is, unfortunately, no dictionary definition for "civic engagement." But the dictionary does define the words "civic" and "engaged," and these definitions could be combined to provide a framework for understanding. That definition might read:

> **civic:** relating to community; connected with the duties and obligations of belonging to a community; and
>
> **engagement:** to involve someone in an activity, or to become involved or take part in an activity.
>
> Or simply, "Civic engagement is the involvement in an activity related to community, often connected with duties and obligations."

So, if citizenship can be thought of as understanding certain "duties, rights and privileges," civic engagement can be thought of as the actions associated with those particular duties, rights and privileges.

The following definition summarizes the broader scope of citizenship and civic engagement adopted in the *Roadmap to Civic Engagement*.

> Citizenship or civic participation consists of **behaviors, attitudes** and **actions** that reflect **concerned and active membership** in a community. This includes the more traditional electoral citizenship activities, such as **voting, serving** on nonprofit boards or school boards, as well as less traditional forms of political participation, such as **community organizing** and **social activism.** It includes participation in **small neighborhood-based efforts** and the larger **national and international movements.**
>
> *Source: The State of Service-Related Research.*
> *The Grantmaker Forum on Community and National Service*

The *Roadmap to Civic Engagement* focuses primarily on cultivating an understanding of the behaviors, attitudes and actions that reflect concerned and active membership in a community. It engages participants in real-life opportunities to apply that knowledge, both locally and globally. By participating in an active service-learning process, participants examine a variety

of community settings, learn to identify a community's assets and needs, and gain an understanding of how to develop strategies for meeting genuine community needs by utilizing a variety of community resources.

This program is best understood as a *Roadmap* to civic action. It is not just learning about citizenship -- it is participating in citizenship that reflects membership in a community. And, it is not just about members of a community being active. It is also about developing a personal understanding of those behaviors, attitudes and actions that help to define civic engagement.

What is the Roadmap to Civic Engagement?

> "In a democratic society we must live cooperatively, and serve the community in which we live, to the best of our ability. For our own success to be real, it must contribute to the success of others."
>
> *Eleanor Roosevelt*

Roadmaps are helpful tools that are especially useful for planning trips. In addition to providing directions for reaching one's destination, they also provide useful information about the conditions of the roads and various hazards. Roadmaps also provide useful information about the destination itself. The more complicated the route, the more valuable the map.

Although on the surface civic engagement might seem fairly straightforward, it is actually a complicated subject. For example, is civic engagement a set of actions like voting or political activism? Is it a set of beliefs or values? Is it a set of skills? Is it knowing certain information about how government works? The *Roadmap to Civic Engagement* explores these questions and allows participants to discover their own answers.

As participants follow this *Roadmap* they will discover what it means to, as Eleanor Roosevelt said, "live cooperatively and serve the community" as active members of a democratic society. And, just as important, participants will discover that for personal success to be real, "it must contribute to the success of others."

ROADMAP Manual Overview

Each unit of the *Roadmap* engages participants in meaningful lessons, activities and reflections to broaden their understanding of civic engagement. Participants go beyond focusing on a particular issue or cause, and develop a deep connection to the assets, values, resources, and needs within their own community.

The Roadmap begins with a focus on the concept of "community," helping participants understand how the concepts of safety and common needs play into the development of a community. Next, in Units 2 and 3 participants deepen their connection with their own community. Community asset maps are developed as a means of identifying the wealth of resources available. Participants explore the history of their community to learn more about how communities originate and change over time.

In Unit 4, participants are taught that behind the issues--causes or situations we feel compelled to change--are universal needs that we all have in common. Participants begin to develop a "needs vocabulary." In addition, they create a continuum of local to global issues of concern and learn to link these issues back to universal human needs.

In Units 5 and 6, participants enhance their trust that one person, and one voice, can make a difference. Drawing on historical examples, participants discover a rich heritage around the roots of citizen voice and democracy. They learn more about democratic voting, consensus decision-making, and moving from community needs to solution-oriented actions.

Unit 7 is designed to provide a space for reflection and celebration on what each participant has learned through the Roadmap program. Participants are led through formal reflection activities and a formal celebration where accomplishments are recognized and acknowledged.

What Is Service-Learning?

The *Roadmap to Civic Engagement* is based on a method of active learning called "service-learning." Service-learning teaches important lessons using community service as the classroom. Service-learning allows participants to develop skills, knowledge and understanding in a context of meeting important community needs.

Two Settings for Service-Learning

Over the years, school-based or academic service-learning has gained acceptance in many schools as an effective teaching method. It focuses on providing instruction through service experiences. It connects classroom learning and community service, using the service as a context for teaching. More recently, community based organizations that were exposed to service-learning through partnerships with schools began to see the potential for service-learning in community settings. Community organizations began to look for ways to adopt the principles of service-learning for a non-classroom setting. A new understanding of service-learning began to emerge.

Whereas school-based service-learning is a teaching method that uses community service as a means of helping students gain a deeper understanding of course objectives, acquire new knowledge and engage in civic activity, community-based service-learning focuses on the same goals but with a different perspective. Community-based service-learning is an approach to service that intentionally enhances the learning opportunities by identifying specific learning goals and incorporating structured reflection activities into the service experience. While fulfilling the mission of an organization through the use of volunteers, opportunities for academic and skill development are identified and designed into the service. These lessons are reinforced through an effective practice known as *reflection*. In this way the strength and benefit of service-learning can transform the activity from simply service to service with lifelong lessons. Organizations benefit from volunteers who are more deeply engaged in the work of meeting the organization's mission.

In short, school-based programs are tied to the academic curriculum. Community-based programs identify learning outcomes not related to the school curriculum.

Three Defining Characteristics

There are three essential or defining, characteristics of service-learning. These three common elements distinguish service-learning from other hands-on and project-based learning experiences:

CLEAR LEARNING OBJECTIVES. As the concept and practice of service-learning expands to include a number of settings outside the traditional classroom, the focus must still remain on achieving intentional learning related to the personal, social and civic development of the participant.

MEET GENUINE COMMUNITY NEEDS. The strength of service-learning is the authenticity of the service in which young people are involved. The significance of the service performed enhances the participant's personal, social and civic development.

SYSTEMATIC REFLECTION. One of the important components of service-learning is reflection. Rather that being a simple summary of activity, reflection is an effective form of teaching which, when coupled with clear learning objectives and genuine community need, has the power to strengthen service and learning while also transforming the learner and teacher.

Three Additional Essential Elements

In addition to the three defining characteristics, Service-Learning Northwest incorporates three additional Essential Elements that are important components of quality practice:

YOUTH VOICE. The role of youth voice in active decision-making in developing service-learning activities is an important component in increasing positive impact.

MEANINGFUL SERVICE. To strengthen the impact of service-learning activities, it is important that young people participate in meaningful service and understand the important role they play.

PARTNERSHIPS. Increasing the number of stakeholders not only increases the immediate impact of a project, it helps service to continue.

What is the Six-Step Model?

This manual is built around a framework developed by Service-Learning Northwest (SLNW) called the Six-Step Model of Service-Learning. The Six-Step Model is a project planning and development tool based on the fundamental elements of quality service-learning practice.

The following six Essential Elements of Service-Learning form the basis of the model[1:]

- Creating clear learning objectives requiring the application of concepts, content and skill;
- Meeting genuine community needs;
- Reflecting throughout the experience;
- Giving voice to participants throughout the selection, design, implementation and evaluation process;
- Making certain that the service outcomes are significant; and
- Partnering with key stakeholder groups.

The Six-Step Model

Step One: Discuss

Discuss the concept of "community." This process will help participants understand the community, identify the varied communities each person belongs to, and examine how communities have different needs that must be met. This initial step helps participants form a connection to their community as they identify needs, issues, and problems facing the various communities to which they belong.

Step Two: **Investigate**

Gather specific information regarding the needs of various communities. This can be accomplished by surveys, needs assessments, asset maps and other resources.

Step Three: **Address**

Examine the possibilities for meeting the identified needs. Determine what resources and skills will be required to meet different needs. Ask if a service or solution is feasible given the available resources, including time. Discuss the possibilities and choose a targeted need to be addressed.

[1] National Service-Learning Cooperative, 1999

Step Four: **Plan**

Develop an action plan and design a project to meet the selected need(s). Identify and make explicit connections to learning objectives. Determine what skills and knowledge will be taught and how they will be assessed. Determine what individuals and/or agencies need to be involved. Build partnerships and determine roles and responsibilities for all involved.

Step Five: **Execute**

Perform the planned service activity or activities. This should encompass more than one event and may include outcomes from the previous steps.

Step Six: **Review**

Examine the impact of the service and the learning. Identify if the targeted goals were met, what was produced, and who benefited. This is the point for completing the reflection process. A celebratory event, also part of this step, is a good opportunity for participants to recognize themselves and other volunteers, as well as be recognized by others for their efforts.

How to Use This Manual

The *Roadmap to Civic Engagement* is comprised of seven units designed for a 90-minute learning/activity session to take place once per week for optimum effectiveness. Each unit is designed in such a way that, if necessary, it can be divided into separate 45-minute sessions. There are also several supplementary Exploratory Service Projects that expose participants to various service areas in the community.

This manual has been written in a structured, straightforward and detailed manner so that novices and skilled facilitators alike will find what they need to successfully lead participants through the program. Each unit is organized in the same format and includes:

ACTIVITIES The activities help build team and community identity, as well as introduce and reinforce the lesson. They focus participants' attention on the unit's objectives and also set the stage for reflection.

LESSONS The lessons often involve discussion and exploration. Some will include activities that focus on an issue relevant to the session topic.

REFLECTION The reflection, an essential component of each unit, includes a variety of activities and forms, including journals, artwork, group sharing, and other appropriate activities that reinforce the lesson.

ROAD SIGNS These guideposts--hints and clues-- help to direct activities along the way.

Exploratory Service Projects

Supplemental Activities

A central component of the *Roadmap to Civic Engagement* asks young people to identify, design and implement a service-learning project that engages participants in meeting compelling community needs. To further develop the impact of service on participants, early involvement in additional service opportunities has been included to supplement the primary service-learning project. These one-time service activities, called Exploratory Service Projects, are designed to expose participants to a range of service opportunities to meet a variety of community needs. Theprojects are intended to be facilitator-planned, one-time service activities designed primarily to expose participants to various opportunities for community service.

There are a number of added benefits to incorporating one or more Exploratory Service Projects into the *Roadmap* program. Participating in additional service activities strengthens one's sense of personal empowerment. Including these projects exposes participants to a variety of genuine community issues and significantly increases participants' sense of community awareness. They also help develop an individual's personal awareness. Lastly, they increase the amount of service provided to the community that each group provides.

Service projects should expose participants to different types of needs within their community. Below are some broad project areas:

Exploratory Service Project Ideas

SOCIAL JUSTICE	ENVIRONMENTAL	HUMAN SERVICES
Food bank / food drive	Trail maintenance	Mentoring / tutoring
Media literacy	Recycling	Day care center
Homeless shelter	Watershed	Book drive
Domestic violence	Computer recycling	Elder home care / repair
Peace	Invasive plants	Nursing home visit
Gun control, gun safety	Tree planting	Toy drive
Bullying	Stream clean	Bicycle repair clinic
Computer literacy	Energy audits for homes, schools or businesses	Single mom support / babysitting, home repair
Digital divide		

10 Keys to Working With and Engaging Young People

The *Roadmap to Civic Engagement* is designed to be an active learning experience that engages young people in participatory learning and service on their road to civic engagement. Here are ten useful suggestions for working with youth, especially in out-of-school settings:

1. Keep it simple.
2. Build relationships.
3. Have fun.
4. Provide hands-on and high-energy activities.
5. Consider the appropriateness of activities and, if necessary, prepare multiple options.
6. Involve students as decision-makers and, remember, young people are partners.
7. Utilize local resources especially in your school and local community.
8. Look for ways to involve as many people as possible.
9. Be patient. Relationships and success are both built slowly.
10. Plan well, practice beforehand, and review often.

A "Must Read" Resource Book for Facilitators

Perhaps the most comprehensive resource book in the area of Community Asset Mapping is:

Building Community From the Inside Out:
A Path Toward Finding and Mobilizing A Community's Assets

By John R. Kretzman and John L. McKnight
Of the Asset-Based Community Development Institute
Institute for Policy Research
Northwestern University
2040 Sheridan Road
Evanston, Illinois 60208-4100

The book is distributed by:
ACTA Publications
4848 North Clark Street
Chicago, Illinois 60640
800-397-2282

Published in 1993, the book contains these six comprehensive and extremely useful chapters:

1. Releasing Individual Capacities
2. Releasing the Power of Local Association and Organizations
3. Capturing Local Institutions for Community Building
4. Rebuilding the Community Economy
5. Asset-Based Community Development: Mobilizing an Entire Community
6. Providing Support for Asset-Based Development: Policies and Guidelines

We believe that it is a very useful companion for the Roadmap.

UNIT 1

Unit 1: Discovering Community

UNIT OVERVIEW

Civic engagement is the process of being actively involved in one's community. Whether you build trails, tutor in a school, or cast your ballot in an election, civic engagement begins and ends with discovering the importance of community. In this unit, participants explore the broad concept of "community," are introduced to the concepts of "safe space" and "personal community," and develop a small community among themselves.

UNIT 1

1A	DESCRIPTION AND GOAL	MINIMUM TIME
Activity	**The Name Game: Group Juggle** Goal: To introduce participants to each other and begin to create a group community.	15 minutes
Lesson	**How'd That Happen?** Goal: To help participants recognize that there are many factors in individuals' lives that are beyond their control.	15 minutes
Reflection	**Creating a Safe Place** Goal: To establish a common set of values and principles for the group's small community.	15 minutes
1B	**DESCRIPTION AND GOAL**	**MINIMUM TIME**
Activity	**Creating a Group Name** Goal: To help participants develop a sense of group community identity.	10 minutes
Lesson	**Liberty and Justice for All** Goal: To help participants realize that the Declaration of Independence mandates action to insure rights are available to all.	15 minutes
Reflection	**Create Group Shirts** Goal: To strengthen group identity.	20 minutes
	TOTAL UNIT TIME	90 minutes

Supplies:

- ❑ Soft objects (koosh balls, stuffed animals, etc.)
- ❑ Open space
- ❑ Flip chart or large pieces of paper
- ❑ Markers and pens
- ❑ Declaration of Independence handout (pages 18-19)

Group shirt materials:

- ❑ At least one shirt per participant (white or light color, either t-shirt or over shirt)
- ❑ Permanent markers

Tie dye shirts

- ❑ A variety of clothing dyes (primary and bright colors are best)
- ❑ Rubber bands
- ❑ Buckets, tubs or large tin cans
- ❑ Plastic drop cloth(s)
- ❑ Latex gloves
- ❑ Plastic bags (grocery style)

Alternative shirt decorating

- ❑ Fabric paints (puff paints)
- ❑ Permanent markers
- ❑ Plastic bags (grocery style)

UNIT 1

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Activity	**The Name Game: Group Juggle** Goal: To introduce participants to each other and begin to create a group community.	15 minutes
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Reflection	**Creating a Safe Place** Goal: To establish a common set of values and principles for the group's small community.	15 minutes

UNIT 1A: ACTIVITY

The Name Game: Group Juggle

Goal:

To introduce participants to each other and begin to create a group community.

Description:

By taking part in a group game, participants learn each other's name, connect with personal information and begin to develop a small group community.

Supplies:

- ❑ Soft objects (koosh balls, stuffed animals, etc.)

Directions:

1. Have all participants stand in a large circle.
2. Facilitator tells the group that this activity is a good way for the group to learn each other's name, and asks participants to say their name loudly and clearly when it comes to their turn.

3. Facilitator states her/his name and passes the soft object to the person on the left who states her/his name, and so on around the circle. Be sure to ask for clarification and get correct pronunciations at this point.

4. You may play additional rounds with other information instead of names.

5. Establish a "group juggle" pattern in which every person catches the object only once, saying the name of the person they are throwing the object to.

6. After a few successful rounds, add more objects. For an additional challenge, ask them if they want to break a specific time goal.

7. After several rounds, ask if anyone can name each person in the circle.

8. If time allows, add a piece of personal information along with the name, such as: hobby, hero, favorite sport, favorite food, or school.

Notes:

UNIT 1A: LESSON

How'd That Happen?

Goal:

To help young people consider what factors in their lives they actually have control over and what factors are out of their control. In exploring these elements the goal is to reduce the tendency to judge others based on factors outside of their control.

Description:

This activity begins with questions that focus on those factors that are out of the individual's control (biological parents, height, skin color/shade, etc.) and will lead to questions regarding factors that are within an individual's control (choices, treatment of others, etc.). It concludes with a discussion and a challenge to understand that many of the factors used to distinguish individuals and groups are not within the individual's control.

Supplies:

❑ Open space

Directions:

1. Organize into a group. There are various ways to organize the group depending of the group's make up and on the facilitator's goals. The group can be arranged in a circle with everyone facing the center, allowing each participant to be observed. This is the most common arrangement, as it helps to build a broader group identity. Sometimes it is more beneficial to have participants facing away to encourage more genuine and individual responses. Another strategy is to combine both, facing each other for easier questions, facing away for some harder ones.

2. Explain:

   "I am going to ask you a series of questions and I want you to raise your hand if your answer was something that you chose. Leave you hand down if it is something that was not your choice."

3. Ask the following (or any appropriate for the group): "How many of you..."
   - Chose your biological parents? (For the ones who raise their hands, ask them to explain how that occurred,)
   - Chose your parent's profession?
   - Determined how much money your parents would make?
   - Chose the city where you were born?
   - Chose your nationality?
   - Chose you ethnicity? (You might need to explain ethnicity.)
   - Chose your body shape?

4. Lead the group in a discussion that draws out the following:

   These are all things that affect your life and yet you did not have any choice in determining what you would look like, who your biological parents are, etc. And yet, all of these affect how people see you.

   Then ask:
   - Do you think it is fair that you are judged by things you did not have any control over?
   - What about the others in our group? Do you think they also get judged about things they had not control over?
   - Be honest, aren't there times when you judge others, either by the way they look or some other characteristic they didn't have any control over? Is it fair? Is that right?

5. But there are choices we do make for our lives. What are some?
   - To go to school and get an education
   - To work hard
   - To be honest and treat others with respect.

6. Then add: We all make judgments about others. We can't help it. But what we can help is how we respond to differences. It is important to make a distinction between characteristics that others have control over and those that they have no control over.

7. Finally, challenge the group: "Let's make a commitment to never judge another or make fun of someone else, over things they had no control over. IF you are going to make judgments, make them regarding things that others choose.

UNIT 1A: REFLECTION

Creating a Safe Place

Goal:

To establish a common set of values and principles for the group's small community.

Description:

First and foremost, a community should be a safe place physically and emotionally as participants examine and share their ideas. For that to happen, participants must abide by certain guidelines. While establishing group respect takes time, laying the groundwork for respect and safety must be done right away. In this lesson, participants will establish guidelines to ensure their needs for safety and respect are met within their small group community. Make sure everyone provides input in developing the guidelines, and that everyone understands what they need to ensure self-care.

Supplies:

- ❑ Flip chart
- ❑ Markers

Directions:

1. Ask the participants to sit in a circle.
2. Paraphrase the following:

   "If we are going to function as a community, we need to be sure that this is a safe place for everyone. Not just a physically safe place, but also anemotionally safe place . This is especially important because for the next [_____] weeks we are each going to discover that we have power -- the power of participation, the power to be heard, the power to make a difference. We will use that power to design a community service project together.

   "With power, comes responsibility. We will need to treat each other properly and with respect. We will need to make guidelines that we are each willing to work by. What guidelines do you

think are important to ensure respect and safety for a community?"

3. Enlist ideas from the group. Explain that you should have at least five guidelines. Ask for more detail if needed. For example, if a participant says, "show respect," ask what it means to have respect for one another in order to get more specific behaviors such as, "don't talk when someone else is talking," or "no put-downs." Ask for a participant volunteer to write the ideas on the flip chart.

   It can be useful to ask participants to list examples of unacceptable behavior, such as what behaviors constitute disrespect. This is helpful because each group has its own personality or group dynamic. This process encourages participants to be very specific about the guidelines as they consider potential issues.

4. Ask the group if the guidelines are complete. Reprint them on a new sheet of paper if needed. These will be posted in a prominent location at each meeting.

5. Ask the group if everyone agrees to abide by the guidelines. Be sure to work through any discussion that needs to happen in order to get to the point where everyone agrees to abide by them.

6. Have each participant sign the guidelines. Point out that this is your first act as a group becoming a community. Save the guidelines sheet and bring it to each meeting. Place it where everyone can see it. Review them periodically and not just when a violation occurs. This will help to further establish the guidelines as a way of interacting with others, both in the project group and beyond.

Notes:

UNIT 1

1B	DESCRIPTION AND GOAL	MINIMUM TIME
Activity	**Creating a Group Name** Goal: To help participants develop a sense of group identity.	10 minutes
Lesson	**Liberty and Justice for All** Goal: To help participants realize that the Declaration of Independence mandates action to insure rights are available to all.	15 minutes
Reflection	**Create Group Shirts** Goal: To strengthen group identity.	25 minutes

UNIT 1B: ACTIVITY

Creating a Group Name

Goal:

To help participants develop a sense of group identity.

Description:

Participants establish a group identity and a create a group name from various suggestions. Some groups might choose to also make up participant nicknames.

- ✔ Have some ideas for names in case the group needs them.
- ✔ Determine which decision-making strategy will be used to narrow the choices and to make the final selection. Some suggestions: consensus decision-making, majority vote, etc.

Supplies:

- ❑ Flip chart
- ❑ Markers

Directions:

1. Explain that the participants are going to choose a name for the group. Let them know that you want it to be "cool," while also describing what the group is all about.
2. Ask for suggestions and write them all on flip chart. Don't respond to suggestions at this point.
3. When all suggestions are listed, go through the list and ask participants why each name is appropriate.
4. Narrow the list to three and ask participants to choose using the decision-making strategy you have selected.

Pay close attention to the suggestion process, including which participants take the lead and which ones might need additional coaxing to have their ideas and their input recognized. You may also see certain group dynamics emerge that you either want to strengthen or eliminate.

Notes:

UNIT 1B: LESSON

Liberty and Justice for All

Goal:

To recognize that the Declaration of Independence is a call to action for every generation to secure, protect and defend "Life, Liberty and the Pursuit of Happiness" for all who live in this country and to act to ensure Liberty and Justice for All.

Description:

There are many reasons to meet needs within our communities. Compassion is one. Faith is one. Another reason is that this country was founded on certain principles of equality and justice and the notion that everyone has a right to the basics of life, to the freedom to think and speak freely, and the opportunity to pursue those things that make their lives fulfilling. Whenever and wherever these important rights are threatened or denied to any individual or group living in this country, we have an obligation, based on the words of the Declaration of Independence, to act. It is our civic responsibility, to act locally and to act nationally. This lesson will help participants understand that taking action to ensure these rights to all is at the heart of Civic Engagement.

Supplies:

- ❑ Flip chart
- ❑ Markers
- ❑ Declaration of Independence handout (pages 18-19)

Directions:

1. Break into small groups (4-5).
2. Ask the following questions and have each group discuss their responses:
   - Why do we celebrate the Fourth of July?
   - What do you like most about the Fourth of July and what is your favorite memory?

If you are working with an immigrant community, there might not be much knowledge regarding this day and the celebration. However, most young people know that something special happens on the 4th. The lesson then becomes more instructive than reflective.

3. Explain:
   "How many remembered that the Fourth of July is actually our nation's birthday? It really is a birthday party. If the United States of America was born on the Fourth of July, 1776, then a letter called the Declaration of Independence is like our birth certificate. The first sentences tell everyone what this new country believes."

4. While still in small groups pass out the Declaration of Independence handout.

5. Read (or have a participant read) the introduction to the Declaration of Independence.

6. Say or paraphrase:
   "Whether we realize it or not, these are some of the most powerful words in the world. Let's look closer at some of the words." (Select one version of the Declaration of Independence at the end of this unit).

7. Read again with emphasis the following key concepts:
   - "all men are created equal"
   - "that they are … (given) … certain unalienable rights"
   - "that among these are life, liberty and the pursuit of happiness"
   - "that governments … (get their) … powers from the (common people) consent of the governed"
8. Write these on the flipchart paper.

9. If not already, quickly organize into four groups.

10. Assign one Declaration statement to each group.

11. Explain:
    "Take just a few minutes and explain what your sentence means."

12. Have a representative from each group take 60 seconds to tell what they decided.

✔ To maximize the time, this conversation can be carried out during the "Create a Group Shirt" activity while young people are creating their group shirts.

✔ If drinkable water is not available, recommend participants bring bottled water to meetings.

✔ If your meeting time falls during a time of day when young people would need a snack, such as after school, encourage participants to bring a snack each day. Have a loaf of bread and a jar of peanut butter for those who are not able to bring a snack.

✔ Make sure everyone knows where the restrooms are. Decide if participants can go on their own, if they should go in twos or threes, or if you should take group breaks.

✔ Checking in: Everyone works at a different pace. Notice if the team seems overly "antsy" during a group discussion. Do you need to take a break? Or do participants seem lethargic? Do you need to do an energizer? Do participants need a snack? Be sure to check in with participants individually from time to time.

UNIT 1B: REFLECTION

Creating Group Shirts

Goal:

To strengthen group identity.

Description:

Participants will label their shirts with the group name, their personal name or their nickname, then tie-dye or decorate the shirts.

Supplies:

- ❑ At least one shirt per participant (white or light color, either t-shirt or over shirt)
- ❑ Permanent markers

Tie-dye shirts

- ❑ A variety of clothing dyes (primary and bright colors are best)
- ❑ Rubber bands
- ❑ Buckets, tubs or large tin cans
- ❑ Plastic drop cloth(s)
- ❑ Latex gloves
- ❑ Plastic bags (grocery style)

Alternative shirt decorating

- ❑ Fabric paints (puff paints)
- ❑ Permanent markers
- ❑ Plastic bags (grocery style)

Directions:

<u>For tie-dye shirts</u>

1. Using permanent markers, have participant write the group name and personal name on their shirt.

2. Bunch up a small amount of the shirt into a wad. Place a rubber band around the wad of material. Make sure that the material forms a tight bunch. Use several rubber bands if necessary.

3. Create numerous bunches all over the shirt. Be sure to include the front, back and arms. Several rubber bands can be placed on a single bunch of fabric creating a starburst effect.

4. Holding on to main part of the shirt, dip the different bunches in various colors of dye. Some can be double dipped into several colors for special effects.

5. Once everyone has dipped their shirts, remove the rubber bands and enjoy the artwork.

6. Pass out a plastic bag to each participant for protection and transport.

For painting shirts

1. Provide paper and colored markers for practicing design.

2. Follow instructions on fabric coloring products.

Practice tie-dyeing or shirt painting before the meeting and bring an example for participants to see. It is important for you to have gone through the experience in order to anticipate any challenges.

For additional information and instructions see:
http://www.dharmatrading.com/tie-dye/instructions.html
http://www.tiedyehunter.com/tdebookpage.htm

Notes:

The Declaration of Independence:

The Foundation of Social Justice

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness."

A Promise and a Mandate

"We hold these truths to be self-evident" are the opening words to one of the most powerful and radical paragraphs ever written. It holds a promise and, although it is often overlooked, it contains a mandate. These words are from the Declaration of Independence, our nation's founding document. It set the framework and established the fundamental values for the new country. Because, on the simplest level, American Democracy is about the presence or absence of these values, it is worth taking a moment to review these words and what they mean.

We hold these truths to be self evident

The writers not only stated that the words that would follow are the truth, they should also be obvious or self evident to any rational person hearing them.

That all men are created equal

History is clear that when these words were written, this equality did not actually extend to "all" men in the new country (for example African American slaves or Native Americans). Neither did this concept extend to women. However, in the historical context, the notion that the common man had the same rights as the wealthy and privileged class was remarkably radical. This statement set the stage for following generations to revisit this idea and to expand their understanding and the scope of this notion of equality and for when the Constitution was amended through Articles 15 and 19 extending voting rights to all without regard to race or sex. Sometimes, from our current perspective, we lose sight of the fact that in the 1700s, equality on such a scale was a radical and dangerous notion, especially to the established English and European social orders.

That they are endowed by their Creator

These rights originate from a higher Power and are not subject to the whims of any individual, group, government, or king.

With certain unalienable rights

These rights cannot be removed or taken away, except under certain extreme circumstances.

That among these are Life

This means that everyone has a right to the basic needs for sustaining life. This includes the right to be safe, physically and emotionally, and also to earn a living.

Liberty

This is the freedom and the ability to choose what to think, what to believe, what to say, where to live, and what to do with your life.

And the pursuit of Happiness

That all people have the right to pursue those things that bring them personal peace and joy.

Our country was founded on these "truths." They are promises made by the embryonic United States to its people. Every generation has a right to expect that these rights will be protected. But, every generation also has a responsibility to ensure that these rights are not only protected, but also realized by the "all" "who are now presumed" "equal." Moreover, whenever these rights to life, liberty, and happiness are threatened or denied, our Declaration of Independence serves as a mandate to action for every person who calls this country "home." This, in a nutshell, is social justice: ensuring that the rights guaranteed to every person in our historical documents are protected and realized by "all," because, as the Founding Fathers so eloquently expressed, in this country "all" are to be equal in their right to life, to liberty, and to the pursuit of happiness.

Many of you might be saying (or screaming), "There is no way that 'all' are 'equal' in this country." And you would be right. There are many people in our country and in our world who are not treated as equals and who do not have access to even the basics of life, much less liberty and happiness. That is why social justice is so important. Social justice works to make the words of the Declaration of Independence more of a reality in individuals' lives and in all types of communities throughout this country. To deny others these basic rights is to disrespect the vision of our Founding Fathers. To ignore injustice is to ignore the very principles of our country.

Social justice is at the heart of our democracy. It can be expressed through our freedom of speech, our freedom to demonstrate, our freedom to protest, and especially our freedom to act. Or, it can be expressed through the combined power of our votes. Regardless of how it is expressed, social justice is one of the most fundamental mandates we have in our country. Without it, we cease to be American, at least as the Founding Fathers envisioned this new social experiment that was so presumptuous as to declare that "all men are created equal" and that all are "endowed with certain unalienable rights" which include not only the basics of "Life" and the fundamentals of "Liberty," but extends even to the guarantee of the "pursuit of Happiness."

UNIT 1A: THE NAME GAME

Human Blackout Bingo

Goal:

To introduce participants to each other and begin to create a group community.

This game is a great get- to-know-you game, but requires information for the grid to be collected in advance.

If you knew when you wanted to do this activity, you could get the personal facts ahead of time on an application or by talking to each participant.

Directions:

Ask participants to write down a little known fact about themselves. Collect the participants' facts, and put them into a grid. Give each student a copy of the grid. Instruct students to move around the room interviewing each other to discover who belongs to each fact. Students should mark their fact with their signature. The first person who has all of their squares signed wins!.

For an easier version, make up a grid ahead of time with generic statements (likes drawing, favorite color is blue). The rules are the same. People can sign any square that is fitting to them, but only once on each sheet. Have less boxes in the grid than there are participants to make it easier to get it filled. Leave one free box empty for someone to write in something about themselves and sign it.

UNIT 1A: CREATING A SAFE PLACE

The "Me Chart"

Goal:

To explore one's identification with various communities.

Description:

Participants visually explore and identify a variety of communities to which they each belong. Their findings will become the cover of a personal journal that participants will use periodically for reflection, brainstorming, etc.

Supplies:

General:

- ❑ Blank 8-1/2" x 11" card stock for journal cover
- ❑ Blank 8-1/2" x 11" paper, 10 sheets per journal
- ❑ The "Me Chart" Journal Cover Directions (page 23)
- ❑ A wide variety of pre-cut photos from magazines and/or whole magazines
- ❑ Drawing materials
- ❑ Scissors
- ❑ Glue

Journal binding:

- ❑ Stapler or hole punch
- ❑ String or brads

Directions:

1. Read or paraphrase the following:

   "We are going to be making what is called a Me Chart. This is a visual representation of you and the communities you are connected with. You will have a chance to find pictures that identify your communities, or you can draw or map your communities if you like. First, you will fold your paper in half – it's going to become the cover for your personal journal.

Next, write your name in the middle. Then, surround yourself with the pictures of your community."

2. Pass out supplies or have participants get them. Repeat directions. Inform participants of the amount of time they will have for this activity.

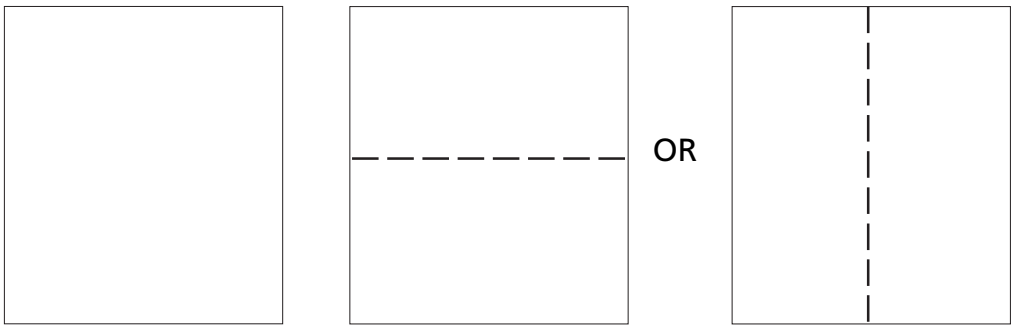
3. As participants complete their covers, give them 10 pieces of blank paper. Instruct them to fold the paper in half and place it within the cover they have created. Attach the blank pages with staples, brads, or string. These blank pages will be used for future journal entries.

4. Have participants write their name and decorate the first page in their journal.

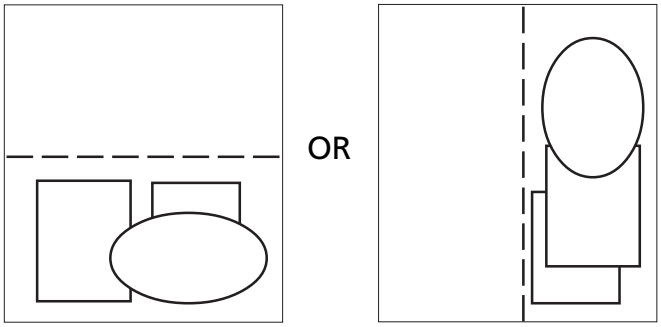
- ✔ Make a Me Chart journal for yourself ahead of time to show as an example.
- ✔ To save time, assemble journal pages with covers in advance and distribute to participants to decorate with Me Chart photos.

The "Me Chart" Journal Cover Directions

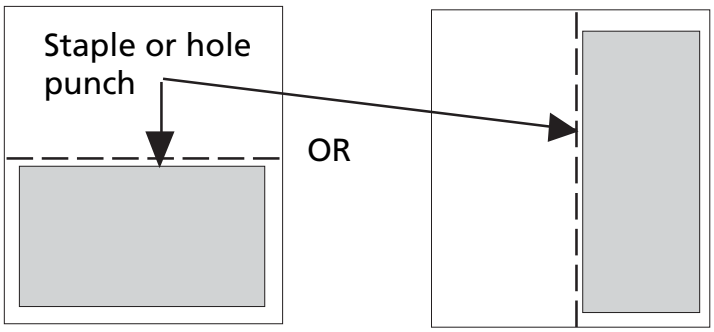
STEP ONE: Fold cardstock cover in half.



STEP TWO: Place name or personal picture on cover and add photos



STEP THREE: Place and secure inside pages



UNIT 1A: CREATING A SAFE PLACE

The Being

Directions:

Place a large piece of butcher paper on the floor and ask one student to lie down on it, face up. Invite one or two other students (or do it yourself) to trace an outline of the student on the paper (or do this ahead of time with your AmeriCorps teammates). This outline becomes a representation of the body or "being" of the group.

On a separate piece of paper, brainstorm a list of behaviors that make a group work well together and another list of behaviors that keep a group from working together. After you have a list that everyone can agree on, have the youth write the positive behaviors ("respect others' opinions") on the inside of the body, and the negative behaviors ("talking while someone else is talking") on the outside. Have all the youth sign on the bottom to say that they agree to abide by these guidelines to make the group work well. When you decide on your group name, you can write that name on the being and hang it up on the wall as a reminder of your group guidelines.

(from KIDS as Planners)

UNIT 1B: CREATE GROUP SHIRTS

Paper Quilt

Description:

This activity will create a visual representation of your group identity. Ideally, it will be displayed at all of your CE meetings, and can be referred to as needed to remind the group of their goals, values, and vision. The end result is a batik-like quilt that combines individual goals to create a group vision.

Supplies:

- ❑ Scissors
- ❑ Hole punch
- ❑ Raffia (or other material to tie quilt)
- ❑ Large paper grocery bags (1 for every 2 participants)
- ❑ Paper cutter
- ❑ Crayons (Crayola works best, cheaper brands will have less desirable results. Used, broken crayons are great for this activity.)
- ❑ Iron
- ❑ Freezer space
- ❑ Newspapers
- ❑ Tempera paint (2-3 colors, add water to create a "paint wash")
- ❑ Containers for paint (bowls, cups or similar items)
- ❑ Paint brushes
- ❑ Pencils

Directions:

1. Preparation (approximately 1 hour, depending on group size):
    - Prior to your meeting day, cut each paper bag into 2 - 12"x12" squares. Do not use the bottom of the bag. Make one square for each participant, and a few extra for mistakes.
    - Cut 6" pieces of raffia. Cut 12 pieces per participant plus a few extras.
    - Cover tables with newspapers or crayon will stain tables!

2. Ask each student to create a logo that represents the goals, values, and vision of the CE group. You may want to set guidelines, such as no references to drugs, sex, violence. Logo can be words, pictures, colors, or a combination.

3. Participants can sketch the logo onto the paper bag with a pencil, or sketch on another piece of paper to use as a guide. Any mistakes in pencil can be covered up with the crayon. This step is not required – they can just start coloring on the bag, but encourage them to take a couple of minutes to plan their design.

4. Once they have a design in mind, the participants will color the logo onto the bag with the crayons, following these guidelines:
   - The entire 12x12 square must be covered in crayon.
   - Crayon should be heavily applied to paper. This will take several applications of crayon, layering and drawing in all directions. The more crayon, the better the end result will be. If crayon is "flaking off" the paper, it will be great!
   - Small details get lost in this project. Use large, bold drawings and letters.
   - If they are doing this correctly, they will start complaining that their hands hurt!

5. Once the design in complete, put the paper in the freezer for 15 minutes or longer. You may want to line the freezer space with newspaper, to keep the crayon flakes from leaving a mess.

6. Remove the paper from the freezer, and crumple it, making it into a small ball. The more the paper is crumpled, the better the effect. Un-crumple and re-crumple for best results. This process will create cracks in the crayon drawings.

7. Put the paper between 2 pieces of newspaper and iron it smooth. A warm iron is sufficient, and an old iron is recommended.

8. Once ironing is complete, add paint wash. Using 2-3 colors will give quilt a unified look. Colors don't matter, so use what is available. Mix paint with water (2:1 ratio of paint to water). Paint the wash onto paper and leave to dry. Sometimes participants overdo it and get too much paint on their paper. Soak up excess paint with a paper towel, or leave it to dry. Drying can take several hours, so may want

to end the activity here for the day and complete the process at your next meeting. You can also iron quilt squares dry'– remember to use the newspaper over the square.

9. Once the squares are dry, punch 3-4 holes on each side of the squares. A 3-hole punch gives a uniform look to the squares. Simply center the square on the hole punch. You can have the participants do this, or you can do this in preparation for the next meeting.

10. Completing the quilt:
    - Option 1: Have pairs of participants tie their quilt squares together. Then have each pair join another pair and tie their four squares together. Continue this process until all of the squares are joined.
    - Option 2: Have students tie their pieces together, one at a time. As they tie their quilt piece, they can share what their logo means for them. If there is time, this can be very powerful for participants!
    - Add a few inches of raffia to the outside edges of the quilt.

11. Display the quilt for all to see, and keep it displayed until CE is complete – or longer! At the end of CE, you may want to dismantle the quilt and give each participant their square as a keepsake of the experience.

UNIT 1B: CREATE GROUP SHIRTS

Community Quilt (easy version)

Supplies:

- ❑ Crayons
- ❑ Large piece of light colored material
- ❑ Freezer paper
- ❑ Yarn or raffia
- ❑ Iron

Directions:

1. To prepare ahead of time: cut material into equal sized blocks (one for each participant), and iron each block onto freezer paper to make it stiff.
2. Hand out a block to each person and have them draw a picture or write something on their block with crayons. Press hard and use brightly colored crayons.
3. Remove freezer paper, place quilt block between two paper towels and iron until color no longer bleeds onto paper towels.
4. To finish, sew all the blocks together, or sew (or glue) them onto a large, brightly colored background sheet, or punch holes and tie them together using yarn or raffia.

Note:

A slightly more expensive alternative is to buy fabric crayons, have participants draw their pictures on regular paper, place the paper face down on the quilt block and iron until the image is transferred (mirror image) onto the fabric..

UNIT 1B: CREATE GROUP SHIRTS

Friendship Bracelets

Description:

Groups can choose the colors that they want to represent them. Each youth makes own bracelet, but all use same colors. Represents both group unity and individuality. It does take awhile to cut and measure thread, so we recommend having pre-cut pieces. For younger kids, have an experienced bracelet maker paired with novices.

Supplies:

- ❑ Yarn, hemp or embroidery thread
- ❑ Scissors
- ❑ Masking tape

Directions:

1. Some Members just might remember how to make these from our younger days, but if not, instructions can be found on the internet at various sites including:
   - http://kids.singnet.com.sg/bracelet/ (very good, with lots of pictures)
   - http://www.geocities.com/Heartland/Lane/1627/
2. Just make sure you have practiced this beforehand and know how to do it. For simpler bracelets, just braid the colors together.

Note:

Also consider other kinds of bracelets, armbands, headbands, nametags, anything to provide increased unity and reflect the sense of community in the group.

UNIT 2

Unit 2: The Importance of Place

UNIT OVERVIEW

Where did your community originate? What assets make your community valuable or meaningful to its members? Participants strengthen their connection to their local community by exploring its history, and discovering what influenced its current state. Participants begin to develop community asset maps.

UNIT 2

2A	DESCRIPTION AND GOAL	MINIMUM TIME
Activity	**The Gift** Goal: To help participants recognize the unique gift they provide their community.	5 minutes
Lesson	**Defining Community** Goal: To explore key concepts and definitions associated with various communities. **Our Town** Goal: To help participants understand the life of their community in the broader context of history.	10 minutes 20 minutes
Reflection	**My History** Goal: To help participants understand history as a current blending of daily choices and decisions made by ordinary people.	10 minutes
2B	**DESCRIPTION AND GOAL**	**MINIMUM TIME**
Activity	**Rules Rule** Goal: To understand how rules provide a community structure toward obtaining goals.	15 minutes
Lesson	**Who Makes the Rules?** Goal: To understand the people and organizations behind a rule or law.	20 minutes
Reflection	**Power Source** Goal: To help participants understand laws and policies as part of a system that individuals can change.	10 minutes
	TOTAL UNIT TIME	90 minutes

Supplies:

- ❑ Envelopes (one per person)
- ❑ Small slips of paper (one per person)
- ❑ Pens/pencils
- ❑ Markers
- ❑ Flip chart or large pieces of paper
- ❑ One or more local speakers
- ❑ Journals
- ❑ One object per group of 4-5 participants
- ❑ Open space
- ❑ Phone books (from several areas, if available)
- ❑ Community Definition handout (page 50)
- ❑ Rules Rule handout (page 51)
- ❑ Power Source worksheet (page 52)

UNIT 2

2A	DESCRIPTION AND GOAL	MINIMUM TIME
Activity	**The Gift** Goal: To help participants recognize the unique gift they provide their community.	5 minutes
Lesson	**Defining Community** Goal: To explore key concepts and definitions associated with various communities.	10 minutes
	Our Town Goal: To help participants understand the life of their community in the broader context of history.	20 minutes
Reflection	**My History** Goal: To help participants understand history as a current blending of daily choices and decisions made by ordinary people.	10 minutes

UNIT 2A: ACTIVITY

The Gift

Goal:

To help participants recognize the unique gift they provide their community.

Description:

This activity introduces participants to the concept of personal and community assets. Participants will examine and celebrate the assets or "Gifts" present in their newly-formed group. Each participant will take a moment and consider what "gift" they possess. Participants then write that personal gift (characteristic) on a piece of paper and place it in an envelope. Once the envelopes have been shuffled each participant takes an envelope, opens it and reads the gift to the rest of the group.

Supplies:

- ❑ Envelopes (one per person)
- ❑ Small slips of paper (one per person)

- ❑ Pens or pencils
- ❑ Markers

Directions:

1. Ask everyone to sit in a large circle. Keep enough space to allow for privacy as they write.

2. Give out a slip of paper, something to write with, and an envelope.

3. Say or paraphrase the following:
   "Every person is unique. And, each has a quality that is their own special characteristic, what can be thought of as their gift. It might be honesty, or being a good friend, or a good listener, or loyal, or a hard worker, or gets good grades, or they are funny. Take a minute and think about what it is about you that is special, that is a gift that you bring to this group. Even though you will probably have several gifts, write down the one that you like the most and put it in the envelope."

4. Have someone collect the envelopes.

5. Shuffle the envelopes and redistribute them to the participants.

6. Go around the circle and have each person read the gift in the envelope. If you included names, have them read those as well. If the group is new to each other, read the name first, have that person identify him/herself and then read the gift.

7. Have someone list each of the gifts on a separate piece of paper. Place an additional mark beside gifts mentioned more than once.

8. Gather up and save the envelopes.

9. Ask participants to look at the various gifts their group includes and give themselves a "round of applause" for the gifts they possess.

Sometimes sharing personal gifts can be uncomfortable. In this activity, gifts can either be kept anonymous or, if it is appropriate for the group, names can be included. The advantage of including names is that it connects participants with gifts and allows participants to connect with others who share similar gifts. The danger is that some might feel vulnerable as others might disagree with a participants' self-assessment or, worse, be ridiculed.

Notes:

UNIT 1A: LESSON

Defining Community

Goal:

To explore key concepts and definitions associated with various communities.

Description:

Facilitator leads a group brainstorming to list key language and concepts used to define "community." The group also discusses dictionary definitions of "community." This activity will help participants discover the role they play in several community groups.

Supplies:

- ❑ Flip chart or large pieces of paper
- ❑ Writing or marking pens
- ❑ Community Definition handout (page 50)

Directions:

1. Begin by asking the question "what is a community?"
2. List participants' answers on flipchart.
3. Help participants to be specific by asking clarifying questions such as:
   - "Can you explain what you mean?"
   - "Can you give an example?"
4. Once it seems that the group is out of suggestions, review the list and ask if there is anything that should be added.
5. Combine similar words or phrases with help from the group, and place the key elements on a separate piece of paper.
6. Distribute copies of the Community Definition handout.
7. Paraphrase the following lead-in:

   "The goal of this unit is to help you gain a deeper understanding of the concept of community. Community is defined by a number of characteristics. Here is one dictionary definition."

8. Read the definition or ask a participant to read it. Check for understanding.

9. Ask participants how their list compares with the dictionary definition. Have participants complete the handout describing similarities and differences between definitions.

10. Ask participants to identify the specific communities they are connected to. These will be used later as they design and construct their "Me Chart."

Wait Time

- Waiting for participants to contribute their thoughts or answers is one of the HARDEST things for facilitators to learn.
- Silence is okay!
- Silently count to seven before giving additional prompts or calling on another person.

Notes:

UNIT 2A: LESSON

Our Town

Goal:

To help participants understand the life of their community in the broader context of history.

Description:

In this lesson, participants explore the history of the community and what "gifts" (personal, natural resources, financial, etc.) were necessary for the growth of the community. Activities and discussions will help participants understand the life of their community in the broader context of history.

Supplies:

- ❑ One or more local speakers

Directions:

Begin with an activity called Wagon Wheel. Wagon Wheel allows participants to share and receive information from each other by practicing active listening skills.

Wagon Wheel Directions:

1. Have participants count off by two's. Be sure that there are two equal groups. The facilitator can participate, if necessary.

2. Ask all number one's to stand in a circle facing in, with an arm's length between each person. Now ask participants to turn around and face outward from the center of the circle.

3. Have the number two's form an outer circle facing the number one's. Every person should have a partner. Explain:

   "I will ask a question. First one group will have time (usually one minute) to answer a question. The other group can only listen. No verbal responses are allowed. During this activity, you will not only be sharing your thoughts when it is your turn

to talk, each person will also practice active listening. What are some active listening skills (eye contact, nodding, smiling)?"

Once each group has answered the question, rotate the circles. You can have one circle move three partners in one direction (left or right) and announce the next question.

For a higher level of activity, have one circle move 3 or 4 partners left. Then have the other group also move 3 or 4 partners to the left. Then move one group back to the right, etc. At each stop, partners can introduce themselves before moving to their final spot where they actually answer a question.

Questions should target the learning goals of this lesson. Here are some possible questions:

- What is your favorite pastime? Why? (builds community, relationships)
- If you could go anywhere in the world, where would you go? Why? (builds connections to interests and helps to increase geographical awareness)
- What is your favorite food? And where is your favorite place to get it? (local community awareness)
- What do you like best about your town and your community? Why? (community connection)
- What is the best thing about your school? Why? (values, personal perspective)
- Who is your hero? Why? You don't have one? Why not? What should a hero be like? What would it take to become your hero? (personal values, history)
- If you could change one thing in the world, what would it be? Why? (personal values and motivation)

Debrief:

Ask volunteers to share some of the answers they heard to specific questions. If appropriate, have participants identify the individual who made the statement. For example, someone might say, "I heard Jennifer say that her favorite place to eat is Applebee's on 99th street." Or, "David would like to go to Alaska because he loves mountain climbing and wants to hike there." This can help build stronger connections.

Following the Wagon Wheel activity, have the group sit to "Hear the Story" of their local community from a guest speaker.

Hear the Story:

Have guest speakers share some history about the community.

✔ Be sure to properly prepare guest speakers so that they understand the goals and the time allotment. If possible, allow time for questions.

Guidelines for Guest Speaker

For the highest impact, the history of the community must be concise and specific. In advance, try to determine two or three of the most important pieces of information about your community history and ensure that the participants clearly understand those facts. Too much information will take too long and will likely be lost. Focus on a couple of key points or events. Also, include a brief account of what decisions led the speaker to the community.

UNIT 2A: REFLECTION

My History

Goal:

To help participants understand history as a current blending of daily choices and decisions made by ordinary people.

Description:

Participants identify two or three events that have influenced their lives. Then, time permitting, they will picture their future history and identify choices that will lead to that future history.

Supplies:

- ❑ Journals
- ❑ Pens/pencils

Directions:

1. Pass out journals.

2. Then say or paraphrase:
   "Each person is here today because of decisions that were made by them and by others. Think about what decisions had to be made for you to be here. What decisions were made that brought you to this community? (e.g., Family moved to town for employment, to be closer to other family, etc.) In your journal, write the following statement - "If my _____ (or If I) didn't _____ then I wouldn't have _____.
   Fill in the blanks (or draw a picture) in your journal.

3. If time allows, ask:
   "Think about your future. Where do you want to live? What do you want to do? What kind of decisions would you have to make to reach those goals? Write in your journal: In the future I hope to_____. In order to do that, I need to _____.

UNIT 2

2B	DESCRIPTION AND GOAL	MINIMUM TIME
Activity	**Rules Rule** Goal: To understand how rules provide a community structure toward obtaining goals.	15 minutes
Lesson	**Who Makes the Rules?** Goal: To understand the people and organizations behind a rule or law.	20 minutes
Reflection	**Power Source** Goal: To help participants understand laws and policies as part of a system that individuals can change.	10 minutes

UNIT 2B: ACTIVITY

Rules Rule

Goal:

To understand how rules provide a community structure toward obtaining goals.

Description:

This activity demonstrates the importance of knowing the rules in order to successfully accomplish a goal -- in this case, successfully completing the relay. As small teams, participants will be asked to complete a simple relay without knowing the rules. Every time a rule is broken the team must start over. Rules will be revealed incrementally.

This activity demonstrates how difficult and frustrating it can be to try to accomplish a goal when the process is not clearly understood, particularly if participants do not get to create the rules or if the rules seem confusing.

This game is a simple relay (but with unusual rules) that requires members of a team to move across an area and retrieve an object. On the surface it seems like an easy task. However, there are very specific rules for moving, for picking up the object and for returning it.

Supplies:

- ❑ One object per group of 4-5 participants
- ❑ Open space
- ❑ Rules Rule handout (page 51)

Directions:

1. Break the group into small teams of any size. Three to five members to a team is ideal.

2. Set the objects opposite from the starting line at least 20 feet away, but not so far that participants get too tired.

3. Have each team identify themselves with a number or a name.

4. Say or paraphrase:

   "As a team, you will send one member at a time to retrieve the object and return it to the start line. Continue until all team members have retrieved the ball and returned it to the start line.

   "This game has a catch. There are specific rules that you must follow, but you have to work together to figure out what they are. Each step has its own rule. If you break a rule, I will ask you to begin again. The first team that retrieves all of the objects wins."

5. Line up in a row. When the first participant is ready, shout "go!"

6. When a rule of the game is broken, shout out the team's name and ask them to start over. Give each participant two attempts to successfully retrieve and return the object. After two attempts, the participant should move to the back of the line and the next participant will try.

7. After three team members have been unsuccessful, allow the next person in line to come and obtain a copy of the list of the rules, listed in random order (Rules Rule handout).

8. The participant returns and shows the rules to the other team members.

9. Team members must decide which rule is first and then the next team member in line tries the selected rule.

10. If unsuccessful, the team member must return and attempt a different rule. Since all teams are using the same set of rules, teams can learn from each other's success (or failure).

11. Once the proper order of the rules has been discovered, each team member must complete the relay.

12. The first team to have all members complete the relay wins.

Rules:

Step 1 (to reach the object). Hop twice on one foot and then twice on the other.

Step 2 (once the object is reached). Circle the object twice.

Step 3 (to return the object). Using feet and walking backward, push the object back to the start line.

Step 4 (to replace the object). Pick up the object and skip back to replace it for the next team member.

Step 5 (to complete). Run back to the start line and tag next team member.

Groups may get frustrated and want to quit. Encourage them to continue. However, quitting is acceptable; in fact, that is the point. People often quit because they get frustrated when they try to make a difference and don't know the process.

UNIT 2B: LESSON

Who Makes the Rules?

Goal:

To understand the people and organizations behind a given rule or law.

Description:

Participants will discover who makes various rules, how they are made and who enforces them.

Supplies:

- ❑ Flip chart paper and markers
- ❑ Phone books (from several areas, if available)

Directions:

1. Say or paraphrase:
   "Are rules good or bad? Why? We all have rules we must follow. But who makes the rules? Let's make a list of who makes the rules."

2. As the responses are listed ask:
   - "What rules do they make?"
   - "Who enforces the rules?"
   - "How can they be changed?"

3. Make four columns on flipchart paper or a whiteboard. One will be for the Rule Makers, one for the Rules, one for the Enforcers and one for Change Agents. Then add:
   "In order to make a change, we need to recognize that policies and laws are part of a process, part of a system. To make a change requires that we understand that system and to know who actually is responsible for making the decision, for enforcing that decision and how those decisions can be changed. For our discussion, we will talk about four elements

of that system: Rule Makers, Rules, Enforcers, and Change Agents. Rule Makers are those who actually determine a policy or a law like speed limits, dress codes, curfews, recycling, or graduation requirements. Rules are the official policy, law or rule created by the Rule Makers. Enforcers are the ones responsible for making certain the laws are obeyed or policies are enforced. The Change Agents are the various methods we can use to influence the Rule Makers' decisions.

4. Then ask: "Who makes the rules in our community?"

5. Using the phone book (and phone calls if necessary), determine what kind of local government exists (manager, mayor, city council, commissioner).

6. Determine if there are any state agency offices in your community.

Have some examples ready that the group can identify with. Rule Makers could be government, school boards, parents or employers. Rules could include speed laws, dress codes, curfews, school attendance and work schedules. Enforcers could be police, school principals and bosses/managers. Change Agents could include changing laws, changing elected officials, negotiations, advocacy and direct action.

Notes:

UNIT 2B: REFLECTION

Power Source

Goal:

To help participants understand laws and policies as part of a system that individuals can change.

Description:

To understand how laws and policies are created, it is necessary to understand who makes certain policies, who is responsible for enforcing them, and how policy makers can be influenced. Using the Power Source Worksheet, participants identify up to three laws or policy issues that they are interested in, consider who the Rule Makers and the Enforcers are and try to identify possible Change Agents.

Supplies:

- ❑ Power Source Worksheet (page 52)
- ❑ Pens/pencils

Directions:

1. Pass out the Power Source worksheet.
2. Explain:
   "This is a worksheet that will help us better understand how we can affect change in our community. Think of one, two or three rules that you can chart on the worksheet. They don't have to be only rules you disagree with or that you want to change. The goal is to figure out how the rules fit into the community system."
3. Write the rule or law in the Rules column. Then, try to determine who made the rule, who enforces it and how it can be changed.
4. Have participants fold their worksheets and place them in their journals.

Community Definition

Community is defined by a number of characteristics. Here is one dictionary's set of definitions of community.

com • mu • ni • ty

1. A group of people living in the same locality and under the same government. The district or locality in which such a group lives.

2. a. A group of people having common interests: the scientific community; the international business community.

   b. A group viewed as forming a distinct segment of society: the community of color, senior citizens.

3. a. Similarity or identity: a community of interests.

   b. Sharing, participation and fellowship.

4. Society as a whole; the public

5. A group of plants and animals living and interacting with one another in a specific region under relatively similar environmental conditions. The region occupied by a group of interacting organisms.

SIMILARITIES TO YOUR LIST	DIFFERENCES FROM YOUR LIST

Rules Rule:

Run

Hopping twice on one foot, then twice on the other

Push

Walk backward

Circle twice

Skip

Rules Rule:

Run

Hopping twice on one foot, then twice on the other

Push

Walk backward

Circle twice

Skip

Rules Rule:

Run

Hopping twice on one foot, then twice on the other

Push

Walk backward

Circle twice

Skip

Power Source Worksheet

Understanding and Charting Laws, Policies and Influence

Use this chart to identify laws and policies. Identify who makes them, who enforces them and how they can be changed. Begin by identifying a law, rule or policy and place it in the Rules column. Then find out who made the law or the policy. Why was this rule made? The phone book and a phone call can usually provide the answer. How is this law or policy enforced? Then try to determine how to influence those who make the laws, rules and policies.

Using this chart will help focus activities on the proper source. For example, if the school board sets the dress code policy then the principal and teachers are responsible for enforcing the policy. Appealing to the principal or teachers (Enforcers) to change a dress code policy will most likely be ineffective unless they are also the Rule Makers. To change a dress code policy would require appealing to the school board. In order to be effective, the area of influence (Change Agents) must be identified. Then an action or activity can be designed to target that area of influence for maximum change effect.

Rules	**Rule Makers**	**Why**	**Enforcers**	**Change Agents**
List the law or policy.	Who is responsible for setting policy or passing law?	Why was the rule made?	Who is reponsible for ensuring compliance?	How are the Rule Makers influenced?
Laws, policies, rules, guidelines, regulations.	Boards, agencies, legislators, citizens, federal government.	Event, situation, circumstance, precedent.	Police, schools, governmental agencies, organizations.	Elections, advocacy, boycott/boycott campaigns.

UNIT 2A: THE GIFT

Gift Quilt

Description:

This project uses art to help students represent their gifts, keeping the mood fun, and encouraging them to open up.

Supplies:

- ❑ 6" x 6" card stock in various colors
- ❑ Markers, colored pencils, magazines, any other creative art supplies
- ❑ Colored duct tape

Directions:

1. Break students into groups of five or six.
2. Paraphrase or say:
   "Each person here has a unique gift. You bring that gift to our community. Through combining all our unique gifts we will create an amazing project. Right now we are going to construct a Gift Quilt to illustrate the diversity of the talents or gifts that make up our community. For thousands of years, all over the world, quilts have been used to tell stories and to represent communities. Each one of us today will design at least one patch to represent the unique gifts they bring to our community. When our quilt is completed it will tell the story of how our community formed."
3. Pass out squares and art supplies, and have the students spread out around the room.
4. Give students 5-7 minutes to create patches, then collect them.
5. Construct quilt using Duct tape as bonding. (This can be done at end of day.)
6. Present quilt before Unit 4 and have it visible for the rest of the units.

UNIT 2A: DEFINING COMMUNITY

Art Project

Directions:

Break into small groups, preferably with a facilitator with each group, especially with younger ages. Give each group a large piece of paper and art supplies and ask them as a group to artistically represent their community. They are not limited to the paper, can use poetry, skits, whatever gets their point across. When all groups have finished, have each group explain their artwork to the other groups.

UNIT 2A: DEFINING COMMUNITY

Common Ground

Description:

This game reinforces the theme of community and the understanding that a community can be more than just where you live.

Directions:

1. Set up chairs in a circle with a chair for every participant but none for the facilitator (so there is one less chair than total people). Each person is seated with facilitator standing in the middle. The facilitator explains that the goal of the game is to see what kinds of communities and interests are shared within the group.

2. The facilitator should explain, "I share common ground with people who…" and complete the statement with something that is true of him/herself. If the statement is true for any seated participant, they must get up and change places with another person at least 2 seats away. *(For example, "with people who wear glasses" and all those with glasses must find a new chair.)* After the scramble, one new person is left without a chair, and the process repeats. Make sure to set safety guidelines before beginning!

3. Often it is best to start this out lightly ("…with people who have lived in another state") then work into deeper issues depending on the maturity and safety of the group with whom you are working ("…with people who have been affected by poverty"). The facilitator can do this by purposely getting stuck in the middle and introducing a deeper topic. Younger kids may do best sticking to lighter topics.

4. Finish by debriefing with them, talking about what they saw, what communities exist within their little community, what they all have in common.

UNIT 2A: OUR TOWN

Worksheet

Worksheet for younger ages to reinforce understanding and get them thinking about their community and their place within it.

Directions:

1. Create worksheet with the following questions:
   - What do you like best about this city?
   - What do you like least about this city?
   - Describe your favorite place to visit in this city?
   - What groups of people in this city might need our help this year? List three.
   - Write three sentences describing a time you helped another person in your community.
   - When you finish the questions above, turn this paper over and draw a map of your neighborhood.

2. Have participants fill out worksheet.

3. Afterwards, youth can share their answers and talk about their community, either before the speaker comes in or at another time in Unit 2. Some groups might not be excited about doing a worksheet, but these questions you could be used as discussion or as prompts for art pieces, charades, or presentations. The important thing is to get them thinking and to bring these concepts into their familiar world to help them understand.

UNIT 2A: MY HISTORY

Worksheet

Directions:

1. Create worksheet with the following questions:
   - What country do you come from? (example: United States)
   - What city and state were you born in?
   - Have you lived in this town your whole life, or did you move to this town? If you moved to this town, what state or city did you move from?
   - Do you or someone in your family speak a language other than English? If yes, what other languages do you or your family speak?
   - Think about your future. In three sentences, describe where you would like to live when you grow up and what you would like to do to make the world you live in a better place. (Example: I would like to live in Texas, and become the first female president so that I could pass laws to help people get better paying jobs.)

Note:

Of course, these are just examples. Any questions that you think would help the youth better think through these issues would be excellent.

UNIT 2A: MY HISTORY

Life River

A substitute using art to help students reflect on where they have come from and where they are going.

Directions:

Give each student a large piece of butcher paper and various art supplies. Instruct youth to draw their life as a river (alternatively you could do it as a map), noting important events, where they came from, where they are now and where they are going. These "Life Rivers" can be shared with the group if youth feel comfortable. Dialogue should focus on the recognition that the choices people make affect their own lives and the lives of others. Everyday decisions change history. You might even use a historical example to show that choices made and actions taken can influence large scale events.

UNIT 2B: RULES RULE

RULES RULE CARD GAME

Using a card game instead of a relay can accomplish the same goal and might be more appropriate for some groups. Here are instructions for one specific card game, but any game that the youth don't already know would work.

Supplies:

- ❑ Enough decks of cards for each group of 4 or 5 to have one
- ❑ Plastic Baggies
- ❑ Strips of paper—each one with one rule of the game written on it

Directions:

1. This game, called Mao, is similar to Uno but has a lot of hidden rules, and the point is that to learn the rules, you must get them wrong and earn a penalty first. Nobody tells you up front what all the rules are.

2. Divide into groups of 4-5, each with a deck of cards and a bag with 8-9 strips of paper, each with one rule written on it. One piece of paper also says, "You are the Chairman."

3. Play runs like Uno—Each player starts with 7 cards in their hand, and the rest are face down in a stack in the center. A card from the center stack is turned over, and the player to the dealer's left must play a card from their hand that is the same suit or number as the card showing. If they do not have a card in their hand that will work, they draw from the stack until they get one that works. After they have played, the person to their left does the same thing with the new top card, and it continues around the circle. The first person to run out of cards is the winner.

4. But, there are hidden rules written on the papers in the bag. Instruct the youth to draw the papers out of the bag so that each person has 1 or 2. They should not show or tell anyone what is on their papers. Each person now has 1 or 2 of the hidden rules. Nobody knows all the rules—just the ones that they have drawn from the bag. If

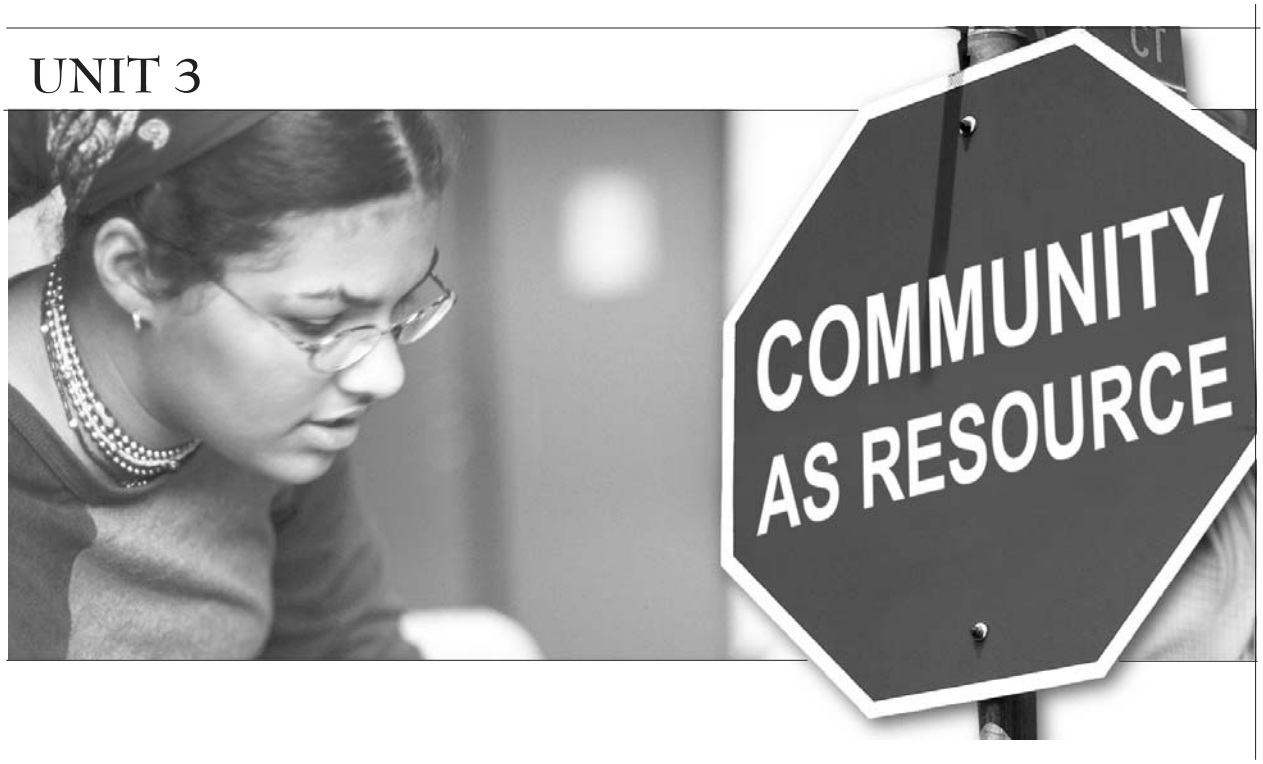
someone breaks a rule that you have, you say "Penalty," and the rule breaker has to draw a card. After you say""Penalty," you read out loud the rule that they broke. You are in charge of enforcing your rules for the entire game.

5. Ask each group for the Chairman to raise their hand. If there is a question about what a rule means or if it has been broken, the Chairman decides the outcome.

6. Examples of hidden rules: These rules should be written out ahead of time on separate slips of paper. Feel free to make up your own fun rules.
   - To talk, first say "point of order" and everyone must put down their cards. Anyone who speaks without saying "point of order" or who does not lay down their cards when they hear""point of order" earns a penalty.
   - When a 7 is played, person playing it must say "Have a nice day" or get a penalty.
   - When someone has just one card left, they must say "Mao" or earn a penalty.
   - If someone lays a jack, everyone must clap or earn a penalty.
   - 8's are wild. If someone lays an 8 and does not call a suit, they earn a penalty.

7. This game could generate some great discussion about Rules, the importance of knowing them and how frustrating it is to break rules you didn't even know about.

UNIT 3



Unit 3: Community As Resource

UNIT OVERVIEW

Each community is a conglomeration of unique resources and assets that serve the needs of its members. Additionally, many communities are interdependent, through resource sharing, policy making or problem solving. In this unit, participants explore the wealth of resources, gifts and assets present within a community by developing personal and community asset maps. Participants will then begin to understand the important role cooperation, structure, and community boundaries play in matching community assets with community needs.

UNIT 3

3A	DESCRIPTION AND GOAL	MINIMUM TIME
Activity	**The Ball Game** Goal: To demonstrate the important role cooperation plays in meeting community needs.	10 minutes
Lesson	**Personal and Community Asset Map** Goal: To identify resources that support the health of a community.	25 minutes
Reflection	**Gift Drawing** Goal: To further develop participant's personal connection to the unique asset(s) they offer our community.	10 minutes
3B	**DESCRIPTION AND GOAL**	**MINIMUM TIME**
Activity	**Star Puzzle** Goal: To understand the importance of having all the necessary pieces in place to solve a community problem.	10 minutes
Lesson	**Assessing Community Needs** Goal: To generate a list of community needs.	25 minutes
Reflection	**Journal Entry: What do you feel?** Goal: To reflect on the differences and/or similarities between global and local needs.	10 minutes
	TOTAL UNIT TIME	90 minutes

Supplies:

- ❑ Ball (volley ball or larger)
- ❑ Open space
- ❑ Personal Asset Map worksheet (page 75)
- ❑ Community Asset Map worksheet (page 76)
- ❑ Phone books (from varying locations, if available)
- ❑ Sample Phone Book Pages (pages 77-79)
- ❑ Several sheets of paper
- ❑ Pens/pencils
- ❑ Journals
- ❑ Art supplies
- ❑ Sample Stars (page 80)
- ❑ Several sheets of 8-1/2" x 11" different colored paper
- ❑ Scissors
- ❑ Flip chart and markers

UNIT 3

3A	DESCRIPTION AND GOAL	MINIMUM TIME
Activity	**The Ball Game** Goal: To demonstrate the important role cooperation plays in meeting community needs.	10 minutes
Lesson	**Personal and Community Asset Map** Goal: To identify resources that support the health of a community.	25 minutes
Reflection	**Gift Drawing** Goal: To further develop participant's personal connection to the unique asset(s) they offer our community.	10 minutes

UNIT 3A: ACTIVITY

The Ball Game

Goal:

To demonstrate the important role cooperation plays in meeting community needs.

Description:

Participants will represent various community institutions or individuals, and will use different skills to try to keep a community ball in the air for as long as possible. The skill differentiation will be in the form of the number of hands that can be used: both hands, right hand, left hand, or no hands.

Supplies:

- ❑ Ball
- ❑ Open space

Directions:

1. If there are more than 10 participants, begin by breaking into pairs.

2. Facilitator assigns positions from the following list (or can add others) to each individual or pair:
   - Churches (right hand only)
   - Schools (both hands)
   - Teachers (both hands)
   - Shelters (left hand only)
   - Homeless persons (no hands)
   - Courts (right hand)
   - Doctors (both hands)
   - Policemen (both hands)
   - Children (right hand only)
   - Elderly (underhand only)

3. Assign each person (or pair) in the group an identity but do not reveal the limitations.

4. Form a large circle with participants holding hands. Have everyone back up and make the circle as large as possible. Participants can drop their hands but they must remain in their position.

5. Introduce the ball as "the community." Have each person identify who she or he is representing. Have participants reidentify themselves each time the ball is hit (using both hands this time).

6. Challenge the participants to keep the community safe and up in the air by volleying.

7. Count the number of volleys each time the ball is hit. Allow the group several restarts to establish a good number of volleys.

8. Then stop and reveal the limitations for each position represented. Explain:

   "Within communities not everyone has the same skills to offer. So we are going to try to keep the ball up with different skills. Some of you will be able to use both hands, some will be able to use only their right hands, some only their left hands and some will not be able to use any hands at all. So here is the list."

Read the list and make sure that everyone knows their role. Go around the circle having each person name their identity and what assets (hand or hands) they have to offer.

9. Once the participants have the hang of it and are working well as a team, call out an identity and ask them to sit down. The remaining players are challenged to keep the ball in the air. Do this until only one remains trying to keep the ball in the air.

10. Reverse the situation and ask each seated participant (or pair) in turn to stand and help keep the ball up.

11. Debrief by asking the following questions:
    - How long did it take to get a volley going as a whole team?
    - How difficult was it to keep the ball up with less and less support?
    - How does this metaphor compare to real life?
    - Why could some people use both hands and others only one and others none?
    - How did you feel about your position and your skill contribution?
    - What difference did it make?
    - Where does our community need more support?

Notes:

UNIT 3A: LESSON

Personal and Community Asset Maps

Goal:

To identify resources that support the health of a community.

Description:

Participants will create personal and community asset maps.

Personal Asset Maps:
Personal Asset Maps list the Skills, Knowledge, Actions and Values that individuals bring to their communities.

Community Asset Maps:
Community Asset Maps will identify key resources available in the community.

Supplies:

- ❑ Personal Asset Map worksheet (page 75)
- ❑ Community Asset Map worksheet (page 76)
- ❑ Phone books (from varying locations, if available)
- ❑ Sample Phone Book Pages (pages 77-79)
- ❑ Several sheets of paper
- ❑ Pens/pencils

Directions:

Personal Asset Maps

1. Ask participants to get into groups of three or four.
2. Pass out the Personal Asset Map worksheet.
3. Have each person start by placing their name in the middle of the Personal Asset Map worksheet. Place the gift that he identified in the previous exercise, "The Gift", in the appropriate section of Skill, Knowledge, Action or Value. Then add additional personal qualities on the worksheet. After several minutes, share with the others his or her Personal Asset Maps. Personal assets are often overlooked by the individuals who possess them.

4. Try to identify someone in the group who can help draw out and identify additional personal assets of the other members of the group.

5. Ask participants if they would be willing to share their asset map with others in the group.

Community Asset Maps

1. Break into (or remain in) at least four groups.

2. Spend a few minutes orienting participants to the various sections in the phone book.

3. Assign each group with the task of identifying what resources are available in one of the four following areas:

   Government Agencies
   - Human and human services
   - Governmental/social services agencies
   - Political resources
   - Local government
   - Regional/county government
   - Elected state representatives
   - Elected national representatives

   Non-profit organizations
   - Homeless/food/shelter
   - Abuse resources (physical, domestic, substance)
   - Elderly
   - Youth

   Recreational Resources
   - Parks/pools
   - Youth sports
   - Entertainment
   - Professional sports
   - Free and for-fee activities

   Physical Characteristics (often available in the city section of the phone book)
   - Population
   - Physical
   - Characteristics
   - Demographics
   - Size (square miles)

3A: REFLECTION

Gift Drawing

Goal:

To further develop participant's personal connection to the unique asset(s) they offer our community.

Description:

Participants will draw a visual representation or a symbol of their personal gift.

Supplies:

- ❑ Journals
- ❑ Art supplies
- ❑ Pens/pencils

Directions:

1. Make sure everyone is comfortable and has their journal and some art supplies.

2. Explain:

   "Find a blank page in your journal. At the top write 'My Gift'. Think about the quality that you identified as your gift. Or, consider qualities that are most important to you. They just don't have to be qualities that you think you already possess but can be ones that you admire and would like to have. Now pick one and in your journal create an artistic representation of that quality. You can label it if you want, or just let it represent the quality."

Notes:

UNIT 3

3B	DESCRIPTION AND GOAL	MINIMUM TIME
Activity	**Star Puzzle** Goal: To understand the importance of having all the necessary pieces in place to solve a community problem.	10 minutes
Lesson	**Assessing Community Needs** Goal: To generate a list of community needs.	25 minutes
Reflection	**Journal Entry: What do you feel?** Goal: To reflect on the differences and/or similarities between global and local needs.	10 minutes

3B: ACTIVITY

Star Puzzle

Goal:

To understand the importance of having all the necessary pieces in place to solve a community problem.

Supplies:

- ❑ Sample Stars (page 80)
- ❑ Several sheets of 8-1/2" x 11" different colored paper
- ❑ Scissors

Description:

By searching for matching pieces to complete their star, participants address the importance of having the right piece in the right place. This activity serves as a metaphor for solving community problems.

Directions:

1. Prepare: In advance, draw a series of stars on 8-1/2" x 11" inch pieces of same colored paper, drawing one large star on each piece (see sample

stars). Make enough stars to allow one star for each four to five participants. Each star should be different enough that each star can only be assembled in one way. Once the stars have been drawn, cut them into the same number of pieces as the group size. For example, if groups will have four participants each, cut the stars into four pieces. Cut each star individually to ensure that each star is unique.

2. Determine the number of stars needed (one star per group).

3. Shuffle the star pieces and pass out one piece to each participant.

4. Give the following instructions:
   "Each of you has one piece to a puzzle of a star. Each star is different. Your piece only fits one star. You goal is to find the other pieces of your star. Be sure to make sure that the lines of your star match exactly."

5. Debrief. During this time, stress how important it is to have all of the pieces to solve a problem.

Variation:

1. To emphasize how difficult it is to solve a problem without all of the pieces, withhold one piece of the star puzzle from one group. Once all of the other groups have successfully assembled their stars, reveal that one piece was missing from the remaining group and discuss the difficulty of solving a puzzle without all of the pieces.

   To emphasize the point further, explain:
   "I dealt myself a piece of the puzzle in order to participate but then decided that I didn't want to play. I figured that the others could do it without me."

2. Help participants to verbalize the consequences of not participating and contributing to solve a problem.

Notes:

3B: LESSON

Assessing Community Needs

Goal:

To generate a list of community needs.

Description:

Participants will identify, categorize, and discuss the various needs present in their community. A final list of community needs will be created.

Supplies:

❑ Flip chart and markers

Directions:

1. Place a flip chart in front of the room.
2. Write on the paper: "What our community (town, city, neighborhood) really needs is:"
3. Ask participants to complete the statement.
4. Ask why the participant feels this is a community need. However, at this point, don't distinguish personal needs and wants from genuine community needs. That will come later.
5. Once the list is complete, take another sheet of paper and reorganize the list into categories using headers such as: Human Needs, Environmental Needs, Resource Needs or other appropriate categories.
6. Tell participants that you will come back to the list later.

Notes:

3B: REFLECTION

Journal Entry: What Do You Feel?

Goal:

To reflect on the differences and/or similarities between global and local needs.

Description:

Participants will answer the question "What do you feel is the most important issue in the world and in your community? Are they the same issue?"

Supplies:

- ❑ Journals
- ❑ Pens/pencils

Directions:

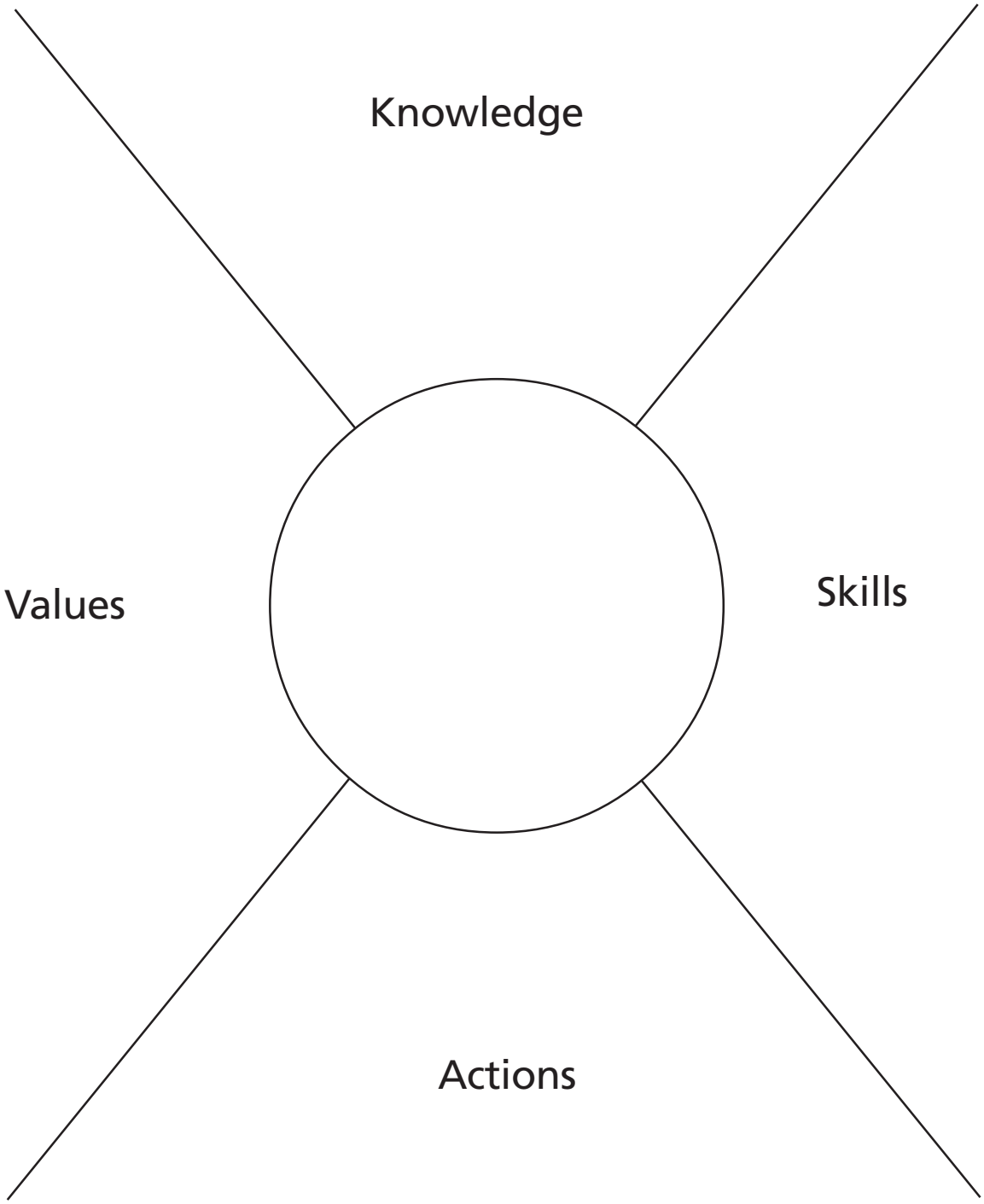
1. Make sure everyone has his or her journal. Have extra paper available in case a participant does not have a journal.

2. Explain that you want participants to write or draw in their journals: "Take a minute and write or draw in your journal your feelings about these questions. And remember, there are no right or wrong answers."

    - "What do you feel is the most important issue in the world?"
    - "What about the greatest issue in your community?"
    - "Are they the same issue?"
    - "If not, why not?"

Notes:

Personal Asset Map



Community Asset Map

Comments:

Type of Resource

Name of Resource

Address

City State Zip Code

Phone

Contact Person

Services or Resources available

Type of Resource

Name of Resource

Address

City State Zip Code

Phone

Contact Person

Services or Resources available

Type of Resource

Name of Resource

Address

City State Zip Code

Phone

Contact Person

Services or Resources available

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The Government Pages in your phone book are filled with information ranging from local resident resources to state and federal contacts. In this section you can find contact information for your local representatives, compile a list of community resources for homeless teens, or obtain voter registration information. The key contact information listed provides a wealth of research potential for addressing countless community issues of concern.

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The Government Pages are typically organized as shown here. Contact your local representatives to determine their positions on key community issues; compile a list of outreach publications and resources available for a particular audience; identify the structure of your community's government system; and identify key assets within your community.

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/ANCOUVER CITY OF—
WATER—
Emergencies Only (After 4:30 PM And Weekends) ... 693-9302
Development Review/Permits ... 696-8101
Design ... 696-8223
Water Quality ... 696-8177
Repairs/Maintenance/Leaks ... 696-8177
Billing ... 696-8152
WATER RESOURCES EDUCATION CENTER (VOICE & TTY)
4600 SE Columbia Way ... VANCOUVER 98661 696-8478
YARD DEBRIS RECYCLING ... 737-2425
ZONING ... 696-8105

Washougal

VASHOUGAL CITY OF—
CITY HALL 1701 C St ... 835-8501
Finance Dept ... 835-8503
Water-Sewer & Garbage Billing ... 835-8504
FIRE DEPT 1400 A—
Fire Only ... 911
Business ... 835-2611

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WASHOUGAL CITY OF—
POLICE DEPT—
Police Emergency ... 911
Police Dept Business 1400 A St ... WSHGL 98671 835-8701
Animal Control ... 835-8701
PUBLIC WORKS—
Building Department Wshgl ... 98671 835-8501
Director ... 835-8501
Maintenance Shop 2201 C St ... WSHGL 98671 835-2662
Water-Sewer Maintenance ... 835-8501
SOCIAL SERVICES BUILDING ... 835-2873

Woodland

WOODLAND CITY OF—
ANIMAL CONTROL ... 577-0151
BUILDING DEPARTMENT 230 Davidson ... 225-7299
CLERK 230 Davidson ... WOODLAND 98674 225-8281
COURT 100 Davidson ... 225-8712
FIRE DEPARTMENT—
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Business 100 Davidson ... 225-7076
POLICE DEPARTMENT—
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WOODLAND CITY OF—
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Business 100 Davidson ... 225-6965
After Hours Non-Emergency 100 Davidson ... 225-8981
PUBLIC WORKS—
230 Davidson ... 225-7999
Public Works Shop ... 225-7800

Yacolt

YACOLT TOWN OF—
FIRE & AMBULANCE CALLS ONLY ... Dial 911
OTHER FIRE BUSINESS Yacolt ... 98675 686-3271
TOWN HALL Yacolt ... 98675 686-3922

County

Clark

LARK COUNTY OF—
CLARK COUNTY GOVERNMENT INFORMATION ... 397-2000
Courthouse 1200 Franklin—
Mailing Address
P O Box 5000 Vancouver Wa 98666-5000 ... VANCOUVER
CLARK COUNTY GOVERNMENT OFFICE LISTINGS
FOLLOWED BY SW WASHINGTON HEALTH DISTRICT LISTINGS
ACCIDENT REPORTS ... 397-2229
ADDRESSING ... 397-2375
Ext...4998
ADOPTIONS ... 397-2292
ADULT DIVERSION 1105 Harney ... VANCOUVER 98660 397-2216
AGRICULTURE ... 397-6060
AIR POLLUTION ... 574-3058
ALCOHOL & DRUG ABUSE ... 397-2130
ANIMAL CONTROL COMPLAINTS ... 397-2488
ANIMAL CONTROL INFORMATION RECORDING ... 397-2489
ANIMAL SHELTER 2323 W 26th Exn ... VANCOUVER 98660 693-4746
ANNEXATIONS ... 397-6125
APPEALS REAL & PERSONAL PROPERTY ... 397-2337
ARCHAEOLOGICAL INFORMATION ... 397-2375
Ext...4165
ASSESSMENT AND GIS ... 397-2391
AUCTION INFORMATION (SURPLUS PROPERTY) ... 397-2323
AUDITOR ... 397-2241
AUTO ACCIDENT REPORTS ... 397-2211
AUTO LICENSING—
Main Office 510 W 14th St ... VANCOUVER 98660 397-2288
Battle Ground
301 W Main St #101 ... BATTLE GROUND 98604 687-5115
Camas/Hi-School Pharmacy
3328 NE 3rd Av Camas ... VANCOUVER 835-2977
Cascade Park 1301 NE 136th Av ... VANCOUVER 98684 892-1877
Fourth Plain
5000 E Fourth Plain Bv ... VANCOUVER 98661 694-0931
Hazel Dell 7904 NE 6th Ave Ste B ... VANCOUVER 98665 574-0086
Heights Auto License/Hi-School Pharmacy
8000 E Mill Plain Bv Suite A ... VANCOUVER 98664 695-2122
Highway 99 Auto Licensing
13011 NE Highway 99 ... VANCOUVER 98686 573-6226
Orchards
11202-A NE 4th Plain Bv ... VANCOUVER 98662 360 892-2841
BID INFORMATION ... 397-2323
BIRTH RECORDS ... 397-8414
BOARD OF COUNTY COMMISSIONERS
1013 Franklin ... VANCOUVER 98660 397-2232
County Administrator ... 397-2232
BOARD OF EQUALIZATION/ASSESSMENT APPEALS 500 W 8th St Suite 19 ... VANCOUVER 98660 397-2337
BOAT LICENSES ... 397-2288
BOUNDARY REVIEW BOARD ... 397-6125
BUDGET OFFICE ... 397-6097
BUILDING PERMITS ... 397-2375
CTV 23 ... 696-8235
CHILD ABUSE INTERVENTION CENTER ... 397-6002
CITIZENSHIP ... 397-2292
CITY/COUNTY CABLE TV ... 696-8233
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CLARK REGIONAL EMERGENCY SERVICES AGENCY (CRESA) ... 737-1911
CLERK/SUPERIOR COURT ... 397-2292

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CODE ENFORCEMENT ... 397-2375
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COMMISSIONERS HEARINGS ... 397-2052
COMMUNITY DEVELOPMENT
1408 Franklin ... VANCOUVER 98660 397-2375
COMMUNITY DEVELOPMENT BLOCK GRANT/HOME ... 397-2130
COMMUNITY MEDIATION SERVICES ... 696-8060
COMMUNITY SERVICES (ALTERNATIVE/CORRECTIONS) ... 397-2436
COMMUNITY SERVICES DEPT OF
1610 C St ... VANCOUVER 98663 397-2130
COMPOSTING INFORMATION ... 397-6060
Ext 7710
COMPREHENSIVE PLAN ... 397-2375
Ext 4993
COOPERATIVE EXTENSION
11104 NE 149th Suite C-100 ... BRUSH PRAIRIE 98606 397-6060
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DEVELOPMENT DISABILITIES ... 397-2130
DEVELOPMENT SERVICES ... 397-2375
Ext...4997
DISTRICT COURT (CRIMINAL/CIVIL) ... 397-2424
DISTRICT COURT 89 C ST (EAST COUNTY) WASHOUGAL ... 833-1919
DIVORCE RECORDS ... 397-2292
DOMESTIC VIOLENCE PROSECUTION
1105 Harney ... VANCOUVER 98660 397-2388
DRIVERS LICENSE (STATE DEPT OF MOTOR VEHICLES) ... 260-6288
DRIVING WHILE SUSPENDED ... 397-6141
EAST COUNTY SOCIAL SERVICES CENT
1702 C St ... WAS
ELECTED OFFICALS—
Assessor Ben Gassaway
Auditor Greg Kimsey
Board Of Commissioners
Betty Sue Morris
Craig Pridemore
Judie Stanton
Clerk JoAnne McBride
Judges
Prosecuting Attorney Art Curtis
Sheriff Garry Lucas
Treasurer Doug Lasher
ELECTIONS 1500 D St ... VAN
ELECTRONIC HOME CONFINEMENT
8101 NE 117th Ave ... VAN
EMANCIPATION JUVENILE
Ext...4231
EMERGENCY
EMERGENCY MEDICAL SERVICES
EMERGENCY PREPAREDNESS
EMERGENCY SERVICES (CRESA)
EMERGENCY SHELTER INFORMATION
EMISSIONS TESTING (STATE DEPT OF EMISSIONS)
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ENERGY ASSISTANCE—
Appointment ... 397-6124
Information ... 397-6129
Engineering Services ... 397-2375
Ext 4258
ENGINEERING SERVICE INSPECTIONS ... 360 397-2499
Ext 2499
ENGLISH PIT RIFLE RANGE ... 892-7119
ENVIRONMENTAL INFORMATION CENTER ... 546-9510
EQUIPMENT SERVICES (PW)
4700 NE 78th St ... VANCOUVER 98665 397-2446
EVICTION NOTICES ... 397-2292
EVIDENCE/PROPERTY RELEASE (SHERIFF) ... 397-2059
EXCISE TAX ... 397-2252
EXTENSION SERVICE ... 397-6060
FACILITIES MANAGEMENT ... 397-2282
FAIRGROUNDS ... 397-6180
FAMILY COURT SERVICES ... 397-2326
FAMILY RESOURCES OF EAST COUNTY
1702 C St ... WASHOUGAL 98671 835-7802
FELONY PROSECUTION ... 397-2261
FINANCIAL SERVICES ... 397-2310
FINGER PRINTING ADULT ... 397-2211
FINGER PRINTING JUVENILE ... 397-2201
FIRE DEPARTMENT CLARK COUNTY FIRE DISTRICT #5 7110 NE 63d ... VANCOUVER 98661 892-4323
Northwest Regional Training Center
11606 NE 66th St ... VANCOUVER 98662 759-4404
FIRE MARSHALL ... 360 397-2186
FIRE MARSHALL INSPECTION ... 360 397-2186
Ext...3395
FLOOD PLAIN PERMITS INQUIRIES/APPLICATIONS ... 397-2375
Ext...4489
FIRE PROTECTION DISTRICT NO 1 FIRE ONLY ... 911
FOOD & NUTRITION INFORMATION ... 397-6060
FOOD SAFETY ... 360 397-6060
FORECLOSURES ... 397-2252
FOREST HARVEST PERMITS ... 397-2375
Ext 4714
4-H YOUTH PROGRAM ... 397-6060

Listings in the Government Pages are organized by City, County, State and Federal. The listings will help you understand what resources are available at the local level in your community. You can also identify which resources are shared by communities, or even identify what barriers may exist to meet specific needs within your community.

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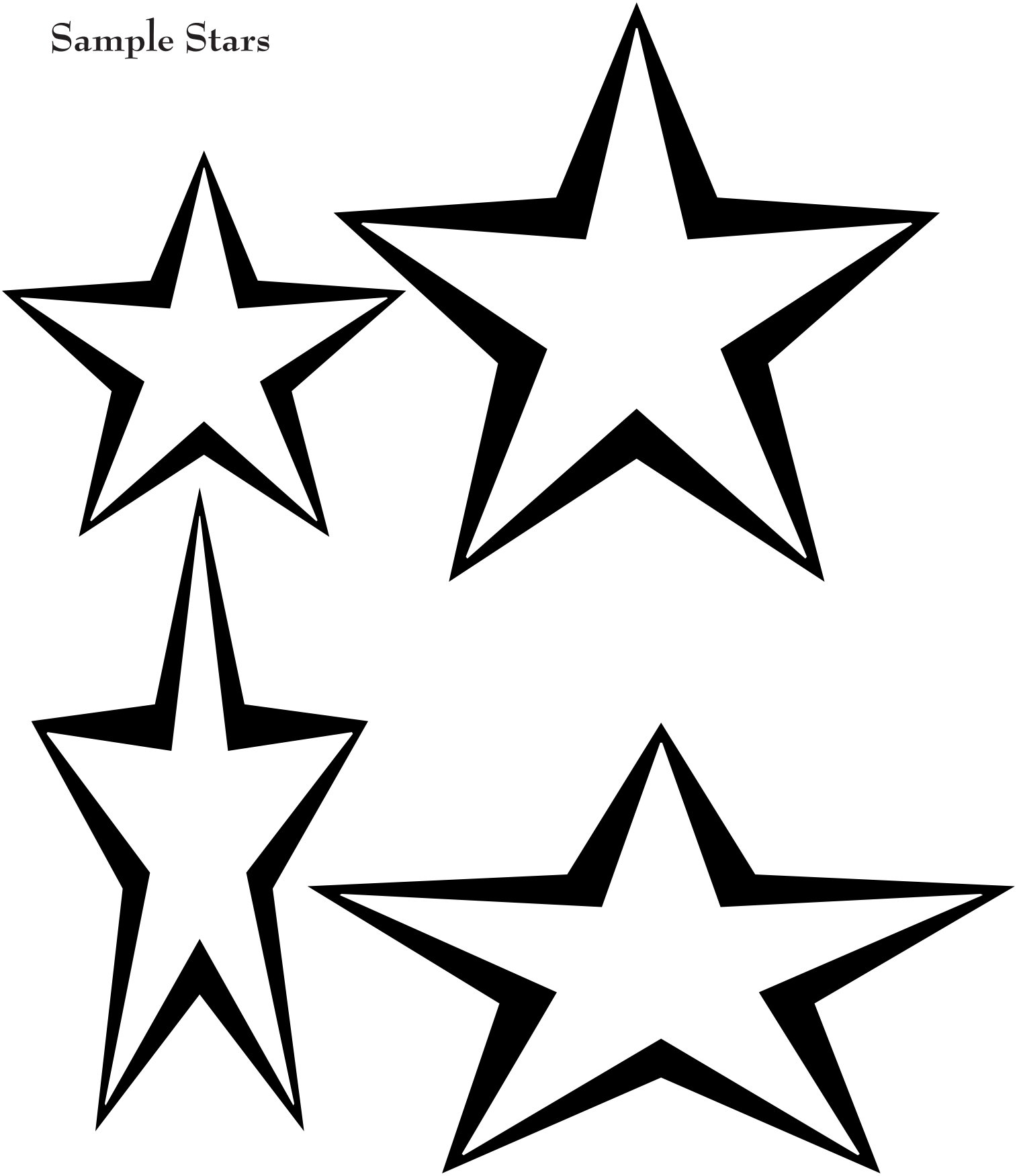
Sample Stars



UNIT 3A: THE BALL GAME

Lifeboat

For older youth, this discussion can take the ideas of the Ball Game a little deeper as students discuss the value we place on different members of society.

Directions:

Set-up by telling everyone that a big ship sank in shark infested waters and that almost everyone has already drowned. However, a small number of people were able to make it into a lifeboat—that's the good news. The bad news is that there are only supplies for XX of those people. In small groups or together as one large group, you must agree on which people you will allow to stay in the lifeboat and which ones you will have to throw overboard. If this is done in small groups, have each group present to the large group the decisions that they made and explain why they made those decisions. Be sure to point out or question assumptions that were made based on the information given and, if necessary, tie it back into the real world and the assumptions that we make about each other and what each of us has to offer the group.

UNIT 3A: THE BALL GAME

Mission to Mars

This game is similar to the life boat, but is a little nicer as nobody dies. If you want to deepen the conversation or make it more relevant to your group, substitute other people for these or offer more, different information about the people and their backgrounds.

Directions:

The United Nations has decided to send five people to Mars to start a new colony. Your group has been assigned the task of choosing who will go! Using the list below, your group must choose only five that will go on the Mars Mission. Take 15 minutes to discuss and come to a group consensus.

An infant
A religious or spiritual leader
The President of the US
A musician
A person with cerebral palsy
An environmentalist
A teenage male
A teenage female
A professor of history
A millionaire
A homeless person
A doctor
A political leader
A teacher
A second-grader
A carpenter

Get in small groups and come to consensus, then share with the whole group why the decisions were made. Again, make sure to point out or question assumptions that were made about the value of certain people. Maybe even add additional information later that changes things (The musician is 95 years old. The homeless person is a skilled farmer as well.)

UNIT 3A: PERSONAL AND COMMUNITY ASSET MAP

Snapshot

Snapshot is a lot like charades but focuses on community.

Directions:

1. Break into teams of 3 or 4.
2. On slips of paper, write down community resources like Homeless Shelter and Firefighters.
3. At their turn, each group will be given the slip of paper and without talking have 30 seconds to create their snapshot. Once in the snapshot, they hold the pose until the group guesses correctly. Alternatively, these are performed as charades, either singly or as a group.
4. Once it is guessed, ask participants which needs that resource meets.
5. Each group goes at least two times.

UNIT 3A: PERSONAL AND COMMUNITY ASSET MAP

Phonebook Scavenger Hunt

Here are some examples if you want to turn the community asset mapping into more of a game. Could be done with small groups or individually.

Directions:

You have 10 minutes to complete this scavenger hunt. For every question you will need to list an organization and a phone number. All groups who complete their mission will receive a prize.

1. Maria thinks her brother is using drugs. Who can she call to get help for him?
   Organization_____ Phone number_____
2. What social service organizations will accept my food and clothing donations?
3. Who can I contact for information about voting?
4. Is there a nearby state/national park/forest where I can go camping?
5. Where can I recycle my cans and newspapers?

UNIT 3B: STAR PUZZLE

STAR PUZZLE 2

This activity is similar to the star puzzle and is a good teambuilding activity in which everyone must participate because no one person can take control.

Supplies:

- ❑ 1 ziploc baggie for each group of 5 participants
- ❑ Card stock stars cut into 5 pieces with smooth edges

Directions:

1. Each baggie contains a star cut into 5 pieces. Depending on the group, these pieces can be more or less obvious in the way they are cut out. To make it more difficult, cut the edges as smooth lines, so it is hard to see how they fit together.

2. Each group gets a baggie and is instructed to have each member draw out one piece of the star.

3. Groups must be silent, and each person can only touch their piece of the star. Nobody is allowed to touch other people's star piece. This ensures that nobody will take over and arrange the star themselves. Each person must participate.

4. Participants are given a time limit (around 5 minutes) to complete their star.

5. At the end of the time period, see who was able or not able to complete the star. Debrief about how the experience felt, how it applies to Civic Engagement, etc..

UNIT 4

Unit 4: Understanding Needs, Local to Global

UNIT OVERVIEW

What are the most important issues in your community? How do local issues differ from national or global issues? In this unit, participants learn that needs are universal -- we all have the same basic needs. Behind the issues -- causes or situations -- we feel compelled to change, are basic life needs that are not being met. Participants will develop a "needs vocabulary," create a Continuum of local to global issues of concern, and compile a final list of issues they would like to address.

UNIT 4

4A	DESCRIPTION AND GOAL	MINIMUM TIME
Activity	**Reflection Rings** Goal: To get participants to identify and reflect upon an issue they feel should be addressed.	10 minutes
Lesson	**The Continuum** Goal: To gain an understanding of the needs we all have in common.	20 minutes
Reflection	**What? So What? Now What?** Goal: To begin to connect needs to actions.	15 minutes
4B	**DESCRIPTION AND GOAL**	**MINIMUM TIME**
Activity	**The Power of You** Goal: To examine where participants would like to focus their power to affect change.	10 minutes
Lesson	**What is Your Top Concern?** Goal: To determine areas of need that can be met with a service-learning activity.	20 minutes
Reflection	**Journal Entry: When I Look, I Feel** Goal: To connect needs to feelings.	15 minutes
	TOTAL UNIT TIME	90 minutes

Supplies:

- ❑ Open space
- ❑ Markers
- ❑ Flip chart paper
- ❑ Tape or push pins to post paper
- ❑ List of Issues (from previous activity)
- ❑ The Continuum handout (page 101)
- ❑ Needs Inventory handout (page 102)
- ❑ Journals
- ❑ Pens/pencils
- ❑ Envelopes
- ❑ Paper or index cards

UNIT 4

4A	DESCRIPTION AND GOAL	MINIMUM TIME
Activity	**Reflection Rings** Goal: To get participants to identify and reflect upon an issue they feel should be addressed.	10 minutes
Lesson	**The Continuum** Goal: To gain an understanding of the needs we all have in common.	20 minutes
Reflection	**What, So What, and Now What?** Goal: To begin to connect needs to actions.	15 minutes

4A: ACTIVITY

Reflection Rings

Goal:

To get participants to identify and reflect upon an issue they feel should be addressed.

Description:

Each of us may have an issue, cause or situation in the world that we would like to change. This activity will help participants reflect on the breadth of the issue. Participants will be separated into pairs and take turns answering this key question: "If you could change one thing in the world, what would it be?" While one participant answers, the other will assist in their reflection by using active listening skills and asking clarifying questions. The resulting discussion and thoughts will be used in the lesson to follow.

Supplies:

❑ Open space

Directions:

1. Have participants count off by two's. Be sure that there are two equal-sized groups. The facilitator can participate if necessary.

2. Ask all number one's to stand in a circle, facing in, with an arm's length between each person. Now ask them to turn around and face outward from the center of the circle. Have the number two's form an outer circle facing the number one's. Every person should have a partner.

3. Explain:

   "During this activity, each of you will have a chance to reflect on an issue, cause or situation you would like to change. In addition, you will also help your partner reflect by using active listening skills and by asking clarifying questions. What are some active listening skills (eye contact, nodding, etc.)?"

   "I will ask a question. Decide which of you will respond first. You will have about one minute to respond."

4. Have students practice active listening and clarifying questions with the question: "Who is your hero and why?"

   Then begin the activity with this question: "If you could change one thing in your town what would it be and why?" "Your world?"

5. Provide examples of clarifying questions, such as:
   - "Why did you choose that thing to change?"
   - "Have you ever been directly affected by it?"
   - "Do you know someone who has been affected by it?"
   - "When/why did you develop this concern?"

6. Once each person in the pair has answered the question, rotate the circles. You can have one circle move three partners in one direction (left or right), announce the same question and remind the listeners of the clarifying questions. Repeat this process so that each person has two or three opportunities to share their answer. Each additional time of sharing will help strengthen their answer, clarify the problem and their position, as well as strengthen their commitment.

7. Debrief by creating a list of things the group would like to change.

4A: LESSON

The Continuum

Goal:

To gain an understanding of the needs we all have in common.

Description:

Effective civic engagement is more than having a passion for a cause. To really affect change, it's important to teach youth about the needs we all have in common (food/water, safety, shelter). The issues or causes we get involved in (hunger, domestic violence, homelessness) are the result of these needs being left unmet. This lesson will help youth develop a "needs vocabulary" as they match their list of things they'd like to change back to the universal needs we all have in common.

Supplies:

- ❑ Markers
- ❑ Flip chart paper
- ❑ Tape or push pins to post paper
- ❑ List of Issues (from previous activity)
- ❑ The Continuum handout (page 101)
- ❑ Needs Inventory handout (page 102)
- ❑ Service Project Diagram (page 142)

Directions:

1. **Prepare:** Rewrite the List of Issues the group identified in the previous activity (large enough for everyone to read) on one large sheet of paper and hang it in the front of the room.

   Next, draw the diagram shown on The Continuum handout onto another large sheet of paper. Hang this diagram to the right of the List of Issues.

   Finally, draw the diagram shown on the Service Project Diagram handout onto a large sheet of paper. Put this paper aside.

2. Explain:

   "In our last activity, we identified issues in our community or the world that we would like to see changed. These are listed in the front of the room.

   Each of these issues fit somewhere on the continuum. For example, "hunger" is on our list. On the local level, we might identify the specific issue of "hungry elderly residents in Portland." On the global level, we might list "hunger in Africa." "Hunger in America would be put somewhere in the middle."

3. Help participants fit the issues on their list into the various points of the continuum and identify additional examples to complete the continuum. Your goal is to help participants recognize that most issues extend from the local need to a global scale and that world problems also extend in some form into the local community. Continue down your list of issues for a total of 15 minutes.

4. Explain:

   "You'll notice from this diagram across the continuum we see similar issues, though on a different scale. Behind each issue or problem, there are universal needs that are not being met, needs that we all have in common."

   Handout the Needs Inventory handout. Explain:

   "This handout describes the needs we all have in common. Whether you are a 16-year-old Caucasian male living in ____(name an area city and state) or a 65-year-old Swahili in Africa. Each of the issues we've listed are the result of one or more of these needs not being met for a certain person or group. Before we can decide what to do to address the issue we've listed, it's important to understand the needs behind the issue."

5. Identify one issue listed on the continuum to use for this exercise (for example, "homelessness"). Hang the Service Project Diagram poster on the wall. List the issue you'll be using in the left column of the diagram.

6. Ask participants to look over their Needs Inventory and identify what needs are not being met that makes "homelessness" (or the issue you're using) an issue of concern for the group. If participants begin to describe or list something other than a need, refer them back to the list. Write the needs on the diagram as they are identified.

7. Debrief by asking: Do you view the issues in your community any differently now? If so, how?

Notes:

4A: REFLECTION

What? So What? Now What?

Goal:

Goal: To begin to connect needs to actions.

Description:

By using three questions as a guide, participants will discuss what they have learned about needs.

Supplies:

- ❑ Journals
- ❑ Pens/pencils

Directions:

1. Have the group sit in a circle.

2. Explain:

   "We have talked about all sorts of issues and the universal needs behind those issues. Now let's talk about what we have discovered using three different questions:

   What? What have we discovered about the commonality of different issues (e.g., that people go without food not just in third world countries but in our town as well)?

   "So What? What difference does it make that this problem exists? (For example, a little girl is crying right now because her stomach hurts from hunger; a child just found out that his mother has cancer and he is scared she will die; a teenager is bleeding because he just got beat up, etc.) What emotions do these issues arouse in you?

   "Now What? What can we do differently now that we know?"

3. Lead participants in a reflective exploration around these questions.

4. Help participants make the connection between what is known and their personal responsibility to act. Also, help participants connect their concern about a particular issue or problem with their personal values.

5. Have participants write or draw in their journals the answers to their "What?" and "So What?" questions.

Notes:

UNIT 4

4B	DESCRIPTION AND GOAL	MINIMUM TIME
Activity	**The Power of You** Goal: To examine where participants would like to focus their power to affect change.	10 minutes
Lesson	**What is Your Top Concern?** Goal: To determine areas of need that can be met with a service-learning activity.	20 minutes
Reflection	**Journal Entry: When I Look, I Feel** Goal: To connect needs to feelings.	15 minutes

4B: ACTIVITY

The Power of You

Goal:

To examine where participants would like to focus their energy to affect change.

Description:

Participants will be challenged to consider how they can make a difference in their community. This is a personal activity to help participants consider the Power of the Individual.

Supplies:

- ❑ Pens/pencils
- ❑ Envelopes (one per person)
- ❑ Paper or index cards (one sheet per person)

Directions:

1. Pass out envelopes and index cards or paper to each participant. Include yourself!

2. Ask participants to think for a moment about the unmet needs they've seen in their community. Ask the participants to think about what they would want to do to make their community a better place. Ask them to visualize how they would make a difference.

3. Instruct participants to write (or draw) this on the index card or paper, place it in the envelope and seal it. They should write their name on the outside.

4. Collect the envelopes. They will be returned to the participants at the conclusion of the program in a final reflection.

Notes:

4B: LESSON

What is Your Top Concern?

Goal:

To determine areas of need that can be met with a service-learning activity.

Description:

Using information gathered in earlier lessons/activities, participants will assemble a final statement that identifies their top issue of concern. The group will use Fist-to-Five scoring to determine the top three to five community issues and will vote to determine their final selection. They will develop a statement for the selected issue.

Supplies:

- ❑ Flip chart paper that can be placed end to end
- ❑ Markers

Directions:

1. Post the list of Community Needs that was generated from Unit 3B and also include Issues List from the Reflection Rings activity in Unit 4A.
2. Group issues together where appropriate.
3. Ask for any additional issues that participants would like to add.
4. Create a final list of community issues.
5. Using Fist-to-Five, have participants indicate the level of importance they place on each issue. Explain:

   "We are going to narrow our list to two issues that we feel are the most pressing and that we want to try and address. To do so, we will use a decision-making strategy called Fist-to-Five. In Fist-to-Five, you can choose your level of support. For example, if you absolutely don't think the issue is worth addressing, you can indicate your feelings by holding up your fist (zero points). If you feel it's very important that we address the issue, you can hold up five fingers (five points). If you are

neutral, you might choose to hold up three fingers. I will read each issue and ask for a show of Fist-to-Five. Please wait until I ask before you raise your hand. I will count how many fingers are showing and place that number next to the issue on the list. The issues with the two highest scores will be voted on later. Are there any questions? Here is the way it works:

Fist: "No Way, I don't think that issue is important at all."
1 Finger "I don't think this issue is important."
2 Fingers "I'm neutral."
3 Fingers "The issue concerns me a bit."
4 Fingers "The issue concerns me a lot."
5 Fingers "I think it's very important that we address this issue."

6. After the show of hands, ask those who showed a fist or one finger (and four or five fingers) to explain why they would block or promote the idea.

7. Fist-to-Five each of the issues on the list by placing the number of votes next to issue.

8. Identify the two issues receiving the most votes.

Fist-to-Five

Fist-to-Five is a quick technique used to assess the feelings of the group.

Directions

1. Explain that you are going to use a new method of decision-making; one of several different ways to express democracy.
2. Instruct the team on how the Fist-to-Five method works.
3. Bring the team's attention to the list of options. Use the Fist-to-Five method to determine which option the team would like to pursue.
4. Calculate the responses on the list of options. If there is a tie, give supporters five minutes to make their case and vote again between the top two choices.
5. Stalemate? Remember the options you have for decision-making: majority rule, vote and consensus.

4B: REFLECTION

Journal Entry: When I Look, I Feel

Goal:

To connect needs to feelings.

Description:

Participants complete the following sentence in their journals: "When I look at the list of issues I feel _____ because my need for _____ is not being met."

Supplies:

- ❑ Journals
- ❑ Pens/pencils
- ❑ Needs Inventory handout (Appendix, page 102)

Directions:

1. Say or paraphrase:

   "We have been discussing all sorts of issues -- from local to global. We've also talked about the universal needs behind these issues. What do you feel about all these issues and/or unmet needs when you think about them? What is it about a particular issue that arouses your concern, or motivates you to act? Often our own concerns or desire to make a difference are based on our own needs too. For example, when I read that Oregon has one of the highest hunger rates in the country, I feel shocked, scared and sad because my need for fairness is not being met.

   "Please take out your journals and write on the top of a blank page the following sentence: 'When I look, I feel'. Then write below the title the following sentence. 'When I look at the list of issues I feel _____ because my need for _____ is not being met'."

2. If necessary, provide some assistance and direction to help participants thoughtfully answer the questions.

The Continuum

LOCAL GLOBAL

SAMPLE

HUNGRY ELDERLY IN PORTLAND, OR

HUNGER IN AMERICA

FAMINE IN AFRICA

LITTERING IN NEIGHBOR-HOOD PARK

INDUSTRIAL POLLUTION IN COLUMBIA RIVER

OVERLOADED LANDFILLS IN U.S.

Needs Inventory

Autonomy
- To choose one's dreams, goals, values
- To choose one's plan for fulfilling one's dreams, goals, values

Celebration
- To celebrate the creation of life and dreams fulfilled
- To celebrate losses: loved ones, dreams, etc. (mourning)

Integrity
- Authenticity
- Creativity
- Meaning
- Self-worth

Interdependence
- Acceptance
- Appreciation
- Closeness
- Community
- Consideration
- Contribution to the enrichment of life (to exercise one's power by giving that which contributes to life)
- Emotional Safety
- Empathy
- Honesty (the empowering honesty that enables us to learn from our limitations)
- Love
- Reassurance
- Respect
- Support
- Trust
- Understanding
- Warmth

Physical Nurturance
- Air
- Food
- Movement, exercise
- Protection from life-threatening forms of life: viruses, bacteria, insects, predatory animals (especially human beings)
- Rest
- Sexual expression
- Shelter
- Touch
- Water

Play
Spiritual Communion
- Beauty
- Harmony
- Inspiration
- Order
- Peace

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UNIT 5

UNIT OVERVIEW

Can one voice really make a difference? Drawing on historical examples, participants will discover a rich heritage around the roots of citizen voice and a democracy designed to be "of the people, by the people and for the people." Participants will move to the next stage of determining what action they, as a group, want to take regarding a particular community need. Using democratic voting, participants will learn the importance of participating in the decision-making process.

UNIT 5

5A	DESCRIPTION AND GOAL	MINIMUM TIME
Activity	**Circle of Strength** Goal: To demonstrate the power of working together.	10 minutes
Lesson	**A Government Of, By and For the People** Goal: To recognize important concepts published in the Constitution's Preamble.	30 minutes
Reflection	**Circle of Strength - Historical Style** Goal: To demonstrate the strength provided by key historical concepts.	5 minutes
5B	**DESCRIPTION AND GOAL**	**MINIMUM TIME**
Activity	**Campaigning For Your Cause** Goal: To provide participants the opportunity to voice their interest in a service area and to campaign for that choice.	10 minutes
Lesson	**The Power of the Vote** Goal: To further develop participants' understanding of the power of the vote.	30 minutes
Reflection	**Journal Entry: Making Up Your Mind** Goal: To reflect on the factors that influence our position on an issue or cause.	5 minutes
	TOTAL UNIT TIME	90 minutes

Supplies:

- ❑ Open space
- ❑ Flip chart paper
- ❑ Markers
- ❑ Pens/pencils
- ❑ Journals
- ❑ Tape or push pins to post paper
- ❑ Gettysburg Address handout (page 118)
- ❑ We the People sample (page 119)
- ❑ We the People handout (page 120)
- ❑ The Constitution of the United States handout (page 121)
- ❑ The Power of the Vote handout (page 122)
- ❑ Voting ballots

UNIT 5

5A	DESCRIPTION AND GOAL	MINIMUM TIME
Activity	**Circle of Strength** Goal: To demonstrate the power of working together.	10 minutes
Lesson	**A Government Of, By and For the People** Goal: To recognize important concepts published in the Constitution's Preamble.	30 minutes
Reflection	**Circle of Strength - Historical Style** Goal: To demonstrate the strength provided by key historical concepts.	5 minutes

5A: ACTIVITY

Circle of Strength

Goal:

To demonstrate the power of working together.

Description:

Supporting one another, participants will not only build group trust, but will understand how each person's support is required for the whole structure to stay strong.

Supplies:

- ❑ Open space

Directions:

1. There must be an even number of people for this activity. The facilitator should either join in or stay out, depending on need.
2. Have participants form a circle, standing shoulder to shoulder and holding hands.

3. Participants count off by two's.

4. All the one's will say, "Woo-hoo," and all the two's will say, "Yee-ha!" Have them practice shouting their phrase several times before continuing to the next step.

5. Keeping their feet firmly on the floor, the "woo-hoo's" will lean as far as they can forward. At the same time the "yee-ha's" will lean as far as they can backwards. They are to hold that position, leaning as far as they can.

6. Once in place, ask them to shout back and forth to each other "Woo-hoo, Yee-ha" twice.

7. Now ask the participants to switch so that the Woo-hoo's are the Yee-ha's and vice versa. In other words, every time participants lean IN, they say woo-hoo, and when they lean OUT, they say yee-ha.

8. Try to keep a rhythm going so they switch and shout several times.

9. Pay attention to safety during this activity.

10. Debrief by asking participants to explain why they were able to lean in or out? Would they have been able to accomplish this in a smaller group? With an odd number of people?

Notes:

5A: LESSON

A Government Of, By, and For the People

Goal:

To recognize the important concepts published in the Preamble to the Constitution.

Description:

Building on the lessons from the Circle of Strength activity, this lesson draws from two historical documents: the Constitution of the United States and the Gettysburg Address. Participants will gain an understanding of the values that govern our society.

Supplies:

- ❑ Flip chart paper
- ❑ Markers
- ❑ The Constitution of the United States handout (page 121)
- ❑ Gettysburg Address handout (page 118)
- ❑ Journals

Directions:

1. Read aloud, from the handout, the Preamble to the Constitution of the United States and its explanation. On flip chart paper, write the concepts that the constitution sought to establish:
   - Justice
   - Domestic Tranquility
   - Common Defense
   - General Welfare
   - Liberty

2. Break into five groups. Each group will receive one clean piece of flipchart paper. Each group will focus on one of the five concepts listed above. In their groups, participants will list the laws or practices used to uphold those concepts published in the Preamble. For example, the military was established for common defense, what else

has been done to insure our common defense? Participants will have 10 minutes to create their lists.

3. Each group will report their lists to the whole group. Allow participants from other groups to add to the lists, too.

4. Ask participants what they think is missing from the lists. In other words, is there anything more we could do to secure justice, domestic tranquility, common defense, general welfare and liberty for our people? Write those ideas down as well.

5. Ask the participants why it was important to list these concepts. Paraphrase:

   "Almost 100 years later, President Abraham Lincoln said in the Gettysburg Address, "It is for us, the living, rather to be dedicated here to the unfinished work which they [soldiers] who fought here have thus far so nobly advanced." How can we advance or strengthen the concepts published in the Constitution?"

5A: REFLECTION

Circle of Strength - Historical Style

Goal:

To demonstrate the strength provided by key historical concepts.

Description:

This reflection is similar to the Circle of Strength activity in Unit 5A. To further reflect on the historical concepts discussed during the lesson, participants will shout out "We the People" and "Of, By and For the People."

Supplies:

- ❑ Adequate space

Directions:

1. Follow the instructions for the Unit 5A Circle of Strength activity.
2. This time, however, instead of shouting " Woo-hoo," and "Yee-ha" have the number one's lean in and shout "We the People" and the two's lean back and shout "Of, By and For the People."
3. After alternately shouting several times, switch roles.

Notes:

UNIT 5

5B	DESCRIPTION AND GOAL	MINIMUM TIME
Activity	**Campaigning For Your Cause** Goal: To provide participants the opportunity to voice their interest in a service area and to campaign for that choice.	10 minutes
Lesson	**The Power of the Vote** Goal: To further develop participants' understanding of the power of the vote.	30 minutes
Reflection	**Journal Entry: Making Up Your Mind** Goal: To reflect on the factors that influence our position on an issue or cause.	5 minutes

5B: ACTIVITY

Campaigning For Your Cause

Goal:

To provide participants the opportunity to voice their interest in a service area and to campaign for that choice.

Description:

Using two of the primary causes/issues selected in Unit 4, participants will voice their concern or interest for each.

Supplies:

- ❑ Flip chart paper
- ❑ Markers
- ❑ Tape or push pins to post paper

Directions:

1. Prepare: Write two of the group's selected issues onto a piece of flip chart paper and post where clearly visible.

2. Explain:

   "This is the list of the two issues that we chose as possible project areas. We want to give everyone the opportunity to have a say in what we choose to do to address this issue. So, we are opening up the meeting to anyone who wants to either campaign for or against a particular cause. Your position doesn't matter. This is your time to have a voice in what we decide to do."

3. Encourage participants to campaign for or against one of the issues.

✔ Participants may be reluctant to say anything. If this occurs, be prepared with your own set of questions or identify strengths and weaknesses (positives and negatives) of each cause.

Notes:

5B: LESSON

The Power of the Vote

Goal:

To further develop participants' understanding of the power of the vote.

Description:

Participants will have the opportunity to exercise their voice and discuss the importance of each vote by taking part in a secret ballot process. Following a brief review to the Preamble to the Constitution, participants will develop a statement of intent and create a "We the people…" statement of their intent regarding their service project.

Supplies:

- ❑ We the People sample (page 119)
- ❑ We the People handout (page 120)
- ❑ The Constitution of the United States handout (page 121)
- ❑ The Power of the Vote handout (page 122)
- ❑ Voting ballots

Directions:

1. Ask:
   "We are going to be voting on a issue. But before we do, what is a vote?"

   (Vote can be defined as a formal expression of preference or a means by which such a preference is made known).

   The goal is to help participants see that a vote is a way to exercise their voice. Make sure that participants understand the difference between exercising their right to speak and actually getting what they want. The power of the vote does not guarantee that you will get what you want. It guarantees that you have an opportunity to be heard. And, with few exceptions, it is binding on the government. While the power of the vote does not guarantee

that you will get what you want, when enough people clearly speak through the vote, their decision must be ratified. If millions of people demonstrate or protest, the government may or may not be influenced to respond to their wishes. However, if millions of people clearly speak through their vote, the government must listen.

2. Help participants recognize the key points of a vote.

3. Pass out the Power of the Vote handout.

4. Referring to the handout, briefly emphasize that elections can be decided by very small margins.

5. Explain:

   "We are now going to vote for one of the two issues that we identified as potential service-learning projects. Whether you win or lose, your vote is important. Not just for the outcome of the election, but it is important for you. Your vote is cast in secret. That way no one will know how you voted unless you want to tell them."

6. It is best if you can set up one or more makeshift voting booths. If using booths, have participants pick up a ballot at one location and proceed one at a time to the voting booth. Have a designated "Ballot Box" where participants can place their ballots.

7. If it is not possible to create "Voting Booths," have participants spread out to ensure privacy.

8. Pass out ballots. Have participants complete their ballot and fold it. Collect all completed ballots.

9. Count ballots and announce the outcome.

10. Write the chosen issue on a piece of paper.

11. Explain:

    "Now that we have made a decision, we want to finalize that decision by writing our own declaration. This one will be called a 'Declaration of Intent.' We will use a phrase from the

Constitution of the United States of America. The phrase is 'We the people...' Look on your handout and see how the founding fathers of our country used it."

12. Read aloud the Preamble to the Constitution. The emphasis is on the determination to do -- "We the people…in order to…"

13. Using the "We the People" handouts, create a first draft of the We the People statement by stating the chosen issue. Later you will add your plan to the declaration.

14. Have all participants sign the declaration of intent.

✔ **Ballots:** Ballots can be preprinted with both options and check boxes. Or they can be blank sheets on which participants write their choice. Choices can be identified as A or B.

Notes:

5B: REFLECTION

Journal Entry: Making Up My Mind

Goal:

To reflect on the factors that influence our position on an issue or cause.

Description:

Participants will reflect on what factors influenced their choice in the previous activity and record those factors in their journals.

Supplies:

- ❑ Journals
- ❑ Pens/pencils

Directions:

1. Explain:
   "Now that you have voted, we want to take a minute and reflect on what influenced you to make your choice. Take a minute and think about why you made your particular choice. Then write or draw in your journal the factors that influenced your choice."

Notes:

The Gettysburg Address
President Abraham Lincoln

"Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But, in a larger sense, we cannot dedicate—we cannot consecrate—we cannot hallow this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember, what we say here but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—that government of the people, by the people, for the people, shall not perish from the earth."

SAMPLE

We the People of _____ (group name) _____

have determined to accomplish the following:

WHAT: What need was voted on to address.

We will work to reduce hunger in our community

HOW: After the planning session add additional information regarding how you will meet the need.

By organizing the following:

We will . . .

- ❑ Partner with one or more food banks and free food programs;
- ❑ Organize a monthly food drive;
- ❑ Create an awareness campaign about hunger in our community;
- ❑ Recruit businesses that will provide support for the partner food bank(s) through donations of food and money;
- ❑ Recruit volunteers to organize and oversee the ongoing monthly food drives.

We commit to these goals as members of our team.

Sincerely,

_____

_____

_____

_____

_____

_____

Date: _____

We the People of _____

In order to strengthen and improve our community have determined to address the following:

We will address:

_____

_____

_____

_____

We will meet this need through the following:

_____

_____

_____

_____

_____

_____

_____

_____

We commit to these goals as members of our team.

Sincerely,

_____

_____

_____

_____

_____

_____

Date: _____

The Constitution of the United States

Once the thirteen Colonies became the United States of America they needed an agreement about how their new government would operate. They also needed a way to guarantee the "unalienable rights" that were identified in the opening paragraphs of the Declaration of Independence. To accomplish this the founders drafted the Constitution of the United States of America.

In this Constitution the words of the Declaration of Independence are reinforced and expanded, as the young country struggled to define itself as a nation and to declare the values that would govern this new society.

The Preamble to the Constitution reads:

We the people of the United States,

From the beginning it was about the people deciding

in order to form a more perfect union,

Not perfect, just more so than what they had experienced

establish justice, insure domestic tranquility, provide for the common defense,
Justice was a critical component

promote the general welfare, and

The welfare of every citizen was important

secure the blessings of liberty to ourselves and our posterity,

Liberty was a blessing that the people highly valued.

do ordain and establish this Constitution for the United States of America.

Sometimes people mistakenly think that the Constitution was created to give the government power. Actually it was designed to limit the government's power. This was such a concern for the early nation that the Constitution would not have been ratified had it not included some more specific guarantees of personal and individual rights. The very first amendment is one of the most powerful. It reads:

Amendment I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

The Power of the Vote

Here are some important facts about voting in America

Did you know that:

- Half of all eligible citizens do not vote in U.S. Presidential elections?
- Only one in five 18-year-olds will vote before they are in their mid-twenties?
- More than half of all children in the U.S. live in a household where no one votes?

The Power of One Vote

Sometimes individuals don't vote because they say, "What difference does one vote make?" One vote can make a big difference. For example, here are some facts about the power of one vote.

- In 1771 just one vote gave America the English language instead of German.
- In 1845 just one vote brought Texas into the Union.
- In 1868 just one vote saved President Andrew Johnson from impeachment.
- In 1876 just one vote made Rutherford B. Hayes President of the U.S.
- In 1923 just one vote gave Adolf Hitler leadership of the Nazi Party.

More recently:

- In 1999, Leslie Byrne was elected to the Virginia Senate by 37 votes, less than one vote per precinct.
- Donald Sherwood was elected to the House of Representatives from Pennsylvania by a margin of 202 votes, less than one vote per precinct, making this election the closest House of Representatives race in 1998.
- Loretta Sanchez was elected to Congress from California by less than 4 votes per precinct in 1996.
- John F. Kennedy's margin of victory over Richard Nixon in 1960 was less than one vote per precinct.
- One vote per precinct passed women's suffrage in California in 1911.

UNIT 5A: CIRCLE OF STRENGTH

Human Knot

This gets the team working together and problem solving actively.

Directions:

1. Divide into groups of no more than ten people. An AmeriCorps member should facilitate each group.
2. In a circle, stand facing each other, shoulder to shoulder.
3. Each participant places their left hand in the circle, then shakes hands and holds onto another group member's hand.
4. Now each person places their right hand in the circle and holds onto a different person's hand.
5. Try to unwind to form a circle again without dropping anybody's hand. Remember that if someone is uncomfortable, they can be a helpful observer.

UNIT 5A: CIRCLE OF STRENGTH

Lap Sit

Another team builder that reinforces the idea that the success of the group depends on each person's participation. As this involves participants touching closely, make sure your group is mature and comfortable enough to participate.

Directions:

1. Have the group organize themselves into a circle standing next to people who are close to their height.
2. Once in the circle, everyone turns to face clockwise and puts their hands loosely on the shoulders of the person in front of them.
3. On the count of three, participants all sit. If done correctly, each person is being supported by the person in back and is supporting the person in front. If done incorrectly, everyone falls down.
4. For an additional challenge, once sitting, try to walk forward three steps together.

UNIT 5A: CIRCLE OF STRENGTH

Stand Up

Builds trust and emphasizes idea of working together to accomplish a goal. Also, the idea of success requiring full participation from everyone—much like democracy.

Directions:

1. Get into pairs with someone of roughly the same height.
2. Sit back to back, and link elbows.
3. Attempt to stand up together. Once done, attempt to sit back down.
4. If the group is successful in pairs, try groups of four and maybe larger. As always, remember to set safety guidelines and to allow youth to pass or participate.

UNIT 5A: CIRCLE OF STRENGTH

One Word Story

A non-physical activity that helps participants see that when they all work together, their contributions add up to something much more. It also reminds them to be thinking of how their words will affect others—they have to be thinking of the next person to ensure that the story can continue.

Directions:

1. Participants sit in a circle either in small groups, or, for more of a challenge, in the whole group.
2. One person starts off with a single word, and each person follows with a word, trying to make a sentence and then a story. (For example, "The" "wombat" "ate" "three" "blue"…)
3. Younger ages might have trouble with this one. If you choose to do it, disperse the AmeriCorps members throughout the group to help keep it going.

UNIT 5B: CAMPAIGNING FOR YOUR CAUSE

Worksheet

Here is a worksheet used by Federal Way WRC with younger students to help them think through their need and project before they began campaigning.

Directions:

1. Create worksheet with the following questions:

    - In a complete sentence, give the reason why you picked the project you picked.
    - Why do you think the school should vote for your project? List three reasons.
    - If your project is picked, what kinds of events should be organized to raise money?
    - Exactly what and where would the money raised go towards?
    - Pick a project name for the group you are representing (Ex. Pennies for Pets).

2. Have participants fill out worksheet.

UNIT 6

UNIT OVERVIEW

Moving from concern about a community problem or passion for a particular cause, to solution-oriented actions can be intimidating -- particularly for young people. In this unit, participants learn how to transform their ideas into realistic and useful actions. Participants begin by learning a democratic brainstorming process that validates all ideas or solutions to their identified community issue. Next, participants will reflect on the list to determine which actions would be most effective in meeting the needs behind the issue.

UNIT 6

6A	DESCRIPTION AND GOAL	MINIMUM TIME
Activity	**Round Robin Brainstorming** Goal: To learn how brainstorming can drive decision-making.	10 minutes
Lesson	**Solution Selection** Goal: To select a possible strategy for addressing the group's top issue of concern.	30 minutes
Reflection	**Journal Entry: We the People** Goal: To further develop the group's "We the People" statement.	5 minutes
6B	**DESCRIPTION AND GOAL**	**MINIMUM TIME**
Activity	**Review "We the People" Statement** Goal: To reiterate the project goal.	5 minutes
Lesson	**Planning the Project** Goal: To develop a plan of action and assign responsibilities that cannot be completed during the planning session.	40 minutes
Reflection	**Review Assignments** Goal: To review the plan and any assignments.	Part of the plan
	TOTAL UNIT TIME	90 minutes

Supplies:

- ❑ Flip chart
- ❑ Markers
- ❑ Service Project Diagram (page 142)
- ❑ Needs Inventory handout (Unit 4, page 102)
- ❑ We the People Statement (from Unit 5B)
- ❑ Journals
- ❑ Completed "We the People" statements (from Unit 6A lesson)
- ❑ Task Force Description handout (page 143)
- ❑ Task Force Planning Worksheet (page 144)
- ❑ Phone books/phones

UNIT 6

6A	DESCRIPTION AND GOAL	MINIMUM TIME
Activity	**Round Robin Brainstorming** Goal: To learn how brainstorming can drive decision-making.	10 minutes
Lesson	**Solution Selection** Goal: To select a possible strategy for addressing the group's top issue of concern.	30 minutes
Reflection	**Journal Entry: We the People** Goal: To further develop the group's "We the People" statement.	5 minutes

6A: ACTIVITY

Round Robin Brainstorming

Goal:

To learn how brainstorming can drive decision-making.

Description:

The purpose of this activity is to help participants become comfortable with the process of generating as many answers to a question as possible. Unlike other versions of brainstorming you may have experienced, this one involves taking turns and having participants contribute one answer at a time. Encourage participants to avoid evaluating any ideas until the very end of the exercise.

Supplies:

- ❑ Flip chart
- ❑ Markers

Directions:

1. Explain:

   "Most problems are not solved automatically by the first idea that comes to mind. To get to the best solution it is important to consider many possible solutions. One of the best ways to do this is called "brainstorming". Brainstorming is the act of defining a problem or idea and coming up with anything related to the topic- - no matter how remote a suggestion may sound. All of these ideas are recorded. No ideas are evaluated until after the brainstorming is completed.

   "The important point about brainstorming is that there should be no pressure to be 'brilliant.' Students should simply open their minds to whatever pops into them. Think of it as a kind of free association."

2. Choose a simple question that will be easy for the group to brainstorm.

   Here are some examples:
   - What are some ways a person can get some money?
   - What are some ways that a person can get to the mall?
   - How could a person find out about _____?

✔ Adapt the question to be appropriate for your group. Be sure that there are numerous answers to the question.

Notes:

6A: LESSON

Solution Selection

Goal:

To select a possible strategy for addressing the group's top issue of concern.

Description:

Participants will link their top issue of concern back to universal needs that are not being met. Next, using Round Robin brainstorming, participants will generate as many strategies as possible to address the issue. The goal is to identify project ideas or other strategies that will meet the needs listed. Unlike other versions of brainstorming you may have experienced, Round Robin involves taking turns and having other participants contribute one solution at a time. This not only allows for more orderly and deliberate responses, it also strongly encourages each participant to contribute.

Supplies:

- ❑ Flip chart
- ❑ Markers
- ❑ Service Project Diagram (page 142)
- ❑ Needs Inventory handout (Unit 4, page 102)
- ❑ We the People Statement (from Unit 5B)

Directions:

1. Prepare: Rewrite the Service Project Diagram onto a sheet of flip chart paper and post in front of room.

2. If possible, have everyone sit in a circle.

3. Explain:

   "Now that we have chosen what issue is our top concern we need to decide how we will address that issue. But before we brainstorm ideas for solving the problem, let's try to link this issue/problem back to the universal needs that are not being met.

"Our issue is _____. This issue involves _____ (teenagers in our city, elderly residents of Vancouver, etc.). What needs are not being met for these individuals?"

Refer participants back to the Needs Inventory handout. Have them identify at least three to four needs that are not being met. For example, if your issue is homeless youth in Portland area, the issue involves teenagers in and around the Portland area, and possibly their needs for shelter, safety, health, food, water are not being met.

4. Once the group is satisfied with their list of needs, explain:
   "Now we're going to use Round Robin Brainstorming to generate as many solutions to the identified issue as possible. Remember -- we want to try to identify strategies, projects, or actions we can take so the needs are better met.

   Unlike other versions of brainstorming you may have experienced, this one involves taking turns and having participants contribute one answer at a time. The idea is to get as many ideas as possible, with no comments or judgments about others' ideas."

5. Restate the issue that was chosen by the group and the list of needs in sentence form. For example, "Our issue is homeless youth. When youth in our area are homeless, their needs for shelter, safety, food, and health are not met. To better meet these needs for youth, I suggest the following:_____."

6. Have each participant contribute one answer out loud. Give participants the opportunity to "pass" on each round.

7. Listen to the answer that each participant provides and write it down on a list using a new sheet of flip chart paper.

8. Once every participant has the opportunity to offer a solution, go around a second time to see if new ideas have been generated.

9. Listen to the additional answers from the other participants.

10. Continue contributing answers, one at a time, until there are no additional ideas.

11. Combine similar ideas and group responses in general categories. Select an idea.

12. Try to organize similar ideas into a single statement.

13. As the list is being organized, go through and weed out solutions that are clearly impractical due to time, money, skill level or other constraints.

14. Explain:

    "We are going to use Fist-to-Five to determine which solution we want to use to address our goal. I will announce each solution and you will all vote using a fist to represent your lowest choice, one finger to indicate some support, all the way up to five fingers, which represents your strongest support for an idea. I will add up the total number of fingers and place that number next to the solution. When we are finished we will make a final decision for our project. Any questions? Let's decide."

15. If there is a clear winner, then stop and add the action to the "We the People" statement.

16. If two or more choices are close, open the conversation up to ways to further narrow the options by combining the ideas or scheduling two projects.

17. Add choice to the "We the People" statement.

Notes:

6A: REFLECTION

Journal Entry: We the People

Goal:

To further develop the group's "We the People" statement.

Description:

Participants will write the completed "We the People" statement in their journals

Supplies:

- ❑ Journals
- ❑ Completed "We the People" statements (from Unit 6A lesson)

Directions:

1. Place the "We the People" statement where all participants can see it.
2. Explain:
   "Now that we have completed our 'We the People' statement, copy it into your journals."

Notes:

UNIT 6

6B	DESCRIPTION AND GOAL	MINIMUM TIME
Activity	**Review "We the People" Statement** Goal: To reiterate the project goal.	5 minutes
Lesson	**Planning the Project** Goal: To develop a plan of action and assign responsibilities that cannot be completed during the planning session.	40 minutes
Reflection	**Review Assignments** Goal: To review the plan and any assignments.	Part of the plan

6B: ACTIVITY

Review "We the People" Statement

Goal:

To reiterate the project goal.

This is probably the most difficult step for youth participants. It is difficult to predict and foresee what will be needed to guarantee a successful project. Be patient! Adult participants should ask questions that assist youth in discovering the answers for themselves.

<u>For example</u>:

- ✔ How many people does the agency need for kitchen cleanup? Let's ask!
- ✔ The bus is a great idea! How can we find out if our service project is on a bus route?
- ✔ How long will it actually take?
- ✔ Who needs to know?

Description:

Using the "We the People" statement as a guide, restate the goal of the project.

Supplies:

- ❑ Completed "We the People" statements (from Unit 6A lesson)
- ❑ Flip chart
- ❑ Markers

Directions:

1. State as concisely as possible the focus of the project.
2. Write out the statement as a reference for the planning process.

Notes:

6B: LESSON

Planning the Project

Goal:

To develop a plan of action and assign responsibilities that cannot be completed during the planning session.

Description:

The framework of the project will be planned and any additional assignments or responsibilities will be determined.

Supplies:

- ❑ Task Force Description handout (page 143)
- ❑ Task Force Planning Worksheet (page 144)
- ❑ Phone books/phones

Directions:

1. **Prepare in Advance**
   Identify various "Task Force" groups (either using Task Force Responsibilities handout or by creating other Task Force areas). The specific Task Force groups will be determined by the needs of each different project.

   Possible common Task Force groups could include:
   - Operations
   - Agenda
   - Project coordination
   - Communications
   - Agencies, parents, participants, media
   - Supplies/acquisitions
   - Materials, tools, project supplies, snacks and beverages
   - Safety
   - Gloves, safety glasses, safety policy and permission slips

- Transportation to and from site, pick up and drop off points, bus routes
- Other Task Forces? _____

2. Quickly organize into Task Force groups either by allowing participants to choose or by assigning participants to specific groups. Both methods have pluses and minuses depending on the make-up of the particular group.

3. Provide Task Force members with specific responsibilities, either from the handout or from descriptions that the group generates.

4. Have Task Force groups begin the planning process.

5. With 20 minutes remaining, ask Task Force groups to wrap up their planning sheets.

6. With 15 minutes remaining, get together in a large group. Have a representative from each Task Force take no more than two minutes to share their group's worksheet.

An additional meeting with the Operations Task Force or group leaders might be required to coordinate the plan. An additional planning meeting can be scheduled between Unit 6 and the project date.

Notes:

6B: REFLECTION

Review Assignments

Goal:

To review the plan and any assignments.

Description:

Participants will review their plan and assignments, and assign additional tasks where necessary.

Supplies:

- ❑ Journals

Directions:

1. Some Task Force group members will have responsibilities that cannot be accomplished during the planning session. Task Force members might be assigned additional tasks (phone calls, etc.) that can be accomplished between Unit 6 and the project. An additional planning meeting can be schedule to coordinate these activities.
2. Have participants write any assignments or Task Force notes in their journals.

Notes:

Service Project Diagram

COMMUNITY ISSUE	NEEDS UNMET	PROJECT/STRATEGY
What is the overall issue?	What are the specific unmet needs? What evidence is there that the unmet needs exist?	Who does what? For whom? When? Where? How? With what results?

Task Force Description

Planning considerations and responsibilities:

Operations Task Force

- Setting up the agenda for the day of service.
- Ensuring that there is adequate time to accomplish the targeted activities, including reasonable start and end times, as well as breaks.
- Reviewing the other Task Force's planning forms to insure the overall success of the project.
- Conducting operations on the day of the project.

Communications Task Force

- Conducting project-related communications, including those with partners, agencies, parents and team members regarding start and stop times and drop off and pick up points.
- Communicating with the media when appropriate.
- Obtaining parental permission and medical release forms.

Supplies/Acquisitions Task Force

- Insuring that the project has the materials, tools, supplies, snacks and beverages required for a successful project.
- Seeking donations from businesses and other potential partners.
- Assessing the project plans and identifying necessary supplies.

Safety Task Force

- Insuring the safety of participants and recipients.
- Determining the need for gloves (outdoor or latex), safety glasses and establishing and posting a safety policy.
- Developing essential permission slips and insuring that all necessary slips are properly filled out and turned in, including medical release forms.

Transportation Task Force

- Coordinating all transportation needs to and from the project site.
- Identifying appropriate bus routes.
- Determining pick up and drop off points.

Task Force Planning Worksheet

Project Name _____ Location _____

Task Force _____

Task Force Members _____

_____

Task Force Responsibilities _____

_____

TASK: What needs to be accomplished?	**FORCE:** How will it be accomplished?	**MEMBERS:** Who will accomplish it?	**DONE**

UNIT 6B: PLANNING THE PROJECT

For younger students, the project planning will need more guidance. Here are some worksheets developed by Federal Way to help guide them through the process. These are just suggestions—feel free to adapt or make your own to fit your group and project.

OPERATIONS (Include names of everyone in the group)

1. What date will X project be on?
2. What time will it start and end? (You may have to ask the other groups to see what times work best for them.)
3. Where will X project be held? List at least three possible sites.
4. Make a list of materials needed the day of the X project. This list will be given to the supplies group so they can get the supplies.
5. How will X project be set up? (ex. Will there be stations? Partners?)

COMMUNICATIONS

1. What needs to be done to get the word out about X project?
2. Do we need to write letters to businesses asking for donations of materials? If so, what businesses would you need to contact?
3. Do Thank You cards need to be created? If so, then who do they need to be sent to? (ex. businesses who donated items)
4. How should the school be informed about X project? Who else needs to be informed? Do you need to send a letter home to parents? (Remember, you need to create the parent permission forms for every student participating in X project.)

SUPPLIES

1. What supplies do we have already for X project? What supplies are needed for X project?
2. Do you need to go to businesses to get materials donated? If so, what businesses would you need to go to?
3. Do other teams like communications have any supplies they need you to get for them? Make a list of supplies needed from the other two groups.
4. Do you think that other teams might have materials they can contribute? After you are done asking other groups, write down the names of the people who can bring certain supplies. (example: Miss Danielle could bring soap).

UNIT 7

UNIT OVERVIEW

How have we learned about civic engagement? Through a series of four reflection activities participants will engage in thoughtful reflection and review of the project process and the service performed. In a formal reflection evaluation activity, participants will complete a survey that will reveal any changes in civic knowledge, skills and attitudes. This will be followed by a celebration that will enable participants to recognize their accomplishments with their group and, if possible, with community partners, families, service recipients and others.

UNIT 7

7A	DESCRIPTION AND GOAL	MINIMUM TIME
Activity	**Skills, Knowledge, Actions and Values** Goal: To help participants recognize what they learned and experienced, which will help them become more effective, participatory citizens in the future.	15 minutes
Lesson	**Participant Survey** Goal: To help participants recognize personal growth in civic knowledge, skills and attitudes.	25 minutes
Reflection	**Sweet and Sour** Goal: To provide participants the opportunity to identify a positive and negative aspect of the program and their experience.	5 minutes
7B	**DESCRIPTION AND GOAL**	**MINIMUM TIME**
Activity, Lesson and Reflection	**Celebration** Goal: To recognize and celebrate personal and program accomplishments	45+ minutes
	TOTAL UNIT TIME	90+ minutes

Supplies:

- ❑ Journals
- ❑ Pens/pencils
- ❑ Start, Stop, and Continue handout (page 161)
- ❑ Youth Participant Assessment handout (page 162)
- ❑ Member Assessment handout (Appendix, page 163)
- ❑ Sweet and sour candy
- ❑ Celebration Supplies
- ❑ Certificate of Recognition - optional (page 164)

Before You Begin . . .

BE PREPARED: The Role of Evaluation and the Power of Reflection

Service-Learning without Reflecting is Like Eating without Digesting.

What does this mean? That is a good question. In fact, it is in asking this very question, "what does this mean," that is at the heart of the reflection process. Reflection in service-learning allows participants to focus on three fundamental questions about their experience:

- **What?** What happened?
- **So What?** What difference did it make for both the recipients and participants?
- **Now What?** What will be different in the future as a result?

Without recognizing both what happened and also exploring what difference it made is a lot like eating (going through the process) but without digesting (without getting the benefit).

One way to "digest" an experience is to answer reflection questions about the impact an experience had on the participants. One effective method is a survey that asks participants to measure any changes in the way they think or feel about certain aspects of the project. The survey essentially asks participants to consider how they felt about a certain statement before the experience and how (if at all) their feelings about that statement have changed since participating in the project.

When using a survey like this, it is important for participants to carefully consider each of the statements and try to reflect as accurately and honestly as possible their views before the experience as compared to their views following the activity.

It is important to give enough time for thoughtful responses for participants to explore their thoughts and feelings. Sometimes, especially with young people, examples and descriptions are helpful. Just think of the classic scenario of a parent asking a child, "What did you learn in school today?" And the child responding, "Nothing." A quick and casual treatment of a survey will often yield the same results. Because reflection is often a new experience, individuals, and again especially young people, often need to be intentionally guided through the reflecting process.

The survey used in this evaluation is called a Retrospective (or Retroactive) Pre-Post Survey. It asks participants to measure any personal changes in knowledge and values by looking backward when the project is over, rather than having participants complete a survey before the project starts and again once the project is completed. The retrospective survey is often a more effective means of measuring change, especially with youth, because a pre-activity survey often yields inflated responses. For example, participants might "think" they are familiar with community needs before they begin. They might mark that response high. Then, through the course of the project, they realize the true nature and scope of various community needs. However, there is no way to indicate the change. The Retrospective Pre-Post Survey allows participants the opportunity to measure any increase (or decrease) that has occurred compared to when they began. The participant better understands the scope of the questions being asked.

UNIT 7

7A	DESCRIPTION AND GOAL	MINIMUM TIME
Activity	**Skills, Knowledge, Actions and Values** Goal: To help participants recognize what they learned and experienced, which will help them become more effective, participatory citizens in the future.	15 minutes
Lesson	**Participant Survey** Goal: To help participants recognize personal growth in civic knowledge, skills and attitudes.	25 minutes
Reflection	**Sweet and Sour** Goal: To provide participants the opportunity to identify a positive and negative aspect of the program and their experience.	5 minutes

7A: ACTIVITY

Skills, Knowledge, Actions and Values

Goal:

To help participants recognize what they learned and experienced, which will help them become more effective, participatory citizens in the future.

Description:

Participants will begin their reflection experience through a personal journal entry and group sharing. By referencing the Personal Asset Map activity in Unit 3, participants will once again examine personal skills, knowledge, actions and values. This activity will help participants recognize what they have learned through the project and how that experience will help them to become more effective, participatory citizens in the future.

Supplies:

- ❑ Journals
- ❑ Pens/pencils

Directions

1. Explain:

   "Now that we have completed our project, we want to spend some time reflecting on what we learned. In Unit 3, we looked at the Skills, Knowledge, Actions and Values that we have as personal assets. Now we want to reflect on how our personal assets have changed as a result of our time together and/or the service we provided. Think about any skills that you have gained or even just improved throughout this project. What about your knowledge? What have you learned? What actions have you taken as part of this project? Have any of your values gotten stronger or weaker? Take the next few minutes and consider these four areas (Skills, Knowledge, Actions and Values) and write or draw in your journal how your personal asset map might be different now. Remember, it is not just things that are new but consider how your personal assets have changed. Record your thoughts in your journal in words or a drawing."

2. Help participants with the reflection process with open questions or personal examples.

3. If there is time remaining, ask for volunteers to share their thoughts about civic skills, knowledge, actions and values. Ask: "Would anyone be willing to share your thoughts about the skills, knowledge, actions and values associated with civic engagement?"

Notes:

7A: LESSON

Participant Survey

Goal:

To help participants recognize personal growth in civic knowledge, skills and attitudes.

Description:

Following the journal reflection process participants will continue their reflection through a before-and-after Participant Survey. There are two versions of the survey included in this exercise, one for youth participants and a slightly different one for AmeriCorps members. In addition to the before-and-after survey, there is also a reflection activity called Start-Stop-Continue. Start-Stop-Continue simply asks participants to consider how the project has influenced them to start doing, stop doing and what things they want to continue to do. Participants will record their Start-Stop-Continue statement as their last journal entry.

Supplies:

- ❑ Start, Stop, and Continue handout (page 161)
- ❑ Youth Participant Assessment handout (page 162)
- ❑ Member Assessment handout (Appendix, page 163)
- ❑ Journals
- ❑ Pens/pencils

The final section, "About You," is entirely optional. However, the information is very helpful and important and will only be used to improve the program. Make sure that participants know that it is optional information and that their answers are all anonymous.

Directions:

Be sure to provide ample time for thoughtful responses; allow at least 25 minutes for the survey administration. Participants should be able to write on a firm surface. Make sure all participants have something to write with. The survey should be kept confidential. However, participants might want to share with others their comments about their Start-Stop-Continue reflection activity.

1. Pass out survey and reflection activity handouts to all participants (both Participants and AmeriCorps member surveys).

2. Say or paraphrase the following:

   "Now that we've finished our program and successfully made an impact on our community, we want to know how you think and feel now and compare that to how you thought and felt before we began. This is not a test and there are no right or wrong answers. Please take the time to answer each question completely and honestly."

   Consider providing an example like: "Before I began my service as an AmeriCorps member, I didn't know how much fun it would be to work side by side with young people. Now I know what great partners we make! So, if I were asked to respond to the statement, "I enjoy working with youth," I might recognize that although I thought that was true before this project, I recognize how much more true that statement is now. I would reflect that on my survey. On the other hand, I may have learned that I prefer to work with adults, so the statement may now be less true than it was when we began the project."

3. Ask participants to look at the survey. Read through all of the directions aloud, including the box that requests: "check no...," so that all participants understand the "NO/no/yes/YES" system.

4. Paraphrase the following:

   "The **left side** of the survey will indicate how you thought and felt before we began this program and the **right side** is how you think and feel now. Think carefully about each

statement and reflect on your thoughts and feelings before we came together.

"Look at the statement on the survey: 'I am aware of what my community needs.' What did you think your community needed before you joined the project? Has your awareness of what your community needs changed? Take a moment to think about that, and then mark how you thought before and how you think now."

5. Read aloud each question on the Participant Survey to the group and give participants a moment to consider and mark their response. If participants are especially young or do not have English as a primary language, you might need to read each of the items aloud several times and provide adequate opportunity for them to answer before going on to the next statement. Encourage participants to ask you to explain if any of the questions are hard for them to understand. You can provide examples if you feel it would help participants better understand the focus of the question, as long as the examples are not intended to lead the participants to respond in a specific way.

6. Before you collect the surveys, please ask participants to check that all of the questions have been answered.

7. Have participants transfer their Start-Stop-Continue answers to their journal. This will be their final project journal entry.

8. Gather completed surveys and turn them into your supervisor.

9. If any participants are absent the day the survey takes place, please arrange a time for them to complete the survey as soon as they return.

Notes:

7A: REFLECTION

Sweet and Sour

Goal:

To provide participants the opportunity to identify a positive and negative aspect of the program and their experience.

Description:

Participants will reflect on one positive (sweet) and one negative (sour) aspect of the project.

Supplies:

- ❑ Sweet and sour candy

Directions:

1. Gather together in a circle. If the group is large or if time is a factor, create smaller groups for faster sharing.

2. Explain:
   "Every project like this has some great things that we really liked and some that we didn't like. In this activity, you will be asked to share one Sweet thing and one Sour thing about our project. Everyone will receive one piece of sweet candy and one piece of sour candy. When you share your 'sweet' you can eat your piece of sweet candy. Then you can share your 'sour' and eat your sour piece of candy. Take no more than 30 seconds to share your sweet and sour."

3. Pass out one piece of each candy to each participant.

4. Ask one participant to start and then move around the circle until every participant has had an opportunity to share.

5. **Note:** There are several options for sharing sweets and sours. Sweet can be shared first or the sour can start so that participants can end with a sweet. Or, the entire group can share their sweets first and then go around again and share sours. It is also possible to do this as a journal reflection if candy is not practical.

UNIT 7

7B	DESCRIPTION AND GOAL	MINIMUM TIME
Activity, Lesson and Reflection	**Celebration** Goal: To recognize and celebrate personal and program accomplishments.	45+ minutes

7B: ACTIVITY, LESSON AND REFLECTION

Celebration

Goal:

To recognize and celebrate personal and program accomplishments.

Description:

Participants will recognize and celebrate their accomplishments in a formal celebration activity. The format of the celebration is really up to you. Be as creative as possible. If time and space allow, invite everyone who was involved in some way with the service project, including parents, community members, etc. You may choose to have a slide show of project pictures, sharing of journal reflections, or to distribute awards to outstanding contributors in the group.

Supplies:

- ❑ Celebration Supplies
- ❑ Certificate of Recognition - optional (page 164)

Directions:

Keys to effective celebration include:

- Recognizing group accomplishments
- Highlighting impact of service
- Recognizing all individuals
- Providing awards
- Recognizing exceptional individual contributions
- Reinforcing learning goals
- Having fun
- Refreshments

The Celebration can involve:

- Skits
- Songs
- Project photos or slide show
- Guests
- Recipients (if possible)

Journal Signing

- Like a yearbook signing, participants' journals can be inscribed with messages and remembrances from other participants.

Notes:

Start, Stop, and Continue

Through your service you made a difference in your community. You most likely learned something about the need that you helped with. Given what you learned or experienced, think about some ways that you can continue to make a difference after the project.

What will you START doing that will make a positive difference?

What will you STOP doing that will make a positive difference?

What will you CONTINUE to do that is making a positive difference?

Youth Participant Assessment

Team/IP Name: _____ **WSC Code #:** _____

For each of the statements, mark the box that is closest to what you think about that statement. Mark the answer on the left for how you would answer now. Mark the answer on the right for how you would have answered before the project.

AFTER the project I would say...					**BEFORE the project I would have said...**			
NO	no	yes	YES		NO	no	yes	YES
❑	❑	❑	❑	I am an important member of my community.	❑	❑	❑	❑
❑	❑	❑	❑	It is my responsibility to get involved to make things better.	❑	❑	❑	❑
❑	❑	❑	❑	It is important for me to know about needs in my community.	❑	❑	❑	❑
❑	❑	❑	❑	I am aware of places that help people in my community.	❑	❑	❑	❑
❑	❑	❑	❑	I enjoy reading.	❑	❑	❑	❑
❑	❑	❑	❑	It is important to listen to different points of view before making a decision.	❑	❑	❑	❑
❑	❑	❑	❑	I understand the ideas talked about in the Constitution, the Declaration of Independence and the Gettysburg Address.	❑	❑	❑	❑
❑	❑	❑	❑	I will look for opportunities where I can help in my community.	❑	❑	❑	❑
❑	❑	❑	❑	I talk about what is happening in my community with my family and friends.	❑	❑	❑	❑
❑	❑	❑	❑	I will vote in political elections when I am old enough.	❑	❑	❑	❑

About You

These questions ask information about you that will help make our program better. The information that you provide will be kept strictly confidential. Answering is optional.

Are you? Male ❑ Female ❑ What is your age? _____ What grade are you in? _____

Is English the language most commonly used in your home?
❑ Yes ❑ No, please tell what language is most commonly used in your home: _____

Which best describes you?
❑ American Indian or Alaskan Native ❑ Asian/Asian American ❑ White or Caucasian
❑ Hawaiian or Pacific Islander ❑ Hispanic or Latino/Latina ❑ Multiracial
❑ Black or African American ❑ Other: _____

Do you get a free or reduced lunch at school? ❑ Yes ❑ No ❑ I don't know

Member Assessment

After participating in the Roadmap to Civic Engagement curriculum, my abilities in the following area have been developed or enhanced:

1.	I can better identify ways to work to solve state, national and global issues through my own local community.	Yes No
2.	I better understand and respect the ideals expressed in the Constitution, Declaration of Independence and the Gettysburg Address.	Yes No
3.	I can better understand how my unique skills can be used to positively impact my community.	Yes No
4.	I know better how to identify the needs and resources in my community.	Yes No
5.	I can better organize local efforts to effect change.	Yes No
6.	I enjoy reading.	Yes No
7.	I better appreciate the power of the vote and plan to or will continue to use this right to have my voice heard.	Yes No

About You

Your answers to these questions are optional. Responses given will be kept **strictly confidential** and all reporting of information will be about groups of responses reported.

Are you? Male ❑ Female ❑ What is your age? _____

What year of AmeriCorps service is this for you? First ❑ Second ❑ Third ❑

Is English the language most commonly used in your home?
❑ Yes ❑ No, please tell what language is most commonly used in your home: _____

Highest level of education you have completed (please check only one)?

❑ 8th grade or less
❑ Some high school, no diploma
❑ High school (HS) graduate
❑ HS equivalent (for example, GED)
❑ Some college, but less than 1 year
❑ One or more y ears of college, no degree
❑ Associate degree
❑ Bachelor's degree
❑ Master's degree
❑ Ph.D, M.D. or other professional degree

Which best describes you?

❑ American Indian or Alaskan Native
❑ Hawaiian or Pacific Islander
❑ Black or African American
❑ Asian/Asian American
❑ Hispanic or Latino/Latina
❑ Other: _____
❑ White or Caucasian
❑ Multiracial

Certificate of Recognition

This is to recognize

_____

for Making a Difference
through participation in the

ROADMAP | TO CIVIC ENGAGEMENT

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Project Leader Date

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Project Leader Date

A PROGRAM OF SERVICE-LEARNING NORTHWEST

APPENDIX

Additional Reflection Activities

Reflection is one of the keys of this program, and good reflection is essential for it to be truly effective. However, good, deep, thoughtful reflection can be hard to achieve, especially with a high energy group of youth. Here are some tips taken from the Northwest Service Academy Guide to Reflection. Full document available on-line at: http://nationalserviceresources.org/filemanager/download/615/nwtoolkit.pdf

Guidelines for Facilitating Reflection:

- Seek a balance between being flexible and keeping on track. In other words, if some notable incident happens during the day, or has been forming for some time, it will probably be on the member's minds enough to prevent their presence in any other conversation. Thus, even if you have an outcome in mind, what needs to get said may be the most important thing to discuss or reflect upon.
- Do not allow the conversation to veer with no focus. Maintain focus by bringing it back to the theme or significant topic, and presenting"so what, now what" questions before leaving a decent topic.
- Set a thoughtful tone. Take some deep breaths before you start. Don't rush it.
- Use silence: People need some silence to reflect internally, some more than others. Before asking the question say, "I'll give you (X time) to think before we to share."
- Ensure that all participants have an equal opportunity to become involved. Verbally encourage the silent ones ("Let's hear from someone who hasn't spoken yet.") Remind them that everyone has a valuable contribution to make. Include reflection activities that introverts will also enjoy. Remember that each member of the group will learn and reflect in a different way.
- Allow space for diversity; it, too, is part of the reflection process for the group.

Reflection Format:

Often participants get stuck trying to derive meaning from their experience. If you have ever been through a reflection experience in which the first question was met with total silence, you know what I mean. Some silence is good, but you do want to move into discussion eventually. A good way to work through this is to first talk through the events of the day objectively to help participants organize their thoughts

and remember all that happened, then move into questions of meaning and future action. This model is called **"What, So What, Now What?"**

What?

Report what happened objectively. Participants describe in detail the facts and event(s) of the experience.

- *What happened? What did you observe? What issue is being addressed or population is being served? What were the results? What events or "critical incidents" occurred? Let's hear from someone who had a different reaction.*

So What?

Participants discuss feelings, ideas, and analysis of the experience. Questions can also be focused on the meaning or importance of the activity to:

- Participant: *Did you learn a new skill or clarify an interest? How is your experience different from what you expected? What impacts the way you view the situation/experience? (What lens are you viewing from?) What do the critical incidents mean to you? How did you respond to them? What did you like/ dislike about the experience?*

- Recipient: *Did the "service" empower the recipient to become more self-sufficient? What did you learn about the people/community that we served? What might impact the recipient's views or experience of the project?*

- Community: *What are some of the pressing needs/issues in the community? How does this project address those needs? How, specifically, has the community benefited? What is the least impact you can imagine for the project? With unlimited creativity, what is the most impact on the community that you can imagine?*

- Your Group: *In what ways did the group work well together? What does that suggest to you about the group? How might the group have accomplished its task more effectively? In what ways did others help you today? (and vice versa) How were decisions made? Were everybody's ideas listened to?*

Now What?

Participants consider broader implications of the service experience and apply learning. Strike a balance between realistic, reachable goals and openness to spontaneity and change.

- *What seem to be the root causes of the issue/problem addressed? What contributes to/hinders the success of projects like this? What learning occurred*

for you in this experience and how can you apply it? What would you like to learn more about, related to this project or issue? What follow-up is needed to address any challenges or difficulties? What information can you share with your peers? If you were in charge of the project, what would you do to improve it?

Reflection Activity Examples

Reflection should be incorporated into the service, ideally before, during and after service. Here are some examples of quick (and not-so-quick) reflection activities.

15—60 Second Activities:

- **Posed Sensation:** Reflection does not require a product or discussion. Gather the group, obtain silence, and ask participants to check in with some sensory stimuli (sound, smell) and make a mental bookmark of the project with that observation.
- **Capturing:** Make a face, sound, or movement to capture how felt about the project.
- **Snapshot:** Create a silent snapshot of the service project. One person starts with a pose or action related to the project, everybody else joins the "snapshot."

1 to 5 Minute Activities:

- **One to Three Words:** Each person shares 1 to 3 words to describe the service activity or how you feel about the service activity or anything else regarding the project.
- **Poetry/Writing Slam:** Take turns; each day somebody else will write a short poem or sentence about the project, then share it with the group.
- **Sculptor:** One participant chooses a topic and asks for a set amount of participants to be the clay. The clay people let the sculptor mold them into the sculptor's vision of their topic the plight of someone who is homeless.

5 to 30 Minute Activities:

- **The Image:** Prior to the project, each person writes or draws about the people or objects they will be working with, the subject matter, or their feelings about the project. Revisit (or re-write/draw) it after the service project and discuss.
- **Senses**: Before activity, ask participants to share what they expect to hear, smell, see, touch and taste. Follow up at the end with what they actually sensed.

- **Pictionary:** Pictionary game about the experience. Talk about what you saw and felt.
- **Parables/Stories:** Read a piece of pertinent literature and have them respond.
- **Masks:** Make a two-sided mask on a paper plate. Draw an image of how others might see you on one side, and how you see yourself on the other. Discuss contrast.
- **Yarn Web:** Stand in a circle with a ball of yarn. Each person throws it to another and says one word that explains what they will bring to the next project, something they appreciated in the person they are throwing it to, what they learned, etc. The yarn forms a web supported by the group.
- **All on the Wall:** Put a large piece of paper up on a wall. Write or draw feelings/thoughts/learnings on the paper. Facilitator leads discussion based on writings.
- **Lifeline Biography:** Write or plot significant periods/events influencing who you are. Share with a partner or small group.
- **Skits in a Bag Reflection:** Skits in a bag was a fun reflection activity done by Cispus. In "Skits in a Bag," small groups are given a bag, and each group has to create and perform a skit based on the objects in the bag and having something to do with what they have learned in the Civic Engagement program.

For more information and examples:

http://www.freechild.org/Firestarter/reflection1.htm
http://nationalserviceresources.org/filemanager/download/615/nwtoolkit.pdf
http://www.freechild.org/Firestarter/reflection2.htm

Additional Teambuilding Activities

These activities are great for building unity and trust among participants. Your introduction to and debriefing of these activities can help them achieve the learning objectives. They might be appropriate in Unit 1 for additional teambuilding, Unit 5 as a substitution for Circle of Strength, Unit 6 (or earlier) for project planning), and in Unit 7 as part of the celebration to see how far they have come and reiterate how much they can accomplish by working together.

Electric Maze

Cooperation, leadership, team building, project planning. Demonstrates necessity of planning working together to make a project succeed. Learning outcomes are determined by the way that you handle and debrief the exercise.

Desired Outcome:

Ensure that all members reach the opposite side of maze safely. Team must work together to get all members to other side of grid. Team has 15 minutes to cross, and everyone must participate in process.

Time/Materials:

- 20 minutes for activity (5 to plan with talking, 15 to cross in silence)
- 15-30 minutes to debrief
- 6 X 8 canvas grid (tarp with masking tape grid works great)
- Pattern sheet with secret path for facilitator
- Beeper (optional—can use facilitator's voice, but beeper is more annoying)

Set-up:

- A team must follow a certain path through the grid laid out on ground. Team starts on one end and, through trial and error, makes its way across maze.
- Facilitator establishes set path ahead of time and keeps path a secret.
- Facilitator acts as "beeper" to tell participants when they have made a wrong step
- One person begins by stepping onto grid into one of the squares. If facilitator does not beep, person continues until they hit a wrong square and facilitator beeps.
- If a person steps on a wrong square and gets beeped, he/she must exit the grid following same path back.

- If person exiting steps on a wrong square on the path back, the facilitator beeps, and the entire team loses 1 minute from its remaining time.
- Each person must make an attempt before the first person can go again.
- Only 1 person may touch the grid at a time.
- When entire path has been discovered, more than one person may be on the grid at one time.
- No props or markers may be used to help the walker remember the path.
- Steps will not always be forward but are always in adjacent squares (inc. diagonal).
- Group has 5 minutes of planning time in which they can talk, but after that planning time is finished, they may not speak.

Instructor's Notes:

- Each group should have no more than 10 members. 6-8 is ideal.
- Have success criteria written up for all to see.
- Review rules, criteria for success and time frames before you begin.
- Facilitator decides how challenging to make the path. Moving backwards diagonally and snaking around to make path longer both increase the difficulty level. Similarly, dividing a group in half, positioning them at opposite sides of the maze, and having the groups complete the activity simultaneously can make it more difficult.
- On slick floors, grid may slide. Make sure to tell people to move carefully and slowly.

Debrief (according to learning objectives):

"What helped the group? Who were the key players? What were critical moments? How did it feel being beeped? What would you do differently next time? What does this remind you of? How does it connect to project planning/democracy/leadership/service (whatever you are trying to get at)?

Square Rope

Desired Outcome:

Work together as a team to form a perfect square while blindfolded.

Success Criteria:

- Group must make perfect square with rope.
- Group must determine most effective way to work together to create the square.
- Group decides if they were successful in accomplishing the task.

Materials:

- 40-foot rope tied at the ends forming a continuous rope
- Blindfolds for all team members
- Flat open space in which it is safe to move around blindfolded and form a square

Set-Up:

- Have participants gather in a circle around the pile of rope
- Instruct them to put on blindfolds
- Announce that their task is to form a perfect square with the rope on the floor
- Let them know the time limit the group has to complete the task
- When time has expired, or when the group feels they have formed the perfect square, have them place the rope on the ground while still blindfolded
- After the rope has been places on the ground, have them take off blindfolds and look at their square rope

Instructor's Notes:

- Have success criteria written up for all to see
- Review all rules, criteria for success and time frames before starting
- Those people who have chosen not to participate in the activity can be "process observers." Have them take notes during the activity and be prepared to report their observations to the group during the debrief.
- Remind people to exercise caution when picking up the rope and in moving around
- Make sure there are no obstacles anywhere in the area that could hurt someone.

How High?

One of the most basic teambuilders, but this can be a lot of fun with some creativity.

Materials:

You decide, but common ones are:
Newspaper
Masking tape
Paper clips
Something silly

Directions:

Divide into small groups. Give each group the materials and tell them that they have 10 minutes (or more or less—you decide) to build the tallest freestanding structure that they can using the materials provided. The first 2 minutes is just for planning.

Start your watch, and give them 2 minutes to plan without actually building. When 2 minutes are up, tell them to begin building. At the end of the exercise, go group to group to see what people built.

Note:

They are free to get as creative as they want. The only rules are that the structure is freestanding, they must use the materials provided, and they can only use the time provided. If they have any other questions, just repeat those rules. Part of the challenge and opportunity is for them to interpret the rules themselves.

Debrief:

Debrief by talking about the process, what roles people played, whether everyone felt heard, what went well, how they can apply it to the rest of CE.

Space Walk

The purpose is to work together as a team. Facilitator does not participate.

Directions:

1. Create start and finish lines about 50 feet apart. Place the rope in a circle at the finish line.
2. Divide into two equal teams. The teams should be behind the starting line.
3. Give each participant a "satellite" (paper plate or carpet square).
4. The rules are as follows: *Right now everyone is on Earth. Your goal is to get from Earth to Planet _____, over there in the circle without stepping on the ground. You can step on the satellites, but at no time should a satellite be left in space without anybody touching it. If that happens, the satellite falls into space, and you can't use it any more. You must form a continuous chain and maintain contact with the person on either side of you the whole time. If you lose contact, you must start over. Everyone must be inside Planet _____'s boundary in order for your team to complete the mission. Once I've answered your questions, you will discuss how your team will complete the mission. You can take as much time to discuss as you like, but as soon as the first person or satellite leaves planet earth, the Space Walk rules begin.*
5. Ask for someone to repeat the directions, then take questions. Answer all questions fully, but offer no extra information. You can answer questions throughout the game.
6. Be aware of safety and personal boundaries, and check in sometimes to make sure that everyone is included and knows what is going on.
7. Participants often start the game by tossing the first plate onto the ground and stepping on it. No, no. Take the plate and remind them that the satellite cannot travel in space without someone touching it.
8. Participants do not have to have their entire foot on the satellite; this allows for two feet to be on the same plate.
9. Whole bodies do not have to be inside Planet __, but feet or hands outside must be on a satellite.
10. When they arrive, congratulate them, maybe do a cheer. Debrief. Ex: Did everyone know what was going on, feel included? Why/why not? Did they think it was a competition? What does that tell us about society and the way we play games? How did it feel to be a teammate, in the beginning and at the end? What role did you play on the team?

Rain Forest

Brings focus and creates a meditative mood. With a big group, it sounds very cool.

Directions:

1. Participants sit in a circle.
2. The leader begins by rubbing their hands together very quickly. As the person to the left hears this, they begin rubbing their hands together until this contagiously goes around the circle. Alternatively, the facilitator can stand in the center and start rubbing their hands and instruct each person to mimic their motion when they make eye contact and not to stop until they make eye contact again.
3. As soon as the sound goes all the way around the circle, the leader begins to snap their fingers, and this motion continues around the circle, creating the sound of rain.
4. Next, the leader claps their thighs, and the sound goes around the circle.
5. The final round is stomping feet loudly, like the sound of a thunderstorm.
6. Then the leader reverses the motions (foot stomping, thigh slapping, finger snapping, and hands rubbing together) until the sounds of the storm have fully subsided.

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