UNIVERSITY OF DENVER
PUBLIC ACHIEVEMENT CURRICULUM
A resource for lesson planning and project development.
How to Use this Curriculum

This curriculum is designed to support coaches and team leads in implementing the University of Denver Public Achievement program. Many first enter this program having little to no experience with community organizing, so it may be challenging or intimidating to coach high school students through the Public Achievement process. In order to see that each project is successful, the curriculum is broken into multiple sections, which should keep your projects on track. Every section provides a general overview of the section, student objectives, coach benchmarks, and core concepts to keep in focus along with detailed background information, descriptions and examples of important terms. Finally, these sections are followed by sample activities that will help coaches achieve the student objectives. Coaches may choose to create their own activities to fit their classroom needs, however the student objectives should still be obtained.

Who is Our Audience?

The University of Denver Public Achievement program partners university students, who serve as coaches, with K12 students; currently the DU PA program serves high school aged students. This curriculum was designed to be used by college students in their development of weekly lesson plans for their students. The curriculum is intended to be use over an academic year (approximately 18-25 weeks of meetings). These lesson plans are intended to be fun, interactive, and informative while also learning about community issues, developing the skills to create social change, and developing a civic identity. Our belief is that coaches do not have to be experts in working with teens in order to make this journey a success, then simply need to be committed to the process and open to learning about themselves and their students.

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INTRODUCTION
What is Public Achievement?

Public Achievement is a youth civic engagement initiative focused on the most basic concepts of citizenship, democracy and public work and is built upon the framework of community organizing. Public Achievement draws on the talents and desires of ordinary people to build a better world and to create a different kind of politics. In Public Achievement, university students, who serve as coaches, work closely with K-12 students to identify issues that students care about within the school and the community. Together, these teams conduct community-based research and carry out a public work/service-learning project to address the issue they identified.

Our work is anchored on a few core ideas.

Everybody can do citizen work.
There are no prequalifications; all people, regardless of age, nationality, sex, religion, income, education ... are citizens and can be powerful public actors.

Citizenship isn’t easy.
Democracy is messy, often frustrating, but when you work hard with others, you can accomplish extraordinary things.

We learn by doing.
The most important lessons of democracy come from doing public work; from finding ways to cooperate with people who are different and may disagree. When we solve problems together, we all learn from each other. This is the kind of politics that everyone can do, not just politicians.

History

Public Achievement was created in 1990 as a partnership between the City of St. Paul, Minnesota and the Center for Democracy & Citizenship at the Humphrey Institute of Public Affairs. It grew out of a series of focus groups involving over two hundred young people in a variety of settings. The youth were asked about problems in their schools and communities and about their views on politics and public life. They listed many problems, but saw themselves outside of the solutions and outside of politics and public life. Nobody had ever asked them what they could do about the problems that mattered to them.

Public Achievement was designed to give young people the opportunity to be producers and creators of their communities, not simply customers or clients. The initial goals were to integrate civic education into institutions that work with young people and test whether young people could have an impact on problems in their schools and neighborhoods in a serious way and define this work in political terms. Indeed these goals have been met.

In 1997, the expansion of Public Achievement beyond Minneapolis and St. Paul, Minnesota had begun. Working in partnership with people in Kansas City, rural Northwestern Missouri, Milwaukee, and later in other parts of the country, provided the opportunity to develop and test practices of civic engagement. Public Achievement sites were (and continue to be) learning laboratories to discover what works in engaging young people in public life. Many of the lessons learned from these efforts are compiled as tools and resources on this site.

Public Achievement (PA) is the cornerstone of The University of Denver (DU)’s work with the Denver Public School system and has showed significant gains in working to improve K-12 school culture and increase students’ connection to school and community. From the university perspective, DU students practice public skills that they gain from PA’s community organizing framework and as a result show an increase in civic skills and investment in their Denver community. DU’s Center for Community Engagement & Service Learning has been running PA programs in the Denver Metro area since 2003. Our programs at DU have made us a national leader in Public Achievement and a regional hub for PA.
programs, providing training and support for new programs in Denver high schools and the surrounding metro areas. We are the largest program in the region, serving over 100 K-12 students each year since 2006. In 2012 the University of Denver joined other campuses across the state in organizing a statewide conference for college coaches to share resources and strengthen the state’s various programs. The conference has become an annual tradition.

**What PA is and is not**

PA emphasizes public work, “the idea that an important component of democracy is the ‘work of the people’ and an important component of citizenship is being a co-creator of our public world (in contrast to being a consumer, client, or volunteer)” (Hildreth, 2000, p. 627). Public achievement can be differentiated from traditional community service or volunteerism in several ways. First, most volunteer-based opportunities focus on serve to or for communities, rather than with communities. In PA, relationships are crucial and the focus is on learning together, understanding how we are all connected to social justice issues. Many service opportunities also address immediate needs, however in PA we seek to understand root causes of problems and to develop projects that address those underlying reasons inequity exists. Public achievement also focuses on developing the lifelong skills needed to participate actively in a civic life, allowing participants to continue creating social change long after participation in the PA program has ended.

Public achievement is a form of service learning, which is a teaching method that engages students in meaningful service with communities and ties this learning to academic learning. Unique from other youth civic engagement programs, PA moves past apolitical forms of service learning and emphasizes the role youth possess in public work and democracy. PA participants learn to create change through concrete, team-driven projects.

Finally, in PA, participants are encouraged to take ownership and responsibility for their projects, rather than relying solely on adult coaches to lead them. This emphasis on youth empowerment is important to the PA process.

**Public Achievement Success**

The success of Public Achievement is not measured by the perfection of one’s coaching, but rather the development of students as community leaders who believe in their skill and ability to create social change and to continue participating in an active public life. Public Achievement is a team effort requiring commitment from both coaches and students. Completion of the PA program should not only implement change, it should provide your team with a deeper understanding of their place within their community and the development of a civic identity.
"Core concepts" are a defining feature of Public Achievement; they distinguish PA from community service and many forms of service learning. Public Achievement is unique, because speech and action are framed in terms of their political and public dimensions.

Any experience has multiple dimensions-- **Educational:** what did I learn? **Psychological:** how do I feel? **Inter-personal:** how did we work together? **Practical:** what did we do? **Political:** what are the power dynamics at play, how do our actions affect the larger public?

Concepts enable us to consider the broader implications of this work, to situate it in a larger public sphere, and to compare it against other forms of action. At the same time, the actual work done informs one’s understandings of political concepts. In practical terms, it is not difficult to incorporate concepts into work when using simple questions like-- How is your project public? What power does the administrator have over this issue? What power does our group have? – These types of questions can go a long way in helping teams be more effective.

1. **Public Work:** The organizing concept of PA, defined as the work of ordinary citizens, who together, solve public problems and create things of lasting importance in our community, nation, or world. There are three related meanings to the concept "public" that are relevant to Public Achievement: as a group of people, a kind of space, and a common interest. Creating a project that is "public" is one of the important steps in the Public Achievement process.

2. **Politics/Policy:** Politics is the everyday processes of negotiating situations involving power relations and making public decisions (i.e. bargaining, making decisions, and thinking strategically). Policy refers to rules and regulations surrounding the current issues.

3. **Citizenship:** Citizenship is the on-going contribution of citizens to our common world.

4. **Democracy:** The rule or work of the people.

5. **Freedom:** Is a product of collective self-determination. In other words, we are free if we live under the laws, society, or world that we have made for ourselves.

6. **Free Spaces:** The concepts of public and freedom are combined in the idea of free spaces. Free spaces are places where people can express themselves, honestly disagree, and work together to take action. Public Achievement presents an opportunity for citizens to create their own free spaces for action.

7. **Interests:** What makes a particular person or group connected to (or interested in) an issue or problem.

8. **Diversity:** Is a fact of public life. In the public world, one encounters a variety of different people, ideas, histories, and cultures. To effectively solve public problems, one must learn to listen, appreciate, and work with others who, while different from themselves, are also affected by the same public issues and problems.

9. **Power:** Is the ability to influence other people, institutions, or processes.

10. **Accountability/Responsibility** Being accountable is being able to answer for your actions and taking responsibility for their outcomes. In PA students are accountable to the group and the public world, and answer to each other, to their coaches, to their communities, and ultimately, to themselves.

11. **Leadership:** Leadership is holding yourself accountable, guiding your teammates to success, and identifying what are and are not capable of. By being a good leader, one is also open to hearing out their team’s requests and acknowledging the group as a whole. Being a leader means making change in your community and encouraging your neighbors to do the same.
Mission: Center for Community Engagement & Service Learning (CCESL)
CCESL leads the campus in embracing the University of Denver’s commitment of "being a great private university dedicated to the public good." Our mission is to educate, engage, and equip the campus community to accomplish tangible, public work that improves the lives of people in our communities. We value the public good, inclusive excellence, and, as part of higher education’s civic mission, building community capacity and engagement.

Goals & Outcomes for PA Coaches
Through participation in PA this year, coaches will:

1. Be able to identify the steps in and apply the community organizing model in your PA group including the ability to:
   a. Identify community/social justice issues and their root causes.
   b. Dialogue with and learn from others about an issue through understanding self-interest.
   c. Conduct one2ones, power mapping, community asset mapping, community-based research and more.
   d. Develop and participate in public action(s).

2. Apply facilitation skills in your PA group by:
   a. Developing lesson plans
   b. Leading students in discussions and developing probing questions
   c. Organizing democratic decision-making through open discussion and structured voting
   d. Comfortably speaking in public
   e. Leading reflection and apply feedback

3. Critically reflect on your own social and cultural identities including:
   a. Describing intersectionality in relation to your own identities
   b. Understanding the changing influence of identities on experiences of privilege and oppression in various settings

4. Identify the inequalities and injustices related to the issue(s) chosen by the K-12 participants in your PA group.

These goals will be measured using the following outcomes:

1. Enhanced understanding of social justice
2. Increased interpersonal and problem solving skills relevant to community organizing
3. Enhanced civic identity
4. A stronger commitment to civic action
5. An ability to connect your experience to your academic learning
6. An ability to connect your experience to career and/or long term goals

Goals & Outcomes for PA Participants.
Through participation in PA this year, participants (K12 students) will:

1. Understand the PA process as a tool to create community change
2. Develop the skills necessary to create and implement community organizing projects including:
   a. Identify community/social justice issues and their root causes
b. Conducting one2ones, power mapping, community asset mapping, community-based research and more.
c. Understanding self-interest & collective self-interest
d. Understanding how to negotiate and build power
e. Understand how to develop action plans including developing a mission statement and goals

3. Develop public skills (such as writing professional letters/emails, public speaking, contacting community members/public officials, meeting deadlines, etc.)

4. Develop the skills to work with diverse individuals, including members of the community in addition to peers and coaches

5. Gain skills in grant writing

6. Gain knowledge about reflecting and assessing successes and failures, strengths and weaknesses, accomplishments and areas for growth and the ultimate impact of community projects.

7. Gain knowledge about sustainability planning.

8. Develop meaningful and trusting mentoring relationships with college students.

These goals will be measured using the following outcomes:

1. Enhanced understanding of social justice
2. Increased interpersonal and problem solving skills relevant to community organizing
3. Enhanced civic identity
4. A stronger commitment to civic action
5. An increased ability to integrate academic learning from multiple disciplines
6. Enhanced academic engagement
7. Enhanced college readiness
BEING A PUBLIC ACHIEVEMENT COACH
Below you will find some tips and suggestions that will aid you in becoming the best coach possible:

- Coaches guide the process but don’t dictate it
- Relationship building isn’t just generic, it is done with a specific goal in mind, that of understanding a person’s self-interest
- Use democratic decision-making
- Let students know that the skills you’re working on building are lifelong skills so they can be change makers in their communities long after high school and PA
  - Exemplify what real world application looks like – provide personal testimony of how your skills have aided you in becoming a stronger citizen
- Give students the opportunity to call out their coaches, but let them know they need to be specific about what they’d like to see changed
- Don’t ask students what they think they can change. Have candid, honest conversations to understand their self-interest and what issues they see as problems.
  - Asking for big change seems like an impossibility to most students. Your job is to help them discover that self-interest and facilitate change by providing resources throughout the PA process.
- Make space for students to run the session, you can do this by following these steps:
  - Coaches prepare by considering questions they would like to ask students about what it takes to be a good coach.
    - Most students are new to PA so they may not know what to expect/want from a coach. Developing a “contract” listing expectations for both students and coaches as to what makes a strong and respectful working environment, what it means to be a good mentor, etc. may be a good starting point.
  - Before beginning activity, prepare students to discuss
    - Their experience in PA – if they have any and if they don’t, talking about what their perceptions are of PA and the students think it is.
    - What they think makes a good coach (respect, good listening skills, etc.)
    - What they hope a coach is like
    - How coaches should work with young people (mentor vs friend vs authority, one to one time or group focus…)
  - The most important component of this segment is to create an environment where coaches and young people can have a discussion, not just a question and answer session. Be candid. Be genuine. Be open to awkward/hard subject matter and be confident in guiding a productive discussion with strong class management skills and respect.
- Have team members take on different roles each week: time keeper, facilitator of the day, note taker
  - Set up an agenda each week and with team members and team leads. On large butcher paper or poster board, write out activities for the week and the amount of time committed to them. Explain to the students what an agenda is and how it can be used to run meetings effectively.
    - What do we need to get done this week/today?
    - How much time should we spend on it?
These are mandatory activities we ask of coaches in addition to your roles and responsibilities listed in the job description. Please note the following:

- If you absolutely can’t make your in-class session with your students, write them a note and explain why or send them a short video that can be shared. **NOTE: if your attendance drops below 80% you will receive a warning, you’ll be asked to leave the program if your attendance drops below 80% a second time.**

- Lesson Plans: Coaches are *required* to submit a completed lesson plan for each session to their team leads for review. Lesson plans must be thorough and contain enough detail that they are easily understood by everyone. If anyone needs to step in or “sub” for your class, lesson plans should have enough detail that anyone can follow and run a productive class. Following this document you’ll find further information about lesson plans along with a lesson plan template.

- Coaches are responsible for ensuring that ALL objectives and benchmarks as outlined in the curriculum are achieved.

- Coaches are asked to reflect on their experiences regularly. Reflections and debrief sessions will occur during trainings, lesson plan meetings, at the end of your school sessions, etc. In addition, you will be required to submit quarterly reflections in addition to an end-of-year reflection that will be discussed in more detail as the year progresses.

- It is imperative that you get to know your students and that you know how you can reach them in between the times you see them in class; therefore, you are required to create a roster of students and collect contact information (whatever students are comfortable providing) – text messages seem to be the best way for most HS students unless the school has provided and guided students on how to use an email address.

- Within the first few in-class sessions of PA you should provide your students with contact information (whatever you’re comfortable providing) so that they may reach you should they have questions.
"Speak your truth with care . . ."

Our time together should provide a safe environment for self-reflection, education, and personal growth – giving you an opportunity to shape your own perceptions of democracy, civic engagement, social justice, power, privilege, etc. and a grounded sense of Public Achievement. To do so, we ask you to respect the following guidelines:

**Participate**

Participate as much as you can. The wisdom is centered within the room, rather than at the front of the room. We can all learn much more when we all participate in the conversation, sharing our own personal experiences.

**Safety & Free Spaces**

We would like to guarantee that the space within these four walls is completely safe, but we cannot. It takes everyone’s agreement to make this a safe place. We will work as hard as we can to ensure that the spaces where we meet are safe spaces, free spaces where you may feel comfortable expressing yourself. Keep in mind though that safety looks different for different people. What do you need to feel safe? Can you ask for it if you are not receiving it?

**Confidentiality & Respect for what others share**

We will ask that we agree to keep any personal stories or experiences shared with the group confidential. That does not mean that you cannot share what you have learned outside PA – that limits your ability to truly learn. On the contrary, we hope you will talk about what you learned but don’t use stories or names that might be sensitive for your peers.

Respect also looks different to different people. To some, it means not being interrupted when they are speaking. To others, it looks like not disagreeing with them (at least publicly). Think about what you need to feel respected and at least extend that courtesy to others in the room.

**Speak from your own experiences – using “I” statements**

Most of you have not been elected by members of your social group to ‘speak for’ all members, so remember to only speak for yourself. This also means that you cannot expect others in the room to be ‘representatives’ of a social group in which they are a part. Use statements like “I feel . . .” rather than “People are/get/do . . .”. Similarly, seek out individual’s reactions and feelings, don’t ask them to speak for an entire group.

**Listen carefully, speak truthfully – “No discount” policy**

Listen carefully, speak truthfully is fairly self-explanatory. By a “no discount” policy, we mean do not discount what others have to say and equally as important, don’t discount what you have to say by prefacing a comment with a phrase like, “I might be crazy . . .” or “this might sound stupid.”

**Seek first to understand, then to be understood**

Listen actively to what is being shared rather than splitting your attention between listening and developing a response. There is a difference between *listening* and *waiting to speak.*
Some people are verbal processors and may need to say their thought process out loud before reaching some understanding. If you only hear the beginning of what they are saying and begin to disagree, you may interrupt their process of coming to that place on their own. Sometimes what we need to say needs to be “messy” or it cannot be shared at all.

Both/And rather than Either/Or
Try to make space in the room for “multiple truths” rather than one person being right and the other wrong. Using “but” after a statement truly negates what was said prior.

No ‘but . . .’
In other words, if someone was to say “I’m not sexist, but . . .”, usually what follows the but is indeed sexist!

Take Risks: have courage to feel uncomfortable and talk about uncomfortable feelings
Only by taking risks can we truly begin to explore some of the difficult issues involved in this kind of work. It is messy, gritty and complicated! These conversations can often be uncomfortable because in some cases we have not felt like we could talk about them before or may feel that they have been “taboo.” Sometimes we feel like everything we have to say has to be “PC”, however trying to be “PC” boxes us in and doesn’t allow us to learn, grow, or ask the messy questions we need to to get the work done.

Stay open to new ideas – be willing to “try things on”
Just because something someone says sounds completely wrong to you, stop for a moment and imagine what it might mean to you (and others) if what you are hearing is true. “Try it on” if only for a moment and consider what the implications of this possible truth might be.

Be honest
Be as honest as possible. If you cannot be honest with the group for some reason, at least be honest with yourself. Make note, or track, why you cannot share with the group what you really think or feel. As long as you acknowledge the truth to yourself, you can still learn from the group.

Have FUN!
Finally, try to remember that learning something new can be a whole lot of fun! We can be serious about our work without being overly serious about ourselves.
Coach Requirements

1. Meet all requirements as outlined in the PA contract
2. Complete a pre- and post-assessments
3. Complete quarterly CCESL reflections
4. Complete a PA end-of-year reflection
5. Submit lesson plan to team lead by pre-determined and agreed upon deadline
6. Respond to emails and text messages from ALL PA parties
7. Participate in at least one PA committee
8. Serve as an ambassador for CCESL and PA at university sanctioned events/tabling opportunities
9. Stick to deadlines and the curriculum
10. Meet all coach benchmarks and student learning objectives

Expectations for Conduct

• First and foremost, never forget the Iron Rule: 
  “Never do for others what they can do for themselves.”

• **PA is a job**, act accordingly. Keep in mind that you not only represent yourself when you are in the school, but you are also representatives for CCESL and DU. Be cognizant of your dress and appearance – when working in the schools, you are a role model for youth. **There is a dress code for PA, you are required to wear jeans or slacks and either a DU or CCESL t-shirt.**

• We expect that you will be aware of your attitude as it can easily be picked up by students. Coming into the classroom with an open and positive attitude every week can make all the difference in being able to get to know your students and facilitating their success throughout the year.

• **We expect you to be in attendance at all PA days, team lead meetings, PA trainings and other mandatory special events.**
  o We will hold monthly trainings and bi-weekly staff meetings. We will come together as a whole group during these times.
  o You will work with your fellow coaches and team lead to identify a weekly meeting. You are expected to come to the meeting ready to discuss your week’s lesson plan – use the template provided in your PA binder. If there are factors in your life that will make this commitment difficult for you, please discuss with a PA Program Coordinator in advance.

• While not required, we strongly encourage you to attend events at your school placement. This might include sporting events, plays, giving talks about college in classes, or other activities. **Your commitment to the school and your students will shine through if you make the effort to get to know your students outside of the “walls of PA.”** Building personal relationships with your students will help you have a successful year. If you don’t understand your students outside the classroom, it very unlikely you’ll understand their behaviors inside the classroom.

• A crucial part of your own personal growth and learning comes from reflecting on your work with PA. For this reason you are expected to reflect regularly through whatever means is most comfortable for you. **You will be required to submit a reflection at the end of each quarter in addition to an end of year reflection in May.** Additional details will be provided.

• We expect you to bring your PA binder to every event (school day, team lead meeting, trainings, etc.) as it is a working document and we’ll reference it and add to it throughout the year.
• In addition, we expect you to:
  o Be proactive
  o Hold your own weight
  o Follow through on what you commit to
  o Take initiative
  o Communicate! Openly and consistently
  o Practice active listening
  o Provide support, encouragement and constructive criticism
  o Be respectful of all involved in PA
  o Be honest – share the good and the bad
  o Be genuine
  o Be prepared
  o Commit fully – check your baggage at the door
  o Show dedication
CREATING LESSON PLANS
Lesson Plan Info:

- One major duty of a PA coach is to create/facilitate lesson plans for your students.
- Great lesson plans will be structured and organized while allowing for the growth and agency of the students (Remember: A coach guides and maintains order but does not totally influence the workings of the PA group. Many guidelines/rules/meeting plans will be created by the students).
- Lesson plans will include team and relationship building activities, games, discussions, etc. that coaches create to align with the stages of PA (relationship building, self-interest, topic selection, research, and project creation). The stages are fixed, the activities within them are up to you and the students!
- If you need helpful hints in creating activities for your lesson plans talk to your PA Team Lead.
- Tentative Lesson Plans will be due during office hours and PA Team Leads may ask you to alter them if necessary. The purpose of this is to help you develop outstanding plans and feedback is useful in this process.

Lesson Plan Helpful Hints:

- Planning is Key!!!!!!!!!!
- Try to be prepared at all times (the students can sense when you’re off task or unprepared)
- Time management is vital – outline times for activities and stick to them
- Make note of how long certain activities or pieces of a lesson plan should take
- Use clocks and watches to make sure you are on task while you’re in the classroom
- Have extra (backup) activities prepared in case your plan ends early and you have extra time to fill
- While you want to stay structured, also allow the students to influence the way PA runs and especially what comes out of it.
- Make sure you know which coach will be taking the lead on each activity. This helps both you and the students know who should have the attention of the room.

How to fill out a Lesson Plan:

Coaches will complete the lesson plan template provided here. A copy is also located on the PA Google Drive. All lesson plans are to be uploaded to the drive as outlined in the communication document provided during your orientation.

- **Overview and Purpose:** This section is designed to get coaches to identify the broad classroom goal for that week’s lesson plan. Coaches should be specific in identifying the objectives that are to be met during class and how what students are supposed to learn will meet those objectives. Coaches should also provide a detailed description of how this lesson plan fits into the entire Public Achievement curriculum and scheme.

- **Review from Last Week:** Coaches should provide a detailed review of all activities, goals, and results from the previous week. Doing so will allow coaches to better realize the connections that must be made week-to-week and throughout the PA process.
• **PA Section in Focus:** Coaches should describe the section of the curriculum in which the lesson plan sits. Please provide a reference or citation to the specific section and the objectives to be met.

• **PA Core Concepts:** Coaches should identify the specific core concepts that the lesson plan is designed to address and provide specific detail about how the lesson plan will incorporate these core concepts.

• **Do Now Activity:** Coaches should be very detailed in how the first 3 – 5 minutes of the class period will be utilized. What tasks/activities do students need to begin/complete? What tasks/activities to coaches need to describe?

• **Activities:** Students should provide a detailed description of each activity planned and the amount of time necessary to complete each activity. Every minute of the period should be accounted for in this section. For Example: 8:45 am – 9:00 am: Task #1; 9:00 am – 9:08 am: Review of Task #1; 9:08 am – 9:30 am: Activity #1; etc. Each timeframe should include a description of which coach will be leading, who will be speaking, tasks, materials, and any other relevant information.

• **Ticket Out Activity:** Coaches should provide a detailed explanation of what task/activity students must complete before leaving the class and/or what task a coach needs to complete in the final 3-5 minutes of class.

**Importance of Lesson Plan:**

It is essential for coaches to develop a thorough, detailed and complete lesson plan in preparation for the class period. Doing so will ensure that all coaches, team leads, and program coordinators are on the same page, have similar expectations, and know the roles of each member in the group.
Date: ___________________ Group: ___________________________________________

Lesson Plan Title: ___________________________________________________________

OVERVIEW & PURPOSE  what will students learn? What student objectives from the curriculum are you focused on?

REVIEW FROM LAST WEEK  how will you bring the group back into focus and connect with previous work?

PA SECTION IN FOCUS  what section of the PA process are you focusing on?

PA CORE CONCEPTS  which core concept of PA does this plan address?
## COACH LESSON GUIDE

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<th>TIME (in mins)</th>
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**NOTES:**
THE PUBLIC ACHIEVEMENT PROCESS
About the PA Process & This Checklist
This checklist provides an overview of the PA process including the topics covered in each section, the student learning objectives and coach benchmarks. Each section is described in much more detail, including sample activities, in the pages that follow. Coaches MUST design lesson plans so that all of the student learning objectives are met over the course of the term. The coach benchmarks outline activities that you are required to perform during that section. It is imperative that you stick to the deadlines that have been agreed upon by the program and your school partner. Refer to the Collaborative Work Plan for more details about your partner school’s expectations.

1.1 Building a Foundation – What is PA?

Topics
- What is PA?
- The Core Concepts of Public Achievement
- Community Organizing
- Rules & Accountability

Student Objectives
[ ] Students should have a clear understanding of PA, its process, and why they are involved.

[ ] Students should understand that PA is a form of community organizing

Coach Benchmarks
[ ] Coaches/Team Leads should prepare a PA poster to help explain the PA program.

[ ] Together, Coaches/Team Leads and students should develop a joint rules and accountability agreement that will be signed and agreed upon by everyone in the group.

[ ] Coaches/Team Leads should administer a pre-assessment.

[ ] Coaches/Team Leads should develop an attendance sheet, based on the class roster, which coaches can use to track student attendance.

1.2 Building a Foundation – Exploring Cultural Identity and Teambuilding

Topics
- Culture & Community
- One-to-Ones
- Self-Interest
- What is Active Listening?

Student Objectives
[ ] Together, coaches and students should develop rapport between classmates and PA coaches through discussions of culture and community.

[ ] Students should be able to practice active listening and one-to-ones.

[ ] Students should understand the concept of and their own self-interest.

Coach Benchmarks
[ ] Coaches should know all of your students’ names.

[ ] Coaches should conduct one-to-ones with all of their students.
2.1 Issue Identification – Exploring & Defining Community Issues

Topics
What is an Issue?
World as it is, World as it should be
About Power

Student Objectives
[ ] Coaches should understand each student’s self-interest, skills and interests.

[ ] Students should understand some of the current issues in their community, their impacts, and identify prospective community partners.

[ ] Students should demonstrate public skills (such as writing a letter, making a phone call, having a one-to-one with a community member, etc.).

[ ] Students should understand the concept of power as we use it in community organizing.

Coach Benchmarks
[ ] Coaches should use the Issue Briefs (See Appendix) to educate themselves about community issues and conduct additional research as needed to understand the topics students are talking about.

[ ] Coaches should bring in several community members to present to the students on the social justice topics students have been discussing. Deadline by which this community involvement should occur (as outlined in your school’s collaborative work plan):

[ ] Coaches should assist students in identifying prospective community partners.

2.2 Issue Identification – Selecting an Issue & Community Partners

Topics
Self-Interest: Connecting it to the Issue
The Power of Caucusing
Community Asset Mapping
Power Mapping

Student Objectives
[ ] Students should have selected and agreed upon one issue to address for the remainder of the year and have selected community partner(s) to work with.

[ ] Students should understand their self-interest and how it connects them to the issue(s) chosen.

[ ] Students should understand how to and why we power map, in addition to creating a power map for their chosen issue.

Coach Benchmarks
[ ] Coaches should assist with organizing classroom visits or field trips with potential community partners who can share information about the issues students are discussing.

[ ] Coaches should communicate what issue students have chosen for their final project to the PA Program Coordinator. Deadline to have issue chosen (as outlined in your school’s collaborative work plan):
3.1 Issue Research – Root Cause Analysis & Stakeholder Assessment

Topics
Understanding Root Causes
Identifying Stakeholders

Student Objectives
[ ] Students should research their chosen community issue and identify the power structures, the root causes, and the stakeholders involved.

[ ] Students should understand their role as citizens within the community, specifically related to their chosen issue and how the issue affects their lives.

Coach Benchmarks
[ ] Coaches and Team Leads should maintain communication with the Program Coordinator about the issue and community partners your students will be working with for the remainder of the year.

[ ] Coaches should begin to plan for the community panel (set a date, contact potential attendees, etc.) where students will present their knowledge about their issue thus far and to discuss potential project ideas. Deadline by which the community panel must occur (as outlined in your school’s collaborative work plan): _____________________

3.2 Issue Research – Planning for Action

Topics
Ideas for Brainstorming Successfully
Developing a Goal & Mission Statement
Narrowing the Scope – Connecting it to Root Causes
Staying on Track – Developing a Plan

Student Objectives
[ ] Students should understand how to develop goals related to their project.

[ ] Students should understand how to develop an effective plan for their project that meets their goals.

Coach Benchmarks
[ ] Coaches should lead students in an open brainstorming session about potential projects that later leads to a narrowed, focused list of potential projects.

[ ] Coaches should prepare students for the community panel, including assisting students in developing a poster or presentation. The panel should include students’ chosen community partner, school officials, and other notable/interested stakeholders and officials in the community. Students should present BEFORE their project ideas are finalized, so that they can get feedback on the ideas they have. A reminder, the deadline by which the community panel must occur (as outlined in your school’s collaborative work plan): _____________________

4.1 Taking Action – Finalizing a Project Plan

Topics
Proposal Development
Grant Writing Skills

Student Objectives
Students should be able to design an action plan and be able to professionally present their project plans to school officials.

Students should gain skills in grant writing.

Coach Benchmarks

Coaches should be prepared to assist their students with finalizing project details using the Project Proposal Form. **Deadline by which the Project Proposal Form must be submitted to the school’s administration (as outlined in your school’s collaborative work plan):**

Coaches should assist students in setting up a meeting with the school’s administration to present their Project Proposal Form. Coaches should also equip students with the skills to present professionally to the administration. **Date set up for the meeting with the school’s administration (as outlined in your school’s collaborative work plan):**

Coaches should guide their students in completing the mini-grant form (but should NOT complete it for them). Coaches and students should then submit a complete and thorough PA mini-grant application for their group’s project. It should be submitted with a copy of the signed Project Proposal Form approved by the students’ school official. **Deadline when the mini-grant application is due (as outlined in your school’s collaborative work plan):**

4.2 Taking Action – Implementing the Project

**Topics**
- Process versus Project
- Holding Ourselves Accountable

**Student Objectives**

Students should carry out a project that they feel addresses their identified community need and meets the goal they set for themselves.

Students should be able to understand the importance of timeliness and meeting deadlines.

Coach Benchmarks

Coaches should be able to track progress using the Project Proposal Form. **Deadline by when projects MUST be completed (as outlined in your school’s collaborative work plan):**

5.1 Closure – Reflection/Assessment

**Topics**
- Reflection
- Assessment

**Student Objectives**

Students should be able to critically analyze what they accomplished through their participation in PA along with how they might have changed through the process.

Students should be able to identify the impact of their community projects and the strengths and weaknesses of their approach.

Coach Benchmarks
Coaches should implement a post-assessment with their students in coordination with the PA Program Coordinator.

Coaches should begin preparing for the Public Achievement Summit. Activities include planning for workshops, tours, inviting community partners to attend, etc. Date when the PA Summit will occur (as outlined in your school’s collaborative work plan):

5.2 Closure – Celebration

Topics
End of Year Celebration

Student Objectives
[ ] Students should be able to identify both their successes and challenges in a public setting.

Coach Benchmarks
[ ] Coaches should plan an end-of-year celebration specific for their class.

[ ] Coaches should be prepared to facilitate the PA Summit, an end-of-year celebration and college summit at the university. Reminder, the date when the PA Summit will occur (as outlined in your school’s collaborative work plan):

5.3 Closure – Making our Work Sustainable

Topics
Post Project Report

Student Objectives
[ ] Through the completion of a Post-Project Report, students should be able to identify how others could build upon the work they completed.

[ ] Students should be able to describe how their work will remain sustainable after they have completed the project.

Coach Benchmarks
[ ] Coaches should submit copies of the Post-Project Report to the classroom teacher, school administrator and Public Achievement Program Coordinator.

[ ] A Project Narrative should be submitted to the Public Achievement Program Coordinator. This should be written as a half to one page exciting project story about your class and their achievements.

NOTE: Both the Post-Project Report and the Project Narrative are due to the PA Program Coordinator before the end of the academic year.
SECTION BRIEFS, BACKGROUND INFORMATION & ACTIVITIES
This section begins with introducing students to PA. Coaches/Team Leads will lead these class periods and begin by describing PA, its purpose, its structure and components. Team Leads will also begin a dialogue with students to discuss the role each person can play in PA and introduce ideas to their students including community organizing and how we use community organizing to create social change.

Coaches/Team Leads should also discuss rules and accountability during this section. By setting rules in the beginning, students will learn to hold themselves accountable for their actions. These rules will be re-introduced throughout the year.

At the end of this section, students and coaches/team leads should complete a poster to hang in class including a description of PA, a timeline and core concepts. Coaches/Team Leads will also send parent information home with students and build a student roster.

GOAL: Students develop understanding of public life, citizenship, community and related concepts of PA. Students also understand their role in PA and agree to operating procedures.

STUDENT OBJECTIVES:
- Students should have a clear understanding of PA, its process, and why they are involved.
- Students should understand that PA is a form of community organizing.

COACH BENCHMARKS:
- Coaches/Team Leads should prepare a PA poster to help explain the PA program.
- Together, Coaches/Team Leads and students should develop a joint rules and accountability agreement that will be signed and agreed upon by everyone in the group.
- Coaches/Team Leads should administer a pre-assessment.
- Coaches/Team Leads should develop an attendance sheet, based on the class roster, which coaches can use to track student attendance.

CORE CONCEPTS IN FOCUS:
- All PA core concepts with particular emphasis on accountability/responsibility
What is PA?

Public Achievement is a youth civic engagement initiative focused on the most basic concepts of citizenship, democracy and public work. Public Achievement draws on the talents and desires of ordinary people to build a better world and to create a different kind of politics.

Our work is anchored on a few core ideas.

**Everybody can do citizen work.**
There are no prequalifications; all people, regardless of age, nationality, sex, religion, income, education ... are citizens and can be powerful public actors.

**Citizenship isn’t easy.**
Democracy is messy, often frustrating, but when you work hard with others, you can accomplish extraordinary things.

**We learn by doing.**
The most important lessons of democracy come from doing public work; from finding ways to cooperate with people who are different and may disagree. When we solve problems together, we all learn from each other. This is the kind of politics that everyone can do, not just politicians.

What is a Coach?

A coach makes Public Achievement happen. Coaches help young people design and carry out public projects and instill leadership. They are leaders as well as active listeners and followers. Coaches are part of a large movement which redefines what it means for young people to be active citizens (Building Worlds, Transforming Lives, Making History, p. 45).

The Core Concepts of Public Achievement

Through Public Achievement participants learn and use a set of concepts in order to make sense of their experiences in public and political ways. Concepts are not just words and their definitions; they are ideas and ways of thinking. They allow us to engage intellectually the big questions of politics and public life. Concepts are a defining feature of Public Achievement; they distinguish PA from community service. Public Achievement is unique because it focuses on the public and political dimensions of experiential education. It is not just a service activity, nor just talking about issues, but it is action that has been discussed in advance, planned, executed, and evaluated in public and political terms. We use the eleven core concepts below to guide our work.

12. **Public Work:** The organizing concept of PA, defined as the work of ordinary citizens, who together, solve public problems and create things of lasting importance in our community, nation, or world. There are three related meanings to the concept “public” that are relevant to Public Achievement: as a group of people, a kind of space, and a common interest. Creating a project that is “public” is one of the important steps in the Public Achievement process.

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*"No one is born a good citizen; no nation is born a democracy. Rather, both are processes that continue to evolve over a lifetime. Young people must be included from birth. A society that cuts off from its youth severs its lifeline.”*  

-- Kofi Annan

*"How wonderful it is that nobody need wait a single moment before starting to improve the world."*  

- Anne Frank
13. **Politics/Policy**: Politics is the everyday process of negotiating situations involving power relations and making public decisions (i.e. bargaining, making decisions, and thinking strategically). Policy refers to rules and regulations surrounding the current issues.

14. **Citizenship**: Citizenship is the on-going contribution of citizens to our common world.

15. **Democracy**: is the governance or work of the people through deliberative and collaborative conversation and action. It requires active participation of citizens to be successful. The rule or work of the people.

16. **Freedom**: Is a product of collective self-determination. In other words, we are free if we live under the laws, society, or world that we have made for ourselves.

17. **Free Spaces**: The concepts of public and freedom are combined in the idea of free spaces. Free spaces are places where people can express themselves, honestly disagree, and work together to take action. Public Achievement presents an opportunity for citizens to create their own free spaces for action.

18. **Interests**: What makes a particular person or group connected to (or interested in) an issue or problem.

19. **Diversity**: Is a fact of public life. In the public world, one encounters a variety of different people, ideas, histories, and cultures. To effectively solve public problems, one must learn to listen, appreciate, and work with others who, while different from themselves, are also affected by the same public issues and problems.

20. **Power**: Is the ability to influence other people, institutions, or processes.

21. **Accountability/Responsibility**: Being accountable is being able to answer for your actions and taking responsibility for their outcomes. In PA students are accountable to the group and the public world, and answer to each other, to their coaches, to their communities, and ultimately, to themselves.

22. **Leadership**: Leadership is holding yourself accountable, guiding your teammates to success, and identifying what you are and are not capable of. By being a good leader, one is also open to hearing out their team’s requests and acknowledging the group as a whole. Being a leader means making change in your community and encouraging your neighbors to do the same.

**Using core concepts in your work:**

There are several ways to use concepts in the course of your work (these are adapted from Robert Hildreth, Center for Democracy and Citizenship, www.publicachievement.org 2004):

1. Concepts can help you plan and strategize your actions. Possible questions / tips:
   a. How is our project public? Who does it impact? How?
   b. What are the politics of our project?
   c. What is that organization’s interest in our project? What power do they have?
   d. What power do we have?
   e. What might we do to build our power in order to (...list your desired change here…)?

2. Concepts can help you evaluate your actions; they can help your team think through their action in deeper ways.
   a. How did the group do? Were we prepared? In what ways were we accountable?
   b. In our negotiations with the administrator, what power did she have? What power did we have?
   c. What other sources of power could we tap into to be in a better bargaining position?
   d. What is our understanding of the politics of the situation?

“DEMOCRACY IS NOT JUST A QUESTION OF HAVING A VOTE. IT CONSISTS OF STRENGTHENING EACH CITIZEN’S POSSIBILITY AND CAPACITY TO PARTICIPATE IN THE DELIBERATIONS INVOLVED IN LIFE IN SOCIETY.”

- FERNANDO CARDOSO
3. Concepts allow you to reflect on and learn from experiences in different ways. Possible questions / tips:
   a. What was it like to negotiate with the administrator? How did she treat you? In what ways did you experience her power (over our project, over us)? What was what that like?
   b. What was it like to make a public presentation?
   c. Did you notice yourself acting differently in public? How did the audience respond? How did that make you feel powerful?
   d. What was it like to meet people different from you? What did we learn about their lives? Do we look at ourselves differently? In what ways was this an encounter with diversity?

4. Concepts can help you make sense of group dynamics / evaluate meetings. You can use the concepts to capture what happened in the group. Possible questions / tips:
   a. When there is a discussion / dispute where people have different opinions, you can talk about self-interest or diversity.
   b. You can talk about inter-personal issues in terms of public/private, power, equality and respect.
   c. You can analyze how you made decisions. How did politics play out? What happens when people’s self-interests conflict?
   d. When the team is having internal problems, analyze it in terms of power. If applicable; name the power struggle.
   e. When people are inappropriately talking about their personal lives, name the public / private distinction. Recognize that personal experiences can motivate us to action.

Community Organizing
Public Achievement is a form of community organizing; simply put it is youth organizing. For more details about community organizing, please reference your CCESL Community Organizing Handbook.

Rules & Accountability
Setting high expectations not only of your students, but also of yourself, fellow coaches and team leads is important in PA. Writing out these expectations for how we interact and operate with one another is helpful and serves as a way to revisit the rules when necessary. Coach groups may consider developing their own set of expectations in addition to creating one with their students. This set of expectations can be referred to as a Full Value contract.

Creating a Full Value Contract
A Full Value Contract is a mutual contract between the leaders, group members, and facilitators that defines how the group will operate while moving toward its goals. The idea of a “Full Value Contract” is to have a contract that “fully values” each member of the group. This agreement should encourage the valuing of:

- Self
- Each Other
- A Learning Community
- The Learning Experience


"Few will have the greatness to bend history itself; but each of us can work to change a small portion of events, and in the total of all those acts will be written the history of this generation."
- Robert F. Kennedy
A Full Values contract is created by asking participants what ‘rules’ they want to hold themselves accountable for the remainder of the year. Teams may decide to create rules about how they want to treat each other, how they want to operate, and how they will call each other out respectfully if these rules are not followed. These rules are then written down and participants sign the contract expressing their agreement and willingness to be held accountable to them for the rest of the year.

About the Team Lead Benchmarks for Section 1.1

Team Leads should create two posters with students during this section. The first should be the Full Value Contract which reflects the team rules and accountability. All team members should sign the poster before it is hung in order show each member’s dedication and commitment to the group. As a Team Lead, this is an opportunity to hear your students’ perspectives on accountability and trust. What does accountability mean to them? How do they plan to hold themselves accountable? What happens when one is not held accountable?

The second poster should cover “What is PA”, core concepts, and overall goals for the year. Posters should be hung in the classroom (where allowed) or brought to each class meeting and may be used by coaches as a reference.

Team Leads should develop an attendance sheet so they know students’ names and can also begin collecting contact information. You will also need to provide students’ your contact information – you may write this on your posters or provide students a separate sheet with this information.

Finally, during the first session, Team Leads will also send home a parent information form about PA and PA assessment as well as a photo release form. The following week Team Leads will have students complete the PA assessment. Please collect the photo release forms, keeping track of who in your group has submitted them, and give these to the PA Program Coordinator.
Description/Purpose:
The purpose of this activity is to assist coaches in explaining the force and dynamics of operating as a community while students identify a common goal and grasp the concept of power within citizens of a community through direct participation.

Background Details & Information:
In the activity’s preparation, coaches will rearrange the chairs in the room and bind chairs together with party streamers, duct tape, string, ribbon, etc. These materials will serve as obstacles which are to be removed by students using tools places around the room.

As students enter the room, coaches will hand out one piece of colored construction paper to each student. There should be an equal distribution of different colors of construction paper amongst the class. These will be used to assign students to specific tools, representing the multiple resources and skill sets that certain citizens of the community have when accomplishing a goal. Tools can be anything from a ruler to scissors. Specified on each tool is who is able to use the tool (ex. scissors that note that only someone with a red piece of construction paper can use it to remove the obstacles).

Once the obstacles are removed, each student will place their piece of construction paper on a poster. This poster will represent the different people included in our community. For the sake of variety, coaches might even cut the pieces of construction paper into various shapes. After the picture is formed by the class, coaches will later glue the pieced down to keep in the classroom as a reminder of our diverse community.

Time Needed: approximately 15 minutes

Outline:

1. Distribute the various colors of construction paper to each student as they enter.

2. Read the following instructions to your students:

“The goal is for everyone to sit down in an empty chair. You have 5-7 minutes to clear each chair from the obstacles using the given tools around the room, and face the chairs towards the front of the room. Once you have all chairs facing forward, you will come together to form a picture of what community is to you, using each of your individual pieces.”

3. Next, announce the rules of the activity:

1. You cannot exceed the time limit

2. Not one person can sit down by themselves; all must sit at the same time

3. Everyone must participate

4. Do not trade colored pieces of construction paper

5. Follow given instructions on the tools

4. Set alarm for 5-7 minutes and begin.

5. During this time, students will proceed to work together to find tools/resources to accomplish given task.
6. Once the task is completed by students, ask them to write down one of their strengths on the back of their piece construction paper. Once they have done that, they can place their construction paper on the poster to create a picture of what their community looks like.

7. Once the activity has concluded, debrief with the class. Get students’ take on the activity and provide follow up questions to guide their understanding of the activity’s purpose. Coaches can provide their own questions, or use questions on the following page.

**Materials Needed:**

- Construction paper cutouts
- Scissors
- Chairs
- String, duct tape, party streamers, ribbons, etc.
- Tools (rulers, pens, scissors, etc.)
- Pens
- Poster Paper
- Copies of the debriefing questions

*[Activity developed by James Lozano, University of Denver Public Achievement Coach, 2012]*
Community Organizing Activity Debrief Questions

Leadership is not a position, it is...
- Do you know any leaders?
- Name them off... what characteristics does that person possess?

Leadership/roles people took
- What observations did you make about your peers?
- Were the people that you see as leaders the ones that stepped up and took charge or did they sit back?
- Who became the leader?
- Did other people participate in the decision making process?
- What other roles did you see people take?
- What do you think about having one person who is the leader? How would that style have affected your task?
- What do you think about interdependent leadership? How did that style have an influence on your task’s outcome?
- Did several people try to be leaders? Did this cause there to be more conflict?
- What surprised you about your peers?
- Which of your peers surprised you with the level of responsibility they took?

Resources
- How did you accomplish your task?
- What resources were present in the room?
- What resources did you have that you hadn’t thought of as tools to accomplish your task?
- What are your thoughts on traditional resources?
- Do you think everyone should have the same resources/use the same tool to meet the task?
- Did others have the resources you needed?

Collective people power
- What was one of your unique resources you had to accomplish the task?
- Do you think you would have had the same power if there had been less of you?
- What would have happened if some of you had not wanted to participate?
- How did the people who needed chairs get the people who already had chairs to buy into the task and participate?
- Did anyone who already had chairs make it harder for you?

Power with vs. Power over
- Who in the room had power over you?
- Did you have power over anyone?
- How do you think the power dynamics affect your task at hand? How about your access to resources?

(Systemic) Change
- What do you think resources and collective power have to do with change?
- How many degrees of change do you think exist?
- What resources do you think you could use for other change projects?
- What kind of change would you like to see in your community?
- What unique resources do you currently have to create that change in your community?
Description/Purpose:
When groups are engaged in public work, one of the best ways for them to see and learn about the political dimensions of their work is to use the core concepts such as power, politics, self-interest, democracy, public, and diversity. This activity aims to help students and coaches understand the importance of the core concepts and how to keep them in mind throughout the whole year. It is meant to be a fun way for students to learn the meaning of concepts and to rank them in terms of their own sense of importance for the PA program.

Background Details & Information:
It is a good idea to familiarize yourself with the core concepts. A major reason as to why coaches do not use concepts often in their work with teams is that they are not sure of the definitions themselves. It is important to realize that these concepts are not vocabulary words with correct definitions. They are contested ideas with multiple definitions to be debated.

Time Needed: approximately 30 minutes

Outline:
1. List the concepts on a board or flipchart (you could also ask students to do this, if they have been introduced to the concepts).
2. Have students offer working definitions for each concept.
3. Individually or in small groups, have students rank the top five concepts in order of importance (1 being most important and 5 being least important) for public work (making our communities better), and name the one concept they see as least important for a total of six total concepts (5 minutes).
4. Gather the group and have each person explain their list and the reasons why they ranked the concepts accordingly. Make checks on the board or flipchart next to the concepts that were in the top five for each person and X’s for the least important for each.
5. Discuss which concepts are most important and why.
6. Ask students the following questions at the end:
   a. What was it like to do this? Was it difficult to rank?
   b. What were some of the reasons for the differences among lists?
   c. Did you feel like you learned more about the concepts through this exercise? What, specifically?
   d. How could we use concepts in our PA projects?

Materials Needed:
- Large post it notes
- Markers

Note: Additional core concepts activities might include creating a core concepts poster to be hung in your classroom or reading current events and examining the core concepts present in those stories.

[Adapted from an activity developed by Joe O’Shea, Milwaukee PA]
In this section, students and coaches engage in activities related to team building. Team building activities should always reflect why we do PA and involve the core concepts. In other words, while team building can be fun, its purpose is to build relationships that are meaningful and authentic to the process of PA. These relationships will help us achieve our goals for public achievement. Coaches invite students to discuss their personal backgrounds and what makes them unique. Coaches should also share their own personal stories with their students. To build rapport you’ll need to be genuine—bring your whole self to your interactions with students and you will be the most successful. Activities should include identity activities in which students and coaches express who they are and develop trust. There should be a mutual agreement between the students and the coaches that respect and confidentiality are mandatory during these activities.

Part of the process of building relationships is what we call one-to-ones. Students and coaches “interview” one another using the one-to-one model, which is a catalyst to developing a working relationship. One-to-ones help us understand self-interest. Students should be introduced to the concept of self-interest, which will be deepened in section 2.2. Coaches should take notes and share with one another their findings from one-to-ones with students, paying particular attention to potential issues that students may be interested in developing into projects. Students are also introduced to the term “active listening” in order to prepare them for their interviews.

**GOAL:** Students learn about themselves and each other in relation to personal backgrounds, perspectives and community life. This learning is intimately linked to our goals for PA.

**STUDENT OBJECTIVES:**
- Together, coaches and students should develop rapport between classmates and PA coaches through discussions of culture and community.
- Students should be able to practice active listening and one-to-ones.
- Students should understand the concept of and their own self-interest.

**COACH BENCHMARKS**
- Coaches should know all of your students’ names.
- Coaches should conduct one-to-ones with all of their students.
- Coaches should understand each student’s self-interest, skills and interests.

**CORE CONCEPTS IN FOCUS:**
- **Free Spaces:** The concepts of public and freedom are combined in the idea of free spaces. Free spaces are places where people can express themselves, honestly disagree, and work together to take action. Public Achievement presents an opportunity for citizens to create their own free spaces for action.
- **Interests:** What makes a particular person or group connected to (or interested in) an issue or problem.
- **Diversity:** Is a fact of public life. In the public world, one encounters a variety of different people, ideas, histories, and cultures. To effectively solve public problems, one must learn to listen, appreciate, and work with others who, while different from themselves, are also affected by the same public issues and problems.
Culture and Community

Before coaches begin a discussion of culture and community with their students, they should establish the room as a free space where we have respectful engagement around tension and difficult topics. Keep in mind that culture can be thought of in many different ways, beyond just race or ethnicity. This is similar to how we can think about community, which can mean many different things beyond simply geographic location. For the purposes of Public Achievement, your classroom and coaches will be a community; your students are members of a school community and a neighborhood community. Your students may also identify with a family community along with many other forms of community.

Culture is a bit of a moving target, however it can generally be thought of as a lived experience that is the “natural thing to do” and the relationships that maintain it are logical to that individual. For instance, in the United States, it is part of our culture to be punctual, to shake hands when we meet someone, to look people in the eye, etc. – these behaviors are all seen as logical to American citizens. Culture shapes the way that each of us makes sense of the world, it grounds our relationships and dictates the ways in which we communicate with others. Culture can also be thought of as any group of people who identify themselves in some way as distinctive. One final point, a culture can’t be “mastered” simply by being taught or studying it, identification and enculturation occur through participation in the social practices relevant to a culture.

One-to-Ones

A one-to-one is the act of an individual communicating with another. “[A one-to-one is] one organized spirit going after another person’s spirit for connection, confrontation and exchange of talent and energy” (Chambers, Roots for Radicals, 44). One-to-ones are strategic meetings to figure out another person’s self-interest, ideas, motivations and visions and to identify where they intersect with your own.

One-to-ones are direct conversations between you and a community member, a fellow student, or coach. One-to-ones are professional, organized, and help to gather information from someone face-to-face. Quality one-to-ones respect opinions, but allow for questions when clarifying information.

For One-to-One Interviews:

- Be Prepared
- Keep it Informal
- Look for Connections
- Ask direct questions
- Avoid asking yes and no questions
- Listen well
- Be sure you understand
- Look for the energy for action
- Evaluate

"IF YOU HAVE COME HERE TO HELP ME, THEN YOU ARE WASTING YOUR TIME...BUT IF YOU HAVE COME BECAUSE YOUR LIBERATION IS BOUND UP WITH MINE, THEN LET US WORK TOGETHER."

--LILA WATSON, INDIGENOUS AUSTRALIAN ACTIVIST


A good 1-1 will challenge people to articulate specific potential issues when they talk of general problems, solutions or analyzes.
The Art of One-to-Ones:

- The difference between prying and probing
- Balancing the 2 way street - Listening and responding
- Agitating the other person to want to get involved
- Getting at passions
- Finding common ground
- Memory and imagination
- Personal touches/energy/enthusiasm

Self-Interest

Self-interest generally refers to a focus on the needs or desires (interests) of oneself (Wikipedia).

Self-interest is about “the self among others.” Distinct lines are drawn between self-interest, selfishness and selflessness. As a concept, it sits between selflessness (the denial of the self) and selfishness (greedy, stingy conceit). It’s a concept that is connected to self-preservation.

Understanding one’s self-interest becomes the starting point of a public life. If you can tap into your own self-interest you can more effectively work with others by identifying the intersection of their self-interest with your own, thereby creating constructive space to work with each other.

Self-interest is basically an understanding of our own core values and how those values intersect with our shared democratic values. Self-interest is enacted in public ways – what we stand up for, what we speak out about, and how we take action. To understand our core values, it is useful for us to think generally about what we value, what our identities are, and how or when our identities or values have been violated. Putting together these experiences and understanding of our self can lead us to an understanding of our core values.

The rationale for beginning a public life with an assessment of self-interests is this: without an understanding of who you are, what you believe in and what you are willing to become unpopular for, it’s impossible to create relationships with others and to make it through the thickets of public life. Without that deep understanding of what motivates us, it becomes that much easier to walk away, or get burned out from the challenges of institutional reform and working toward the associated life of a democracy.

We often define ourselves and base our opinions, relationships, and activities around our self-interests. Self-interest is similarly described as personal ethical beliefs, which may be defined as “the critical, structured examination of how we should behave” (http://businessethicsblog.com/2010/03/21/ethics-definition/).

As we begin to reach out to the community and conduct one-to-ones, it is important to consider that each of us have self-interests and that our students have the same. Self-interests are what drive us to do the work we do and whether good or bad, we must recognize these interests when working with professionals and respect them even if they differ from our own. One-to-ones allow us to begin to understand the self-interest of the person we are working with.

What is Active Listening?

Active listening is being fully present while listening to someone speak. There is a distinct difference between listening and waiting to speak. If we are waiting to speak, we are not fully in the moment, not fully listening to what another person is saying.

- Maintain direct eye contact
- No interruptions
• Keep an encouraging facial expression
• Use positive body language
• If the person who is speaking gets stuck, ask: Is there more you would like me to know? and then resume listening

About the Coach Benchmarks for Section 1.2

It is important for coaches to understand who their students are. Take the time to get to know each of your students early on, that way as time progresses you will feel more confident in addressing your students’ needs and be able to create a comfortable environment for everyone. You should be collecting attendance, and this process will help you learn students’ names. Think of creative ways to learn your students’ names and make a point to address them by their first name for the first few weeks. Students will also feel more comfortable with you and are more likely to be successful.

As you begin to teach one-to-one, it is also important that you understand how they work. Consider practicing a one-to-one with a friend or family member, or practice one-to-ones with your students. The best teachers are the ones who have experience to back up their lessons.

REMEMBER: While this section, in theory, could take a very long time, don’t let team building exercises become the focus of your class - keep in mind they’re not the sole purpose of PA, but just a means for us to build the important relationships we’ll need to be successful. You will inevitably form meaningful and authentic relationships with students as you progress through the other sections of PA, so do not spend more than a couple of weeks in this section.
Description/Purpose:
In this activity students decorate individual squares describing the community and/or culture that is important to them. This is a unique activity to help illustrate community and culture both among individual students as well as for your PA class as a whole. The activity can help you to continue to understand your students and build relationships.

Background Details & Information:
Just like our neighborhoods, the PA classroom consists of many different elements and people that make it unique. The purpose of these community flags is to allow students to maintain their unique identities, but to show them how each of them serves a purpose in the overall process. Without each person’s individual square, we would never have a full flag to represent PA. This activity is designed to emphasize individuality, but also to create community.

Time Needed: approximately 40-45 minutes

Outline:

1. Initiate a discussion with the students about their sense of community, culture and identity. Introduce the activity to students, that each person will create their own square, which will be sewn together to form a class flag. [5 min]
2. Allow each student to pick out and decorate their own piece of fabric to display who they are, what they care about, what they do, etc. [10 min]
3. Come back together and allow some students to share how they decorated their square and why. [10 min]
4. Facilitate discussion about the kind of class community students want to create. Ask: “What should our class culture be?”, “What could our PA community look like?”, “How can this culture and community connect to our PA work?” [15 min]

Materials Needed:
- Fabric squares
- Fabric pens
- Fabric glue
- Buttons, sequence, gems, etc.
Description/Purpose:
This activity is meant to get students thinking about who and what they see as their community and how they fit within that structure. Each student will complete a ‘You & Your Community’ worksheet in order to start identifying the different elements of their community.

Background Details & Information:
In order for students to understand community issues, they must first understand their communities. Our communities have many different elements that make them unique, and often these elements are the root causes of our current issues. As we start to break down the pieces of our communities and environments, we are able to clearly identify our strengths and weaknesses. With this, we can begin to narrow the scope as students start to identify what issues they are most passionate about.

Time Needed: approximately 25-30 minutes

Outline:

1. Have a discussion with students about community and define what the term means (5 minutes).
2. Give students copies of the ‘You & Your Community’ worksheet and allow time to complete it.
3. Students should fill in their surveys individually (10 minutes).
4. After worksheets are complete, bring students together as a group and open up a dialogue that allows each of them to share their answers (10-15 minutes).

Materials Needed:

- Copies of ‘You & Your Community’ worksheets
You & Your Community Worksheet

The following questions will help you think about your relationship with the community, its needs and priorities, and how you can make a difference through PA.

1. What would you define as “your community?”
   a. Is it your school, your neighborhood, your city?
   b. How would you describe it?

2. How do you feel about your connection to your community?
   b. Why do you feel that way?

3. How do you think you will know when the community values your input?
   a. How do you expect that will feel?

4. What things about your community make you sad, disappointed, frustrated, or angry?
   a. How might your neighborhood and school be a better place?

5. What do you think that YOU could do to change this for the better?

6. What important question or need can you address? What issues do you feel the most strongly about?

7. What legacy might you like to leave in your school or community?
Description/Purpose:
This activity provides an opportunity to understand the concepts of privilege and oppression related to each individual student’s life. It is a good follow up to a more general activity, where students can imagine what it is like for individuals with specific identities and examine the privileges and oppressions (advantages and disadvantages) that they might encounter in certain situations.

Background Details & Information:
Refer to the “Privilege, Oppression & Identity: Interlocking Systems” background sheet found you received at the Community Organizing Training (see the PA Program Coordinator if you need a copy) for more details. Coaches can ask students to explain the terms below or share these definitions:

- **Privilege**: Unearned access to resources that enhance one’s chances of getting what one needs or influencing others in order to lead a safe, productive, fulfilling life (Pat Griffin, 1997, p. 73)
- **Oppression**: the exercise of authority or power in a burdensome, cruel, or unjust manner
- **Systems of Oppression**: social inequality woven throughout social institutions as compared to those embedded within individual consciousness through the beliefs, attitudes, and actions of individuals – individual acts of oppression support or perpetuate oppressive systems
- **Norms**: standards of action or thought of a particular system or institution
- **Active Participation**: participation in a system by choice and individual decisions
- **Passive Participation**: letting the system continue around you without attempting to influence it one way or another

Time Needed: approximately 30-40 minutes

Outline:

1. Provide introduction to systems of privilege and oppression. Ask students what they think the following words mean: norms, privileges, oppression, active participation, and passive participation. [5 min]
2. Handout worksheet and explain terms as needed. NOTE: If you plan to collect students' worksheets, be sure to let them know this at the outset. [5 min]
3. Let students work through the worksheet and answer any questions about the activity as they arise. [6-7 min]
4. Once completed, ask students about the systems of oppression/privilege in their lives and whether they feel empowered to work to change them. Provide the opportunity for students to share their answers if they’d like. [6-7 min]
5. Provide each student with a “change triangle” on which they can write their answer to the following question: How can you change the system of oppression within your community? The triangles should cover the grey triangle on the worksheet. [6-7 min]

Materials Needed:
- Copies of Systems of Oppression worksheet for each student
- Change Triangles – cut triangles that fit the grey area on the worksheet from construction paper
- Pens and/or pencils
Systemic Privilege and Oppression

Who am I? What is my **identity**? What are my values? What are my goals?

What **privileges** allow me to be who I am? Live out my values? Achieve my goals?

What **oppressions** prevent me from being who I am? Living out my values? Achieving my goals?

What **systems** of privilege and oppression affect me? What can we call them? Do they have a name? (ex. sexism, racism, ageism, etc.)?

**Who** grants these privileges or enforces these oppressions? Who makes up the system?

**How** are the norms of the system enforced? How do active participants contribute? How do passive participants contribute? What’s the best way to oppose a norm – do we need to do something other than just not adhere to a system?
1.2 Building a Foundation – Building Rapport

Activity: One2Ones

Description/Purpose:
One2Ones allow us to get to know other people, build relationships, understand what is important to someone else, help us identify issues we may have in common and build trust. This activity helps students understand what a One2One is, why we do them and provides an opportunity to see and practice holding a One2One.

Background Details & Information:
In a One2One, one person asks questions and actively listens. This is different than just a conversation because one person asks and listens while the other answers. We hold this somewhat one-sided conversation so that we can get a deeper understanding into an individual’s life. A One2One is a face-to-face conversation with someone and has three basic parts. First, you want to break the ice and introduce yourself. This is a chance to establish your credential with the person you want to build a relationship with. Second, you want to find out what the person’s self-interest is. You can do this by asking “what” and “why” questions. As an example, you could ask someone what their greatest concern as a student is and follow up with a why question, such as ‘why is this important to you?’ or ‘how does this affect you and your family?’ The answers people give will help you understand what issues they care about and what pressures they might be facing as well as what they value and what their self-interest might be. Finally, you want to be sure to close the conversation thoughtfully and thank people for their time. It is always a good idea to take down some notes about your meeting afterward about what you learned, the issues the person cares about, what their self-interest is and anything you learned about their networks or values.

Time Needed: approximately 35-40 minutes

Outline:

1. Connect the reason we do One2Ones in PA to our goal of achieving long term change through building powerful, public relationships. Explain that a One2One is an effective way to begin building relationships that lead to a strong community. Also explain what a One2One is and how it is done. [7 min]

2. Have two coaches demonstrate a One2One. [7 min]

3. Have students break into pairs, preferably with a partner they don’t know very well, and have them practice a One2One. Coaches should walk around monitoring and assisting where needed. [10-15 min]

4. Bring the group back together and discuss what was learned, what students thought about trying a One2One and how this connects to addressing issues and creating change. [10 min]

Materials Needed:
- Copies of “Question Ideas for a One2One”
Questions Ideas for a One2One

Possible general questions:
- Who are your heroes and heroines?
- What is your dream job? What was your dream job when you were 5 years old?
- What is your dream for your family, or school, or neighborhood?
- What do you like most about the community you live in? What don’t you like about it?
- How long have you been a part of this neighborhood/community? Did you grow up here?
- What would you call a life well lived?
- What are you passionate about? What makes you angry? About your community? About your school?
- What is your greatest strength? What is your greatest weakness?
- When is a time you felt most successful? Powerful?
- When have you felt most weak?
- What is your pet peeve?
- What do you do to relax?
- Have you volunteered in the past before? If so, for who?
- Are you ready for action?
- What is your definition of success?
- Where do you see yourself in 5 years?

Possible specific questions (narrowing questions for specific people):
- Why did you become a teacher?
- What is hard/rewarding about being a teacher?
- Why did you choose this school?
- What would make the ideal school? How can we get there?
- What do you hope that PA will do for kids?
- What are some community issues you are most passionate about?

Possible follow-up questions (probing):
- Why do you say that?
- How so?
- What does that mean to you?
- How come it matters?
- Can you explain further?
- Do you know others who feel the same way?
Description/Purpose:
The purpose of this activity is to work towards developing a better understanding of what you care about, your personal skills and talents, and your interests as a public citizen. Ultimately, a better understanding of you is necessary in order to influence others and motivate them to take action. Being able to tell your story effectively is equally important, but only possible after you have devoted some time to knowing and understanding your passions and interests.

Background Details & Information:
Narrative is how we learn to make choices and construct our identities and purpose – as individuals, as communities and organizations, and as nations. Developing your personal public narrative is the art of translating values into action through stories. By understanding yourself and being able to tell a “story of self” you can communicate the values that move you to lead and motivate action. Telling your “story of self” can help establish firm ground for leadership, collaboration, and discovering common purpose. The power in your “story of self” is to reveal something of those moments that were deeply meaningful to you in shaping your life – not your deepest private secrets, but the events that shaped your public life.

Time Needed: approximately 30 - 35 minutes

Outline:
1. Begin by showing a short video clip of someone whose personal story has inspired collective action. It might be helpful to draw on the stories of these inspirational leaders: Martin Luther King Jr., Willa Shalit, Nelson Mandela, Oprah Winfrey, Barack Obama, Aung San Suu Kyi, and others. Facilitators should point out that these leaders were able to inspire change by first understanding themselves and then by relating their stories to others.

2. Pair students together with someone they don’t know very well and distribute the Personal Inventory Worksheet. Facilitators should take some time to share their responses and to explain the importance of developing a “story of self,” or personal inventory. Facilitators should focus on the values they want to convey, talk about what specific experiences shaped those values, and provide explicit details.

3. Have the students spend some time filling out the worksheet and encourage them to ask questions along the way.

4. Once students have finished completing the worksheet, ask each of them to share their stories one by one. Elect a timekeeper and have that person keep each story teller to a maximum of 2 minutes to share their story. The purpose here isn’t to tell a perfect story, it’s to practice narrative and to share common experiences and passions.

5. When everyone has shared their stories, break back into a large group and follow-up with a series of questions that reflect on the personal inventory activity and the idea of collective action. Try using some of the questions that follow:
   a. What values move me to take action that might also inspire others to similar action?
   b. What stories can I tell from my own life about specific people or events that would show (rather than tell) how I learned or acted on those values?

Materials Needed:
- Copies of the Personal Inventory Worksheet
- Pens/Pencils
Name: ___________________________  Interviewed By: ____________________________

**Interests and Concerns** are what you think about, what you want to know more about, and the things you would like to change—for example, outer space, popular music, or a historical event like Hurricane Katrina. Where would you like to travel? Are you concerned about animal welfare, crime, hunger, or the homeless? What would you like to change in your community or your school?

**Skills and Talents** have to do with things that you like to do or that you do well. Think about what you spend most of your free time doing. Do you have a favorite subject in school? Do you sing, play the guitar, or dance? Do you know more than one language? Can you cook? Do you have a garden? Do you prefer to paint pictures or play soccer? Do you have any special computer abilities? Are you creative and artistic?

Work with a partner and take turns interviewing each other to identify your interests, skills and talents, and concerns. Write on the back if you need to.

**Interests:** I like to learn and think about . . .

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

**Skills & Talents:** I can . . .

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

**Concerns:** What things would you like to see change? In your life? In your community? In the world?

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

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1.2 Building a Foundation – Building Rapport

Activity: Understanding Self-Interest

Description/Purpose:
The purpose of this activity is to help students understand self-interest. Students will complete worksheets individually and discuss their answers as a group. Coaches should prepare the board with an assessment that looks similar to the worksheet in order to fill in the different categories with each of the student’s answers. By connecting these assessments as a whole, students can compare their self-interests with their peers’ self-interests and make connections.

Background Details & Information:
Self-interest is in-between selfishness (thinking only of oneself) and selflessness (thinking only of others). Self-interest, an understanding of each person’s values and interests and how they intersect with others is vitally important. Self-interest is an understanding of our own core values and how those values intersect with our shared democratic values. Self-interest is enacted in public ways – what we stand up for, what we speak out on behalf, and how we take action. Essentially, self-interest is the place where we enact our core values in a public way. To understand our core values, it is useful for us to think generally about what we value, what our identities are, and how or when our identities or values have been violated. Synthesizing these experiences and understanding of our self can lead us to an understanding of our core values.

Time Needed: approximately 30 minutes

Outline:

1. Students break into small groups to complete individual self-interest worksheets.
2. Each student is provided with a Self-Interest Assessment and fills in each circle with words reflecting each category.
3. Students should complete these in small groups in order to bounce ideas back and forth.
4. Coaches shift from group to group in order to answer questions and help generate ideas.
5. Once the worksheets are complete, the group reconnects as a whole to discuss their ideas.
6. Coaches draw a mock assessment on the board and fill in each category as students describe their individual worksheets.
7. Students begin to identify with other students what similarities and differences they have among themselves and their peers.

Materials Needed:

- Copies of the double-sided self-interest assessment for each student
- White board and marker
Self-Interest Assessment

Identities

Values

Core Values:

Learning about, witnessing or experiences of violations of values and/or identities
Collective Democratic Values
Justice, Equality, Freedom, Dedication to the Common Good
2.1 Issue Identification – Exploring & Defining Community Issues

Section Brief

Students begin to identify public issues that interest them. Coaches conduct a “World as it is, World as it should be” exercise with students to see what types of issues are important to students in their community and/or school. Coaches introduce students to past projects completed by PA groups and provide students with brainstorming techniques. Students should begin to explore their community and note which issues they are most passionate about. Many of the activities in this section will have students working in smaller groups on issues they are most interested in. In the following section students will caucus to select the 1-2 issues they are most interested in working on for the remainder of the year – in that process students will use the information collected in this stage to inform their caucuses.

Coaches continue to practice one-to-ones and encourage public speaking. Students will write out scripts as practice for future communications with community members/organizations. Coaches should also begin to introduce the concept of power.

Coaches should also prepare an off-campus retreat related to the PA program and/or potential issues students have shown interest in.

GOALS: Students are introduced to current issues and begin to brainstorm what issues they are most interested in pursuing.

STUDENT OBJECTIVES:
- Students should understand some of the current issues in their community, their impacts, and identify prospective community partners.
- Students should demonstrate public skills (such as writing a letter, making a phone call, having a one-to-one with a community member, etc.).
- Students should understand the concept of power as we use it in community organizing.

COACH BENCHMARKS:
- Coaches should use the Issue Briefs (See Appendix) to educate themselves about community issues and conduct additional research as needed to understand the topics students are talking about.
- Coaches should bring in several community members to present to the students on the social justice topics students have been discussing. This should occur by the community involvement deadline as outlined by your school partner.
- Coaches should assist students in identifying prospective community partners.

CORE CONCEPTS IN FOCUS:
- Politics/Policy: Politics is the everyday process of negotiating situations involving power relations and making public decisions (i.e. bargaining, making decisions, and thinking strategically). Policy refers to rules and regulations surrounding the current issues.
- Public Work: The organizing concept of PA, defined as the work of ordinary citizens, who together, solve public problems and create things of lasting importance in our community, nation, or world. There are three related meanings to the concept "public" that are relevant to Public Achievement: as a group of people, a kind of space, and a common interest. Creating a project that is "public" is one of the important steps in the Public Achievement process.
- Citizenship: Citizenship is the on-going contribution of citizens to our common world.
2.1 Issue Identification – Exploring & Defining Community Issues

Background Information & Resources

What is an Issue?
The four criteria to use in helping students to think about selecting an issue are:

Specific
Sometimes when we think about issues what we are actually talking about are general problems. Help your student narrow down the big problems they see to specific issues that can be addressed. See the chart below for some examples.

Winnable
Questions to ask: Do we have the power to win? Can we build the power to influence a win? What is our timeframe for this win? (Is there an end to it…) Is this doable? Can we eventually come up with solutions?

Non-Divisive
Don’t pick an issue that will divide your PA team, but one that will unify it.

Widely-Felt
Pick something that has been heard widely from the 1-1 process.

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“YOU MUST BE THE CHANGE YOU WISH TO SEE IN THE WORLD.”

-MAHATMA GHANDI
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Many times we confuse what we hear in a one-to-one and think it’s an issue when really people are talking about a general problem, a solution or an analysis of a situation.
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The one-to-one process can used to identify specific issues important to students and to narrow in on one to work on and then research will help you identify the root causes and the people interested in and/or impacted by the issue.

```
“YOU CAN SPEAK WELL IF YOUR TONGUE CAN DELIVER THE MESSAGE OF YOUR HEART.”

-JOHN FORD
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World as it is, World as it should be
Ask your students what in the world makes them angry? How would you define the world as it is now? How would you ideally like to see things?
These questions are part of the “World as it is, World as is should be” model, because they teach us to identify current issues and ideal situations. When we begin to think about current issues and compare them to the perfect situation (likely to be opposites), we can start to connect the two and fill in the blanks.

“World as it is, World as it should be” is a tool that helps students identify their community needs. We want change, but before we can make change we have to understand the root cause.

Open up a dialogue with your students discussing current community problems – World as it is. Then ask them what a perfect world would look like – World as it should be. Have students write down both answers and as a group, start to discuss changes that may lead to the ideal world they desire. Get your students thinking about their projects by setting goals early on.

About Power (adapted from the works of Marshall Ganz of Harvard University)

Strategy is about turning the resources we have into the power we need to win the change we want. Think about that for a second. Strategy is simply turning our resources into power and then using that power effectively. So strategy is empowering—it’s based on using what we have effectively, not focusing only on what we don’t have. But it requires that we understand power clearly.

Power is not a “thing.” Power is the ability to act; the ability to influence people, institutions or processes. Power increases when you build relationships with and organize people around common interests and goals. It’s a relationship, like a see-saw. Sometimes other people have what we need, and sometimes we have what they need. Both sides have resources. Whoever has more organized and desirable resources in a given moment has more power in that moment. When someone needs less from you than you need from them, then they have power over you. However, if you can figure out what you have that they want, then you can shift the balance of power in your relationship.

Power is the ability to act; the ability to influence people, institutions, or processes. One can increase his/her power by building relationships with other people and organizing around common interests and goals.

There are two basic types of power: power with and power over.

Power Over

Sometimes others hold power over decisions or resources that we need in order to create change in our lives. If someone or some group has power over us it means they think they don’t need us or our resources to get what they want. So the work of organizing is figuring out how to grow our own resources, or shrink theirs, so that we have equal need of each other and can negotiate change together.

Power With

Sometimes we can create the change we need just by organizing our resources with others, creating power with them. When we pool our resources and make connections with others through our relationships building, we can build power.

“IN A DEMOCRACY, THE INDIVIDUAL ENJOYS NOT ONLY THE ULTIMATE POWER BUT CARRIES THE ULTIMATE RESPONSIBILITY.”

-- NORMAN COUSINS
About the Coach Benchmarks for Section 2.1

You don’t have to be an expert in all subjects, but try to familiarize yourself with some of the current issues within the community you work with. Use the Issue Briefs as your starting point. It may help if you take a few hours to do some extra research so if your students have questions, you will be prepared to provide answers. Take time to review the issue briefs and resources provided to you. The more time you spend getting to know the facts now the easier it will be to implement your projects.

By familiarizing yourself with the issues students may select, you will be best prepared to help your students begin thinking about community members and organizations they may want to partner with once they select an issue. While we want students to be in control of the process, helping students identify potential community partners is useful. It is more important that students develop their public skills than their ability to Google possible partners. Focus on helping them develop the skillset to reach out to community partners and be prepared to provide them with some examples of who they might contact.

During this section you will also begin the community involvement process by inviting several community members to present to your students on the social justice topics students have been discussing. The goal of this community involvement is to begin providing students with facts and information about the issues they are discussing to aid them in ultimately deciding which one social justice issue to focus on for the remainder of the year (the selection process occurs in the next section).

Additionally, you’ll need your students to begin to understand the concept of power. The way that most students will think about power is not the way we use it in community organizing and PA. Power can be a difficult concept to grasp, so be sure that you familiarize yourself with it, ask questions if you need, and be prepared to help your students think about how power can be built. Keep in mind that power is neither inherently good nor inherently bad, it is what we do with it that matters.
2.1 Issue Identification – Exploring & Defining Community Issues

Activity: Changes I’d Like to See

Description/Purpose:
The purpose of this exercise is to facilitate thoughtful reflection and conversation regarding an issue within the community that students would like to see changed. Ultimately, this exercise helps to expose shared experiences and passions surrounding one or more issues prevalent in participants’ communities.

Background Details & Information:
Public Achievement works because it challenges people to think beyond the inception of a good idea to be critical, to be analytical, and to take action. In this stage of the process, it is important that students are challenged to do more than answer a simple question. Follow-up questions and discussion help to draw out the commitments of individuals, which is imperative to facilitating collective action.

Time Needed: approximately 20 – 25 minutes

Outline:

1. Have each student complete the handout below, “The Changes I’d Like to See” (10 minutes) and encourage all participants to complete the form in its entirety.

2. Be prepared to answer any clarifying questions, e.g. “Can you give me an example of what economic costs consist of?”

3. Once all participants have completed the handout, have students sit in a circle and encourage each person to explain their answers. Either have each person write their issue on the white board or a large sticky note, or record student answers as they present to the group.

4. Ask the students to identify recurring issues to draw out common themes.

Materials Needed:
- Copies of the handout, “The Changes I’d Like to See”
- Pens/pencils
- A white board and/or large sticky notes
- Dry Erase Markers and/or Permanent Markers
- Dry Eraser (optional)
The Changes I'd Like to See

<table>
<thead>
<tr>
<th>What is the community issue you would like to see changed?</th>
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<th>What are the benefits of this community change?</th>
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<th>What are the costs? Economic? Personal? Community?</th>
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<table>
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<tr>
<th>Who are the people affected by this community change?</th>
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<table>
<thead>
<tr>
<th>Three reasons why I think this issue should be addressed:</th>
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<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
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</tbody>
</table>
2.1 Issue Identification – Exploring & Defining Community Issues

Activity: Community Walk & Photovoice Project

Description/Purpose:
The purpose of this activity is to help students build a better understanding of their community. Through reflection and discussion, a mapping exercise, identifying key sites, and photographing significant places, students begin to develop a better understanding of their community. This activity can either be done as a multiday activity or a single day activity.

Background Details & Information:
Some people are visual learners, some learn by listening, and some learn by doing. Understanding an abstract concept such as “community” can be difficult. In fact, a community cannot easily be described as one thing or another. Rather, communities are dynamic and are composed of a number of people, places, and unique components. Some aspects of a community are identifiable, such as physical location, determined boundaries, places, and things. That is why mapping and taking pictures of your surrounding community is an important exercise that helps to make tangible what is otherwise difficult to conceptualize. Note: Additional information about photovoice is available in the reflection guide for PA.

Time Needed: approximately 60 minutes or one full class period

Outline:

1. Preliminary discussion
   a. Hand out and collect any permission slips that are required before the walk is scheduled to take place
   b. Facilitate a discussion about community identity using some of the questions listed below:
      i. What does community mean to you?
      ii. How do we define community differently?
      iii. What makes your community unique?
   c. Writing Project: Describe your community
      i. Describe your neighborhood, where you come from, where you live, etc. Try this without using proper nouns.
   d. Preliminary reflection
      i. What was the hardest thing to describe without using proper nouns?
      ii. Do you think of your community any differently now that you have described it in writing?
      iii. Do you think about a community differently now that you have heard others describe their communities?

2. Take action
   a. Have students identify possible things to photograph
      i. i.e. places that define their community, fun places, places where young people feel safe, places where young people feel powerful, assets (positive things) in their community, places where there are problems, places where people gather, places where people play, places where you can meet people, magical places, scary places, defining places, etc.
b. Creation of community map
   i. Students can create maps of their surrounding communities, labeling the places that they plan on photographing
   ii. Teachers can provide maps for students

c. Make a “shot list” along with your map and let students know that they may choose to photograph places not on the list during the walk

d. Discuss rules for walking around the neighborhood and taking photos

e. Have students work in small groups to take photographs

f. Gauging reactions to community walk
   i. What was it like to walk around your neighborhood with cameras?
   ii. Did people take pictures of places they did not plan on taking pictures of? Why? What do they capture?
   iii. Do people look at their community differently after taking pictures of it?

3. Follow-up reflection exercise

   a. Students sort photos, labeling each one and deciding which 1-3 are best
   b. For each photo selected, students should write a paragraph describing the photo, why they took it, and what it represents in their community
   c. Each student or group of students can then place photos on the community map or poster board
   d. Final reflection
      i. What was it like to do a project that required many steps?
      ii. What do you think about the finished product? Is this what you imagined it would be?
      iii. How do you think about your community differently as a result of this activity?

Materials Needed:
- Poster board
- Disposable / Digital Cameras (enough for students to work in groups of 2-3)
- Markers / Crayons
- Map of neighborhood
- Permission slips (if necessary)
- Adult chaperones / volunteers (be sure to check with your school’s administrators on these policies)

A Note from a Former Coach: “This was one of the most helpful lessons that I did with my students. They ended up picking an issue that was not photographed in any of their pictures, but they were excited to go out in their neighborhood and show the coaches everything that frustrated them about where they lived.”
Community Art Exhibit Photovoice Follow-Up

This is an optional activity that follows up on the work done for the community walk and photovoice exercise. Hosting a community art exhibit is a great option for a public event, allowing your students to express themselves and their experience within their community. Although a community art exhibit can be set up and structured in a number of different ways, the items below offer general suggestions for hosting a successful art exhibition.

A. Students can enlarge the photos they took of their community and hold an art exhibit (in school or community).

B. In addition to putting photos and descriptions on walls, have an “art opening” inviting parents and community members (possibly those who students interacted with on their project). Students could then answer questions about their photos.

C. If the event is set up well, it could be a great opportunity to raise money and/or support for their projects.

D. For more tips and suggestions, visit www.dosomething.org/actnow/actionguide/organize-art-show.
**2.1 Issue Identification – Exploring & Defining Community Issues**

**Activity: Power Poem**

**Description/Purpose:**
As students begin to research community issues, it is important that they understand how other people’s power may affect them and their work. The purpose of this activity is to help students 1) understand their own personal opinions on power and 2) identify power within their communities. Using poetry to express your feelings regarding a concept such as power can offer interesting insights and allow students room for creativity.

**Background Details & Information:**
People express themselves in various ways. For many, art is a useful and meaningful form of self-expression. As coaches, it is important to cater to a variety of learning styles and mediums of expression as each student is likely to have their own form of self-expression.

**Time Needed:** approximately 15 - 20 minutes

**Outline:**

1. Ask students to answer the following on a piece of paper:
   a. If power was a …
      i. Feeling, what would it feel like?
      ii. Texture, what would its texture be?
      iii. Picture, what would it look like?
      iv. Smell, what would it smell like?
      v. Flavor, what would it taste like?
      vi. Sound, what would it sound like?
   b. Where does power live?
   c. What would your relationship to power be?

2. Ask if any students are willing to share their answers, and follow-up with a reflection exercise that asks the following questions:
   a. Did our collective poems give power a positive connotation or a negative connotation? Why? Are both an important part of power?
   b. Did this poem bring to the surface any personal experiences or stories you would like to share with the class?
   c. Give an example of a place you feel the most powerful and a place you feel the least powerful. Why?
   d. Give an example of a time power has been granted to you and when has power been taken away from you.
   e. How do power and public achievement relate?

**Materials Needed:**
- Paper and pens for students to write down their poems
2.1 Issue Identification – Exploring & Defining Community Issues

Activity: Think Globally, Act Locally

Description/Purpose:
Students work to identify an issue’s level of impact (local, national, global) and visually illustrate how issues present in the local community are connected with those in the greater community. Students can develop strategies to connect local action to global results.

Background Details & Information:
One of the strongest inhibitors of action is the feeling that something is too big to be accomplished. Conceptualizing how a global issue affects a local community and vice versa is an important exercise that helps to make the challenge of addressing a particular issue seem less formidable. It also fortifies the notion that incremental change can be achieved through collective action.

Time Needed: approximately 45 minutes

Outline:

1. Draw three concentric circles large enough to be viewed from across the room and cut them out. Then layer them, creating a bulls-eye, and label the outer one “Global Community (5pts),” the middle one “National Community, (10pts.)” and the center one “Local Community (15pts).”

2. Explain to the students the concept behind the bulls-eye, as if they were playing darts. (The local community is a part of the big community, and their PA project is focusing on the local community, the center circle.) The goal is to get to the center by researching local issues or by connecting national and global issues to their “local” issue.

3. Direct them to research their issue in newspapers, talk to community members, make phone calls, write surveys, etc. With each piece of research information they come across, have them decide which community or communities it falls under. They can cut out the article, write a few words, or draw a symbol in the respective circles representing their research material. At the end of the group’s research, their bulls-eye should be filled, and they can focus on the research material most pertinent to their intended community.

4. Prompt students to reflect by doing one or both of the following:
   a. Discuss how projects are capable of impacting the world on local, national, and global levels.
   b. Students should journal about the differences between communities and their representation, and how this relates to their project.

Materials Needed:
- 3 different colors of butcher paper or large construction paper
- Scissors
- Tape
- Newspapers
- Markers
2.1 Issue Identification – Exploring & Defining Community Issues

Activity: World As it Is, World As It Should Be

Description/Purpose:
This activity is meant to encourage an understanding of the process of change. The purpose of this activity is for students to understand that change only occurs by building relationships and developing a deep understanding of the issues and their complexity.

Background Details & Information:
Being an effective community organizer means understanding and operating in the “world as it is” while working towards “the world as it should be.” To understand “World as it is” means that you are practical, you understand the true motivation of people, the power dynamics involved around an issue, and therefore you can creatively problem solve issues as you move toward “World as it should be.”

Time Needed: approximately 30 minutes

Outline:

1. Students are provided a copy of the Issue Survey Worksheet and are asked to fill it out (10 minutes). This worksheet should get them thinking about their current world before the “World as it is, World as it should be” activity is introduced.

2. After students complete the worksheet, two columns are written on the board or on a large sticky note in front of the class; one column is labeled “the world as it is” and the other “the world as it should be.”

3. Using their worksheet as a reference, the facilitator asks participants to identify something in their world that makes them angry or that they would like to see changed. Students are then free to describe the situations they see in their community, in society and in the world. As students identify a range of social problems (i.e. global warming, a cultural lack of respect for youth, war and violence, etc.), the facilitator writes student issues on the whiteboard/large sticky note under the column titled “the world as it is”.

4. When students finish listing the public and social issues that anger them, the facilitator asks participants to think about what the world should be like (i.e. world peace, gender equality, the end of poverty, etc.). Answers to this question should be recorded under the column titled, “the world as it should be.”

5. Finally, the facilitator challenges students to think about how they can move from the first column to the second column. In other words, students should think about possible solutions to the problems listed under the first column in order to achieve the goals listed under the second column.

Materials Needed:
- Copies of the Issue Survey Worksheet
- Large Sticky Note/White Board
- Markers/Dry Erase Markers
- Dry Eraser (optional)
Please respond to the following questions. Use the back if you run out of space.

1) What news stories, political events, or community issues caught your attention this last year (e.g. made you angry, confused, excited)?

2) What news stories, political events, or community issues affected you directly?

3) What issues are you interested in learning more about?

4) What public projects could address this issue? Which one(s) would you most like to work on?

5) What talents can you bring to a Public Achievement group?

6) What excites you about Public Achievement?
2.1 Issue Identification – Exploring & Defining Community Issues

**Activity: Community Involvement**

**Description/Purpose:**
The purpose of this activity is to help students better understand the social justice issues they are passionate about. Coaches will invite community partners who represent different issues (i.e. the few students have narrowed down to and are trying to decide from) to present to their class.

**Background Details & Information:**
The community involvement should be used as more fact finding, research and a way to connect much earlier with community partners with whom the students might be able to work. This is not meant to be a formal presentation that the students give, but rather an opportunity for students to share what they know already about an issue and to express what they’d like to learn about it.

**Time Needed:** one or more class periods

**Outline:**
1. As your students begin to discuss social justice topics they might be interested in working on for the remainder of the term, keep track of the ones that seem most popular or talked about.
2. At least one week before you plan to involve the community:
   a. Begin reaching out to several community partners to see if they are interested/able to come present to your students. You can adapt the template below to reach out to partners. **The early you can do this, the more likely partners will be able to attend – so start as early as possible!**
   b. Let students know that you will be bringing in guests from community organization and have them work in groups, each focused on one of the social justice issues, to outline the brief points that they will share the community partners.
3. On the day of the community involvement
   a. Begin by having students do a brief share-out with the community partners about what they know about each social justice issue so far and what they’d like to learn about.
   b. Then ask community partners to talk with the students about their organization, the social justice issue they work on and any feedback/tips/info they can share.

**Email/Phone Call Template**

Dear ____________,

My name is _______ and I’m working with Public Achievement at the University of Denver (DU). I would like to invite you to meet with the high school students I am working with at _______________[school] who are interested in learning more about _______________[issue]. Would you be interested/available to meet with students on _______________[date] from _______________[time] at _______________[location].

Public Achievement is a school-based civic engagement program where high school students identify social justice issues that they care about within their school and community. DU students, who serve as coaches, guide high school students through the community organizing process over the course of the academic year incorporating civic skills, such as public speaking, relationship building, issue identification, and taking public action.

Because of your knowledge, experience, and investment in the youth organizing and your organization’s ties to _______________[issue] we believe you would be able to provide insight that will help the students in determining the issue they will focus on for the rest of the year. Please let me know if you would be able to attend and don’t hesitate to contact us should you have any questions.

To learn more about the Public Achievement program at the University of Denver, please visit http://www.du.edu/ccesl/development/public_achievement, to learn more about the international movement, visit the national website at www.publicachievement.org.

Sincerely,
2.2 Issue Identification – Selecting an Issue & Community Partners

Section Brief

Students agree on a topic and begin to research their community issue. Coaches guide students as they finalize a topic by holding a caucus, or issues convention, to select an issue. This stage marks the beginning of the planning process as students start to understand their issues in greater depth. Activities include workshops related to brainstorming and mapping.

In this section, coaches will introduce power mapping to students, so students understand how we think about power in community organizing, how we build power, why we use a power map and why it is effective. Students will also begin mapping the assets in their community regarding their issue. The asset map should help students begin to identify and contact potential community partners with the help of coaches. Coaches should revisit the concept of self-interest and continue conducting one-to-ones. Students and coaches work on understanding how each individual’s self-interest connects them to the issue chosen.

GOALS: As a team, a community issue should be chosen and brainstorming for future work should begin. Students and coaches should be able to identify who has power around their issue and who is already doing work regarding their issue in their community. Students should begin to keep power players in the loop and decide with whom they would like partner.

STUDENT OBJECTIVES:

- Students should have selected and agreed upon one issue to address for the remainder of the year and have selected community partner(s) to work with.
- Students should understand their self-interest and how it connects them to the issue(s) chosen.
- Students should understand how to and why we power map, in addition to creating a power map for their chosen issue.

COACH BENCHMARKS:

- Coaches should assist with organizing classroom visits or field trips with potential community partners who can share information about the issues students are discussing.
- Coaches should communicate what issue students have chosen for their final project to the PA Program Coordinator.

CORE CONCEPTS IN FOCUS:

- **Democracy**: The rule or work of the people.
- **Public Work**: The organizing concept of PA, defined as the work of ordinary citizens, who together, solve public problems and create things of lasting importance in our community, nation, or world. There are three related meanings to the concept "public" that are relevant to Public Achievement: as a group of people, a kind of space, and a common interest. Creating a project that is "public" is one of the important steps in the Public Achievement process.
- **Power**: Is the ability to influence other people, institutions, or processes.
Self-Interest – Connecting it to the Issue

Self-interest was discussed in the last section. Coaches should have an understanding of what self-interest is and what the self-interest of each of their students is. As we begin to select our issues, we start to think about our own self-interests and the changes we’d like to see benefit ourselves and our communities. Keep in mind, what your self-interests are may differ from other coaches or even students, though they are not “wrong” or “selfish” by any means. It is important that we understand each other’s self-interests, including our own, because in order to find a solution to the issue, we must consider how the changes will affect us. Take the time to identify yours and your students’ self-interests and figure out how these connect with the issue students have chosen. Making these connections will strengthen your project.

This stage is about understanding your group’s collective self-interest. Collective self-interest helps us to compromise, to negotiate how your group addresses an issue. It is more important to work as a group to address an issue than to “get your way”. People can bond around an issue that includes the self-interest of many individual community members and leads to a collective self-interest. Organizing in this way helps us differentiate from activism, which collects people around issues, while organizing brings people together around values. When organizers win on an issue, the people involved can still come together around the values they share.

The Power of Caucusing

Caucusing, or informal debate, is important because it provides an opportunity for team members to collaborate, negotiate, and decide upon an issue. Students will participate in an issues convention to caucus for the topic they will address for the remainder of the year. The issues convention is the culmination of the students’ initial discussion and research.

Tips for Effective Caucusing

**Enter the caucus with a plan in mind:** Formulate ideas on what your community would like to see changed. Decide which pieces you are willing to negotiate on and which you are not.

**Provide ideas:** Tell others what you are hoping to achieve. If you do not agree with an idea, do not hesitate to say that it is against your own policy.

**Negotiate:** While it is often necessary to give up something that you want, make sure that you are not giving up anything too important.

**Listen:** By listening to what others are saying you will be able to build on other people’s ideas and add more to the discussion. Listening also shows respect for each student in your group.

**Record ideas:** Start to formulate a resolution in writing. Rather than waiting until the last minute, begin recording fellow students’ ideas right away.

**Be resourceful:** By providing fellow students with text, maps or information about your issue, you will show that you are valuable to the group.

**Have one-on-one conversations:** Speaking with an individual or in a small group is the best way to find out a student’s position on an issue. Larger groups are better suited to brainstorming.

**Show respect:** Never give orders or tell other students what they should or should not do. Be polite and treat all your fellow students with respect.

"UNLESS SOMEONE LIKE YOU CARES A WHOLE AWFUL LOT, NOTHING IS GOING TO GET BETTER."  
--DR. SEUSS
Provide constructive critique: Rather than negatively criticizing another student, focus on providing constructive critique. If you dislike an idea, try to offer an alternative. Critique ideas, not people.


Community Asset Mapping

What is an Asset Map?

An asset map helps us identify all of the resources in our community regarding our issue. It starts with what is present in the community, concentrates on the agenda-building and problem-solving capacity of those involved in the issue and stresses local determination, investment, creativity, and control (http://backspace.com/notes/2004/06/what-is-asset-mapping.php).

We begin asset mapping by identifying the individual and organizations that can offer one more or of the following to address our issue: time, interests, skills, expertise, networks, communication channels, space, facilities, materials, equipment, programs, services, and financial resource.

The figure below demonstrates the areas we can think about mapping assets from. Alternatively, one can list the categories above and identify what is needed form the community to design and implement an effective action to address our issue.

Sources for identifying groups include searching the internet, checking the phone book, visiting with members of known neighborhood and community groups, the newspaper (especially those local newspapers that report local group meetings) and general interaction with people in various localities within the community.

“Community organizing is all about building grassroots support. It’s about identifying the people around you with whom you can create a common, passionate cause. And it’s about ignoring the conventional wisdom of company politics and instead playing the game by very different rules.”

--Tom Peters

(Retrieved from http://extension.missouri.edu/about/fy00-03/assetmapping.htm)
Power Mapping

Power, as was discussed in section 2.1, is the ability to act; the ability to influence people, institutions, or processes. One can increase his/her power by building relationships with other people and organizing around common interests and goals.

What is a Power Map?

A power map is a visual representation of the power in your community. A power map includes people and organizations with both institutional and relational power. Power maps are great tools for inventorying your public relationships, expanding your network to achieve public work, and strategically targeting power brokers to accomplish tangible public work. Power mapping can narrow and clarify a complex and broad issue into something more concrete and workable. Identifying stakeholders can expand a narrow school or community issue by helping your students to consider others who might have an interest or investment in your topic. Power mapping gives your team a deeper understanding of the problem by providing a visual representation how stakeholders are connected and identifying all the people they will have to work with to accomplish the project goal.

How do I use a power map?

Use a power map to make strategic choices about who you should approach to help you accomplish your project goals. You should map as many people related to your issue or organizing goals as possible. Then use those connections to expand your power map to include new connections and sources of power and resources. Remember, your maps will evolve and change as you talk to new people, acquire new information, and implement your plan. You should plan to revisit the power map often with your students.

About the Coach Benchmarks for Section 2.2

As groups begin to select their issues, it is important that coaches keep up with communication. Talk to your group leaders and school facilitators and make sure they are up to speed with your group’s ideas. Every project must receive approval before it begins, so the sooner you connect with the school and local community the better.

Remember to keep in mind your students’ interests as well. It is easy to approach community partners with your own ideas, but as a coach you represent a community. Take notes and keep track of important ideas to share with the group. Organize for some community members or organizations to come in and meet with your students and help students select the community partners they will work with for the remainder of the year.

Your students’ ideas and self-interest are just as important in this process as your own. Make sure you understand each of your students’ self-interest and connect it to the issue chosen.

Finally, send the PA Program Coordinator an email that outlines the issue your students have chosen, the community partner(s) you will be working with, and any other pertinent details.
**2.2 Issue Identification – Selecting an Issue & Community Partners**

**Activity: Seeing Both Sides**

**Description/Purpose:**
The purpose of this activity is practice seeing an issue from different points of view. Students can then identify examples of cross-cultural misunderstandings in their own school and ways to resolve them.

**Background Details & Information:**
There are often two or more equally reasonable ways to view a situation, sometimes influenced by your culture. Being able to see multiple sides of an issue is an important life skill. Actively listening to another’s viewpoint with an open mind is sometimes the most powerful thing you can do when misunderstandings occur. Remember that active listening involves maintaining direct eye contact, avoiding interruptions, keeping an encouraging facial expression, and using positive body language.

**Time Needed:** approximately 25 – 30 minutes

**Outline:**

1. Have students practice their active listening skills. Ask for two student volunteers to model the skill of active listening in a brief conversation about “something surprising that happened to me this week.” One student will be the speaker and one student will be the active listener.

2. Inform students that they will now have the opportunity to practice seeing an issue from different points of view. Read the statement below and ask students to answer whether they agree or disagree:
   a. “Every citizen should be held accountable for what could be improved in her/his own community.”
   b. Now ask students to think about the other perspective and write down three reasons people on the opposite side might hold a different view.

3. On four separate large Post-it notes, write one of the following: Strongly Agree, Agree, Disagree, or Strongly Disagree. Tape each Post-it on the wall in a different corner of the room.

4. Make the following statement: “My way of doing things is the best way of doing things.” Have students move to the Post-it that best expresses their opinion on this issue. When they have moved to their desired corner, ask students to discuss the reasons why they have taken this position on the issue.

5. Separate students into pairs and have students express their opinions to each other (using active listening). After students have had a chance to discuss the reasons for their position, ask a spokesperson from each corner to state the reasons behind their group’s position.

6. Now ask the “Strongly Agree” group to move to the “Disagree” group’s corner and the “Disagree” group to move to the “Strongly Agree” group’s corner. Then ask the “Strongly Disagree” group to move to the “Agree” group’s corner, and the “Agree” group to move to the “Strongly Disagree” group’s corner. Students will now have the opportunity to see the issue from a different view point.

7. When students have moved to their designated corners, ask them to put their first opinion aside for a moment, to keep an open mind, and to try to think of all the reasons why they might
take the opposite position on the same statement: “My way of doing things is the best way of doing things.”

8. After students have had a chance to discuss the reasons for their “new” position with a partner (again, using active listening), ask a spokesperson from each corner to state the reasons behind their group’s “new” position.

9. When the discussion has ended, explain to students that the discomfort they might have felt having to take a position opposite to their true feelings is somewhat like the discomfort they might feel when they are in another culture that sees some things differently than they do.

10. End with a reflection exercise.

   a. Debrief the activity by asking students how it felt to let go of their original positions and see the issue from another viewpoint.
   b. Allow a brief discussion describing student positions on issues.
   c. Ask students: How would putting this idea into practice make our world a better place? Make our school a better place? Ask them to respond to this question first in a class discussion and then as a journal entry.
   d. Ask students to describe a situation in which they were misunderstood by others.
   e. Have them journal about it from two points of view: their own point of view and the other person’s point of view.

**Materials Needed:**

- Four large Post-it notes
- Markers
- Paper and pens for journaling
2.2 Issue Identification – Selecting an Issue & Community Partners
Activity: Issues Caucus

Description/Purpose:
The purpose of this activity is to narrow down the potential issues for your students’ project and to help students think about how different issues can overlap. By the end of this lesson your students should agree and come together to work on one or two issues.

Background Details & Information:
Self-interests guide collective interests. Some people have a clear idea of their passions and interests, and some don’t. Sometimes passions drive people in separate directions and others bring them together. The goal of this activity is to guide separate and perhaps conflicting passions into a single path. Selecting a single issue from many can be a contentious exercise. It is important that students decide on a collective path in a democratic fashion. In this case, majority rules – but not to the point of silencing minority interests.

Time Needed: approximately 45 minutes

Outline:

1. Review the Issues Convention Instructions handout. Abide by these instructions as well as the items listed below.
2. Have students complete the Issue Proposal worksheet and then put together a large post-it note with facts/information/statistics about the issue they’ve been exploring.
3. Post these around the room.
4. Allow the students the time to look at the facts on each poster and then select an issue by standing next to the poster that they find most interesting.
5. Once everyone has settled under one of the issue post-its explain that a single issue must be decided upon to move forward with and that some issue groups must be eliminated. Issue groups with the lowest numbers will be considered first for elimination but will have a chance to defend their issue. Allow these groups to explain why it is a problem the entire class should want to fix.
6. Ask students within the defending groups if they see any similarities or common ground with other issues.
7. Allow no more than 5 minutes for each defense. Then allow people to then choose whether or not they want to reposition themselves within one of the defending groups or any other group.
8. Once people have resettled remove a few of the post-its, and then allow the next two least occupied groups to defend their issues and repeat a similar process as before.
9. The goal is to have 1-2 issues at the end that you can work on for the remainder of the year.
10. End with a reflection exercise. Ask: How do you identify or connect with the final issue(s) chosen by the class? Collect written responses and review them before the next class.

Materials Needed:
- Copies of the Issue Proposal Worksheet
- Writing utensils
- Copies of the Issues Convention Instructions handout
- Large Post-it notes
Problem Proposal Worksheet

Name: _____________________________________________ Date: ______________

Issue: ______________________________________________________________________________________

Description: Define your issue. What does it mean? What problems does it address?
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________

Why should we care? Ask your classmates why this issue is important. Think of some way to
describe your issue that really gets their attention. What stands out? How does it impact you? How
does it impact young people? How does it impact the community?
___________________________________________________________________________________________
___________________________________________________________________________________________
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The Future: Brainstorm possible projects that might address the issue. List three possibilities.
1) _________________________________________________________________________________________
2) _________________________________________________________________________________________
3) _________________________________________________________________________________________
Handout: Issues Convention Instructions

We will hold an Issues Convention that provides each student or group an opportunity to publicly declare the issue that they would like to work on for the rest of the year. This issue will come from an examination of self interests as well as the one2one relational meetings you have done with your classmates. An issue is a problem that is specific to an institution or community and that, typically, can be resolved because it is situated in a specific locale. For example, teen-age pregnancy is a problem. An issue is teen-age pregnancy at a local high school or area in Denver. Thus, when developing your issue remember to think in terms of institutions or communities.

For your Issues Convention, each group should prepare a poster board. This poster board should include the following information:

- The issue
- Photographs, data and graphics about the issue
- Why the issue is important to you (how it affects you)
- How the issue affects others?
- What you would like to do to resolve the problem

Groups will have no more than 5 minutes to present their issue.

This is your first chance to make a passionate public presentation of the issue that you have found most important. Remember to be persuasive, passionate and energized

Moreover, if you accomplished your one2ones properly, you will have a pretty good sense of how your issue connects with other folks in the class and you can address your issue to their own interests.
2.2 Issue Identification – Selecting an Issue & Community Partners

Activity: Contacting Community Members

Description/Purpose:
As a way of practicing public skill, students should begin to reach out to community members and organizations to inform them of the current issues within their communities. The individuals they contact should be pulled from the information completed in the “What Do We Need to Know & Who Can Help Us” activity. Students will complete community contact information sheets and practice communication skills such as writing a letter/email, making a phone call, or practicing a one-to-one. Students will draft a script to use when reaching out to community partners in order to maintain professionalism.

Background Details & Information:
Speaking directly with people who have firsthand knowledge or experience with an issue is one of the best ways to understand a particular issue or problem. Thus, contacting community stakeholders is extremely important throughout the PA process, because it provides students with a better understanding of the issues they are considering for their projects. It is important students understand what is being done, gaps in resources, and the involvement of important figures and stakeholders before they can effectively take action.

Time Needed: approximately 30 minutes

Outline:
1. Reaching out to community members can be done in a variety of ways including email, phone, letters, and in-person. Although used almost every day, it is important to keep in mind that students may not know how to communicate in these ways in a professional manner. Things students may need to know include:
   a. How to use a directory
   b. How to find contacts (i.e. asking for departments, individuals, etc.)
   c. How to leave a message over voice mail
   d. How to properly introduce yourself
   e. What information to ask for
2. Make sure students are prepared to reach out to community members before efforts are actually made to make contact.
   a. Have students draft a script to use when reaching out to a community partner
      i. Make sure students know how to introduce themselves and how to communicate effectively their purpose for calling/writing/etc.
      ii. Make sure students know exactly what they are asking for
   b. Hold mock interviews with students so that students get some practice before picking up the phone or sending a letter
3. Create a file for all contacts and their organizations to draw on in the future and to avoid duplicating efforts
4. Consider sending thank-you letters to contacts who were especially helpful
5. Follow-up with students to evaluate what is being done well and what needs improvement

Materials Needed:
- Binder or folder for keeping contact information
- Copies of the Community Contact Information Worksheet
- Copies of the How to Write a Formal Letter handout
Community Contact Information Worksheet

Name of agency:

___________________________________________________________________________________________

___________________________________________________________________________________________

Name of Contact:

___________________________________________________________________________________________

___________________________________________________________________________________________

Address:

___________________________________________________________________________________________

___________________________________________________________________________________________

Phone: __________________________ Email:_____________________________________________________

Contact made by:________________________________________________________

Group Name: _____________________________________________________________________________

Date contact made:________________________________________________________________________

What is their interest in the issue:

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

Project possibilities:

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

Follow-up information (record all calls, visits, etc.; continue on back as necessary):

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________
Handout:
How to Write a Formal Letter, Write a Formal Email & Make a Professional Phone Call

For Mail –
Address:
- List your contact info at the top left corner of your letter beginning with your name, title, business you are representing, address, and phone
- Below your address, you will want to list the recipient’s address with the same or similar information

Date:
Different people put the date on different sides of the page. You can write this on the right or the left on the line after the address you are writing to. Write the month as a word.

Signature:
Signatures should be listed at the bottom of the page. Be sure to print your name, but leave space above for your actual hand-written signature.

For E-Mail –
Signature:
Your signature will go at the bottom of the e-mail with name, title (such as 9th grade student), your school, e-mail, and phone.

Content of a Formal Letter

Salutation or Greeting:
1) Dear Sir or Madam,
If you do not know the name of the person you are writing to, use this. It is always advisable to try to find out a name.
2) Dear Mr. Jenkins,
If you know the name, use the title (Mr., Mrs., Miss or Ms., Dr., etc.) and the surname only. If you are writing to a woman and do not know if she uses Mrs. or Miss, you can use Ms, which is for married and single women.

First Paragraph:
The first paragraph should be short and state the purpose of the letter- to make an enquiry, complain, request something, etc.

Body:
The paragraph or paragraphs in the middle of the letter should contain the relevant information behind the writing of the letter. Most letters in English are not very long, so keep the information to the essentials and concentrate on organizing it in a clear and logical manner rather than expanding too much.

Last Paragraph:
The last paragraph of a formal letter should state what action you expect the recipient to take- to refund, send you information, etc.

Ending a letter:
Ending a letter with “Sincerely” is both simple and professional. If you know the name of the person you are addressing, consider a “Thank you, Mr. Smith” for a more personal touch.

For Phone Calls –
1. Set aside a specific time to make your phone call
2. Have a calendar and pen ready.
3. Gather all of your information and supplies before making your call. This includes:
   a. The number to call
   b. The name of the person you would like to speak to
   c. All of your personal information that you may need to share (full name, email, phone number, etc.)
   d. All of the details about why you are calling
4. Think about what you want to accomplish with the call and make a note of it. It can help to write out a list of talking points. You should also make a list of any questions you need to ask.
5. If you feel nervous or uncomfortable, take a moment to visualize the conversation in your mind and take a few deep breaths.
6. Now, make the call!
7. When you are finished, take the time to thank the person for speaking to you and reiterate any final important points, like confirming a meeting or next telephone call.
2.2 Issue Identification – Selecting an Issue & Community Partners

Activity: Asset Mapping

Description/Purpose:
The purpose of an asset map is to identify stakeholders and organizations that have knowledge on a specific issue. The following activity is designed to help you and your students brainstorm about who is connected to a specific issue and how they may support your cause. In addition, this technique allows students to identify individuals, institutions and organizations and show the relative importance of certain assets in their community.

Background Details & Information:
An asset map helps us identify all of the resources in our community regarding our issue. It starts with what is present in the community, concentrates on the agenda-building and problem-solving capacity of those involved in the issue and stresses local determination, investment, creativity, and control (refer back to section brief 2.2 for more information).

Time Needed: approximately 20 minutes

Outline:

1. During the first part of the class, introduce students to an asset map and its purpose in our work.
   a. Ask your students: “Why is it important to understand who our stakeholders are?”

2. Explain how individual talents and skills, personal relationships and community groups and resources can be assets in the context of a public work or community project. For instance, what resources exist at school (activities, parent associations, individual stakeholders, etc.) or in your community (non-profit organizations, businesses, municipal departments, etc.) that might support a potential project surrounding a particular issue?

3. Provide the asset mapping worksheet to students either individually or in small groups and allow students to fill in the blanks (10 minutes). Ask students to think about people and groups that might have resources to contribute to their issue and then identify those resources.

4. Once students have completed their maps, draw everyone together as a whole and open a dialogue about each of their answers.

5. Using a large post-it note, create a large asset map. As students begin to discuss their answers, fill in the asset map for all to see.

6. Be sure to store your final list and refer back to it during your research period.

Materials Needed:

- Copies of asset mapping worksheet
- Large post-it note(s)
- Markers and writing utensils
Asset Mapping Worksheet

Use this chart to record the community assets that you have seen, heard about, read about or experienced. Try to find at least 4 items for each category.

<table>
<thead>
<tr>
<th>Name of Person or group</th>
<th>Time</th>
<th>Interests</th>
<th>Skills/Expertise</th>
<th>Relationships &amp; Networks</th>
<th>Materials &amp; Equipment</th>
<th>Programs &amp; Services</th>
<th>Money</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
2.2 Issue Identification – Selecting an Issue & Community Partners

Description/Purpose:
The purpose of this assignment is to introduce students to power maps and how they can be of use to them when completing their community projects.

Background Details & Information:
A power map is a visual representation of the power in your community. A power map includes people and organizations with both institutional and relational power. Power maps are great tools for analyzing your public relationships, expanding your network to achieve public work, and strategically targeting power brokers to accomplish tangible public work. They can narrow and clarify a complex and broad issue into something more concrete and workable. Power mapping gives your team a deeper understanding of the problem by providing a visual representation of how stakeholders are connected and identifying all the people they will have to work with to accomplish the project goal.

Time Needed: worksheet - approximately 30 minutes; power maps should be revisited and edited throughout the PA process

Outline:

1. Start with your issue or organizing goal in the middle of your paper. With your students, begin to brainstorm all of the people and organizations that may have a stake or power in relation to your topic. Write the names of people and organizations in spokes stemming from the issue. Include their contact information when possible for future reference. Now add people and organizations you know of or have limited connections with that may be relevant. As you and your students perform more one2one relational meetings with people, add to your power map. Expand your power map to include the new powerful public relationships you have made in the community. Also add new directions for things you learn and new approaches you hope to pursue that you hadn’t thought of initially.

2. As you map, keep these things in mind:
   a. Interests – What are the interests of the proposed stakeholders?
   b. Power – What power do the stakeholders have and what power is needed to accomplish our goals?
   c. Rules – What is the protocol for engaging with various stakeholders?

3. Research – Create assignments for team members from the spokes to research the interests and power of stakeholders identified in your pre-map. Role-play by yourselves first to prepare them to go into public. What questions do they need answered? With whom do they need to speak or be in a relationship?

4. Re-mapping – After reporting back to the large group the information gathered during the research phase, revise your map accordingly. Update your map as your group learns and work towards its goal.

5. Action Plan – Work with your group to determine next steps that will evolve into an action plan. Put names and dates down on the map to hold the group accountable to accomplishing its goals. Celebrate when tasks are achieved in order to keep the momentum strong.

6. Continue Mapping – Research, re-mapping and revising the action plan are all part of a complete power mapping process.

7. Provide students with a copy of “Changing Power Over” to use as a reference

Materials Needed:
- Copies of the power map worksheet (1 per student)
- Copies of the “Changing Power Over” document
- Pens and pencils
Power Map

Project Title:

Mind Map

Write the main problem, issue, or idea in the center circle, followed by the names of stakeholders in the stem boxes. Maps can be “nested” by starting new maps with these stems as new central topics.
CHANGING POWER OVER

When we have to engage with those who have power over us in order to create change, we ask ourselves four basic questions.

1. What change do we want?  
2. Who has the resources to create that change?

3. What do they want?  
4. What resources do we have that they want or need?

The Strategy Question:  
5. What’s our theory of change? How could we organize our resources to give us enough leverage to get what we want?
2.2 Issue Identification – Selecting an Issue & Community Partners

Activity: What Do We Need to Know & Who Can Help Us?

Description/Purpose:
The purpose of this activity is for students to start thinking about what they need to know or would like to know about the issues they are exploring. Students will identify where they can find further information.

Background Details & Information:
Sometimes it is hard to conceptualize an issue such as Poverty, Homelessness or Teen Pregnancy. These issues are equally important, but before something can be done about them it is necessary to understand these issues in greater detail. For instance, what is poverty? How does it come about? Who does it affect? What is being done about it? Asking these types of questions is important for moving forward on an issue.

Time Needed: approximately 30 minutes

Outline:

1. Separate students into groups so that each group represents an issue previously identified by the class. If the students chose to focus on a single issue separate the class into groups to work separately on the same issue. Students should brainstorm what sort of information they will need to research in order to understand their issues. Then have each group present their findings to the class to determine if different groups reached any similar conclusions.
   a. Students should think about what they need to know to move forward with the issue they have chosen and who can provide that information (i.e. what sources are available to learn more about their issue).

2. Hand out the Digging Deeper and Identifying Sources worksheets and have students fill them out.

3. When student groups have completed the handouts have each group present their findings to the class.

4. Conclude with a reflection exercise. Ask the following questions:
   a. Did other groups ask similar or different questions about their issue(s) as you did about your issue?
   b. Who did other groups decide to reach out to in order to learn more about their issue?
   c. What is the next step? How can you reach out to the people you have determined can help you in order to learn more about your issue?

Materials Needed:
- Copies of the Digging Deeper worksheet
- Copies of the Identifying Sources worksheet
- Writing utensils
### Digging Deeper

<table>
<thead>
<tr>
<th>ISSUE</th>
<th>QUESTIONS WE STILL HAVE</th>
<th>WHERE WILL WE FIND THIS INFORMATION?</th>
<th>WHO WILL FIND IT?</th>
</tr>
</thead>
<tbody>
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<td>- Identifying Sources Worksheet -</td>
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Identifying Sources

Finding out about __________________________________________________________

**Media**

What media might have helpful information? List ways you can work with media to learn about your community.

________________________________________________________________________

**Interviews**

Think of a person who is knowledgeable about this topic in your area. Write four questions you would like to ask this person in an interview.

An interview with _________________________________________________________

Questions to ask:
1)  
2)  
3)  
4)  

**Survey**

A survey can help you find out what people know or think about a topic and get ideas for helping. Who could you survey? Write three questions.

A survey with ____________________________ How many surveys? _______________

Questions to ask:
1)  
2)  
3)  

**Observation and Experience**

What ways are there to gather information through your own observation and experience? Where would you go? What would you do there? How would you keep track of what you find out? (Use the back of this handout if you need more room to write).

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
3.1 Issue Research - Root Cause Analysis & Stakeholder Assessment

Section Brief

In this section, students brainstorm about their chosen issue. Coaches will lead students through questions such as, what does the group know already, what do students need to know in order to design a successful project? Students continue to research their issue and coaches help students identify how their issue affects their local community. Coaches should guide their students in asking the who, what, when, where, why, and how about their issue. Coaches might choose to revisit the world as it is, world as it should be activity, but reframe it as community as it is, community as it should be to help students identify these.

Coaches identify cause and effect and educate students on root causes and root cause analysis. Coaches should guide students in thinking about how they might develop projects that address root causes rather than simple “band aid” or topical approaches that don’t change underlying systems of inequality.

Students should also identify stakeholders and their influence and role regarding their chosen issue. Students should identify who is impacted by their issue, who has power regarding their issue, etc. This should deepen what students discussed in section 2.2. Coaches should assist students in further developing their community partnerships as well.

GOALS: Each student should have a deep understanding of their chosen issue, including its root cause. All team members should be able to identify their connection to the issue chosen.

OBJECTIVES:
- Students should research their chosen community issue and identify the power structures, the root causes, and the stakeholders involved.
- Students should understand their role as citizens within the community, specifically related to their chosen issue and how the issue affects their lives.

COACH BENCHMARKS:
- Coaches and Team Leads should maintain communication with the Program Coordinator about the issue and community partners your students will be working with for the remainder of the year.
- Coaches should begin to plan for the community panel (set a date, contact potential attendees, etc.) where students will present their knowledge about their issue thus far and to discuss potential project ideas.

CORE CONCEPTS IN FOCUS:
- **Democracy**: The rule or work of the people.
- **Citizenship**: Citizenship is the on-going contribution of citizens to our common world.
- **Power**: Is the ability to influence other people, institutions, or processes.
3.1 Issue Research - Root Cause Analysis and Stakeholder Assessment

Understanding Root Causes

Root Cause Analysis (RCA) is a popular and often-used technique that helps people answer the question of why the problem occurred in the first place. Root Cause Analysis seeks to identify the origin of a problem. It uses a specific set of steps, with associated tools, to find the primary cause of the problem, so that you can:

1. Determine what happened.
2. Determine why it happened.
3. Figure out what to do to reduce the likelihood that it will happen again.

RCA assumes that systems and events are interrelated. An action in one area triggers an action in another, and another, and so on. By tracing back these actions, you can discover where the problem started and how it grew into the symptom you’re now facing.

You’ll usually find three basic types of causes:

1. **Physical causes** – Tangible, material items failed in some way (for example, a car’s brakes stopped working).
2. **Human causes** – People did something wrong, or did not do something that was needed. Human causes typically lead to physical causes (for example, no one filled the brake fluid, which led to the brakes failing).
3. **Organizational causes** – A system, process, or policy that people use to make decisions or do their work is faulty (for example, no one person was responsible for vehicle maintenance, and everyone assumed someone else had filled the brake fluid).

Root Cause Analysis looks at all three types of causes. It involves investigating the patterns of negative effects, finding hidden flaws in the system, and discovering specific actions that contributed to the problem. This often means that RCA reveals more than one root cause.


Identifying Stakeholders

One of the first steps in project management planning is the identification of stakeholders. In order to accomplish this, you need to understand what a stakeholder is. Loosely defined, a stakeholder is a person or group of people who can affect or be affected by a given project. Stakeholders can be individuals working on a project, groups of people or organizations, or even segments of a population. A stakeholder may be actively involved in a project’s work, affected by the project’s outcome, or in a position to affect the project’s success. Stakeholders can be an internal part of a project’s organization, or external, such as customers, creditors, unions, or members of a community.


About the Coach Benchmarks for Section 3.1

As your students continue to discuss their issue and further imagine what kinds of projects they are interested in, etc. you should be communicating with the PA Program Coordinator. She or he will be your resource for ensuring that the path your students are headed down is one that the school will approve, is feasible, and that we are planning far enough in advance to ensure students’ success.

Coaches, now is also the time to reach out to the community and confirm your community partners and stakeholders. Try to consider in advance who you will need to use as resources, that way as the projects begin to take off you will already have relationships built with the people that matter most.
Take advantage of your Team Leads and ask them for help. If you don’t know who to turn to, take time to research. Not only will you be more confident as your projects emerge, but you will feel more at ease as you begin to implement your work.

You should also begin preparing for your community panel. It is important they receive feedback from the community. Consider who you would like to invite to this and when you will hold it. Keep the deadline your school has set for this to occur in mind when setting your panel date. Who plays a significant role in your students’ success? Who is a great potential resource? The community panel is a great opportunity to present your ideas to the community before you begin to implement a plan. It is also an opportunity to allow your students to conduct group interviews and one-to-ones.
3.1 Issue Research – Root Cause Analysis & Stakeholder Assessment

Activity: Researching the Issue

Description/Purpose:
Students should conduct research to understand community issues. This research can come in a variety of forms including one-to-ones, intentional conversations, surveys, observation, and by looking at what other youth have done to address similar issues. By looking at what others have done, students can discover potential options for influencing change, including identifying project ideas, possible problems, and strategies. Consider using the following resources while conducting research. Monitor and record your findings and keep track of what strategies proved most useful throughout the research process for future reference. Community-based research is a process and should take considerable time and effort over a number of sessions. However, identifying root causes and community stakeholders is only part of the research process and may be done over a single session or extended over many.

Background Details & Information:
When someone says research, many people go straight to books, journals and the internet; however, community-based research is about finding your information from the community and collecting local knowledge. Through one-to-ones, house meetings, focus groups, surveys, and strategic conversations, we hope to identify the root causes of many problems in the community.

Time Needed: one to two class periods

Outline:

1. Community-based research is a process requiring an intentional research design, effective implementation, and accurate interpretation of your findings.

2. Design:
   a. Designing your research strategy requires detailed knowledge of the major stakeholders in your community as well as a sound understanding of what is currently being done to address the issue and what you can do to support these efforts.
      i. Who has the power in your community?
      ii. Who does the problem / issue affect?
      iii. Who is involved in solving this issue?
      iv. What is being done about this issue?
      v. How can we effectively contribute to this effort without duplicating efforts?
   b. There is no one way to conduct community research. An effective design should include a number of strategies for gathering information, including one-to-ones, house meetings, focus groups, surveys, and strategic conversations. However, before the implementation phase, it is important to create consistency in the design. This can be accomplished by asking some of the following questions:
      vi. Who will be conducting / leading interviews and focus groups?
      vii. Are the questions being asked in the same order, using the same language, to ensure comparable answers?
      viii. Can information collected through the various information gathering strategies be compared across the board?

3. Conduct:
a. Once a strategic research design has been developed, the next step is to put this plan into action. This can be done in a variety of ways including one-to-ones, focus groups, surveys, interviews, and intentional conversations which all focus on the public issue being addressed.

b. Again, consistency is key. Team members should keep track of the information collected as well as monitor the effectiveness of each information gathering strategy.

c. Make contact with stakeholders. (Identifying stakeholders outside your current network is vital to the process. This can be effectively done through power mapping.)

   i. Casual Contact – email, phone, Facebook, other:
      1. Peers
      2. People you already know
      3. CCESL staff you work with

   ii. Semi-formal Contact – phone, personal invitation, formal paper invitation:
      1. CCESL Staff
      2. Faculty with whom you have a relationship
      3. People who know people you already know

   iii. Formal Contact – call or email to request a one-to-one as initial contact:
      1. University administration, business managers, organizational staff
      2. Funders
      3. Stakeholders that may influence the outcome of your goals

4. Interpret:

   a. Analyze the information collected and use it. The information you have gathered should be used to create action that addresses the research issue.

   b. The analysis may also be used to present the issue, the process and what was learned about the issue.

Materials Needed:

- Copies of the Resources for Research worksheet
- Copies of the How to Conduct a Survey handout
- Copies of the How to Conduct an Interview handout
- White board / Large Sticky Note to record and consolidate all information collected
- Print-outs of surveys (optional)
- Copies of the research design (optional)
- Copies of interview questions (optional)
<table>
<thead>
<tr>
<th>Resources for Research Worksheet</th>
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<tbody>
<tr>
<td><strong>Local News/Media Publications</strong></td>
</tr>
<tr>
<td><strong>National News/Media Publications</strong></td>
</tr>
<tr>
<td><strong>Surveys and Opinion Polls</strong></td>
</tr>
<tr>
<td><strong>Scholarly Articles</strong></td>
</tr>
<tr>
<td><strong>Local Library</strong></td>
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<tr>
<td><strong>Interviews</strong></td>
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</tbody>
</table>
1. **Decide on the purpose of the survey.**

If you have decided to do a survey, you must first be sure exactly why you're doing it. What questions do you want to answer? Is it to get a general idea of the demographics of your area? To find out what people think about a particular issue or idea? Or is there another reason you're considering a survey?

In any case, you will need to keep the purpose of the survey in mind throughout the process, as it will influence the choice of questions, the survey population, and even the way the survey is delivered.

2. **Decide whom you will survey.**

The next step is finding out who has the answers to your question or questions. In other words, it's time for you to determine your audience— the people who can best answer the questions your initiative needs to ask. Who will you survey? Is it the general public? The current program beneficiaries? People in a specific neighborhood or segment of the community? Potential members?

Almost all surveys rely on sampling— that is, identifying a section of your population that satisfies the characteristics you’re trying to survey, rather than trying to do a census.

To have a truly representative sample, you must be sure that every member of the group you want to survey has an equal chance of being in the sample, and/or you must have a fairly large sample. It’s important to make sure that the sample size you choose is adequate and not excessively large or small. If too large, it may be impossible to survey everybody effectively and within your budget; if too small, your credibility may suffer. A general rule to keep in mind is that the larger the sample size, the more accurate a reflection of the whole it will be.

3. **Decide what method you will use to collect your survey data.**

Will your survey be written or oral? Is there going to be a number for people to call to register their results? Are you going to have a post office box to which completed surveys should be mailed? You need to decide whether it’s going to be administered by people known to the audience and whether it will be done in person, by phone, or by mail. Remember that the more personal you make it, the higher the return rate will be. Surveys that are delivered cold have a return rate of only two to three percent, unless they’re on a very hot topic for the community you’re surveying.

Keep in mind whom you want to survey. Does your public feel more comfortable writing or speaking? Will it be efficient to leave surveys somewhere for people to pick up at their will, or should you do something to make sure they get one? If your survey is to be administered orally, will people feel honored or annoyed about being asked for their opinions?

4. **Write your questions.**

*Here are a few examples of how to write your questions…*

*Open-ended: Designed to prompt the respondent to provide you with more than just one or two word responses. These are often "how" or "why" questions. For example: "Why is it important to use condoms?" These questions are used when you want to find out what leads people to specific behaviors, what their attitudes are towards different things, or how much they know about a given*
topic; they provide good anecdotal evidence. The drawback to using open-ended questions is that it’s hard to compile their results.

Closed-ended (also sometimes referred to as forced choice questions): Specific questions that prompt yes or no answers. For example: "Do you use condoms?" These are used when the information you need is fairly clear-cut, i.e., if you need to know whether people use a particular service or have ever heard of a specific local resource.

Multiple choice: Allow the respondent to select one answer from a few possible choices. For example: “When I drive my car, I listen to music... a) all the time, b) most times, c) sometimes, d) rarely, e) never.” These allow you to find out more detailed information than closed-ended questions, and the results can be compiled more easily than open-ended questions.

Likert scale: Each respondent is asked to rate items on a response scale. For instance, they could rate each item on a 1-to-5 response scale.
One of the hardest skills to master is interviewing. It takes preparation and persistence to conduct a good interview. The following steps will teach you how to interview confidently and efficiently.

**STEP 1:** Start with researching your topic of conversation. The only way to come up with good questions is to know everything there is to know about your subject.

**STEP 2:** Contact the person you wish to interview, ask when a good time would be to do the interview, and try to set up the interview in person. If this isn’t possible, set up a phone interview.

**STEP 3:** Read over your research and brainstorm a list of up to 15 questions. The more specific your questions are the better! Try and avoid yes or no questions in order to keep the conversation going. Be sure to write all your questions down in a notebook for reference and familiarize yourself with them before you enter the interview.

**STEP 4:** Come prepared with:

1. A pencil
2. A notebook
3. A list of good questions
4. A recording device (if applicable)

**STEP 5:** Be on time! Arrive at your interview with plenty of time to spare. If you’ve never been to the place where your interview is taking place, be sure you get directions in advance. There is nothing more unprofessional than a reporter who is late.

**STEP 6:** Conduct your interview in an organized, timely manner. During the interview, be courteous and professional. Always take time to ask for an explanation about things you don’t understand. Look the person in the eye when asking questions and listen carefully to the answers. Each answer could lead to more questions or include an answer to a question you haven’t asked yet, so it’s important to pay attention. Try to avoid asking questions that have already been answered. Conduct your interview like a conversation and take your time. One question should lead naturally into another.

**STEP 7:** Even if you are recording an interview, take notes. Don’t try to write every word said, just take down the highlights.

**STEP 8:** After your interview, review your research and your interview notes. Circle or highlight quotations that you think will be good for your project development.

(Adapted from [http://www.scholastic.com/browse/article.jsp?id=3752516](http://www.scholastic.com/browse/article.jsp?id=3752516))
Description/Purpose:
The purpose of this exercise is to identify the various stakeholders involved in or affected by the issue students have chosen to focus on. The Stakeholders Web activity helps to categorize stakeholders as either primary or secondary stakeholders in the chosen issue. Lastly, this exercise facilitates a better understanding of the root causes and effects of the issue.

Background Details & Information:
Though it may not always seem to be the case, most problems have problem solvers. That is why it is important to know who is doing what about the community issue that your students have chosen. Knowing what others are doing about your issue allows you to avoid duplicating efforts. That is, your contribution to solving your issue should support and add to the work of others, not interfere or replicate others’ efforts.

Time Needed: approximately 20-30 minutes

Outline:
1. Divide students into small groups.
2. Students should complete the Stakeholders Web worksheet to think about who is involved in their issue. They should brainstorm a list of people and organizations that are interested in and/or affected by their issue.
3. After completing the stakeholders web and gaining a better understanding of who is involved in their issue, each group should make a poster for their issue that will show who is causing the problem and who it affects. The posters should have three columns: issue, cause, and effect.
4. Answer the following for each heading:
   a. Issue:
      - What is the issue?
      - Why is it a problem?
      - What might happen if changes are made?
      - What might happen if changes aren’t made?
   b. Cause:
      - How have individuals been the cause of this issue?
      - How have businesses and private organizations been the cause?
      - How have government agencies been the cause of this issue?
   c. Effect:
      - How does this issue affect the global community?
      - How does this issue affect the environment?
      - How does this issue affect you locally?
5. After creating their posters, each group presents their findings to the class. Student can compile all of the information from the groups to help them understand their issue fully.

Materials Needed:
- Large post-it notes
- Markers
- Copies of the Stakeholders Web worksheet
**Stakeholders Web**

Build a web of people and organizations with an interest in and/or are affected by our issue. In the inner circle describe your issue, in the next circle, the primary circle, list people and organizations who are the most affected or interested in our issue. In the outer circle, the secondary circle, list people and organizations that are less interested or affected by your issue, but are still connected.  

(Activity adapted from the Earth Force Toolbox)
Description/Purpose:
Why Why diagrams are a systematic way to identify problems and possible causes. The purpose of a Why Why diagram is to penetrate to the roots of a problem in a systematic way and to explore as many possible causes to the overall problem in a way that their relationship can be understood. A Why Why diagram encourages participants to think about the situation in an expansive, divergent way by repeatedly asking “why?”

Background Details & Information:
Asking ‘Why’ is one of the best questions to ask if you want to know more about something. In this case, asking ‘Why’ a problem has occurred or ‘Why’ a problem persists helps to draw out the causes of these problems. It is important, because understanding the causes of a problem is the first step towards identifying possible solutions.

Time Needed: approximately 20 minutes

Outline:
1. Have students complete the Why Why Diagram (included in this section) in small groups.
2. Develop a problem statement or focus.
3. Explore possible causes of the problem (or reasons for addressing an opportunity) by asking ‘Why.’
4. For each possible cause (or reason), again explore possible causes for this lower level problem by asking ‘Why.’ The answers to the questions ‘Why’ are the causes of the problems being addressed.
5. In a large group, discuss the findings of each small group to determine if the problems and causes identified differ from group to group.

Materials Needed:
- Copies of the Why Why Diagram
- Writing utensils
**Why Why Diagram Worksheet**

**Instructions:** On the left side of the paper state your problem/issue. Next, create a decision tree of causes to the right. Ask a succession of “whys”: a) why is this happening, b) why is this a problem, and list a possible cause in successive boxes. Continue to ask “why is this a problem” for each of these causes and write a reason for each one again in successive boxes. Continue this process until a sufficient level of detail has been achieved.

---

*Problem or Issue*

---

Ask ‘Why’ at each stage of the process
Students should begin to take the lead on project planning in class with guidance from coaches. Students should collect information about their issue through surveys to their community, observations, examining statistics, attending community events, conducting one-to-ones, etc. As a group, students begin to set deadlines for themselves and track progress. Students continue to map out their action plan and plan for the future.

Coaches should draw students back to the mission of PA in order to encourage growth. Students should begin forming their own mission statements and goals for their projects with help from their coaches. These planning activities will help students to identify potential projects, narrow the scope and think about what would address root causes and be sustainable.

Students should also prepare their ideas and plans for a panel review and continue practicing public speaking.

GOALS: Students should understand their goals related to their issue, which should lead to brainstorming potential actionable projects to meet these goals. Students should build upon their understanding of the root causes and stakeholders involved with their issue to create potential actionable projects. Students should begin to narrow their list of potential projects and begin to create a plan of action.

STUDENT OBJECTIVES:

- Students should understand how to develop goals related to their project.
- Students should understand how to develop an effective plan for their project that meets their goals.

COACH BENCHMARKS:

- Coaches should lead students in an open brainstorming session about potential projects that later leads to a narrowed, focused list of potential projects.
- Coaches should prepare students for the community panel, including assisting students in developing a poster or presentation. The panel should include students’ chosen community partner, school officials, and other notable/interested stakeholders and officials in the community. Students should present BEFORE their project ideas are finalized, so that they can get feedback on the ideas they have.

CORE CONCEPTS IN FOCUS:

- **Accountability/Responsibility**: Being accountable is being answerable to. In PA students are accountable to the group and the public world.
- **Public Work**: The organizing concept of PA, defined as the work of ordinary citizens, who together, solve public problems and create things of lasting importance in our community, nation, or world. There are three related meanings to the concept "public" that are relevant to Public Achievement: as a group of people, a kind of space, and a common interest. Creating a project that is "public" is one of the important steps in the Public Achievement process.
- **Leadership**: Leadership is holding yourself accountable, guiding your teammates to success, and identifying what are and are not capable of. By being a good leader, one is also open to hearing out their team’s requests and acknowledging the group as a whole. Being a leader means making change in your community and encouraging your neighbors to do the same.
Ideas for Brainstorming Successfully

PA teams often use brainstorming to generate ideas. Have students write down their ideas individually through a free thought process. Students should be encouraged to write down every idea that comes to mind, no matter how wild it is. Next, hold a group discussion about all those ideas. After the initial discussion, students should continue the brainstorming as a group, without too much coach support that might otherwise narrow their thinking. By following some simple guidelines, brainstorming can help students learn creative problem solving and analytical skills. With these skills they will be able to think through issues or problems thoroughly so that they learn the most from their experience.

Here are some easy rules to follow when brainstorming with your group:

- **Defer judgment** – separating idea generation from idea selection strengthens both activities. For now, suspend critique. Know that you’ll have plenty of time to evaluate the ideas after the brainstorm.
- **Encourage wild ideas** – breakout ideas are right next to the absurd ones
- **Build on the ideas of others** – listen and add to the flow of ideas. This will springboard your group to places no individual can get to on their own
- **Go for volume** – best way to have a good idea is to have lots of ideas
- **One conversation at a time** – maintain momentum as a group. Save the side conversations for later.
- **Headline** – capture the essence quickly and move on. Don’t stall the group by going into a long-winded idea.


Developing a Goal & Mission Statement

Goals are important in helping us stay on track. Your PA group should write a goal for what they hope to accomplish by carrying out their project. This goal should be as specific as possible, but still be broad enough that it will encompass what students hope to achieve with their PA project. Goals describe the outcome we wish to see when we carry out our project. The goal should also be action oriented. In other words, your students should be able to take tangible action to see their goal through. It may be best to write this out, once finalized, on a large post-it note and place it in your classroom. You can then return to or remind students of their goal when they are developing their project plans. Have students answer the following question when they propose a new idea or action step, will this idea help us reach our goal?

Each team should also complete a mission statement for their projects. Mission statements are clear, concise, and should wrap up your project’s goals in one sentence. Mission statements also help the group stay on track, because they provide an overall goal for the project.
For example, a mission statement on teenage pregnancy awareness could be, “Our mission is to inform the students of our High School about the repercussions of teen pregnancy and how pregnancy in high school can be avoided.”

**Narrowing the Scope – Connecting it to Root Causes**

Let’s review root causes

Often times there are several root causes for an issue, or a chain of root causes that have grown from one another. By identifying and addressing root causes we can create lasting, systemic change; rather than addressing the surface level symptoms of the issue which only offers a temporary “band aid” solution. In addressing root causes we move from a community that reacts to problems, to a community that prevents and solves problems before they escalate, or spiral out of control.

How to identify root causes and narrow the scope of the issue at hand

We identify root causes and connect them to community problems by doing community-based research, one-to-ones and critically learning about issues. A clear understanding of root causes helps us hone in on an actionable project that can have lasting impact and narrows the scope of possible plans to those that will be most meaningful. A conceptual way to understand this process is the “5 Whys” technique, which is simply asking the question “Why?” successively five or more times to get at the deeper causes of each answer given. This process should be repeated and asked of various people and stakeholders to understand what a community believes are the root causes to a problem they are facing. The conceptual objective is to keep questioning why each thing happens instead of assuming that the first cause which comes to mind is the root cause.

**Example**

**Issue**: Low graduation rates

Why? Students don’t value their school experience.

Why? Because they don’t feel the adults care and all they do is punish students.

Why? Because adults are trying to keep the school safe through rules and consequences.

Why? Because adults are responsible for student safety.

Why? Because they care about students.

From this example, we find that one root cause is that there seems to be a miscommunication between students and adults around their actions and the meaning behind their actions. We might start to address this issue by thinking of alternative actions and communication that could support a safe school environment and show more respect for students.

**Staying on Track – Developing a Plan**

Choosing and defining the project is a crucial step in PA. When thoughtfully done, taking into consideration the group’s self-interests, how to make the project public, and how much time your students have together will greatly increase your chances of accomplishing your goals.

Each group should develop a clear and well thought out plan of action after the team has identified the problem they are addressing. Of course, many groups form their plans around their projects, not the issues or problems, but they still need to go back and identify where they are in their timeline and determine how they will accomplish everything. Take time to go through the process in order to generate ideas for different projects and then compare them according to the criteria.
About the Coach Benchmarks for Section 3.2

As you begin to prepare your projects, it is important to begin your planning. Start to brainstorm with your students about the project and keep track of their ideas. The more notes you take, the easier it will be to plan your timeline. Keeping track of a timeline is important, so begin to set deadlines for yourself and the group and be sure you keep to the deadlines your school has set as well. When will you plan to have your projects complete? Who will you need to contact in order to see things through?

This is the time that you should be hosting a community panel where your students will present their general project ideas, knowledge about their chosen issue and their goals to a panel made up of community partners, school officials and others. It is important that the panel occur before students have finalized their project ideas so that they can get feedback about feasibility, likelihood of receiving school approval, etc. The community panel is meant to provide students with valuable information that can ensure their projects are the most successful and meaningful as possible in addressing students’ chosen issue.

"The pessimist complains about the wind. The optimist expects it to change. The leader adjusts the sails.”

- John Maxwell
3.2 Issue Research – Planning for Action

Activity: Goals & Preparing for Action

Description/Purpose:
Now that you and your students have a better understanding of the issue you have chosen to focus on and the stakeholders involved, it is important to take the next step by creating a list of actionable goals.

Background Details & Information:
The action phase in Public Achievement is usually the most fun. Students get to move beyond discussion, research, and analysis and move forward with their plans in a tangible way. During this phase and subsequent phases it is important to let your students take the reins. Have students volunteer to take charge of minor goals and individual action items and be sure to hold them accountable.

Time Needed: approximately 20 minutes

Outline:

1. Distribute the Action Planning Worksheet to students and divide students into small groups. Have at least one coach join each small group. Each group should take some time to complete the worksheet in its entirety [7 minutes].

2. After each group has finished completing the worksheet the facilitator should call everyone to the whiteboard to discuss each group’s findings and develop a collaborative plan of action based on each group’s contributions. Have a student volunteer record each group’s responses either on the white board or on a large sticky note.

3. Following this activity have each student reflect on the group’s plan. Hand out a blank sheet of paper and writing utensils and ask the students to respond to the questions below. Collect these responses and review them before the next class.
   c. Are you comfortable with the class plan?
   d. Are the goals set by the class different from the goals set by your small group or the goals you see as important?
   e. What’s good about the plan? What do you think could be changed to make the plan better?

Materials Needed:
- Copies of “Action Planning Worksheet”
- Markers/Pens/Pencils
- Paper
- White Board/Large Sticky Note
<table>
<thead>
<tr>
<th><strong>Review What You Know</strong></th>
<th><strong>Set the Goal</strong></th>
<th><strong>Decide What to do Next</strong></th>
</tr>
</thead>
</table>
| Describe the community issue. | List and analyze all the options for new outcomes.  
•  
•  
•  
•  
•  | List and analyze possible strategies to reach the goal.  
•  
•  
•  
•  
•  |
| Describe any current policies affecting this issue. | Circle the option you want to pursue as your goal.  
Write a project goal statement. | Select the best strategy(ies).  
Write a group mission statement. |
Description/Purpose:
Choosing and defining the project is a crucial step in PA. When thoughtfully done, taking into consideration the group’s self-interests, how the project will be made public, and how much time they have together will greatly increase your chances of accomplishing your goals. This activity aims to help students develop an effective plan.

Background Details & Information:
This should be done after the team has clearly identified the problem they are addressing. It is important that everyone agrees on the community issue or problem being addressed, so be sure to check in with the team before moving to the next step. Once everyone has agreed and the team has a better grasp on the issue being identified, we can begin to effectively plot out the final project details.

Time Needed: approximately 35 – 40 minutes

Outline:

1. Have your group think of all possible projects that address their problem. The group will have already come across a number of different projects through their research and by doing the Issue-Problem-Project exercise, but it is always good to brainstorm more ideas. Look at what other PA groups or organizations have done and see if you can find some inspiration. You may need to spend a week researching this, though to assist you, PA has identified the following categories for action projects:

<table>
<thead>
<tr>
<th>INFORM / EDUCATE</th>
<th>INFLUENCE / CHANGE</th>
<th>CREATE / BUILD</th>
<th>SERVICE</th>
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</thead>
<tbody>
<tr>
<td>Reasons</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>To raise public awareness of issue</td>
<td>Affect legislation</td>
<td>Community pride</td>
<td>Help others</td>
</tr>
<tr>
<td>To educate a specific population</td>
<td>Influence public opinion</td>
<td>Available public facilities</td>
<td>Address a need</td>
</tr>
<tr>
<td>To engage more people in the work</td>
<td>Change school/site or local policy</td>
<td>Make your mark</td>
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<table>
<thead>
<tr>
<th>Past PA Projects</th>
<th>Reasons</th>
<th>Create / Build</th>
<th>Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make a brochure</td>
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<td>Work with the park board to install recycle bins at a park</td>
<td>Clean up a park</td>
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<tr>
<td>Write a book</td>
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<td>Start a community garden</td>
<td>Work at food shelf</td>
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<td>Make a video</td>
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<td>Build a playground</td>
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<td>Hold a public meeting</td>
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<td>Plant trees</td>
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<tr>
<td>Presentations</td>
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<tr>
<td>Perform a play</td>
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<td>Organize a peace march</td>
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<td>Distribute magnets</td>
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<tr>
<td>Work with legislators and lobbyists</td>
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<tr>
<td>Change INS policy on the Citizenship test</td>
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<tr>
<td>Organized off-leash pet running areas</td>
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<tr>
<td>Changed a school mascot</td>
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<tr>
<td>Changed attitudes on sexual harassment</td>
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2. This list should help the group narrow their options. While planning, consider the following:
   a. Does your group want to inform, influence, create, or serve?
   b. Narrow the options by analyzing which project best addresses the team’s selected problem and can be done in the given time frame.
   c. Challenge your team to think about the desired outcomes of the project and whether it will make a lasting and positive impact on the larger community.
d. Is the project doable within the allotted time frame?

e. Does the project build on team members’ self-interests?

Finding a realistic focus is critical in creating a public work project that allows young people to successfully take public action.

3. Select a project based on criteria. The way in which projects are defined is absolutely crucial to the success of public problem-solving. The following questions are criteria to assess the validity and effectiveness of your team’s project plans. These questions should help your team members better understand the public nature of their project and to defend their interest in pursuing the particular project:

- In what ways will the project address the specified problem? In what ways will it address the root causes of the problem? Does it address any laws or policies regarding the problem?
- Will the project make a positive lasting impact on the community? Will the project build, create, or make tangible things (including products, institutions, traditions, ways of life, and/or events)? Will these things be:
  - Sustainable (i.e. it lasts beyond the life of your team)
  - Visible (i.e. the broader community knows about it)
  - Accessible (i.e. the general public can take part or use it)
  - Memorable (i.e. it becomes part of the collective memory of the community)?
- Does the project identify and include diverse stakeholders in its work?
- Is the project realistic (doable)? Can you carry your work through to a successful conclusion in the time you have?
- Does the project build on team members’ self-interests? Is the team excited about the project?

While few projects will fulfill all of these criteria completely, they can be the basis of comparison among projects. Remember, the guiding framework is to make a positive difference in a given time-frame.

NOTES: A good exercise is to have students (individually or in small groups) work through the criteria for different projects, then present them to the class/group. The group should make a decision on which project they want to do.

In addition, make sure that your team comes back to these validity questions as they progress in their work. Use the criteria to evaluate whether the students are growing in their understanding of the skills and concepts, and to ensure that the work is staying true to its intended outcomes.

After the group has determined its project, it is a good idea to re-map. That is, they go back and meet with important stakeholders to see how they can help provide resources, information, partnerships, or direct assistance. Making these connections helps make your team’s work more political while also creating new relationships with those who may have interests in or power over the problem at hand.

You may also want students to consider where their projects fall on the social justice action continuum. See handout at the end of this lesson.

Materials Needed:

- Copies of the Action Continuum handout
### ACTION CONTINUUM

<table>
<thead>
<tr>
<th>ACTIONS AGAINST INCLUSION &amp; SOCIAL JUSTICE</th>
<th>ACTIONS FOR DIVERSITY &amp; SOCIAL JUSTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actively Participating</td>
<td>Supporting, Encouraging</td>
</tr>
<tr>
<td>Denying and Ignoring</td>
<td>Initiating, Preventing</td>
</tr>
<tr>
<td>Recognizing, No Action</td>
<td>Educating Self</td>
</tr>
<tr>
<td>Educating Others</td>
<td></td>
</tr>
</tbody>
</table>

**Actively Participating**: Telling derogatory jokes, putting down people from subordinated groups, intentionally avoiding subordinated group members, discriminating against subordinated group members, verbally or physically harassing subordinated group members.

**Denying**: Enabling discrimination and injustice by denying that subordinated group members are oppressed. Does not actively discriminate or oppress, but by denying that oppression exists, colludes with oppression.

**Recognizing, No Action**: Is aware of oppression actions by self or others and their harmful effects, but takes no action to stop this behavior. This inaction is the result of fear, lack of information, confusion about what to do. Experiences discomfort at the contradiction between awareness and action.

**Recognizing, Action**: Is aware of oppression and injustices, recognizes oppressive actions of self and others and takes action to stop them.

**Educating Self**: Taking actions to learn more about oppression and privilege, and the life experiences affected by unjust social relations by reading, attending workshops, seminars, cultural events, participating in discussions, joining organizations or groups that oppose injustices, attending social action and change events.

**Educating Others**: Moving beyond only educating self to questions and dialogue with others too. Rather than only stopping oppressive comments or behaviors, also engaging people in discussion to share why object to a comment or action.

**Supporting, Encouraging**: Supporting others who speak out against injustices or who are working to be more inclusive of subordinated group members by backing up others who speak out, forming an allies group, joining a coalition group.

**Initiating, Preventing**: Working to change individual and institutional actions and policies that discriminate against subordinated group members, planning educational programs or other events, working for passage of legislation that protects excluded groups from discrimination, being explicit about making sure members of historically marginalized groups are full participants in organization or groups.

---

3.2 Issue Research – Planning for Action
Activity: Preparing for the Community Panel

Description/Purpose:
Effectively communicating to the community panel is important so that the panelists can provide relevant feedback to the class that will both strengthen and improve their project. Thus, the purpose of this activity is to help prepare your students to present to the community panel.

Background Details & Information:
Formal presentations can be nerve-racking, especially for students unaccustomed to speaking in public. Preparation is the difference between a good presentation and a bad one. Working in small groups prior to conveying your message is an effective strategy to prepare yourself for formal meetings and presentations. The use of visual aids can also be an effective tool. While preparing for panels, students should think about who is going to say what during the presentations to make sure things run smoothly.

Time Needed: approximately 25 – 30 minutes

Outline:

1. While preparing for the community panel, students should organize themselves into four separate groups or sub-panels. Each sub-panel will discuss a different element related to PA, including the problem or community issue, the alternatives, public policy, and the action plan. Each sub-panel should create a poster to be used during the community panel presentation.

2. Panel 1 – The Problem
   a. This panel should explain the problem the group thinks is important. The panel should also explain who should be held accountable for creating change about this problem.
   b. Create a problem summary that captures the problem in roughly 1 – 2 pages and that answers the questions below:
      i. What is the problem? What causes this problem?
      ii. How does this problem affect the community?
      iii. How serious is this problem in your community? (Highlight statistics and/or results from the surveys).
      iv. What level of government needs to address this problem? Can anyone in the private or public sphere help solve the problem?
      v. What level of government is currently dealing with the problem, if at all? Is the government attempting to fix the problem?
      vi. Is there currently a law or policy that deals with this problem and if so, what is it? If there is a current law or policy, is it working?
      vii. Which individuals, groups, or organizations are currently involved with trying to solve this problem? What are their opinions about the problem, and how are they trying to influence change?

3. Panel 2 – Alternatives
   a. This panel should explain and evaluate alternative policies (What is already being done, who is trying to solve the problem?) designed to deal with this problem.
   b. Create an alternative summary document of roughly 1 – 2 pages that addresses the following:
      i. One possible solution to the problem is…
      ii. Who (government, public, or private sphere) has supported or tried this solution/current policy?
      iii. Is anyone opposed (against) to this current policy, and why?
      iv. A second possible solution to the problem is…
v. Who (government, public, or private sphere) has supported or tried this solution/current policy?
vi. What are the advantages and disadvantages to these solutions/policies?

4. **Panel 3 – Public Policy**
   a. This panel should propose a public policy to deal with the problem. The public policy must not violate the federal or state constitution. It may be one of the alternative policies from Panel 2, a modification of one of those policies, OR a completely new policy to deal with the problem.
   b. Create a public policy summary document of roughly 1 – 2 pages detailing the information below:
      i. Describe the policy your group believes will best deal with this problem.
      ii. What is the law/rule? Does the law/rule require people to do something?
      iii. What are the consequences for breaking the policy or rule?
      iv. The advantages/pros of this policy are...
      v. The disadvantages/cons of this policy are...
      vi. Which level of government would be responsible for carrying out the policy? (National, state, local, etc...)
      vii. Will the policy include collaboration with the public or private sphere as well? (Organizations, neighborhood groups, private citizens, etc...)

5. **Panel 4 – Action Plan**
   a. This panel describes your group’s action plan. Your plan should include a description and the step by step procedures you might take to get the proposed policy accepted and implemented.
   b. Create a summary of your action plan in roughly 1 – 2 pages that details the information below:
      i. Describe how you will develop support for your policy with community members and local organizations.
      ii. Describe how you will get support from government officials and/or agencies.
      iii. Describe how your group will get the word out and organize change.

**Materials Needed:**
- Copies of the Structuring Your Poster Presentations handout
- Poster making supplies (poster board, scissors, tape/glue, copies of appropriate materials, markers, etc.)

[Activity adapted from the Project Citizen Curriculum]
<table>
<thead>
<tr>
<th>Panel I</th>
<th>Panel II</th>
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</table>
| • Title “________” across the WHOLE Board  
• Subtitle “PROBLEM”  
• Statistics, graphs and/or survey results  
• Quote that “backs up” your group  
• Newspaper/Magazine clippings or printout headlines from website  
• Photographs (with captions) | • Title “________” across the WHOLE Board  
• Subtitle “ALTERNATIVES”  
• Quotes  
• Pictures  
• Newspaper/Magazine clippings or printout about alternative policies (highlight ways that people are trying to solve the problem). |

<table>
<thead>
<tr>
<th>Panel III</th>
<th>Panel IV</th>
</tr>
</thead>
</table>
| • Title “________” across the WHOLE Board  
• Subtitle “OUR POLICY”  
• Statistics or graphs that back up why this policy will work  
• Quote that “backs up” why this policy will work  
• Logos or pictures of organizations that might support your policy | • Title “________” across the WHOLE Board  
• Subtitle “ACTION PLAN”  
• Step by Step instructions presented as bullet points  
• Quotes from people who support your Action Plan  
• Pictures of fliers, community meetings, marches, etc…  
• Logos or pictures of organizations/people who might support your group’s proposed policy |
Students, after receiving feedback from the community panel, select their final project and complete an action plan that outlines how they intend to implement their project. Groups should prepare to present school officials with a proposal in order to gain approval for their projects. All projects will require a signature from proper school authorities. Where possible, students should practice their public skills by requesting a meeting with the appropriate school authority who can approve their proposal.

Students will also submit this proposal, along with the PA Mini-Grant funding application, to the PA Program Coordinator with assistance from coaches and team leads.

**GOALS:** Students are to prepare an effective action plan with the help of coaches and present this to school officials and the PA Program Coordinator. Projects should be approved for future development.

**STUDENT OBJECTIVES:**
- Students should be able to design an action plan and be able to professionally present their project plans to school officials.
- Students should gain skills in grant writing.

**COACH BENCHMARKS:**
- Coaches should be prepared to assist their students with finalizing project details using the Project Proposal Form.
- Coaches should assist students in setting up a meeting with the school’s administration to present their Project Proposal Form. Coaches should also equip students with the skills to present professionally to the administration.
- Coaches should guide their students in completing the mini-grant form (but should NOT complete it for them). Coaches and students should then submit a complete and thorough PA mini-grant application for their group’s project. It should be submitted with a copy of the signed Project Proposal Form approved by the students’ school official.

**CORE CONCEPTS IN FOCUS:**
- **Power:** Is the ability to influence other people, institutions, or processes.
- **Public Work:** The organizing concept of PA, defined as the work of ordinary citizens, who together, solve public problems and create things of lasting importance in our community, nation, or world. There are three related meanings to the concept "public" that are relevant to Public Achievement: as a group of people, a kind of space, and a common interest. Creating a project that is "public" is one of the important steps in the Public Achievement process.
- **Politics/Policy:** Politics is the everyday processes of negotiating situations involving power relations and making public decisions (i.e. bargaining, making decisions, and thinking strategically). Policy refers to rules and regulations surrounding the current issues.
4.1 Taking Action – Finalizing a Project Plan

Proposal Development

Coaches should explain to their students that the proposal is an important part of the PA process, because it is the written formal document that determines whether students’ project will be supported by CCESL and their schools administration. It is important to consider what sort of material you will be presenting and to whom. Is your audience formal or informal? What is it that we are asking? Are our thoughts and overall goals clear and easily understandable?

Before students' begin their proposal, have them create an outline with the following information:

- **Who is our audience?**
- **What do we want our audience to get from my proposal?**
- **How can we make sure our audience understands what we want them to know?**

As students begin writing their proposal, be sure they are defining both the problem and the solution. It is easy to forget to provide readers with background information and jump right in to the solution, but it is important that they understand why our students have selected their issue and set their goals. You’ll want to guide student in providing their audience with research on the topic and logical reasoning for why their solution will meet their proposed goal. Help them understand that their audience may not agree with their decision, which is very normal in the professional world, but that doesn’t mean they won’t support their work. Be open to suggestions and respectful as people provide your students with feedback.

For more information on how to write a proposal, check out the resource below.

**Writing Your Proposal** - [http://class.georgiasouthern.edu/writing/professional/TechWrite/2-1/glisson/index.html](http://class.georgiasouthern.edu/writing/professional/TechWrite/2-1/glisson/index.html)

Grant Writing Skills

Often times, when a community or service organization is implementing a community project, they require grant funding. Grants are a sum of money provided by an organization that serves the purpose of funding a specific project. At some point during the PA process, coaches will work with their students to complete a grant application for project funding.

When writing a grant, it is important to be clear and thorough. Guide students in answer the following questions before they write their grant: How much are you asking? Is this a reasonable amount or are some of your costs miscellaneous? Have you created a clear budget that explains exactly how you will use the money you are requesting? Most importantly, does your proposal follow the instructions of the grant? Many grant requests are tossed aside, either because they are asking too much, or because they didn’t follow instructions.

Before you turn in your grant application, check out this resource for useful grant writing tips.

**Tips for Writing a Grant** - [http://www.wikihow.com/Write-a-Grant-Proposal](http://www.wikihow.com/Write-a-Grant-Proposal)
About the Coach Benchmarks for Section 4.1

As your students prepare to present their projects to school officials, take some time to review one-to-ones with them. This may be the first time your students have had to present themselves professionally to school officials, so help ease their nerves by providing tips and encouragement. This is a great opportunity for your students to take accountability for their work, so let them take the lead.

Grants will also need to be completed around this time, so be sure you are keeping up with your Team Leads and PA team about deadlines and requirements for these grants. A grant can sometimes make or break a project, so be sure you are thorough and ask questions when needed. In order for the PA Coordinator to consider funding your group’s grant, you’ll be required to submit a signed copy of your group’s proposal that shows the school’s administration has approved the plan.

There’s no abiding success without commitment.
- Anthony Robbins
4.1 Taking Action – Finalizing a Project Plan

Activity: Creating an Action Plan

Description/Purpose:
An action plan is a simple though important part of the PA planning process. It requires no more than carefully listing all the things that your team needs to do in order to effectively complete your group project. Action plans are meant to outline your strategy for completing the project and make your work more intentional. When plotting an action plan, it is also important to emphasize the concept of accountability, an important lesson in PA, because when someone is not held accountable the action plan is delayed. The following activity will help your group develop a written action plan.

Background Details & Information:
This plan should come after students have clearly defined their chosen issue and mission statement, decided upon a project to pursue, and mapped power regarding their issue AND their project.

Time Needed: approximately 40 minutes

Outline:

1. **Look at the Power Map**: To create an action plan, teams might want to start by looking at their evolving power map and thinking about the resources and obstacles that will affect their project idea. Teams may want to keep the following questions in mind when studying their community map:
   a. What are our project’s overarching goals and mission statement?
   b. How much time do we have to work together?
   c. What information, resources and power do we need to implement our project’s goals and mission?
   d. What are the possible barriers to meeting our project’s goals?
   e. Are there possible alternative courses of action?

2. **Themes or Intermediate Goals**: The next step is to begin thinking of the themes of your project. These usually are the large things you need to do to do your project (intermediate goals). Helpful questions might include: At the end of PA, what do we want to have accomplished? What things do we need to do in order to finish our project? How will we know we have succeeded? This is a good time to revisit (and even potentially revise) your project’s mission statement.

3. **Prioritize goals**: Which goals are most important (most necessary) to complete your project?

4. **Which Comes First?** Together, draft a plan of sequential goals. Your team might have to come up with a series of preliminary goals that they need to accomplish in order to arrive at their final goal. Sometimes you have to put off your major goals until later; sometimes you need to work on more than one goal at the same time. While the group may not be ready to develop a specific weekly timeline at this point, try to have team members prioritize tasks—what needs to happen first? What is the logical way to order the goals so you can complete your project?
   a. Possible mini-exercise (can be used for step 3 Prioritize and step 4 Which Comes First?): Once you have identified your major goals, sometimes it is good to break into small groups and ask each group to rank the goals in order of importance and/or the order in which they should be done. Then come back together and compare what people came up with, highlighting differences among plans, and recognize that there is more than one way to create an action plan. Decide together which order is best.

5. **Brainstorm**: Next, select one of the project’s intermediate goals—i.e. if the project is starting a community garden, one of the project’s intermediate goals may be to make sure that the garden is
visible in the community and that neighbors are encouraged to participate. Begin by brainstorming a big list of all the things that need to be done to implement that goal. What are different possible strategies for promoting the garden to the community? How would neighbors feel welcome? What would make people want to participate? Stress to teams that this list can be huge and they should try to think as broadly as possible to get everything down on paper.

6. **Setting Objectives:** Building on the large list of possible steps, try to get the team to think of more specific objectives that will enable them to reach their goal. While team members may have many ideas of how to make the garden visible (buying billboard ads, giving away vegetables, etc.) some ideas may be more realistic than others. Good objectives clearly state how you will reach a larger goal. It may be helpful to keep in mind that a good objectives is “SMART,” or:
   
   a. Specific: It addresses the matter specifically.
   b. Measurable: It can be measured to determine whether it has been achieved.
   c. Achievable: It is within the means and capacity of your group.
   d. Realistic: It is practical and can be accomplished within a reasonable time frame.
   e. Time-bound: The time period for reaching it is clearly specified.

7. **Setting Tasks:** For each objective, have group members brainstorm all the possible steps that would be required to complete the objective. Next, prioritize these tasks. Team facilitators could ask: Which things are more important than others? Which intermediate steps must be done first before moving on to other steps? What different strategies are appropriate to each step? Try to make a logical progression of each thing you need to do.

8. **Creating Timelines:** Next, match these preliminary goals and immediate steps with timelines. What is realistic to get accomplished in a certain time? While timelines are important, keep in mind that they may change as each group moves forward into implementing their project.

9. **Creating accountability mechanisms:** What things do you need to do to make sure the work gets done on time? Sometimes it helps to have one team member serve as an “accountability checker.” — this person checks in on those who are doing the tasks.

10. **Plan celebrations!** As long as you are doing all this work, you might think about how you will celebrate. Finishing the project on the last day of PA gives you no time for reflection, evaluation, and celebration.

**Materials Needed:**

- Large post-it notes
- Markers
- Copies of the example action plan
# Handout: Example Action Plan

<table>
<thead>
<tr>
<th>Theme / Intermediate Goal</th>
<th>Objectives</th>
<th>Tasks</th>
<th>Responsibility</th>
<th>Timeline</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Themes are the major areas or dimensions of your project. Goals are the long-term outcomes of your project.</td>
<td>Each goal can be divided into a set of clear objectives that detail how you will reach that goal.</td>
<td>Tasks are the specific steps needed to accomplish each objective.</td>
<td>Defines who is responsible for carrying out the various tasks.</td>
<td>Shows when each task needs to be completed.</td>
<td>Shows how you know that you have been successful in implementing each goal.</td>
</tr>
</tbody>
</table>

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## Sample Public Achievement Action Plan: A Community Garden

<table>
<thead>
<tr>
<th>Theme / Intermediate Goal</th>
<th>Objectives</th>
<th>Tasks</th>
<th>Responsibility</th>
<th>Timeline</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
| Plants 1(a) Select and purchase or have donated plants for garden | Talk with a garden expert on what plants are best. | -- find contact for expert  
-- discuss which plants we like  
-- contact and invite to talk with our group | Becky | September 25 | -- expert coming to group  
-- assess how helpful expert was                                                                                   |
| a. Contact greenhouses to see if they will donate plants.  
b. Plan B: If no one will donate, plan fundraiser | -- get contact information  
-- write letter asking for donations  
-- follow up by arranging meetings | Paul, Alyssa, Terran | October 1 | donated plants |

<table>
<thead>
<tr>
<th>Theme / Intermediate Goal</th>
<th>Objectives</th>
<th>Tasks</th>
<th>Responsibility</th>
<th>Timeline</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
| Publicity 1(a) Ensure that the community garden is visible to the neighborhood, and that community members feel encouraged to participate. | Secure a minimum of five public service announcements in the local press. | -- Make a list of all the newspapers in the community  
-- Write the announcement and distribute it to each paper  
-- Call each paper to follow up | John and Lisa | April 1 | Five announcements will appear in the local press. |

| | | | | | | |
| | | | | | | |

| | | | | | | |
| | | | | | | |

| Make door-to-door contact with the 20 immediate residents in the garden’s neighborhood. | -- Plan one day for entire group to go into neighborhood.  
-- Come up with a list of talking points/questions | Entire Group | October 25 | 1. Attendance of neighbors at our opening  
2. Number that participate / volunteer in our work. |

| Contact a minimum of 5 different community groups (Boy Scouts, churches, etc.) and solicit volunteers. | -- make a list of community groups, and contact information  
-- email and call groups  
-- plan to follow up with volunteers | Parris, Jordan, Clara | March 1 | 1. Number of agencies contacted  
2. Number of volunteers |

| Distribute flyers about launch event to the entire neighborhood. | -- Plan one day one week before launch event! | Entire Group | April 15 | |

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4.1 Taking Action – Finalizing a Project Plan

Activity: Project Proposal Form

Description/Purpose:
When planning a course of action, it is important to consider all factors that contribute to your community issue. A project proposal is a useful form that will help you brainstorm about your issue and devise a strong action plan. Project plans are formal documents that will need to be approved by your school’s administration, so take the time to draft your proposal before you actually present it. The following activity will help you draft your plan with the help of your students and team members.

Background Details & Information:
What is a proposal? A proposal is a formal document that determines whether your project will be implemented or not. It is important to consider what sort of material you will be presenting and to whom. Who is your audience? In this case, it is school administration. Ask yourself, what is it that I am asking them for? Is it as simple as approval, or will I need help in order to see that my team’s project is effective?

Time Needed: approximately 60 minutes or an entire lesson plan

Outline:

1. During the first part of your lecture, you should introduce your students to a proposal. What is a proposal and what purpose does it serve? Inform students about the proposal you will be devising and be sure you address the contribution of school officials (10 minutes).

2. Students are to then be broken into pairs, and each pair is given a copy of the project proposal form. Though only one final proposal will be provided to school administration, this will allow students to brainstorm.

3. Each pair should complete the proposal on their own with the help of coaches. Coaches will need to be available to answer questions and clarify what each section means (20 minutes).

4. After students finish their proposals, draw the groups together and discuss the proposal. How was this? What made sense/didn’t make sense? Coaches should take notes for future growth.

5. As a team, coaches and students should complete a final proposal. Steps will need to be agreed upon by the team, though coaches should plan to leave enough room for students to discuss their opinions. The final proposal can be typed or hand written, but it is important that it is legible.

6. The final proposal will need to be signed and provided to school administration in order to gain approval. Administration should also sign, and a copy should be given to 1) the school, 2) the coaches, and 3) your PA director.

**NOTE: An alternative to group work would be to just complete the document as a whole and not break up into pairs first, though it is important your students understand the proposal before they complete it as a team.

Materials Needed:
- Copies of the proposal (1 for each pair of students)
- Pens and pencils
- White board and markers
Project Proposal Form

Team Name: _______________________________________________ Project Title: ___________________________ Date: ____________

**Need** – This is the problem our project seeks to address:

**Purpose** – This project will make a difference by:

**Project** – This is what we propose to do:

**Outcomes** – We expect the following to happen as a result of our actions:

**Resources** – We will seek assistance/information from the following people and organizations:
<table>
<thead>
<tr>
<th>Steps – We will do the following:</th>
<th>Estimated Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
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<td>Continue on back if needed</td>
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</tbody>
</table>
**Responsibilities** – These are the task assignments that will allow us to be as efficient as possible

<table>
<thead>
<tr>
<th>Task</th>
<th>Responsible Person</th>
<th>Materials needed for task</th>
<th>Deadline for Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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**Reflection & Evaluation** – We will demonstrate learning by:

**Core Concepts** – We will address the following PA Core Concepts:
Please sign below if you approve of this project:

Students’ Signatures:

Date: ____________

PA Coach & Team Lead Signatures:

Date: ____________

School Administration Signature:

Signature ___________________________________________ Date: ____________

__________________________________________________________

Written Name
Description/Purpose:

When identifying a plan of action, it is essential to consider the expenses that are associated with your plan. As you saw while creating a Project Proposal, a well thought out plan of action includes a detailed listing of the steps necessary to accomplish the action. The Mini-Grant Application is the next step of this process. The purpose of the Mini-Grant Application is two-fold. First, it should help coaches and students identify all realistic costs that may potentially be associated with each given step. Second, it provides a mechanism for which these costs can be paid for through a PA-approved grant.

Background Details & Information:

What is a mini-grant application? A mini-grant application is a formal document that identifies the expenses associated with a given proposal and requests funding for those costs in the form of a grant. In developing the Mini-Grant Application, it is important to identify all potential expenses that might be associated with a given plan of action.

Time Needed: Approximately 30 minutes

Outline:

1. During the first part of the lecture, you should discuss the importance of grant writing in the context of Public Achievement and community organizing. Coaches should discuss why grants are necessary, how they are applied for, and who approves them.

2. Students should then identify each major step in their plan of action and assign small groups to identify and brainstorm any expenses that might be associated with that step.

3. Each group should complete the mini-grant application for their assigned step.

4. After students finish their proposals, draw the groups together and discuss each group’s mini-grant application. Did each group brainstorm all possible expenses? How were expenses calculated and measured? Are these expenses realistic? Coaches should take notes for future growth.

5. As a team, coaches and students should complete a final application. The application should specifically break each step into smaller parts and detail the expenses and costs identified in the smaller groups. The final application should be typed.
6. The final proposal will need to be signed and provided to the Program Coordinator in order to gain approval. The application will be reviewed by the Program Coordinator and Director. An approved application will be signed by the Program Coordinator and returned to the coaches and students within a week.

7. If the PA Program Coordinator or Program Director identify issues with the application, notice will be given to coaches and team leads in written form. An updated and corrected version of the application should be provided to the Program Coordinator as soon as possible.

**Materials Needed:**

- Copies of the application (1 for each group of students)
- Approved Project Proposal Form
- Pens and pencils
- White board and markers
PA MINI-GRANT PROPOSAL

Questions: Contact Cara DiEnno (cara.dienno@du.edu/#303-871-2158)

School Name/Class Period: __________________________________________________________

PA Coach Names: ________________________________________________________________

Project Title: ________________________________________________________________

Name(s) of those submitting request:
__________________________________________________________
__________________________________________________________
__________________________________________________________

Email addresses of those submitting request:
__________________________________________________________
__________________________________________________________

INSTRUCTIONS: Please answer the questions below. These should be typed and thorough. You will also need to submit your proposed budget as well as a signed project proposal that outlines what you plan to do.

Project Goals: What do you hope will be different after you finish your project?

Academic and Life Skills: What do you expect to learn by doing this project? What career, work, and life skills can be gained from participating in this project?
**Sustainability:** What are the long term goals for your project? Once you’ve completed your project and the school year is over, how will what you’ve developed continue to benefit your community and/or school? Who will help maintain or build upon what you do?

**PROJECT PROPOSAL:** Please submit a completed AND signed project proposal form that shows your school administration is supportive of your project.

**ADDITIONAL INFORMATION:** Please provide any other details or information that you believe should be considered by the Program Coordinators when reviewing this application.
**PROPOSED BUDGET**: Please list the items you would like funding for and the estimated amount you believe they will cost. If you need additional space you may attach your budget on a separate sheet of paper. Please specifically itemize each and every item.

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<th>Item:</th>
<th>Purpose for which Item will be Used:</th>
<th>Where Should Item be Purchased:</th>
<th>Estimated Amount Requested:</th>
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**Total amount requested**:  

*Projects that are clearly expressed, well thought out, and exceptionally address an issue in your community will be considered for additional funding. If you would like to request more than the limit, please include an explanation of your need for additional funding and why/how your proposal will go above and beyond.*
Coaches and students should finalize the project details and prepare for completion. All projects should be completed by the end of April. All students should play a role in completing the projects with the help of their coaches.

Coaches should plan to provide a reasonable amount of work days for students to complete their projects by their originally planned deadline, as well as the deadline agreed upon by school officials, which should be *no later than* the end of April. Keep this in mind and stick to the deadline.

**GOALS:** Students should be able to complete their projects by their deadline with help from their coaches. As a group, everyone should assist with the progress of the final project.

**STUDENT OBJECTIVES:**
- Students should carry out a project that they feel addresses their identified community need and meets the goal they set for themselves.
- Students should be able to understand the importance of timeliness and meeting deadlines.

**COACH BENCHMARKS:**
- Coaches should be able to track progress using the Project Proposal Form.

**CORE CONCEPTS IN FOCUS:**
- **Public Work:** The organizing concept of PA, defined as the work of ordinary citizens, who together, solve public problems and create things of lasting importance in our community, nation, or world. There are three related meanings to the concept "public" that are relevant to Public Achievement: as a group of people, a kind of space, and a common interest. Creating a project that is "public" is one of the important steps in the Public Achievement process.
- **Diversity:** Is a fact of public life. In the public world, one encounters a variety of different people, ideas, histories, and cultures. To effectively solve public problems, one must learn to listen, appreciate, and work with others who, while different from themselves, are also affected by the same public issues and problems.
- **Accountability/Responsibility:** Being accountable is being answerable to. In PA students are accountable to the group and the public world.
4.2 Taking Action – Implementing the Project
Background Information & Resources

Process versus Project

In Public Achievement we often have conversations about the importance of the process versus the project. While there is room for coaches to develop their own thoughts about the importance of each, we do need to maintain a sense of integrity to the PA process. In PA we are aiming to develop lifelong skills that our students can use well beyond their time with the PA program. The best way to learn a skill however is to put it into practice. Therefore, you will inevitably need to balance the amount of skill development you focus on with your students and the time you have to actually apply the skill – students don’t need to have mastered all there is to know about a skill and it is OK if they aren’t as successful as they may have hoped implementing a particular skill – no matter the outcome it will be a learning experience. Focus on the skills that you feel are the most important or the most essential. As an example, is it more important to develop a student’s ability to google to find a prospective community partner or more important for them to develop the tools to comfortably and professionally reach out to a community partner? Focus on the most important skills and know that your role as a coach is to be a guide and mentor and it is OK to assist students with some aspects of their projects in order to focus on the important skills and have the time to apply them.

Holding Ourselves Accountable

Activities for this stage will vary based on the chosen project, action plan, and issue area. Coaches should keep in mind that any activities should be made public through media, internet, public presentations or other resources.

As projects begin to finalize, now is a good time to review with your students the timeline they first created in the beginning or the process. How on track are tasks? Are there important things you are leaving out that you first anticipated completing? This is also a great opportunity to draw the group back to the lesson of accountability. As projects receive the finishing touches, their success relies greatly on the group and their ability to hold themselves accountable.

Take this opportunity to also check in with your students and see if they need some help. It is not uncommon for people to take on tasks that they are unsure of without asking for help, so be sure you are keeping up with communication so that your students are confident completing their final projects.

About the Coach Benchmarks for Section 4.2

During the final phase, coaches should refer to their Project Proposal Forms from the beginning and track their progress. Just as we hold our students accountable, it is important we also hold ourselves accountable.

It is very likely that students will have many questions for you as they finalize their work, so be sure to provide them with help where you see necessary. Try and set some time aside for your students to approach you either during lessons or after classes wrap up. Essentially, “office hours” are not only good for providing your students the support they need, but they also allow you the opportunity to check in with everyone and receive feedback.
Coaches should begin to reflect with their students about their experiences. What went well? What would you have changed? Students provide coaches with their input and as a whole, the group reflects on their projects and overall impact.

Coaches and Team Leads should reflect on their process as well and prepare creative end-of-year assessments portraying their development with PA.

Students select the issue they are interested in along with at least one community organization with whom they want to partner with within the first few weeks of PA. The relationships that students develop with their college coaches along with these community partners helps encourage their continued engagement with the issue selected long after the program is completed. In addition, college coaches will provide students with a resources sheet that shares upcoming events, opportunities, contact information for community partners and other items pertinent to the issue they addressed so that student may discover ways in which they can stay involved in the issue and projects they worked on. Students are also prompted to think about how they can continue their participation when they write their post-project report.

GOALS: Students and coaches come together to discuss their success and failures in order to assess the current model of PA.

STUDENT OBJECTIVES:
- Students should be able to critically analyze what they accomplished through their participation in PA along with how they might have changed through the process.
- Students should be able to identify the impact of their community projects and the strengths and weaknesses of their approach.

COACH BENCHMARKS:
- Coaches should implement a post-assessment with their students in coordination with the PA Program Coordinator.
- Coaches should begin preparing for the Public Achievement Summit. Activities include planning for workshops, tours, inviting community partners to attend, etc.

CORE CONCEPTS IN FOCUS:
- Accountability/Responsibility: Being accountable is being able to answer for your actions and taking responsibility for their outcomes. In PA students are accountable to the group and the public world, and answer to each other, to their coaches, to their communities, and ultimately, to themselves.
- Power: Is the ability to influence other people, institutions, or processes.
Reflection

At the end of the year, students and coaches should have a way to tell their story. One way to do this is to keep a group portfolio throughout the year and create a summary project at the end of the year.

Critical reflection is an essential part of public achievement. As Campus Compact explains it, “the term “structured reflection” is used to refer to a thoughtfully constructed process that challenges and guides students in (1) examining critical issues related to their service-learning project, (2) connecting the service experience to coursework [or academic interests], (3) enhancing the development of civic skills and values, and (4) assisting students in finding personal relevance in the work.”

Reflection before, during and after public achievement should address many different forms of learning including: academic, personal, community and emotional knowledge. Being sensitive to the different lessons learned in different areas is important to help students gain the most from their experiences.

All Reflection:
1. Creates an open space where people can share and exchange their thoughts
2. Allows people to be thoughtful and critical of their own thoughts and experiences
3. Challenges assumptions and pre-conceptions
4. Encourages people to find their personal motivations
5. Looks for curricular or academic connections

Important Goals of Reflection:
• What did you learn?
• What does it mean? How has it impacted you?
• How will this affect your future actions?

Assessment

Assessment and evaluation are used to review and understand a program, event, project or process in a critical way. They are used to determine the strengths and weaknesses of the structure of a program, but also used to determine the growth and learning of participants. Coaches should also be prepared to facilitate post-assessments with their groups to assist with evaluation of the program. Details about these assessments will be provided by the PA Program Coordinator.

Differences from Reflection

Many often confuse reflection with assessment; however, it is important to know they are not the same and that they each have their own purpose and goals.

While reflection is for the participants’ personal growth, evaluation is a way to measure and prove the participants’ growth. Evaluation is used to improve the program or events, based on the participants’ experiences.

About the Coach Benchmarks for Section 5.1

In order to continue growing, coaches should begin to reflect on their own processes. Take time with your coach partners and team leads to reflect as a group about the strengths and weaknesses.

- What went well?
- What would you have changed?
Individually, coaches should begin to identify their own strengths and weaknesses as well. Write down what you feel like you do well and compare it to the skills you would like to continue to work on. Just as we compare World as it is, Would as it should be, as we begin to compare the current situation with the ideal situation, we can set goals for ourselves based on the skills we’d like to see change.

Coaches should also begin preparing for the PA Summit. More details about the post-assessments will be provided by the PA Program Coordinator.
Description/Purpose:
Critical reflection is an essential part of Public Achievement. Reflection before, during, and after community work challenges and guides students in examining critical issues related to their project, enhances their understanding and development of civic skills and values, and assists students in finding personal relevance in their work.

Background Details & Information:
Reflection can be done in a variety of ways, including artistic expression, journaling, timed writing activities, and one-to-one interviews. Remember to use different styles of reflection for different learning styles.

Time Needed: approximately 20 – 25 minutes

Outline:
1. Allow your students to choose a style to reflect on their year’s work in Public Achievement.
   a. Artistic Expression – Allow people to use whatever form they are comfortable with to reflect on their experience. Provide tools like paint, modeling, clay, pens, paper, and other instruments. Have students share their reflections with others.
   b. Journaling – Have students write about their experiences. This could be free form, prompted, structured journals with specific questions, timed, team journals in which each member contributes an entry, or critical incident journal entries centered around a specific incident and how it was handled.
   c. Letter to Self – Have students write a letter to themselves about their expectations and goals prior to or during the service project. Return the letters after the project and ask students to reflect on their changes in views.
   d. One-to-one Interviews – Break the class into pairs and have them conduct one-to-one interviews with each other about their experiences. Discuss as a large group and summarize each pair’s learning.
   e. Structured Reflection Exercises – Create your own reflection format such as the Post-Project Reflection worksheet for students to fill out.
2. Reflection should meet a number of primary goals such as:
   f. What did you learn?
   g. What does it mean? How has it impacted you?
   h. How will this affect your future actions?
3. Other questions that may be asked during a post-reflection include:
   i. What feelings do you have about the work you have done?
   j. What did you learn during this process? About yourself? About the issue? About the community?
   k. What are you proud of? Excited about? Looking forward to?
   l. What skills, ideas, connections, or interests have you gained in the process?

Materials Needed:
- Copies of the Post-Project Reflection worksheet (optional)
Post-Project Reflection

**What We Have Learned:** We have learned about ______________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________

**Community Needs:** We have worked to address the following community needs___________________
___________________________________________________________________________________________

<table>
<thead>
<tr>
<th>What We Researched</th>
<th>How We Planned Our Action</th>
<th>Who Supported Our Work</th>
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Coaches prepare to reward their students with an end-of-year celebration. All teams should plan individual celebrations with their students during class time in order to acknowledge their efforts.

Coaches, this is an opportunity to present your projects to your community and show your appreciation for your students’ hard work. Celebrations should include community partners and school officials in order to present them with your final projects and thank them for their involvement.

As a whole, all students and members of PA will join for a college visit and end-of-year forum at the University of Denver campus. Coaches should prepare their students for this visit by encouraging their involvement in developing their presentation to share what they accomplished in PA this year. Coaches should also plan to share their own personal college success stories. Students will document their action process, successes and struggles. This is an opportunity to come together and share their stories with their peers. In addition to the high school participants, PA coaches and PA staff, community members, partner organizations, and other DU members are invited to the public forum. Students are able to demonstrate what they learned through PA during the academic year and are able to share their final reflective pieces to a wider audience, helping to ensure that others understand their process and could replicate or build upon their work – the first step in making their work sustainable.

**GOALS:** Students and coaches acknowledge their hard work and effort by rewarding themselves with a celebration.

**STUDENT OBJECTIVES:**
- Students should be able to identify both their successes and challenges in a public setting.

**COACH BENCHMARKS**
- Coaches should plan an end-of-year celebration specific for their class.
- Coaches should be prepared to facilitate the PA Summit, an end-of-year celebration and college summit at the university.

**CORE CONCEPTS IN FOCUS:**
- **Public Work:** The organizing concept of PA, defined as the work of ordinary citizens, who together, solve public problems and create things of lasting importance in our community, nation, or world. There are three related meanings to the concept “public” that are relevant to Public Achievement: as a group of people, a kind of space, and a common interest. Creating a project that is "public" is one of the important steps in the Public Achievement process.
- **Accountability/Responsibility:** Being accountable is being answerable to. In PA students are accountable to the group and the public world.
End of Year Celebration

Coach should prepare to recognize the hard work and accomplishments your students achieved through PA over the year. Coaches can choose to recognize this in a variety of ways, but authenticity and true gratitude are important. Coaches may choose to provide their students with a certificate or individualized award. Additionally, coaches will be able to buy food to celebrate as well.

About the Coach Benchmarks for Section 5.2

Part of the reason why we celebrate is to honor the changes our community has made. The celebration is about rewarding ourselves and our students for their year of hard work and achievement. Consider including your community partners in this so they, too, know how important their role has been. Sometimes a simple “Thank You” can go a long way when we begin to implement our work. Each group will be provided with a budget for these celebrations, so be sure to plan in advance for this. It is important each group stays within their budgets, so check with your team leads early on if you have plans to include food, drinks, and possible prizes.

Coaches will also be asked to help facilitate the end-of-year celebration and college summit at the university. Be prepared to help with designing a breakout session for students on college topics such as financial aid or admissions, assist with developing personalized tours, and preparing your students for participating in the event itself.
Description/Purpose:
The purpose of a celebration is to reward and acknowledge hard work. By the end of the year, it is understandable that your students may feel exhausted after their months of effort, so by celebrating, we offer a “Thank You” to them for their hard work. Celebrations may also include your schools, community partners, or other PA staff in order to show acknowledgment for their contributions. During your final phase of PA, plan a celebration for your students that is both fun and rewarding. Teams will be provided a budget for this, so be sure to keep in contact with your Team Leads about covering your needed expenses.

Background Details & Information:
Celebrations may be designed to fit your team’s needs. It is up to you how you plan for this though some examples for a celebration include the following:

1) A pizza party for students, coaches, and school administration
2) A field trip (with permission from the school including signed waivers from parents) to a local ice cream shop
3) A field day on school grounds with fun and interactive games

Time Needed: Celebrations should be scheduled for one full class period or at a time convenient for your team

Outline:
1. Set aside a class period at the end of the year dedicated to a PA celebration
   a. This celebration should include students and coaches and may also include school administration and community partners
   b. If your group decide to invite community partners, be sure to send invites a few weeks in advance
2. Celebrations may include:
   a. A pizza party or catered lunch
   b. A field trip (with permission from school and signed waivers from parents)
   c. A field day on campus including indoor or outdoor activities
3. During your celebration, consider awarding your students certificates for their hard work. These may be general certificates of excellence or they can be specific for each student. For example, your certificates may include titles such as “Best Team Player,” “Most Hard Working,” “Brightest Volunteer Future,” etc.
4. If your team has collected photos over the year, coaches may consider preparing a slide show. This is a great opportunity for everyone to reflect on their time together and visually see their hard work in action.
5. Celebrations should include all students and while also a great time to reflect as a group, should be fun and fulfilling.

Materials Needed:
- Food and drinks for students and guests
- Supplies for awards (if applicable)
- Television/Projector for slide show (if applicable)
5.3 Closure - Making our Work Sustainable

Section Brief

In this final section students complete a post-project report. The report is submitted to school administration, teachers involved with the project, community partners, and to the PA Program Coordinator. Students will not only assess their work, but will also share their successes and challenges along with their ideas for keeping the project going in the future.

In addition to having students complete a post-project report, coaches need to submit a project narrative describing their project, number of people involved, impacts, etc. to the Public Achievement Program Coordinator to share as a Project Story on the website and beyond.

**GOALS:** Students and Coaches observe the effects of their project within their communities and identify project success and sustainability.

**STUDENT OBJECTIVES:**

- Through the completion of a Post-Project Report, students should be able to identify how others could build upon the work they completed.
- Students should be able to describe how their work will remain sustainable after they have completed the project.

**COACH BENCHMARKS:**

- Coaches should submit copies of the Post-Project Report to the classroom teacher, school administrator and Public Achievement Program Coordinator.
- A Project Narrative should be submitted to the Public Achievement Program Coordinator. This should be written as a half to one page exciting project story about your class and their achievements.

**NOTE:** Both the Post-Project Report and the Project Narrative are due to the PA Program Coordinator before the end of the academic year.

**CORE CONCEPTS IN FOCUS:**

- **Politics/Policy:** Politics is the everyday processes of negotiating situations involving power relations and making public decisions (i.e. bargaining, making decisions, and thinking strategically). Policy refers to rules and regulations surrounding the current issues.
- **Power:** Is the ability to influence other people, institutions, or processes.
- **Public Work:** The organizing concept of PA, defined as the work of ordinary citizens, who together, solve public problems and create things of lasting importance in our community, nation, or world. There are three related meanings to the concept "public" that are relevant to Public Achievement: as a group of people, a kind of space, and a common interest. Creating a project that is "public" is one of the important steps in the Public Achievement process.
- **Diversity:** Is a fact of public life. In the public world, one encounters a variety of different people, ideas, histories, and cultures. To effectively solve public problems, one must learn to listen, appreciate, and work with others who, while different from themselves, are also affected by the same public issues and problems.
- **Leadership:** Leadership is holding yourself accountable, guiding your teammates to success, and identifying what are and are not capable of. By being a good leader, one is also open to hearing out their team’s requests and acknowledging the group as a whole. Being a leader means making change in your community and encouraging your neighbors to do the same.
5.3 Closure - Making our Work Sustainable

Post Project Report

Writing a post project report has just as much value as writing a proposal pre-project. We tend to take many valuable lessons from our work and it’s important that we reflect on these 1) for our own learning, and 2) for the future of PA.

Take time to review how to write a proposal as you begin to plan out your post project report with your students. This report will not only be presented to the PA team, it will also be presented to school officials at your partner high school and the PA Program Coordinator. Your students’ report should be honest and genuine, but also professional. If you had some bumps in the road, discuss them. Writing a project report is not just about reflecting the positive, it is about acknowledging the negative as well.

Your students’ post project report should include:

- An overview of the project
- Numbers associated with your project (such as # students involved, # of people impacted/involved, # of events, # of items developed/distributed, etc.)
- Your teams strengths and weaknesses
- Highlights of the project and group work
- Changes you would recommend for the following year
- Who will or could keep your project going?
- How can other people build upon the work you completed?

About the Coach Benchmarks for Section 5.3

Being a coach is not only about helping others find their leadership voice, it is also about finding your own. By the end of the PA process, coaches should be able to identify who they are as leaders and the impacts their leadership has made. Take time to reflect on the work you’ve done; what, if anything, would you have changed? As you begin to make your own work sustainable, remember how important your leadership is. The tools PA offers are not only for their work you do internally with the group, but for the work you do externally beyond DU.

Coaches should also submit a project narrative to the PA Program Coordinator. This narrative is essentially a recap of the post-project report, written as an exciting project story.
5.3 Closure – Making our Work Sustainable

Description/Purpose:
Just as we complete project proposals pre-project, it is important we also reflect and document our work post-project. This activity is similar to the project proposal, though the focus is the completed project, its strengths and weaknesses, and the final outcome. Coaches should reflect with their students and complete a final report together for PA.

Background Details & Information:
One of the twelve elements of coaching emphasizes the importance of documenting your progress. It is pertinent to the growth of PA that teams report their experiences in order to make improvement for the following year.

Time Needed: approximately 60 minutes or an entire lesson plan

Outline:
1. During the first part of your lecture, start a dialogue with your students about reflection. Explain to students the purpose of this and why it is important for PA’s future (10 minutes).
2. After a mini-discussion, students break into small groups and each group is given a copy of the post-project report.
3. Each group should complete the post-project report on their own. One final report will be completed officially as a team. Coaches should be available to answer questions and refer back to the original proposal when needed (20 minutes).
4. After students finish their reports, draw the groups together as a whole and open up a discussion. What did you learn while completing this? Did you feel confident that your project was successful or was something missing? Why or why not?
5. As a team, coaches and students should complete a final post project report. The final report can be typed or hand written, but it is important that it is legible.
6. After everything is complete, a copy of the final report should be given to 1) the school, 2) the coaches, and 3) your PA director.

**NOTE: An alternative to group work would be to just complete the document as a whole and not break up into pairs first.

Materials Needed:
- Copies of the report
- Pens and pencils
- White board and markers
**Post Project Report**

**Team Name:**

**Project Title:**

**Date:**

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<th><strong>Community Issue</strong> – What community issue did your team focus on?</th>
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<th><strong>Purpose</strong> – Why was this issue chosen?</th>
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<th><strong>Project</strong> – What did you plan to do?</th>
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<th><strong>Outcomes</strong> – Looking at your Project Proposal Form, did you achieve what you planned?</th>
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<th><strong>Reflecting</strong> – What were the setbacks, if any, when completing your project? How could you have improved on your plan?</th>
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<th><strong>Strengths &amp; Weaknesses</strong> – What went well for your team? What would you have changed</th>
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about your process?

**Project Sustainability** – How will your project continue to stay alive? Who plans to or may potentially be able to contribute to its future success?

**Narrative** – Please provide a story about your project accomplishments.

**Totals**

Number of Student Participants: __________

Number of Coach/Team Lead Participants: __________

Number of People Impacted: __________

Number of Events (if applicable): __________

Number of Items Developed and/or Distributed (if applicable): __________
APPENDIX A

ISSUE BRIEFS
Subtopics: drama, music, 2D arts, 3D arts

Background:
Young people who participate in the arts for at least three hours on three days each week through at least one full year are:

- 4 times more likely to be recognized for academic achievement
- 3 times more likely to be elected to class office within their schools
- 4 times more likely to participate in a math and science fair
- 3 times more likely to win an award for school attendance
- 4 times more likely to win an award for writing an essay or poem

Young artists, as compared with their peers, are likely to:

- Attend music, art, and dance classes nearly three times as frequently
- Participate in youth groups nearly four times as frequently
- Read for pleasure nearly twice as often
- Perform community service more than four times as often


Statistics:
There are many benefits that come with the study of art including the following:

1) Supports self-expression
2) Teaches exploration
3) Strengthens problem solving and creativity
4) Improves brain functioning
5) Supports cognitive development
6) Increases motivation
7) Teaches self-confidence and self-discipline

Additional Resources:

Websites
The Arts http://www.americansforthearts.org/Public_Awareness/

Youtube videos
Keep Arts in School: Advocates Make the Case http://www.youtube.com/watch?v=jx0kuuuKWPk&feature=related
TEDTalks - Do Schools Kill Creativity? http://www.youtube.com/watch?v=iG9CE55wbtY
The Importance of Arts Education http://www.youtube.com/watch?v=DAm9kEfR8GM
Books/Articles

The debate over arts funding (CQ Researcher)
http://library.cqpress.com/cqresearcher/cqresrre1994102100

The Arts and Human Development
http://api.ning.com/files/t0OdJ7TVntdXf1uAxZI4QmSjldl0SQi0HP5Lzz3tQElyeyL4hORJs*hMLnp
2QhWciTXnuBplmhzelsGhRWY2IF5TtFgdSkPN/ArtsandHumanDevelopment.pdf

Why Arts Education is Crucial http://www.edutopia.org/arts-music-curriculum-child-
 development

Local Organizations

The House That Rock Built https://www.facebook.com/HTRBmusic
Ballet Nouveau Colorado bncdance.com
Girls Rock Denver http://www.girlsrockdenver.org/
Think 360 Arts http://www.think360arts.org/
Cleo Parker Robinson Dance http://cleoparkerdance.org/
Subtopics: anorexia, bulimia, obesity, body dysmorphic disorder

Statistics:

- 50-88% of adolescent girls feel negatively about their body shape or size.
- 49% of teenage girls say they know someone with an eating disorder.
- Only 33% of girls say they are at the “right weight for their body”, while 58% want to lose weight. Just 9% want to gain weight.
- Females are much more likely than males to think their current size is too large (66% vs. 21%).
- Over one-third of males think their current size is too small, while only 10% of women consider their size too small.
- Strikingly, while only 30% of older adolescents surveyed consider their current size acceptable to them, 85% of females and 95% of males considered their current size socially acceptable for others.
- 85% of young women worry “a lot” about how they look and twice as many males as females say they are satisfied with their appearance.
- A report by the American Association of University Women indicated that for girls, “the way I look” is the most important indicator of self-worth, while for boys, self-worth is based on abilities, rather than looks.

Additional Resources:

Documentaries

MTV True Life: I Have an Eating Disorder [http://www.youtube.com/watch?v=cwg563Hcjpk](http://www.youtube.com/watch?v=cwg563Hcjpk)

Websites


Youtube videos

The Self Worth Project [http://www.youtube.com/watch?v=szi0fJxpwOl&feature=related](http://www.youtube.com/watch?v=szi0fJxpwOl&feature=related)

Body Image: Media v. Mind [http://www.youtube.com/watch?v=24Xa1Nw8eJY](http://www.youtube.com/watch?v=24Xa1Nw8eJY)

What is Body Dysmorphic Disorder? [http://www.youtube.com/watch?v=avRK0btjLJg](http://www.youtube.com/watch?v=avRK0btjLJg)

Books/Articles

Eating Disorders: Is Societal Pressure to Blame? (CQ Researcher) [http://library.cqpress.com/cqresearcher/cqresrre2006021000](http://library.cqpress.com/cqresearcher/cqresrre2006021000)


Local Organizations


Eating Disorder Center of Denver [http://edcdenver.com/land/Anorexia-Treatment.html?qclid=CPXF16rv7ACFUZeTAdQVxABw](http://edcdenver.com/land/Anorexia-Treatment.html?qclid=CPXF16rv7ACFUZeTAdQVxABw)
Subtopics: cyber bullying, LGBT bullying, bullying students with special needs

Background:

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behavior must be aggressive and include:

- An Imbalance of Power: Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

Statistics:

- The 2009 Youth Risk Behavior Surveillance System (Centers for Disease Control and Prevention) indicates that, nationwide, 20% of students in grades 9–12 experienced bullying.
- The 2008–2009 School Crime Supplement (National Center for Education Statistics and Bureau of Justice Statistics) indicates that, nationwide, 28% of students in grades 6–12 experienced bullying.

Additional Resources:

Websites

Stop Bullying - http://www.stopbullying.gov/

Youtube videos

Bullying in Schools with Casey Heynes - http://www.youtube.com/watch?v=27kGfh21GAo
Bully Suicide Project – Stories - http://www.youtube.com/watch?v=k9Hlxu8W8ss&feature=related
She was Bullied to Death RIP - http://www.youtube.com/watch?v=2vAMxKvZqwU&feature=related

Books/Articles

Bullying Statistics - http://www.bullyingstatistics.org/content/school-bullying.html
Preventing Bullying: Do anti-harassment laws violate student rights? http://library.cqpress.com/cqresearcher/cqresrrre2010121000
Bullying: Are schools doing enough to stop the problem? http://library.cqpress.com/cqresearcher/cqresrrre2005020400
Cyberbullying: Are new laws needed to curb online aggression? http://library.cqpress.com/cqresearcher/cqresrrre2008050200

Local Organizations

Bully Suicide Project - https://www.facebook.com/Bullysuicideproject
Subtopics: Coping with grief, coping with loss of a loved one, coping with addiction

Background:

Children and teens experience the same grief work and the same need to adjust to the loss, as an adult. However, children will make these adjustments within the parameters and limitations of their developing abilities. Because, as they develop and mature, their immature understandings are inadequate to account for their experiences, a child may grieve the loss again within each developmental stage using their more mature levels of thinking, emoting and relating. Every child’s grief experience is uniquely his/her own. As no two children are alike, no two children grieve alike. Children will grieve differently from adults, from siblings and from other peers. Recognize and respect each child’s way of coping with death.

Statistics:

According to the U.S. Census Bureau, approximately 1.5 million children are living in a single-family household because of the death of one parent. One out of every 20 children age 15 and younger will suffer the loss of one or both parents. This means that there are more than three million grieving children and teens, not including those mourning the death of a sibling, grandparent, close family member or friend that are grieving the death of a family member. Based on these numbers, the need for adequate support for bereaved children is critical. Children and teens who are affected by any type of trauma, including death are:

- 2.5x more likely to fail a grade in school and score lower on standardized achievement tests
- have more struggles with communication
- are suspended & expelled more often
- more frequently placed in special education


Additional Resources:

Youtube videos

How to Cope with Holiday Depression [http://www.youtube.com/watch?v=umHmTWPt_N8](http://www.youtube.com/watch?v=umHmTWPt_N8)

Books/Articles


Youth Suicide:

[http://library.cqpress.com/cqresearcher/cqresrre2004021300](http://library.cqpress.com/cqresearcher/cqresrre2004021300)

Prozac: Are drugs for treating mental illness being used too freely?

[http://library.cqpress.com/cqresearcher/cqresrre1994081900](http://library.cqpress.com/cqresearcher/cqresrre1994081900)

Teenage Suicide: What can be done to identify and help potential victims?

[http://library.cqpress.com/cqresearcher/cqresrre1991061400](http://library.cqpress.com/cqresearcher/cqresrre1991061400)

Local Organizations

Center for Loss and Life Transition [http://www.centerforloss.com/](http://www.centerforloss.com/)
**Subtopics:** age, gender, race

**Background:**

In a new study, the researchers found that adolescents from Latin American and Asian backgrounds experienced more discrimination than their peers from European backgrounds and that the discrimination came not only from other adolescents but from adults as well. The level of discrimination also impacted these teens' grade-point averages and their health and was associated with depression, distress and lower levels of self-esteem.


**Statistics:**

- General society is told that teenagers are the main cause of accidents on the road and most believe this falsity because they are looking for someone to blame. However, most charts indicate that the age group between twenty-five and thirty-four are twice as likely to be in an accident as those in the age group categorized as below twenty [http://www.youthrights.org/newminority.php](http://www.youthrights.org/newminority.php).
- Curfews are commonly associated with lowering crime rates by keeping teenagers off of the streets during hours when crime is most likely to occur. No logical studies have proven that curfews help to prevent crime; in fact, some statistics show they are actually counter-productive. In 1992 San Francisco repealed its forceful curfew laws, the results were astounding, between 1992 and 1997 there was a 50% decrease in juvenile murders, a 36% decrease in crime reported to the police, and a 41% decrease occurred in violent crimes reported to the police. [http://www.youthrights.org/newminority.php](http://www.youthrights.org/newminority.php).
- Teenagers are often discriminated against in stores which only allow two students in at a time, or watch teens more closely than other customers.
- Youths are often depicted in films as lazy, stupid, or rude.
- Teens are often stereotyped as being disrespectful "slackers" who care about little beyond video games and having fun.


**Additional Resources:**

**Websites**


**Books/Articles**


Housing Discrimination [http://library.cqpress.com/cqresearcher/cqresrre1995022400](http://library.cqpress.com/cqresearcher/cqresrre1995022400)

Age Discrimination [http://library.cqpress.com/cqresearcher/cqresrre1997080100](http://library.cqpress.com/cqresearcher/cqresrre1997080100)


Subtopics: physical abuse, verbal abuse, abuse in the home, abusive relationships

Background: Domestic violence is a pattern of behavior used to control, coerce, intimidate, threaten, manipulate, and/or exert power over a current or past partner. Domestic violence may be physical, emotional, sexual, and economic.

Statistics:
Recent research has established that dating violence is much more common than parents or educators may have previously believed:

- Nearly 1 in 5 teenage girls who have been in a relationship report that their boyfriends threatened violence or self-harm when presented with a break up (Liz Claiborne, Inc. with Teen Research Unlimited, 2005)
- 13 percent of teenage girls who have been in a relationship report being physically hurt or hit (Liz Claiborne, Inc. with Teen Research Unlimited, 2005)
- 1 in 4 teenage girls who have been in a relationship report being pressured into sexual intimacy. The same proportion of girls report repeated verbal abuse by their own partner (Liz Claiborne, Inc. with Teen Research Unlimited, 2005)
- 26 percent of mothers under the age of 18 will experience domestic violence within three months of giving birth (Domestic Violence Prevention Fund)

Additional Resources:

Websites
Helpguide.org
http://www.helpguide.org/mental/domestic_violence_abuse_types_signs_causes_effects.htm
Hidden Hurt http://www.hiddenhurt.co.uk/index.html

Youtube videos
TRAPPED http://www.youtube.com/watch?v=wXJ2ei6nRcE&feature=related

Books/Articles
Domestic Violence: Do teenagers need more protection?
http://library.cqpress.com/cqresearcher/cqresrre2006010600
Violence Against Women
http://library.cqpress.com/cqresearcher/cqresrre1993022600
Child Sexual Abuse
http://library.cqpress.com/cqresearcher/cqresrre1993011500

Local Organizations
Safehouse Denver http://www.safehouse-denver.org/
Gateway Battered Women’s Services https://www.gatewaysheleter.org/
Subtopics: pregnancy, family values, working youth

Statistics:

- High school dropouts are about three times as likely as those who have finished high school to slip into poverty from one year to the next.
- Five years after acquiring a GED with a score on the exam that was just passing, the average earnings of a 21- to 26-year-old white, non-Hispanic, adult was about $11,000 in 1995—less than the poverty level for a family of three that year.
- Between 1973 and 1997, the average hourly wage (adjusted for inflation) of high school dropouts fell 31%.

Average annual earning by educational level: 1992-1993

- High school dropout $12,809
- High school graduate, no college $18,737
- College graduate/Bachelor’s degree $32,629
- College graduate/Master’s degree $48,635

Additional Resources:

Youtube videos

- America’s High School Dropout Epidemic - http://www.youtube.com/watch?v=eBqz6FrZP2A

Books/Articles


Local Organizations

- Colorado Youth At Risk – http://coyar.org/
- Byrne Urban Scholars - http://byrneurbanscholars.org/
Subtopics: waste, recycling, gardening

Additional Resources:

Books/Articles

The New Environmentalism: Can new business policies save the environment?  
http://library.cqpress.com/cqresearcher/cqresrre2006120100

Plastic Pollution: Can the world solve the plastic waste problem?  
http://library.cqpress.com/globalresearcher/cqrglobal2010070000

Climate Change: Will the Copenhagen Accord slow global warming?  
http://library.cqpress.com/globalresearcher/cqrglobal2010020000

Reducing Your Carbon Footprint: Can individual actions reduce global warming?  
http://library.cqpress.com/cqresearcher/cqresrre2008120500

Buying Green: Does it really help the environment?  
http://library.cqpress.com/cqresearcher/cqresrre2008022900

A Success Story for Homes and Businesses in Colorado  

Cooperation Along the Colorado River  
http://newswatch.nationalgeographic.com/2012/06/26/cooperation-along-the-colorado-river/

Local Organizations

Environment Colorado  http://www.environmentcolorado.org/

Colorado Department of Public Health and Environment  
http://www.cdphe.state.co.us/environmentatoz/index.html

Colorado Energy  http://www.coloradoenergy.org/default.htm
Subtopics: family and gangs, gangs in schools, gang violence

Background:

Gangs have been in existence ever since the rise of humanity. Humans have always banded together for mutual protection and support - and to better dominate others. Gangs have always provided a way for people to more effectively get what they want, especially if it comes to force. And weaker members of society gravitate toward gangs that they feel can offer a sense of community and protection from others. The word “thug”, though, comes from India. In about 1200 CE, the word was used to describe a group of criminals that pillaged country towns. The thugs had their own slang, rituals and signs to help identify other members and create their own tight-knit society. Gangs today have similar practices of creating their own sub-language, symbols, handshakes and other identifiers. (http://www.teenviolencestatistics.com/content/gang-violence.html)

Statistics:

- 100% of cities with a population of more than 250,000 report gang activity.
- 11% of rural counties report gang activity.
- 35% of suburban counties report gang activity.
- More than half of the homicides reported in Los Angeles, and more than half of the homicides reported in Chicago, are related to gang violence.
- More than 24,500 gangs are active in the U.S.
- 772,500 people are members of gangs in the U.S.
- 94% of gang members are male.
- Only 2% of gangs are predominantly female.
- Only 37% of gang members are under the age of 18 right now.
- Gang member ethnicity breaks down this way: 47% Hispanic, 31% African American, 13% white, 7% Asian.
- Gang violence costs more than $100 billion a year.

Additional Resources:

Documentaries

- Glasgow Gang Violence Documentary - http://www.youtube.com/watch?v=570QvecjsQo
- Gang War USA - http://www.youtube.com/watch?v=cfinaZR5ims&feature=related

Youtube videos

- Help Prevent Gangs – Know the Facts - http://www.youtube.com/watch?v=kCOTD77Bpo4
- Gang Violence PSA - http://www.youtube.com/watch?v=IVov4QYC7M

Books/Articles

- Gangs in the US: Are anti gang efforts by law enforcement effective? http://library.cqpress.com/cqresearcher/cqresrre2010071600
- Gang Crisis: Do police and politicians have a solution?

http://library.cqpress.com/cqresearcher/cqresrre2010071600
http://library.cqpress.com/cqresearcher/cqresrre2004051400
Violence in Schools:
http://library.cqpress.com/cqresearcher/cqresrre1992091100

Local Organizations
Open Door Youth Gang Alternatives - http://www.therev.org/
GRASP - http://www.graspyouth.org/
The United States is the only wealthy, industrialized nation that does not have a universal health care system. Source: Institute of Medicine of the National Academy of Sciences

In 2006, the percentage of Americans without health insurance was 15.8%, or approximately 47 million uninsured people. Source: US Census Bureau

Among the 84.2% with health insurance in 2006, coverage was provided through an employer 59.7%, purchased individually 9.1%, and 27.0% was government funded (Medicare, Medicaid, Military). (There is some overlap in coverage figures.) Source: US Census Bureau

The primary reason given for lack of health insurance coverage in 2005 was cost (more than 50%), lost job or a change in employment (24%), Medicaid benefits stopped (10%), ineligibility for family insurance coverage due to age or leaving school (8%). Source: National Center for Health Statistics

More than 40 million adults stated that they needed but did not receive one or more of these health services (medical care, prescription medicines, mental health care, dental care, or eyeglasses) in 2005 because they could not afford it. Source: National Center for Health Statistics

Medicaid, which accounted for 12.9% of health care coverage in 2006, is a health insurance program jointly funded by the federal and state governments to provide health care for qualifying low-income individuals. Source: US Census Bureau

Medicare, a federally funded health insurance program that covers the health care of most individuals 65 years of age and over and disabled persons, accounted for 13.6% of health care coverage in 2006. Source: US Census Bureau

Medicare operates with 3% overhead, non-profit insurance 16% overhead, and private (for-profit) insurance 26% overhead. Source: Journal of American Medicine 2007


Additional Resources:

Websites

Affordable Care Act http://www.healthcare.gov/law/full/

Health Care Reform Colorado http://www.colorado.gov/healthreform

Books/Articles

Healthcare Reform: Is the landmark plan a good idea? http://library.cqpress.com/cqresearcher/cqresre2010061100

Local Organizations

Family Voices http://www.familyvoicesco.org/


Project Cure (national organization) http://www.projectcure.org/
Subtopics: Homelessness within families, "adults," "teens"

Background:
One approximation of the annual number of homeless in America is from a study by the National Law Center on Homelessness and Poverty, which estimates between 2.3 and 3.5 million people experience homelessness. According to a 2008 U.S. Department of Housing and Urban Development report, an estimated 671,888 people experienced homelessness in one night in January 2007. Some 58 percent of them were living in shelters and transitional housing and, 42 percent were unsheltered.

Alaska, California, Colorado, Hawaii, Idaho, Nevada, Oregon, Rhode Island, Washington State, and Washington, D.C. have the highest rates of homelessness, according to a study released in 2007 by The National Alliance to End Homelessness.

Statistics:
- In January, 2011, an estimated 11,377 people were reported homeless in the Denver/metro area (http://www.denverrescuemission.org/page.aspx?pid=552).
- 36.2% of all homelessness are couples with children and 56.2% are single parents with children.

Additional Resources:

Websites

Youtube videos
Social Media Unveils Homelessness in America - http://www.youtube.com/watch?v=QB948E1fdbk&feature=fvst
Homelessness in America – http://www.youtube.com/watch?v=5TelyW16oko&feature=related

Books/Articles
Helping the Homeless: Will cuts in welfare spending cause hardships? http://library.cqpress.com/cqresearcher/cqresrre1996012600
Housing the Homeless: Is the solution more shelters or affordable housing? http://library.cqpress.com/cqresearcher/cqresrre2009121800

Local Organizations
Urban Peak - http://www.urbanpeak.org/
Musicians In Action - http://www.musiciansinaction.org/
Statistics:

- In 2009, 50.2 million Americans (up from 35.5 million in 2006), including 17.2 million children, are food insecure, or didn’t have the money or assistance to get enough food to maintain active, healthy lives.
- In 2009, 65% of adults reported that they had been hungry, but did not eat because they could not afford enough food.
- In 2008 alone, a rise of about 6% in the price of groceries has led the poor to adopt a variety of survival strategies, from buying food that is beyond its expiration date to visiting food banks.
- About 33.7 million people in America participate in the Supplemental Nutrition Assistance Program (SNAP) -- a program that provides monthly benefits to poor households to purchase approved food items from authorized food stores. According to the USDA, the average benefit per person was $124 per month and the Federal government spent over $53.6 billion on the program in 2009.
- America’s Second Harvest, the nation’s major food bank network, annually provides food to over 23 million people. That is more than the population of the state of Texas.
- 5.6 million households obtained emergency food from food pantries at least once during 2009.
- The USDA recently found that about 96 billion pounds of food available for human consumption in the United States were thrown away by retailers, restaurants, farmers and households over the course of one year. Fresh fruits and vegetables, fluid milk, grain products, and sweeteners accounted for 2/3 of these losses.
- Hungry adults miss more work and consume more health care than those who don’t go hungry.
- Kids who experience hunger are more likely to suffer from anxiety, depression, behavior problems, and other illness.
- The total cost of hunger to American society is said to be about $90 billion a year.
- In contrast, it would only cost about $10 billion to $12 billion a year to virtually end hunger in our nation.


Additional Resources:

**Documentaries**
- Hunger and Poverty in America [http://www.youtube.com/watch?v=cR3jQOgs9qc](http://www.youtube.com/watch?v=cR3jQOgs9qc)

**Youtube videos**
- History of Food Stamps [http://www.youtube.com/watch?v=-0_OWueb_8Y](http://www.youtube.com/watch?v=-0_OWueb_8Y)
- Faces of Hunger [http://www.youtube.com/watch?v=P7nmy9vuNsY&feature=related](http://www.youtube.com/watch?v=P7nmy9vuNsY&feature=related)

**Books/Articles**

**Local Organizations**
- Community Food Share [http://www.communityfoodshare.org/](http://www.communityfoodshare.org/)
Subtopics: immigration reform, illegal aliens, families and immigration

Background:

The total number of immigrants per year (including illegal and refugees) is somewhat less than it was in the peak years at the start of the 20th century, when the US population was less half as large its current population. The rate of US immigration relative to the population is low rather than high. US immigration as a proportion of population is about a third of what is was in the peak years. The foreign-born population of the US is 9.5 percent of the total population (in 2000). This can be compared to the 2000’s proportions of 22.7 in Australia; 16 percent in Canada; 6.3 in France; 7.3 in Germany; 3.9 percent in Great Britain; and 5.7 in Sweden.

Though the volume of illegal immigrants is difficult to estimate, its estimated through a consensus of methods, that the number is approximately 3.2 million, lowered by the amnesty of 1987-1988, but not very different from the previous decade. The rate of illegal immigrants is agreed by experts to be about 250,000 to 300,000 per year. More than half of illegal immigrants enter the US legally and overstay their visas.

The United States as the great "melting pot" has become a myth. The reality is that there is a continued geographic concentration of minority groups in certain regions and in specific metropolitan areas. This holds true especially for Hispanics and Asians, who tend to enter the US through "gateway cities” such as Los Angeles and New York and then remain there.

Los Angeles is home to one fifth of the US Hispanic population. First in growth of all US cities; it gained 18 percent of the Hispanic population between 1900 and 2000. Mexican and Latin-American immigrants and continued high fertility rates account for the increases.

The Census of 2000 made clear minorities grew at 12 times the rate of whites. By the year 2050 according to Census projections racial and ethnic minorities will outnumber non-Hispanic whites. In the next fifty years this demographic shift will transform politics and business. California will achieve a statewide “minority majority” in 2004 and Texas by 2010. Though generally most communities in the US lack true racial and ethnic diversity, the Census Bureau identified twenty- one counties that qualify as "multiple melting pots” (see box below) where there is a significant presence of more than two minority groups. These communities will continue to become unique markets as the blending of culture and intermarriage transform their personality. (http://www.rapidimmigration.com/1_eng_immigration_facts.html)

Additional Resources:

Documentaries

Immigration Through Elis Island http://www.youtube.com/watch?v=u4wzVuXPznk

Websites

Pew Hispanic Research Center http://www.pewhispanic.org/

Youtube videos

The Golden Door http://www.youtube.com/watch?v=YAqMWdlg_qA&feature=related

Immigration agents argue against new deportation policies http://www.youtube.com/watch?v=yQjoGtEu8Zw

Books/Articles

Immigration Debate: Can politicians find a way to curb illegal immigration? http://library.cqpress.com/cqresearcher/cqresrre2008020100

Migrant Farmworkers: Is government doing enough to protect them? http://library.cqpress.com/cqresearcher/cqresrre2004100800
Immigration Crackdown Bill Introduced to the Colorado Senate
http://www.denverpost.com/legislature/cj_17142886

Local Organizations

US Citizen and Immigration Services http://www.uscis.gov/portal/site/uscis
**Background:**

**Types**
Convicts are either sent to a city or county jail, or a state or federal prison to serve their sentence(s).

**Effects**
The effects of incarceration are up for debate--some see it as a positive step toward recovery and others see it as a way to toughen up and possibly embolden the convict.

**Significance**
The U.S. has the highest rate of incarceration in the world and male racial minorities are incarcerated at disproportionate numbers.

**Considerations**
Many ex-offenders aren't able to find stable housing and employment when they re-enter society, which raises their risk of recidivism (repeat incarceration).

(Retrieved from [http://www.ehow.com/facts_4574285_on-incarceration.html#ixzz1ypyE37NP](http://www.ehow.com/facts_4574285_on-incarceration.html#ixzz1ypyE37NP))

**Statistics:**
Incarceration Rate in the US [http://www.statehealthfacts.org/comparemaptable.jsp?ind=760&cat=1](http://www.statehealthfacts.org/comparemaptable.jsp?ind=760&cat=1)

**Additional Resources:**

**Websites**
Colorado: State or Federal Inmates
[http://www.statehealthfacts.org/profileind.jsp?cat=1&sub=150&rgn=7](http://www.statehealthfacts.org/profileind.jsp?cat=1&sub=150&rgn=7)

**Youtube videos**
Youth Speak Out About Budget Cuts & Youth Incarcerations
[http://www.youtube.com/watch?v=Tn4uaoX05w4](http://www.youtube.com/watch?v=Tn4uaoX05w4)
Wisdom Project presents Youth Jail Chronicles
[http://www.youtube.com/watch?v=RAAti1uW8Gbo](http://www.youtube.com/watch?v=RAAti1uW8Gbo)
Inside Juvenile Prison: What it’s Like
[http://www.youtube.com/watch?v=Vjn59b7veGE&feature=fvwrel](http://www.youtube.com/watch?v=Vjn59b7veGE&feature=fvwrel)

**Books/Articles**
New evidence could clear 14 year old executed by South Carolina
Prison Reform: Are too many nonviolent criminals being incarcerated?
[http://library.cqpress.com/cqresearcher/cqresrre2007040600](http://library.cqpress.com/cqresearcher/cqresrre2007040600)
Juvenile Justice: Are sentencing policies too harsh?
[http://library.cqpress.com/cqresearcher/cqresrre2008110700](http://library.cqpress.com/cqresearcher/cqresrre2008110700)

**Local Organizations**
Annie E. Casey Foundation [http://www.aecf.org/AboutUs.aspx](http://www.aecf.org/AboutUs.aspx)
Subtopics: poverty and homelessness, poverty and education

Background:
- Real median household income declined between 2009 and 2010.
- The poverty rate increased between 2009 and 2010.
- The number of people without health insurance increased between 2009 and 2010, while the 2010 uninsured rate was not statistically different from the 2009 uninsured rate.

Statistics:
- Almost half the world — over three billion people — live on less than $2.50 a day.
- At least 80% of humanity lives on less than $10 a day.
- The poorest 40 percent of the world’s population accounts for 5 percent of global income. The richest 20 percent accounts for three-quarters of world income.
- According to UNICEF, 22,000 children die each day due to poverty. And they “die quietly in some of the poorest villages on earth, far removed from the scrutiny and the conscience of the world. Being meek and weak in life makes these dying multitudes even more invisible in death. (http://www.globalissues.org/article/26/poverty-facts-and-stats)

Additional Resources:

Websites

Youtube videos
Poverty Increasing in U.S. - http://www.youtube.com/watch?v=dJIl1Zr9l7c&feature=relmfu
Record 46.2 Million Americans on Live in Poverty - http://www.youtube.com/watch?v=nEdb4QxdNq0&feature=fvwrel

Books/Articles
Domestic Poverty: Is a new approach needed to help the poorest Americans? http://library.cqpress.com/cqresearcher/cqresrre2007090700
Child Poverty http://library.cqpress.com/cqresearcher/cqresrre2011102800

Local Organizations
Denver Post (organization list) - http://photos.denverpost.com/photoprojects/specialprojects/childhoodpoverty/agencies.html
**Subtopics:** LGBT suicide, bullying, coming out

**Statistics:**

- 77.9% heard remarks such as “faggot” or “dyke” frequently or often at school (similar studies have shown that the average high school student hears such epithets 25 times a day);
- 18.8% heard similar remarks from faculty or school staff at least some of the time;
- 82.9% reported that faculty or staff never or only sometimes intervened when they were present when such remarks were made.
- 84% personally had been verbally harassed at school (that is, called names or threatened) because of their sexual orientation;
- 65.3% had been sexually harassed (e.g., inappropriately touched or subjected to sexual comments);
- 39.1% had been physically harassed (by being shoved or pushed) and 17% had been assaulted (by being punched, kicked or injured with a weapon) at school because of their sexual orientation;
- 27.1% had been physically harassed because of their gender expression; 11.5% had been assaulted on that basis;
- 64.3% felt unsafe in their school because of their sexual orientation;
- LGBT youth of color and female students face abuse often compounded by racism and sexism:
- 44.7% of LGBT students of color reported being verbally harassed because of both their sexual orientation and their race or ethnicity;
- 50% of lesbian and bisexual young women reported being verbally harassed. Other state-focused studies found that:
- LGBT youth are 7 times more likely than other students to be threatened or injured with a weapon at school.

(https://data.lambdalegal.org/pdf/158.pdf)

**Additional Resources:**

**Websites**


**Youtube videos**

- IT GETS BETTER from NBCUniversal [http://www.youtube.com/watch?v=-6X8VzXtjKc&feature=related](http://www.youtube.com/watch?v=-6X8VzXtjKc&feature=related)

**Books/Articles**

- Queer: The Ultimate LGBT Guide for Teens

**Local Organizations**

Subtopics: Drugs, prescription drugs, alcoholism, dropout due to substance abuse, substance use and abuse

Statistics:
- Alcohol kills 6.5 times more youth than all other illicit drugs combined.
- Traffic crashes are the greatest single cause of death for all persons age 6–33. About 45% of these fatalities are alcohol-related crashes.
- More than 60% of teens said that drugs were sold, used, or kept at their school.
- Crystal meth has become the most dangerous drug problem of small town America. Kids between 12 and 14 that live in smaller towns are 104% more likely to use meth than those who live in larger cities.
- Youth who drink alcohol are 50 times more likely to use cocaine than young people who never drink alcohol.
- About 64% of teens (12-17) who have abused pain relievers say they got them from friends or relatives, often without their knowledge.
- While rates of illicit drug use are declining, the rate of prescription drug use remains high. 15.4% of HS seniors reported non-medical use of at least one prescription medication within the past year.
- In 2008, 1.9 million youth age 12 to 17 abused prescription drugs.
- Around 28% of teens know a friend or classmate who has used ecstasy, with 17% knowing more than one user.
- By the 8th grade, 52% of adolescents have consumed alcohol, 41% have smoked cigarettes, and 20% have used marijuana.
- Teenagers whose parents talk to them regularly about the dangers of drugs are 42% less likely to use drugs than those whose parents don’t, yet only a quarter of teens report having these conversations.

Additional Resources:

**Documentaries**

MTV True Life: I'm addicted to Crystal Meth -

**Youtube videos**

Teen Addiction: Prevent Alcohol and Drug Abuse -
[http://www.youtube.com/watch?v=v2v1hznCx_s](http://www.youtube.com/watch?v=v2v1hznCx_s)

The Science of Addiction -
[http://www.youtube.com/watch?v=qN7-2kGjHz8&feature=related](http://www.youtube.com/watch?v=qN7-2kGjHz8&feature=related)

REAL LIFE DRUG STORY VIDEOS -
[http://www.youtube.com/watch?v=IOlb21bii-A](http://www.youtube.com/watch?v=IOlb21bii-A)

Teens share their drug abuse stories -
[http://www.youtube.com/watch?v=jC5VC2-yNcE&feature=fvwrel](http://www.youtube.com/watch?v=jC5VC2-yNcE&feature=fvwrel)

**Books/Articles**

Medication abuse: is tighter regulation of prescription drugs needed?
[http://library.cqpress.com/cqresearcher/cqresrre2009100900](http://library.cqpress.com/cqresearcher/cqresrre2009100900)

Preventing teen drug use: is the ‘get-tough’ approach effective?
[http://library.cqpress.com/cqresearcher/cqresrre2002031500](http://library.cqpress.com/cqresearcher/cqresrre2002031500)

Teen Drug Use: do weaker drug laws encourage youths to try pot?
[http://library.cqpress.com/cqresearcher/cqresrre2011060300](http://library.cqpress.com/cqresearcher/cqresrre2011060300)

**Local Organizations**

Center for Recovery -
[http://centerforrecovery.net/](http://centerforrecovery.net/)

University of Colorado – Denver ARTS -
Subtopics: Pregnancy rates, cost of motherhood, repercussions (education, financial, etc)

Background:

When it comes to teen sexual behavior, pregnancy, and childbirth the message from the 2009YRBS is simple: Progress has stalled. The fact that there has been essentially no change in teens’ sexual and contraceptive behavior makes clear that we all must intensify and be more creative in our efforts to prevent too-early pregnancy and parenthood. Complacency is not an option. A tale of two trends. On the teen sex front, the 1990s can be described as almost unrelentingly positive—the proportion of sexually experienced teens decreased 15%, and the proportion of sexually active teens who used condoms increased 32%. However, the current decade can fairly be characterized as running in place—there has been essentially no change in the proportion of teens who have had sex since 2001, and condom use among sexually active teens seems to have stalled as well. (http://www.thenationalcampaign.org/resources/pdf/FastFacts_YRBS2009.pdf)

Statistics:

- The teen pregnancy rate was 43 per 1,000 for non-Hispanic white teen girls in 2008. Since 1990, the teen pregnancy rate has decreased 50% among non-Hispanic white teens.
- The teen pregnancy rate was 117 per 1,000 for black teen girls in 2008. Since 1990, the teen pregnancy rate among black teen girls has decreased 48%.
- The teen pregnancy rate was 107 per 1,000 among Hispanic teen girls in 2008. Since 1990, the teen pregnancy rate has decreased 34% among Hispanic teen girls. (http://www.thenationalcampaign.org/resources/pdf/FastFacts_TeenPregnancyinUS.pdf)
- In 2009, 46% of all high school students reported ever having had sexual intercourse 46% of girls and 46% of boys.
- Between 2007 and 2009 the proportion of students who ever had sex essentially remained unchanged.
- In 2007, 48% of all high school students reported having sex compared to 46% in 2009—a statistically insignificant change.
- The proportion of high school students who have ever had sexual intercourse declined from 54% in 1991 to 46% in 2009. (http://www.thenationalcampaign.org/resources/pdf/FastFacts_YRBS2009.pdf)

Additional Resources:

Documentaries

Youtube videos
Primtime from ABC News: Teen Pregnancy in America - http://www.youtube.com/watch?v=YHennhq1cMg

Books/Articles
ABC News - http://abcnews.go.com/primetime/story?id=7884899&page=1#.T7qqYsUafC8
Teen Pregnancy: Does comprehensive sex-education reduce pregnancies?
http://library.cqpress.com/cqresearcher/cqresrre2010032600
Teen Sex: Do abstinence only programs discourage teen sex?
http://library.cqpress.com/cqresearcher/cqresrre2005091600
Birth Control debate: Should Americans have easier access to contraception?
http://library.cqpress.com/cqresearcher/cqresrre2005062400

Local Organizations
Colorado Youth Matter - http://www.coloradoyouthmatter.org/
Planned Parenthood - http://www.plannedparenthood.org/rocky-mountains/
The National Campaign - http://www.thenationalcampaign.org/
APPENDIX B

ADDITIONAL WORKSHEETS
Citizenship Discussion Questions

Date: ______________

Name(s):
________________________________________________________________________
________________________________________________________________________

Write your responses on a separate sheet of paper.

1. Agree or disagree: I don't have any responsibility to my school, my community, my nation, or anything else. My only responsibilities are to myself.

2. What is social responsibility? What does it have to do with being a good citizen?

3. In what ways are you responsible?

4. Some people have suggested that helping needy people is an important part of being a good citizen. Do you agree?

5. Can you list some attributes of citizenship? Do you agree with them?

6. Do you think you are a good citizen? Why, or why not?

7. What are the benefits of being a citizen? What are the responsibilities that go along with citizenship? What will happen to our rights and privileges if we don't meet those responsibilities?

8. Is it important for citizens to voice their opinions and participate in the decision making process? Why, or why not? What are some ways you can make your voice heard?

9. What does good citizenship have to do with good character?

10. What are the benefits of good citizenship? How do you benefit from the good citizenship of others?

11. What are some of the things in your community that need improving? What could you do about it?
Debriefing Worksheet

Your Name: ________________________________  Date: ________________
Group name: ______________________________

1. Did you accomplish what you set out to do?  __________________________________________

2. What did you like most? (about discussion, activities, your teacher, other students, etc.)
   ______________________________________
   ______________________________________
   ______________________________________

3. What did not work so well? What suggestions do you have to improve meetings?
   ______________________________________
   ______________________________________
   ______________________________________

4. What did you learn? (about your issue, problem, team members, your teacher, yourself)
   ______________________________________
   ______________________________________
   ______________________________________

5. Describe the power structure of this meeting. Was it democratic or was power held by one or two people? Was discussion dominated by any one person?
   ______________________________________
   ______________________________________
   ______________________________________

6. What do you need to do next?
   ______________________________________
   ______________________________________
   ______________________________________
Goals Handout

In order for something to be a goal in Public Achievement:

- It should be important to you, personally.
- It should be within your power to make it happen through your own actions.
- It should be something you have a reasonable chance of achieving.
- It should be clearly defined and have a specific plan of action.
- And it should have a public impact.

Keys to achieving your goals.

1) Define the goal.
2) Outline the steps needed to achieve it.
3) Consider possible obstacles and ways of dealing with them.
4) Set deadlines.
5) Carry out your plan.

Please respond to the following questions on a separate sheet of paper.

1. If you could become anything you wanted, or accomplish anything you wanted in life, what would it be? What can you do to make that happen? Are you doing it? (If not, why not?)

2. Think of three things you'd like to accomplish in the next several months. These must be things that are truly important to you and within your power to accomplish. For each one, describe in detail what you will need to do in order to succeed and lay out a plan for doing it (including deadlines). Now that you have set three goals, try carrying out your plans.

3. Write about a time when you succeeded at something because you made it a goal and committed to it.
   - Describe what happened.
   - How did that make you feel?
   - What did you learn from that experience?

4. Sometimes, despite our best plans and efforts, we fail anyway. Write about a time when you tried to accomplish something but came up short.
   - Describe what happened.
   - How did you deal with it?
   - What did you learn from it?
- Did anything positive come out of it?

5. Imagine that some day you will have children. Write a letter of advice for them to read when they reach the age you are right now. Tell them about the goals you had at this age, and what those goals did for you. Tell them about taking risks - what kinds of risks are good to take and what kind aren't. And tell them how to deal with failure and disappointment so they won't be discouraged when things don't work out the way they want.
Interview Cover Sheet

Date of Interview: 

Time: 

Your Name

Name of person interviewed

Company or organization

Phone number

Street address

Email

City, State, ZIP code

Questions   Develop six key questions before the interview (for tips on interviewing see Conducting Interviews from the online toolbox). Write responses on a separate sheet of paper making sure to number them.

1) 

2) 

3) 

4) 

5) 

6)
Choose three issues from the list we made and rank them in order of interest, then briefly explain your self-interest in relation to each issue.

1st Choice __________________________________________

What is your interest in this issue?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2nd Choice: __________________________________________

What is your interest in this issue?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3rd Choice: __________________________________________

What is your interest in this issue?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Community Organization Survey

Date: __________

Name: ____________________________________________

Organization: ____________________________________________

Address: ____________________________________________

Telephone: ___________________________ Email: ___________________________

Webpage: ____________________________________________

Please respond to the following questions and return to the address below. Also, any additional literature you can provide would be greatly appreciated.

1) What is the purpose of your organization and what needs does it address?

2) How does your organization operate? How does it go about carrying out its mission day to day?

3) What is your organization's biggest challenge?

4) What things can young people do to assist your organization?

5) On the back, please share an experience you have had through your organization that illustrates the value of community work.

Teacher's Name: ____________________________________________

School Address: ____________________________________________

__________________________________________

__________________________________________
After brainstorming the steps it will take to complete your project write the tasks in order here. When you finish each task place a check in the adjacent box.

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<thead>
<tr>
<th>Task</th>
<th>By Who</th>
<th>By When</th>
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# Research Cover Sheet

<table>
<thead>
<tr>
<th>Your Name:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Team Name:</td>
<td>Project Title:</td>
</tr>
<tr>
<td>Source Name/Title:</td>
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</tr>
<tr>
<td>Type (e.g. book, article, interview):</td>
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<tr>
<td>Publication Information (name of newspaper or magazine, website, etc.)</td>
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<tr>
<td>Contact information (for interviews):</td>
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<tr>
<td>How will this research be useful to your project?</td>
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</tbody>
</table>

Attach research notes to the back of this sheet.
We the undersigned agree to abide by the following rules and procedures:

**Rules and Expectations**

1. 

2. 

3. 

4. 

5. 

6. 

Write more rules on the back if necessary.

**Consequences**

1st 

2nd 

3rd 

**Signatures:**
Teacher/Coach Survey

Please complete the following survey by indicating how much you agree or disagree with each statement. **Do not sign your name.** YOU WILL NOT BE GRADED ON THIS AND IT WILL NOT EFFECT YOUR GRADE FOR THIS CLASS. Keep in mind that your responses are anonymous and it is important for you to respond honestly so that your teacher can become a better coach, and so your coach can become a better teacher.

Date: ________________

<table>
<thead>
<tr>
<th>Teacher/Coache’s Name</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<td><strong>My teacher/coach. . .</strong></td>
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<td>is a good listener</td>
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<td>makes goals clear</td>
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<td>is well organized</td>
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<td>is energetic and excited to be with us</td>
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<td>plans interesting activities</td>
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<td>challenges me/ sets high expectations</td>
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<td>holds me accountable</td>
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<td>motivates me</td>
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<td>makes me think about things from different points of view</td>
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<td>responds to my questions</td>
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<td>makes me feel confident</td>
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<td>gives me help whenever I need it</td>
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<td>gives everyone a chance to speak</td>
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<td>manages our class/team well</td>
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