

AP<sup>®</sup> U.S. Government and Politics

# USING POLITICS TO ADDRESS TOPICS IN FEDERALISM

Teaching Module



AP<sup>®</sup> with WE Service

## College Board

College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success—including the SAT® and the Advanced Placement® Program. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools. For further information, visit [collegeboard.org](https://collegeboard.org).

## AP® Equity and Access Policy Statement

College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP® for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. College Board also believes that all students should have access to academically challenging coursework before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

## WE

WE is a movement that empowers people to change the world through a charitable foundation and a social enterprise. Our service learning program, WE Schools, supports teachers' efforts to help students become compassionate leaders and active citizens, empowering them to take action on the issues that matter most to them. Currently partnered with 18,400 schools and groups, and backed by a movement of 5.3 million youth, we are engaging a new generation of service leaders and providing resources for a growing network of educators.

Our free and comprehensive library of lesson plans is designed to be adapted to meet the needs of any partner school, regardless of students' grades, socioeconomic backgrounds, or learning challenges. Skills development through the program also increases academic engagement and improves college and workplace readiness. Third-party impact studies show that alumni of the program are more likely to vote, volunteer, and be socially engaged. Learn more at [WE.org](https://we.org).

## Generation Citizen

Generation Citizen is transforming how civics education is taught by bringing the subject to life. We champion real-world democracy education to equip all young people with the skills and knowledge needed to effect change. To ensure that our democracy represents the voices of all people, we prioritize working with students from communities that have been historically excluded from the political process.

In the classroom, our Action Civics program inspires robust civic participation by inviting students to engage directly with the local issues and institutions impacting their communities. We provide thought leadership, conduct research, and build coalitions to advocate for state- and district-level policies that ensure schools prioritize Action Civics. Nationwide, Generation Citizen is activating a movement of young people prepared to lead in our democracy. Learn more at [GenerationCitizen.org](https://GenerationCitizen.org).

## About the Partnership

College Board and WE share a passion for enriching students' learning experiences and developing well-rounded citizens. By combining the academic challenge and rigor of AP® with WE's Learning Framework, AP® with WE Service creates an opportunity for students to consider their classroom work and how it applies to real-world issues, while working closely with their peers to address relevant needs in their local and global communities.

AP<sup>®</sup> U.S. Government and Politics

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# Using Politics to Address Topics in Federalism

Teaching Module



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# Using This Module

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AP<sup>®</sup> with WE Service provides a collection of resources to support your planning and implementation of the program. This teaching module, *Using Politics to Improve Participation in Elections*, is one of two sample lesson guides for AP<sup>®</sup>. As you read through this module, refer to the resources below to support your students' learning throughout the program. For AP<sup>®</sup> U.S. Government and Politics, the lessons were developed in collaboration with Generation Citizen to offer recommendations for enhancing opportunities for civic learning.

## Generation Citizen Resources

Generation Citizen (GC, [www.GenerationCitizen.org](http://www.GenerationCitizen.org)) offers models of partnership, training, and support to help teachers and school leaders embed Action Civics in their schools. Partner with a GC staff member as you build connections between your classroom and your community to create opportunities for your students to learn about and practice the skills of civic engagement. Look also to a range of Action Civics practitioners who are part of the National Action Civics Collaborative for ideas, resources, and organizations to help you and your students along your Action Civics journeys. Go to [www.actioncivicscollaborative.org](http://www.actioncivicscollaborative.org) to find exemplars, toolkits, and more.

## Program Guide

The AP<sup>®</sup> with WE Service Program Guide contains a robust collection of service oriented activities and resources that support the WE Learning Framework. Use these case studies, news articles, and student activities to supplement and strengthen your students' understanding and application of core service learning skills. <https://apcentral.collegeboard.org/pdf/program-guide.pdf>

## WE Resources

WE offers a library of resources to support you in delivering content on social topics and issues, as well as the tools and the inspiration for your students to take social action, empower others, and transform lives — including their own. An AP<sup>®</sup> with WE Service Program Manager will support you in planning your instruction with access to the resources that are the right fit for you. Digital Social Issues Sessions will connect your students with a motivational speaker or facilitator to deliver an online workshop on global and local issues and topics. Speakers and facilitators can also be booked for school-wide speeches and smaller group or class workshops on site. Full-day Youth Summits provide immersive issues education and action planning opportunities for students. Throughout the module, you will also see tables of optional activities and resources you can pull into your instruction. [WE.org/educator-resources](http://WE.org/educator-resources)

## Digital Portfolio

Report your students' performance through the AP<sup>®</sup> with WE digital portfolio. Step-by-step directions for using the digital platform are available on the program website: [collegeboard.org/apwe-resources](http://collegeboard.org/apwe-resources).

## How-To Videos

Also available on the program website are how-to videos that explain what AP<sup>®</sup> with WE Service is all about, as well as the steps you need to take to get it going in your class. [collegeboard.org/apwe-videos](http://collegeboard.org/apwe-videos).

# Module Sections

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**THE PLAN SECTION** contains information to help you decide how and when you will fit this module into your AP<sup>®</sup> curriculum.

**PART 1: INVESTIGATE AND LEARN** defines and explores the module topic at local and global levels, and within the context of your AP<sup>®</sup> course curriculum. This will be the majority of your required in-class instruction hours and it is where your students will start to make connections between your AP<sup>®</sup> course content and the module topic.

**PART 2: ACTION PLAN** guides students as they form teams and begin developing their plan for achieving one local and one global action.

**PART 3: TAKE ACTION** is where students put their plans into action. As they work, they should keep track of what they do and collect artifacts that capture their efforts. During this part, you may need to guide students as they encounter obstacles or help them maintain their motivation.

**PART 4: REPORT AND CELEBRATE** describes how students can showcase their projects and share their accomplishments. Presentations and celebrations may be in your class or in the community.

PLAN

TEACH: PART 1

TEACH: PART 2

TEACH: PART 3

TEACH: PART 4

## **Teaching Module**

# **Using Politics to Address Topics in Federalism**

“Our children should learn the general framework of their government and then they should know where they come into contact with the government, where it touches their daily lives and where their influence is exerted on the government.”

– NALLELY LEBRON, HIGH SCHOOL STUDENT FROM PROVIDENCE, RHODE ISLAND





# What Is Action Civics?

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Action Civics is a collaborative, project-based approach to civics education, in which young people learn about democracy by actively working to address issues in their communities. In Generation Citizen’s approach to Action Civics, students follow the same general process of issue exploration, planning, action, and presentation outlined in the WE Service framework. Generation Citizen’s Action Civics projects build from this framework as students collaborate among themselves and with others to effect lasting changes in the civic or political life of their communities.

## Core Elements of Action Civics:

- ▶ **Project-Based:** Students achieve their learning objectives by applying knowledge and skills to an extended, often collaborative, project experience.
- ▶ **Student-Led:** Project topics are grounded in students’ lived experiences and personal interests, and teachers take on the role of facilitator as they guide students through learning and decision-making in the context of their project.
- ▶ **Real-World Relevance:** Students consider how issues affect their lives and those of others and are encouraged to connect with decision makers in their community.
- ▶ **Political Action toward Lasting Change:** A strong Action Civics project aims for systems change. Students work to achieve goals that make a sustained impact on the issues they face. This often looks like students focusing on changing school, district, city, county, or state policies or legislation, or advocating for changes to funding or programs of local government or departments.
- ▶ **Reflection on Impact and Approach:** It is important that students reflect on their progress and learning throughout the process.

# Action Civics Matrix

## Action Civics in Context

One of the most important mindsets educators can cultivate in young people is a sense of responsibility toward engaging in and caring for one's community. This can be achieved in many ways. This chart offers multiple project examples to illustrate how several different approaches to community engagement relate to one another and stand to benefit students and their communities.

**Immediate Impact**

**Systemic Change**

<b>Community Service</b> Service to community Focuses on immediate value added to community and on students' moral and social development	<b>Service Learning</b> <ul style="list-style-type: none"> <li>Community Service that is connected to the curriculum</li> <li>Focuses on students' intellectual development as well as value added to community</li> </ul>	<b>Action Civics</b> Service Learning that is oriented toward systemic policy solutions affecting government Focuses on long-term benefits to community as well as growth of students' civic knowledge, skills, and mindsets	<b>Advanced Action Civics</b> Action Civics that engages multiple tactics targeting multiple community members Deepens opportunity for experiential learning and project success
Students organized an end-of-year GOTV campaign and voter registration drive at their school. The event included speeches from candidates running for local political office and an information booth where attendees could pick up packets profiling all the upcoming races and candidates.	After studying the 26th Amendment and trends in youth voter turnout since the voting age was lowered to 18, students organized an end-of-year GOTV campaign and voter registration drive at their school in order to boost local rates of youth voting. The event included speeches from candidates running for local political office and an information booth where attendees could pick up packets profiling all the upcoming races and candidates.	After studying the 26th Amendment and trends in youth voter turnout since the voting age was lowered to 18, students examined local barriers to youth political participation and discovered that their district had very low rates of young people registering to vote. They also discovered that other states had procedures like automatic voter registration or same-day registration, which had contributed to an uptick in registration rates. Students also learned about a state bill currently going through the legislative process that would enact automatic voter registration in their own community. Students wrote emails to their state legislators in support of the legislation, requesting an opportunity to meet with them. Some students were able to meet with one state legislator at their office and present their research on behalf of the bill.	Basic Action Civics project to the left PLUS one or more activities, such as: <ul style="list-style-type: none"> <li>Students presenting at a legislative hearing at the Capitol on behalf of the bill and using social media to raise awareness about the event and convince other students to attend</li> <li>Students submitting op-eds in city to state newspapers in support of the bill</li> <li>Students circulating petitions among their peers and school community and mailing them, along with a letter, to the legislative committee considering the bill</li> </ul>
Concerned about low-income students' access to meals outside the school day, students organized a canned food drive and put together baskets with food for the students to have on spring break	After learning about the effects of malnutrition in science class and the poor statistics regarding food access in their community, students organized a canned food drive and conducted a fundraiser to garner donations and raise money for multiple local food banks	After learning about the effects of malnutrition in science class and the poor statistics regarding food access in their community, students researched and learned about a program in some communities through which the Department of Education is funded to keep school cafeterias open in the summer to serve breakfast and lunch to K-12 students. Students submitted a budget proposal to the school district to replicate this program. They also launched a social media campaign urging community members to contact their local school board members requesting that they support this proposal.	Basic Action Civics project to the left PLUS one or more activities, such as: <ul style="list-style-type: none"> <li>Students presenting at a school board meeting</li> <li>Students partnering with the United Way to organize a lobbying day in support of this proposal or to coordinate the provision of meals</li> <li>Students partnering with churches, food pantries or other private sector organizations to engage community members</li> <li>Students going door-to-door in their communities, inviting neighbors to sign their own letters of support for the bill, then mailing these to school board members and leaving their neighbors with literature about upcoming board meetings</li> </ul>

\*NOTE: In Action Civics projects, awareness raising is a fantastic tactic to employ toward an overall goal, but is not seen as a goal in it of itself.

## Approaching Action Civics

Best Practices in Action Civics: Keep these tips in mind as you're supporting students in jumpstarting their Action Civics journeys.

- ▶ **Think Local:** To help students see how government affects their daily lives and how they can have a personal impact on policy change, invite them to explore the governmental structures of the most local forms of community, including their school, neighborhood, city, county, or state. Encourage them to research school or district policies, and expose them to how local decision-making bodies, like the school board, exert influence or allocate resources.
- ▶ **Broaching the Branches:** Invite students to explore how each branch of government has the power to make change as they consider multiple entry points for addressing their issue. Action Civics projects can focus on the executive branch (and how they operate through a structure of departments), the legislative branch (and how they operate through a structure of committees), or the judicial branch.
- ▶ **Teamwork:** Students might pursue Action Civics projects independently or in small groups, but consider challenging students to work as a larger unit or full class. Group work allows students to practice the skills of collaboration and civil discourse, which they will need to use in future civic engagement activities. It also allows them to delve into or learn from a broader array of tactics or project activities than they would have the chance to pursue individually.
- ▶ **Strategic Action:** The strongest Action Civics projects should focus on impacting changes related to policy. Community service and awareness-raising campaigns are great opportunities for students to engage in within the broader context of their Action Civics projects. Ask students to consider how these engaging events might be used as tactics to mobilize others to help them advocate to decision-makers (by circulating petitions at events, inviting others to contact elected officials, etc.).
- ▶ **Authentic Presentations:** Create an authentic opportunity for students to present their Action Civics projects to others who care about their issue. Check out resources from the national #ShareYourLearning campaign for great ideas on organizing powerful opportunities for student showcases.



# Getting to Know the Topic

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## Local and National Control: Globally

Out of necessity, it is usually the geographically larger countries that split governmental control between the national and local level. This can give communities more autonomy in deciding local matters, but that is not always the case.

Many issues are best dealt with at the local level. Getting the support of people in a community can be vital in the success or failure of these initiatives. For example, the World Health Organization (WHO) has worked to gain the support of local authorities to increase vaccination and decrease the spread of the Ebola virus in West Africa.

### Fast facts

- ▶ Canada gives its provinces control over many local matters through its constitution.
- ▶ Despite its large size, the Chinese national government maintains firm control over local matters as part of their communist structure.
- ▶ India's constitution ensures that a certain percentage of seats in local government be held by women and people from different social and economic backgrounds.

### Taking Action Globally

In the United States, the local, state, and federal governments all have a say in education spending, for example. Choose another country and find out how education is funded there – and whether the tasks are split among local, state/larger municipality, and the national government. The United Nations website might be a good place to start your research: [www.un.org](http://www.un.org).



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**Connections such as ethnicity, religion, and geography often unite people in ways that conflict with a national governmental authority.**

# Getting to Know the Topic

## Local and National Control: Locally and Nationally

There are many different types of local political structures in the United States, from state governments to town councils and local school boards. The United States Government is based on federalism, where power is distributed between national and state governments. Issues with the most immediacy are often left to local governments to address; after all, the national government doesn't know which streets need repairs or whether a sidewalk should be added to your street.

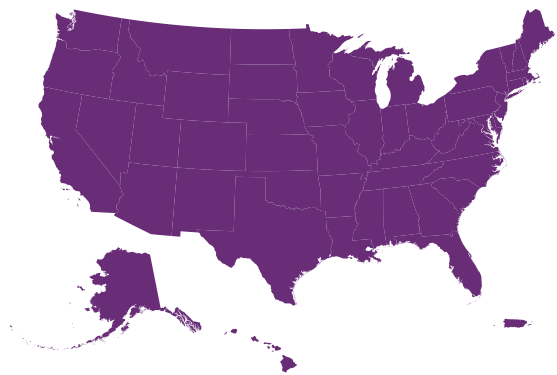
### Fast facts

- ▶ The size of the city or town often affects the structure of local government.
- ▶ Counties, townships, and other municipal structures can also have governmental entities.
- ▶ State governments are often structured like the federal government, with a legislature, an executive, and a judicial branch.

### Taking Action Locally

Within their local or national community, students can

- ▶ Get to know their local government structure and educate their fellow students.
- ▶ Attend a meeting of a local government authority, such as the school board or town council, and learn about the issues these groups are working on.
- ▶ Propose new local legislation or support the repeal of a piece of legislation based on an issue or policy they support.
- ▶ Contact a local department or agency to advocate for a new program, improve upon an existing one, or reduce or eliminate programming.



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**Getting to know your local government structure and officials is a great way to learn about local issues and civic responsibility.**

# Goals

Based on the 2019–2020 AP® US Government & Politics Course and Exam Description, here are the learning concepts addressed in this module:

AP® US GOVERNMENT & POLITICS CONCEPTS	
Required Political Science Research Or Applied Civics Project	<p>Curricular Requirement 14: Students are provided with an opportunity to engage in a political science research or applied civics project tied to the AP U.S. Government and Politics course framework that culminates in a presentation of findings.</p> <p>The project must require students to:</p> <ul style="list-style-type: none"> <li>• Connect course concepts to real-world issues</li> <li>• Demonstrate disciplinary practices</li> <li>• Share/communicate their findings in an authentic way (e.g., presentation, article, speech, brochure, multimedia, podcast, political science fair)</li> </ul>
Disciplinary Practices	<ul style="list-style-type: none"> <li>• Practice 1: Concept Application</li> <li>• Practice 2: SCOTUS Application</li> <li>• Practice 3: Data Analysis</li> <li>• Practice 4: Source Analysis</li> <li>• Practice 5: Argumentation</li> </ul>
Reasoning Processes	<ul style="list-style-type: none"> <li>• Reasoning Process 1: Definition/Classification</li> <li>• Reasoning Process 2: Process</li> <li>• Reasoning Process 3: Causation</li> <li>• Reasoning Process 4: Comparison</li> </ul>
Big Ideas	<ul style="list-style-type: none"> <li>• Big Idea 1: Constitutionalism (CON)</li> <li>• Big Idea 3: Civic Participation in a Representative Democracy (PRD)</li> <li>• Big Idea 4: Competing Policy-Making Interests (PMI)</li> <li>• Big Idea 5: Methods of Political Analysis (MPA)</li> </ul>
Enduring Understandings	<ul style="list-style-type: none"> <li>• CON-6-The Supreme Court’s interpretation of the U.S. Constitution is influenced by the composition of the Court and citizen–state interactions. At times, it has restricted minority rights and, at others, protected them.</li> <li>• MPA-3: Factors associated with political ideology, efficacy, structural barriers, and demographics influence the nature and degree of political participation.</li> <li>• PRD-2: The impact of federal policies on campaigning and electoral rules continues to be contested by both sides of the political spectrum.</li> <li>• PRD-3: The various forms of media provide citizens with political information and influence the ways in which they participate politically.</li> <li>• PMI-3: Public policy promoting civil rights is influenced by citizen–state interactions and constitutional interpretation over time.</li> </ul>
Learning Objectives	<ul style="list-style-type: none"> <li>• CON-6.A Explain how the Supreme Court has at times allowed the restriction of the civil rights of minority groups and at other times has protected those rights.</li> <li>• MPA-3.A: Describe the voting rights protections in the Constitution and in legislation.</li> <li>• MPA-3.C: Explain the roles that individual choice and state laws play in voter turnout in elections.</li> <li>• PRD-2.A: The impact of federal policies on campaigning and electoral rules continues to be contested by both sides of the political spectrum.</li> <li>• PRD-2.B: Explain how the Electoral College impacts democratic participation.</li> <li>• PRD-2.E: Explain how the organization, finance, and strategies of national political campaigns affect the election process.</li> <li>• PRD-3.A: Explain the media’s role as a linkage institution.</li> <li>• PRD-3.B: Explain how increasingly diverse choices of media and communication outlets influence political institutions and behavior.</li> <li>• PMI-3.A: Explain how the government has responded to social movements.</li> </ul>



Essential Knowledge

CON-6.A.1 Decisions affecting the rights of minority groups demonstrating that minority rights have been restricted at times and protected at other times include:

- State laws and Court holdings restricting African American access to the same restaurants, hotels, schools, etc. as the majority white population based on the “separate but equal” doctrine.
- *Brown v. Board of Education (I)* (1954), which declared that race-based school segregation violates the Fourteenth Amendment’s equal protection clause
- The Supreme Court has upheld the rights of the majority in cases that limit and prohibit majority-minority districting

MPA-3.A.1: Legal protections found in federal legislation and the Fifteenth, Seventeenth, Nineteenth, Twenty-Fourth, and Twenty-Sixth Amendments relate to the expansion of opportunities for political participation.

MPA-3.C.1: In addition to the impact that demographics and political efficacy can have on voter choice and turnout, structural barriers and type of election also affect voter turnout in the U.S., as represented by

- State voter registration laws
- Procedures on how, when, and where to vote
- Mid-term (congressional) or general presidential elections

MPA-3.C.2: Demographic characteristics and political efficacy or engagement are used to predict the likelihood of whether an individual will vote.

PRD-2.A.1: The process and outcomes in U.S. presidential elections are impacted by

- Congressional and state elections
- The Electoral College

PRD-2.B.1: The winner-take-all allocation of votes per state (except Maine and Nebraska) under the setup of the Electoral College compared with the national popular vote for president raises questions about whether the Electoral College facilitates or impedes democracy.

PRD-2.E.1: Federal legislation and case law pertaining to campaign finance demonstrate the ongoing debate over the role of money in political and free speech, as set forth in

- Bipartisan Campaign Reform Act of 2002, which was an effort to ban soft money and reduce attack ads with the “Stand by Your Ad” provision: “I’m [candidate’s name] and I approve this message”
- *Citizens United v. Federal Election Commission* (2010), which ruled that political spending by corporations, associations, and labor unions is a form of protected speech under the First Amendment

PRD-2.E.2: Debates have increased over free speech and competitive and fair elections related to money and campaign funding (including contributions from individuals, PACs, and political parties).

PRD-3.A.1: Traditional news media, new communication technologies, and advances in social media have profoundly influenced how citizens routinely acquire political information, including new events, investigative journalism, election coverage, and political commentary. PRD-3.B.1: Political participation is influenced by a variety of media coverage, analysis, and commentary on political events.

PRD-3.B.2: The rapidly increasing demand for media and political communications outlets from an ideologically diverse audience have led to debates over media bias and the impact of media ownership and partisan news sites.

PRD-3.B.3: The nature of democratic debate and the level of political knowledge among citizens is impacted by

- Increased media choices
- Ideologically oriented programming
- Consumer-driven media outlets and emerging technologies that reinforce existing beliefs
- Uncertainty over the credibility of news sources and information

PMI-3.A.1: The government can respond to social movements through court rulings and/or policies, as in: *w Brown v. Board of Education* (1954), which declared that race-based school segregation violates the Fourteenth Amendment’s equal protection clause

- The Civil Rights Act of 1964
- Title IX of the Education Amendments Act of 1972
- The Voting Rights Act of 1965

## Connections to AP<sup>®</sup> US Government & Politics Focus Areas

The primary objective of this module is for students to apply knowledge of US Government & Politics to evaluate the current functionality and role of our political system as it relates to federalism, ultimately moving students to action in effort to address topics in federalism. Some content from the AP<sup>®</sup> U.S. Government and Politics Course and Exam Description is identified as more challenging for students based on AP<sup>®</sup> Chief Reader commentary from previous AP<sup>®</sup> exams. This content is referred to as a focus area. Activities that address the focus areas below are highlighted throughout the module. Throughout this module students will engage in the disciplinary activities below:

- ▶ Apply content knowledge in scenarios.
- ▶ Move beyond defining to charting and applying the term/concept to historic and current examples.
- ▶ Recognize interconnections between concepts in various units.
- ▶ Describe the relationship between connections within concepts, models, and real-world situations.
- ▶ Move toward taking research and application of government concept to problem solving and solution implementation.

## Implementation Options

The lessons in this module align to content in Unit 1 and can be used in this first unit to teach federalism. Content from these lessons can then be applied into each other unit as a critical analysis question and application of this concept to all parts of federal government, but also to local/state government.

# Icon Legend

As described in the AP<sup>®</sup> with WE Service Program Guide, the WE Learning Framework identifies the most relevant core skills students will develop as they progress through this module.



ARGUMENT  
FORMATION



INFORMATION  
LITERACY



LEADERSHIP  
SKILLS



ORGANIZATION



ACTION  
PLANNING



RESEARCH AND  
WRITING



CRITICAL  
THINKING



REFLECTION

Throughout each part of this module, look for these additional icons to identify the following opportunities and notes:



### Teacher Tip:

Suggestions for ways to implement or modify the activities with students.



### Focus Area Alert:

Opportunities for students to practice content and skills that are pivotal for improving student performance in the AP<sup>®</sup> course and on the AP<sup>®</sup> Exam (see page 18 for a description of the AP<sup>®</sup> U.S. Government and Politics focus areas addressed in this module).



### Check for Understanding:

Recommendations for ways to formatively assess student progress and mastery of the content and skills practiced in the activities.



### Action Civics Alert:

Look for this icon to offer best practices in Action Civics and in driving students to engage meaningfully with political structures, processes, and players.

Pay particular attention to activities labeled with the red checkmark icon:



### Recognition Checkmark:

Identifies activities that are required in the Recognition Rubric. We encourage you to use the most effective instructional approaches to meet your students' needs. You may use alternative activities if they achieve the same outcomes as the required activities and align with the Recognition Rubric. Review the rubric here: <https://apcentral.collegeboard.org/pdf/apwe-recognition-rubric.pdf>

# Part 1: Investigate and Learn

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## Investigate and Learn is divided into the following lessons:

- ▶ Lesson 1: Federalism in Action
- ▶ Lesson 2: Identifying Our Issues
- ▶ Lesson 3: Issue Exploration: Examining Causes, Effects, and Solutions
- ▶ Lesson 4: Analysis of Current Proposed Solutions to Identify Targets
- ▶ Lesson 5: Putting It All Together

## Students in every AP® with WE Service course will do the following as part of their investigating and learning:

- ▶ Learn about the issue locally and globally within your course context
- ▶ Explore causes and effects locally and globally
- ▶ Assess future impacts on the local community and the world

## WE Service Framework



# Overview for Part 1: Investigate and Learn

In this module, students will develop their knowledge of federalism by exploring historical and current instances that arise within the federal system with an emphasis on exploring examples from their state and local area. Students will delve deeper into state and local issues identifying causes, effects, and potential solutions of each. The module will culminate with students narrowing in on one issue, setting a goal and identifying relevant decision makers and influencers they can target and incorporate into Part 2 of this module.

ACTIVITY	PG #
<b>LESSON 1: FEDERALISM IN ACTION</b>	
Activity: Exploring Federalism	22
Activity: Federalism in U.S. v Lopez (1995)	22
<b>LESSON 2: IDENTIFYING OUR ISSUES</b>	
Activity: Issues in the News	23
Activity: Issue Selection	24
<b>LESSON 3: ISSUE EXPLORATION: EXAMINING CAUSES, EFFECTS, AND SOLUTIONS</b>	
Activity: Problem Tree	25
Activity: Needs Assessment and Solution Tree	28
<b>LESSON 4: SETTING A GOAL AND IDENTIFYING TARGETS</b>	
Activity: Setting a Goal	32
Activity: Identifying Targets: Decision Makers and Influencers	33
<b>LESSON 5: PUTTING IT ALL TOGETHER</b>	
Activity: Summarizing the Investigation	34
Activity: Working Independently	35

# Lesson 1: Federalism in Action

## Activity: Exploring Federalism



### Guiding Questions:

- ▶ What is federalism?
- ▶ What are some powers reserved for the states?
- ▶ What are some powers reserved for the federal government?

Name a policy, law, or other issue where both levels of government have a say. (School funding could be one example.)

Using this example, describe the state and federal powers.

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## Activity: Federalism in U.S. v. Lopez (1995)

To help students further understand how federalism actually plays out and to see how the Supreme Court has weighed in on issues of federalism have students review a case summary of U.S. v. Lopez (1995) and complete the case notes worksheet.

While the case facts relate to the Second Amendment, make sure students understand that the majority of justices decided that the constitutional issue in this case was an overreach of the Commerce Clause by Congress and therefore an issue of federalism.

### Real World Application:

Have students work through the Exploring Federalism worksheet in small groups to help them apply what they've learned about federalism. If they are struggling to think of another issue to explore, you might suggest school testing or speed limits or use of public lands, such as national parks.



### Focus Area Alert:

- ▶ Students describe the relationship between connections within concepts, models, and real-world situations.
- ▶ Move beyond defining to charting and applying the term/concept to historic and current examples.



### Teacher Tip:

How federalism plays out in real-world applications can be very complex. For the purposes of the project, it's more important that students understand the roles or powers of the state/local and federal governments in relation to their issue than all of the nuances of federalism.



### Check for Understanding:

As they work, walk around to each group and make sure that the issue they've chosen to explore on their own is one related to federalism.

# Lesson 2: Identifying Our Issues

## Activity: Issues in the News



Have each student take their lists of laws, policies, or issues they determined during the Exploring Federalism activity and form small groups.

Ask the groups to explore and share their list and work to consolidate their lists together.

Gather a set of newspapers (print or online), including national and local (if possible). If your area does not have a local paper, try to find ones from large cities and the state capital. Curate the papers so that you have versions that cover some issues that relate to federalism. If using printed papers, make sure you have enough copies so that each group of students has 2–3 to review. Alternatively, you can have students use the Internet to look up articles related to one or more of the laws, policies, or issues from their lists. If giving students this responsibility, guide them to review articles showing a range of political perspectives.

Students should be looking for instances of laws, policies, or issues related to federalism from their consolidated lists. For example, perhaps school funding is on their list, can they find examples of that being an issue within their state or local area?

The goal of this activity is to help students narrow their list to one law, policy, or issue related to federalism taking place in their state and/or local area that they will explore for their project, so try to find newspapers with coverage of some possible issues. If there is an issue currently being debated in your state (but that didn't come up on anyone's list as of yet), you may still want to include news stories about that issue as well.

As the groups are reviewing, have them complete the Issues in the News handout. This will be another piece of information they will use to determine the focus of their AP<sup>®</sup> with WE Service project.

After students have reviewed the papers and made notes, ask them to go back through and discuss their opinions on the laws, policies, or issues they found.

Have them ask:

- ▶ How do individual students within the groups feel about these issues?
- ▶ Do they seem like issues students would like to address with a service project?
- ▶ Remind them to use best practices in political discourse, and allow each person to express their opinions.



### Teacher Tip:

Interviewing community members can be a great way to ensure the projects students decide to work on are as relevant as possible to their state and/or local area. It's additionally a great way to build in lessons on Public Opinion Polls. Consider having students do Community Interviews for homework in which they survey community members to collect data on what issues pertaining to federalism are relevant to their community by asking community members which, if any, of these (from the same list they used during their research) do they see as being a challenge in their state and/or local area. Encourage students to explore how to ask unbiased questions, how to analyze the results, etc. Have students share their findings with the rest of the class and add it to the research they compiled previously.

## Activity: Issue Selection



Students will select a law, policy, or issue relating to federalism based on their brainstorming and research from the previous lessons (including Community Interviews if you chose to do these).

You'll need to determine whether you want students to work on these projects individually, in small groups, or as a whole class.

Keep in mind that students working on projects individually are often not able to take as substantive action because they're working alone. The more students working on the same project, the more action students can take which can guarantee more significant results.

If you decide to do small groups, then you'll likely want to group students according to the issue they're interested in focusing on. If you decide to do a whole class project, you'll need to first facilitate some all-class discussion around which issue students would like to investigate further. After discussion, you can do a simple voting process or go through a consensus-building process more likely to ensure buy-in from all students.

Regardless of how you decide to group students, students should complete the Checklist Table to ensure the issue is associated with federalism, is relevant at a state and/or local level, and is actionable, meaning it can be addressed through action and advocacy. Depending on grouping, students can complete this as individuals, in small groups, or as an entire class.

### Checklist Table

Selected Issue	Description/Controversy (how this issue is a result of federalism)	Why we selected this issue...	Teacher Approval



#### Action Civics Alert:

If you're interested in having your class work on one issue altogether, consider using this step by step consensus building process described by Generation Citizen: <https://medium.com/@szemelman/democracy-in-action-students-building-consensus-5fc511e81ed8>.



#### Check for Understanding:

Round-Robin Share-Out: If students are working individually or in groups, as opposed to the whole class, give students the chance to share with the whole class which issue they've chosen to address. You can note issues on board for a class list.



# Lesson 3: Issue Exploration: Examining Causes, Effects, and Solutions

## Activity: Problem Tree



Now that students have identified their issues of focus, they need to further examine their issue to understand its scope. Explain to students that they'll be completing a graphic organizer – The Problem Tree – to analyze the causes and effects of the issue they've chosen. Remind students that typically identifying the root causes of an issue – why that issue is taking place – can help us identify the best solutions.

Depending on the chosen issue and/or how much content you've covered in the class already, students may need to conduct some research to be able to complete their Tree. Consider having students do some online searches using search terms/phrases like “[the issue] + root causes” or “[the issue] + effects” to see if that helps to generate additional information for their Trees.

Have students look at the Problem Tree graphic organizer. This graphic organizer helps guide students to go beyond problem identification to breaking down the causes and effects of the problem, which is necessary before exploring steps needed to address the problem. Display a larger version of this graphic organizer, perhaps projected on to a screen, and explain the three sections.

**Problem:** The issue that is being studied. In this case, whichever topic/issue in federalism students have chosen.

**Causes:** Issues, situations, or phenomena that have led to the problem. In this case, you might prompt deeper exploration of causes by asking, “What are some possible reasons why this issue you've identified/chosen are taking place?” For example, if you've chosen school funding you might ask “Why are their inequities in school funding?” or “Why do schools not receive the funding they need?” Once they've started exploring that, encourage students to also think about the “causes of causes”.

**Effects:** Results created by the problem. For example, “What are the results of lack of school funding? Or the outcomes of inequities in school funding?” Encourage students to think about what problems or outcomes arise from this issue? As with causes, encourage students to explore multi-layered effects, or “effect of effects”.

Guide students through the process of cause and effect. Use a simplified non-issue related example first. For example: If the problem is that I am late to school, what are some potential causes of the problem? Perhaps I didn't hear my alarm or my bus was running behind. Then consider, what might be the causes of those causes? Maybe my alarm clock isn't loud enough or maybe my bus route has had to add extra stops due to funding cuts that canceled other bus routes. Next, consider what would be the impact of my tardiness to school. I would miss instruction, feel behind and frustrated, etc. What might be the effect of those effects? If the bus continues to be late, I and other bus riders could fall behind and possibly even not pass our courses.

Shift the discussion to the issue at hand, topics in federalism, and help the students brainstorm what they already know from previous lessons. Encourage them to reflect.

Once you have modeled filling out the Problem Tree and at least two levels for each root cause and effect in the graphic organizer, have students work with a partner or the group that's working on the same issue as they are to fill out the graphic organizer.

Have students build their own Problem Trees by using the graphic organizer and adding causes, going from the base of the tree to the tips of the roots and moving from larger concepts to more specific sub-topics. Students should then do the same with impacts, going from the base of branches to the tips of the leaves and moving from large impacts to more specific topics.

Provide ample time at the end of class or at the beginning of the next class for each group to share their Problem Trees with the rest of the class and to receive feedback from their peers on additional causes and/or effects they hadn't considered.



### Teacher Tip:

If students are working individually or in small groups, you'll want to circulate as students work on this assignment. You may need to ask probing questions to get students to think deeper.



Have students use the Problem Tree worksheet, found in the Student Workbook.



NAME: \_\_\_\_\_

TEAM MEMBERS: \_\_\_\_\_

## Problem Tree

(1 of 1)

In your Problem Tree graphic organizer, start by writing the problem in the trunk of the tree, and then look at the causes and effects of an issue. Keep digging to go deeper on the issue to find its supporting and root causes.

### Leaves/branches: Effects

These are the results created by the problem. At first, this part of the issue appears easy to tackle, but when leaves and branches are trimmed, they grow back quickly. Consider the multi-layered effects, or “effects of effects,” that can arise when a problem goes unaddressed. Always ask: “Then what happens?”

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### Trunk: Problem

This is the key issue that is being studied. Because it is not as apparent as the leaves, the core problem itself sometimes takes a little longer to identify.

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### Roots: Causes

These are the situations or factors that have led to the problem. When exploring the root causes of a problem, ask yourself “Why does this problem exist?” Dig deeper to consider the “causes of causes”—the multiple layers of factors that contribute to a problem.

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## Activity : Needs Assessment and Solution Tree



Once students have examined the causes and effects of their issue, it's time for them to explore potential solutions at all levels of government – federal, state, and local. Explain to students that they'll be completing a graphic organizer — this time it's The Solution Tree — to explore potential solutions and outcomes. Students should begin their research by exploring what solutions have been implemented or proposed in their state and/or local area first. For example, perhaps there is an existing proposed state law to solve the issue that students would like to advocate on behalf of. Or perhaps there is a law that students think should be repealed. After exploring at the state and/or local level, students should then research what's been done in other places to combat this issue – students may end up wanting to copy a law, program, initiative, etc. from another state. Remind students that one of the benefits of federalism is the potential for states to be “laboratories of democracy” in which solutions can be tested out and then replicated elsewhere. Finally, students should research laws and/or programs proposed at the federal level to solve the issue. Or it could be that the law or program has been implemented at the federal level but needs to be improved or eliminated. Essentially, the goal of this activity is to ensure students have a robust understanding of multiple solutions they could end up choosing. When it comes time to choose a goal, students can determine whether they'd like to advocate for a federal, a state, or a local solution.

Encourage students to consider which of the root causes they identified in their Problem Tree might a solution address. Remind students that if a solution doesn't address a root cause, then it's unlikely that it will effect lasting change. Encourage them to consider a root cause that a solution is addressing even if they didn't originally come up with it when they created their Problem Tree. They can always add it to their Problem Tree. The key is that a solution should get at the reason why something is occurring.

Students will be conducting the bulk of their research likely through online searches. However, students should also be encouraged to call experts or organizations that they come across during their research as they can gain valuable insight on solutions to their issue by talking with experts.

Ask students to consider what they are learning in AP® U.S. Government and Politics that they might contribute to their list of solutions. Have they read or learned anything in the course that be added to this list of solutions for their issue? If so, they should add it here. For example, perhaps they learned about a federal law that needs to be better implemented in your state in order to address this issue.

**Teacher Tips:**

- ▶ Consider exploring a solution that students discover that doesn't address a root cause. Either as a class or in groups, ask students why they think that issue was put forth if it doesn't address a root cause. Consider discussing examples like this as a whole class.
- ▶ This activity may involve some research/review of the legislative process, such as how laws are made.
- ▶ This is a great time to bring in an expert as a guest speaker. Consider individuals from your community who could shed light on some of these issues. If your class is working on one project together, then you could bring in one guest speaker. Otherwise, you might consider bringing in an expert who has a wide array of knowledge about federalism.

**Check for Understanding:**

KWL Chart: student groups will complete a KWL Chart, noting what they knew and confirmed about their issue, what they learned, and what wonderings/questions they still have.

**Focus Area Alert:**

Move toward taking research and application of government concept to problem solving and solution implementation.



Have students use the Needs Assessment and Solution Tree worksheets, found in the Student Workbook, to carry out an analysis.



NAME: \_\_\_\_\_

TEAM MEMBERS: \_\_\_\_\_

## Needs Assessment

The following series of questions helps you to analyze and identify ongoing areas of need within organizations addressing your issue.

1. Identify 3-5 organizations working on issues related to the issue your team is working on.

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2. What does each organization do well in response to the issue and/or related issues?

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3. What could each organization do better in its response?

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4. What areas of need related to access to your issue have you learned about that each organization is NOT addressing?

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5. Considering all 3-5 organizations, where are there ongoing needs that are not being adequately addressed?

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6. Considering all 3-5 organizations, where are there ongoing needs that are being addressed successfully, and to which you can add further efforts to support the issue?

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NAME: \_\_\_\_\_

TEAM MEMBERS: \_\_\_\_\_

## Solution Tree

(1 of 1)

In your Solution Tree graphic organizer, start by rewriting the problem from your Problem Tree, and reframing it as a goal at the trunk of the tree. Then consider the different solutions (the roots) and possible outcomes of the solutions (the branches).

### Leaves/branches: Outcomes

These are the results created by the solution. Results may appear as straightforward as having achieved goals, but when you consider the ripple effects and outcomes of sustainable results, the impact is far-reaching and long-lasting. Always ask: "Then what happens?"

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### Trunk: Problem

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### Trunk: Goal

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### Roots: Solutions

These are the actions needed to solve the problem and achieve the goal stated at the center of the Solution Tree. When exploring solutions, ask yourself "How will this solve the problem?" Dig deeper to think holistically, so that you are looking beyond the short-term and addressing not only the symptoms of the problem but the root causes as well.

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Solution Tree Worksheet: Copyright © 2018 WE. All rights reserved.

# Lesson 4: Setting a Goal and Identifying Targets

## Activity: Setting a Goal



Students will now evaluate the research they've conducted on solutions and determine one goal they'd like to work toward for their project. They will discuss a few reflection questions with their group and then be prepared to share with the rest of the class what goal they've set and why.

Remind students to ensure they're choosing goals that address a root cause of their issue and will bring about a long-term change. Feel free to reference the Action Civics matrix on page 8.



### Action Civics Alert:

The following is an optional sentence stem to provide students when crafting their project goal statement: In order to create substantive change to address \_\_\_\_ (focus issue) \_\_\_\_\_ in \_\_ (location) \_\_ we will advocate for \_\_ (solution) \_\_\_\_\_ to accomplish \_\_\_\_ (desired outcome) \_\_\_\_\_.

Remember, if you're doing this project as a whole class, then you'll need to have this discussion all together. That said, you could start out by having students discuss the answers to these questions in small groups first, and then come together as a class to choose one goal for your project.



### Check for Understanding:

Exit Ticket: How will you know that you have achieved your goal?



## Activity: Identifying Targets: Decision Makers and Influencers



Now that students have in-depth knowledge of their issue and a set goal, they must identify targets: decision-makers and influencers, including governmental and nongovernmental professionals, who can help them create substantive change around their issue. To do so, students will need to conduct research, likely online, to identify decision-makers (individuals, entities, etc.) who have the power to say yes or no to the students' goal (for example, if they've chosen to advocate for legislation, they'll need to identify legislators as some of their targets). Next, students will identify "influencers" who have a vested interest in their issue and can help students work toward their goal – community members, nonprofits, organizations, governmental departments or agencies, etc.

Explain to students that this information is going to help us when we consider what actions you want to take in order to achieve your goal — how you will convince decision makers and recruit influencers.



### Focus Area Alert:

Move toward taking research and application of government concept to problem solving and solution implementation.



### Action Civics Alert:

Consider front-loading this with a review of local/state government officials who can possibly help. Additionally, it will be important to review the structure/organization of local/state government.



### Check for Understanding:

Have students partner with another and review one target from their list and explain whether they are a decision-maker or influencer and why they'd be concerned with their goal.

# Lesson 5: Putting it All Together

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## Activity: Summarizing the Investigation



As part of their service project, students should summarize their learning to educate their classmates on the issue they have identified and investigated related to the federalism topic they've chosen. Select an appropriate format for students to complete their summary. For example, students may make class presentations, design posters to hang in the classroom, write blog posts to share with the class, etc. Multimedia or print materials that synthesize and analyze the topic and issue on local, national and global levels may support their summaries.

Have teams hold a working session to get their ideas in order and to develop their message. When summarizing their investigation, students should keep in mind the following:

- ▶ What are the key takeaways from your investigation?
- ▶ How are the problems you investigated similar at state, local, and national levels? How are they different?
- ▶ How are the solutions you investigated similar at state, local, and national levels? How are they different?
- ▶ Why may your investigation be important to other AP<sup>®</sup> American Government and Politics students?

## Activity: Working Independently

Now have students independently complete Free Response Question #4 from the 2019 AP® U.S. Government and Politics exam, which addresses the content in this module. The question, shown below, is available as a student handout in the appendix of this module. Use the scoring guidelines, found on <https://apcentral.collegeboard.org/pdf/ap19-sg-us-go-po.pdf?course=ap-united-states-government-and-politics>.

Since students may continue to build content knowledge throughout their service learning experience, you may decide to have students complete this independent practice later in the program.

### 2019 AP US Government and Politics Exam: Free Response Question # 4

The United States Constitution establishes a federal system of government. Under federalism, policy making is shared between national and state governments. Over time, the powers of the national government have increased relative to those of the state governments.

Develop an argument about whether the expanded powers of the national government benefits or hinders policy making.

Use at least one piece of evidence from one of the following foundational documents:

- ▶ The Articles of Confederation
- ▶ Brutus 1
- ▶ The Federalist 10

In your essay, you must:

- ▶ Articulate a defensible claim or thesis that responds to the prompt and establishes a line of reasoning.
- ▶ Support your claim or thesis with at least TWO pieces of accurate and relevant evidence.
  - One piece of evidence must come from one of the foundational documents listed above.
  - A second piece of evidence can come from any other foundational document not used as your first piece of evidence, or it may be from your knowledge of course concepts.
- ▶ Use reasoning to explain why your evidence supports your claim or thesis.
- ▶ Respond to an opposing or alternative perspective using refutation, concession, or rebuttal.



#### Focus Area Alert:

Recognize interconnections between concepts in various units. Apply content knowledge in scenarios.

# Part 2: Action Plan

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## The Action Plan section is divided into four parts:

- ▶ Connect Learning
- ▶ Form Teams
- ▶ Develop Action Plan
  - Goal Setting
  - Understanding Approaches to Taking Action
  - Determining Clarity and Relevance of Goals
  - Measuring Success
  - Setting S.M.A.R.T. Goals
  - Identifying Resources and Creating a Network
  - Developing a Timeline
- ▶ Reflect

## WE Service Framework



# Overview for Part 2: Action Plan

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Students apply the knowledge they acquired through the Investigate and Learn lessons to develop a plan through which they will address one local and one global service action.

## Key Takeaways

- ▶ Completing a service action requires a set of skills, including working as a team and creating action plans
- ▶ Action plans involve setting goals, identifying measurements of success, creating a timeline for each task, assigning specific responsibilities to each team member, and preparing to network with others to complete tasks
- ▶ Three approaches to completing a service action are direct service, indirect service, and advocacy

## This Section Contains:

- ▶ Tables containing optional activities that you may choose to use with your class to deepen student understanding of particular elements of action planning
- ▶ Templates that all students should complete to help them successfully meet the recognition criteria

# Connect Learning

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## Activity: Determining Interests

As a class, discuss the following:

- ▶ What issues related to your topic do you think the general public is not aware of? Why do you think they are unaware?
- ▶ What issues related to your topic really bother you, even if you do not know a lot about them? Why are you bothered by these issues?
- ▶ If you were a world leader, what kinds of problems related to your topic would you tackle?



### Teacher Tip:

Support students in determining their personal interests by incorporating an activity in which they think back to the problems and solutions they identified in Part 1: Investigate and Learn. Have students brainstorm the global and local issues they feel are most important and personally interesting to them.

## Form Teams



Students will work in either small groups (of four to six) or as a whole class to plan and carry out their AP<sup>®</sup> with WE Service project(s). Each team will decide on one local and one global action (see page 28 for examples of action), and then create a plan that details how the actions will be achieved. If working as a whole group on one goal, small teams might be formed to focus on individual elements of the plan (different targets, different activities). If working in small groups on multiple goals, allow students to form teams based on their interest in working on similar issues. The more inspired and passionate students are about the issue they identify, the more invested they will be with the actions they develop.



### Teacher Tips:

- ▶ When students first meet with their team, encourage them to create a contract so all members have a clear understanding of their own role and responsibilities, as well as those of the other members on the team. This will help to identify and establish group norms, including a plan and process for conflict resolution.
- ▶ Create a spreadsheet that the teacher can fill in with group members, including module (of choice), columns for check-ins, numbers and agencies worked with. Teacher can also add a column to grade as each piece is completed.
- ▶ Instead of emphasizing skills and talents, ensure students are grouped based on the issue that is most important to them.

## Resources to Support Forming and Working in Teams

Resources are available in the AP with WE Service Program Guide:

<https://apcentral.collegeboard.org/pdf/program-guide.pdf>.

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
<p><b>Gift + Issue = Change</b> This activity helps students discover how they can use their talents and interests to carry out a service action.</p>	Use this activity to help students think about how they might individually contribute to an action that they feel passionate about.
<p><b>Finding Passion with the Issue Compass</b> This activity helps students to brainstorm a list of local and global issues and to share their thoughts, opinions, and analyses about the topics. Students then choose one issue about which they are most excited to learn more and take action.</p>	This interactive activity can be used to align students into action teams according to their interests and talents.
<p><b>Exploring the Four Leadership Styles</b> Every student can be a leader within their action team. This activity helps students to understand and value different kinds of leadership styles, and to discover their own strengths and challenges as a leader.</p>	Use this activity to help students better understand their individual strengths and the strengths of their teammates. By giving each person the power to be a leader, no one person will feel the burden of being responsible for the entire project.

## Resources to Support Collaborating as a Team

Resources are available in the AP with WE Service Program Guide:

<https://apcentral.collegeboard.org/pdf/program-guide.pdf>.

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
<p><b>Creating a Safe Space</b> It is important for each team to create a space in which everyone feels comfortable voicing their opinions. This activity asks team members to think individually and then as a group about what they will need in order to thrive within their team.</p>	Use this activity to help teams create guidelines around the way they interact and make decisions as a team.
<p><b>Drafting a Team Contract</b> This activity walks students through how to create a contract so all members have a clear understanding of their own role and responsibilities, as well as those of the other members of the team.</p>	Use the contract to help students identify and establish group norms, including a plan and process for conflict resolution. This is both a key skill that students will learn and a proactive approach to problem-solving within a team environment. Use the results from the Exploring the Four Leadership Styles activity to help determine roles and responsibilities of each student in the group.
<p><b>Establishing Roles and Responsibilities</b> Teamwork is a success when project tasks are divided equally and based on individual strengths.</p>	Use this activity to share with students how they can divide and conquer major areas of responsibility, and the roles they can each assume to make their service project both personally fulfilling and an overall success.

## Develop Action Plan



After students have formed their teams and written a contract, the next step is for teams to build out an action plan that (1) identifies team goal(s), (2) establishes their metrics of success, (3) identifies their network and required resources, and (4) creates a timeline for completing their actions by sequencing necessary tasks and identifying individual roles and responsibilities.



### Teacher Tip:

Be sure teams create goals that are specific and measurable. In addition to meeting the Recognition Rubric requirements, this will allow students to report on the impact of their project in Part 4: Report and Celebrate.



### Action Civics Alert:

Encourage your students to deepen their understanding of and impact on governmental systems by setting a goal for their Action Plan that is focused on changing public policies, programs, funding, or engaging in philanthropy.

## Goal Setting

Building off the issue students identified in Part 1, each team must create a goal for the team's action. This goal will need to (1) be clear, measurable, and informed by the team member's needs assessment, (2) incorporate one global and one local action, and (3) achieve direct service, indirect service, or advocacy. Help students generate and decide on a team action goal using the following activities.

To align with Action Civics, start with systems change in mind. Help students set an overarching goal that affects their issue in a lasting way (policies changed, programs created, funding secured, philanthropic partnerships achieved, etc.). Students should be utilizing their Solution Trees during the Goal Setting period as it will include multiple possibilities for students to choose as a goal. Use direct and indirect service actions as parts of an Action Plan to achieve that goal. Ask students to consider how awareness-raising events can bring attention to the depth of a problem itself, but also can be used for mobilizing others to help advocate for their suggested long-term solution. See page 8 for more examples of how to extend the impact of service projects.



## Understanding Approaches to Taking Action

Every great plan begins with establishing clear goals. But first, help students understand the types of actions their team might take through their action project. There are three approaches, generally speaking, to taking action:

- ▶ **Direct service:** Personally engaging with and providing hands-on services to those in need (usually in conjunction with an organization).
- ▶ **Indirect service:** Channeling resources to the needs of a community—locally, nationally, or internationally.
- ▶ **Advocacy:** Educating others about an issue to increase visibility and follow-up with an action that focuses on enacting long-term change.



### Action Civics Alert:

- ▶ Inherent in an Action Civics project is the focus on advocacy, which is used to mobilize others in helping advocate for a specific policy goal. Direct and indirect service are often activities included within an Action Civics project.
- ▶ Students can strengthen the strategy behind their Action Plans by targeting their identified decision makers and influencers with specific actions. See page 43 for a list of Generation Citizen’s suggested tactics that students could employ.
- ▶ Plan for sustainability. As students are organizing events (like food drives, fundraisers, etc.), ensure that part of their planning includes identifying how this event could be replicated in the future. They might build partnerships with community groups or launch a student organization that could take on the project moving forward. They might secure funding for it to be extended into the coming year. Push students to consider the lasting impact of their work.

## Resources and Ideas to Support Selecting a Type of Service

Resources are available in the AP with WE Service Program Guide:

<https://apcentral.collegeboard.org/pdf/program-guide.pdf>.

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
<p><b>Tips on Developing Direct Service Action Ideas</b> Get ideas and resources on how to personally engage with and provide hands-on services to those in need (usually in conjunction with an organization).</p>	<p>Use the following resources to show students how to create their own ideas or connect with existing ones that they can expand on:</p> <ul style="list-style-type: none"> <li>• Tips on Developing Direct Service Action Ideas</li> <li>• WE Volunteer Now Campaign</li> </ul>
<p><b>Tips on Developing Indirect Service Action Ideas</b> Get ideas and support on how to channel resources to the needs of a community—locally, nationally, or internationally.</p>	<p>Use the following resources to show students how to create their own ideas or connect with existing ones that they can expand on:</p> <ul style="list-style-type: none"> <li>• Tips on Developing Indirect Service Action Ideas</li> <li>• WE Go Green campaign</li> <li>• WE Scare Hunger campaign</li> <li>• WE Are Rafikis campaign</li> <li>• WE Create Change campaign</li> </ul>
<p><b>Tips on Developing Advocacy Action Ideas</b> Get ideas and resources on how to educate others about an issue to increase visibility and how to follow up with an action that focuses on enacting change.</p>	<p>Use the following resources to show students how to create their own ideas or connect with existing ones that they can expand on:</p> <ul style="list-style-type: none"> <li>• Tips on Developing Advocacy Action Ideas</li> <li>• Developing a Deep Understanding of Your Issue, and Messaging Your Message</li> <li>• Ensuring Message Credibility</li> <li>• Spreading the Word (Communications Strategies and Communications Plan Worksheets and Templates)</li> <li>• Practice, Practice, Practice</li> <li>• WE Are Silent campaign</li> </ul>



# Approaches to Taking Action Information Sheet

(1 of 1)

## DIRECT SERVICE

<b>What is it?</b>	Personally engaging with and providing hands-on service to those in need (usually in conjunction with an organization).	
<b>Example Goal</b>	By the end of the year, we will work to clean up our local waterways by participating in community cleanup projects and advocating for the passage of legislation that would regulate water pollution in our state.	
<b>Actions</b>	<p>Conduct research to identify local organizations and initiatives to cleanup local waterways.</p> <p>Organize community clean up events and partner with local organizations to collaborate on lobbying for the passage of legislation.</p> <p>Launch a social media campaign to encourage people to participate in the cleanup events.</p>	<p>Work with local organizations to organize a lobby day advocating for the passage of the legislation.</p> <p>Contact local press and news agencies about your efforts and request that they help bring media attention.</p> <p>Contact elected officials and request an opportunity to meet with them to speak on behalf of the legislation.</p> <p>Create a presentation reviewing your research and advocating for the passage of the legislation and share with elected officials.</p> <p>If unable to meet with elected officials, create video presentation and email to their office.</p>

## INDIRECT SERVICE

<b>What is it?</b>	Channeling resources to the needs of a community — locally, nationally, or internationally.	
<b>Example Goal</b>	By the end of the year, we will advocate for an existing city budget proposal that would increase funding and resources to schools with low standardized testing scores.	
<b>Actions</b>	<p>Conduct research on which resources under-resourced schools are most in need of.</p> <p>Conduct surveys and interviews with schools as part of research.</p> <p>Partner with local organizations and nonprofits to raise money to purchase and collect resources to provide to these schools.</p>	<p>Write speeches and deliver them at local school board meeting requesting that members support the budgetary measure.</p> <p>Contact local press and news agencies about your efforts and request that they help bring media attention.</p> <p>Contact elected officials and request an opportunity to meet with them to speak on behalf of the budget proposal.</p> <p>Create a presentation reviewing your research and advocating for the passage of the budget proposal and share your presentation with elected officials.</p> <p>If unable to meet with elected officials, create video presentation and email to their office.</p>

ADVOCACY		
<b>What is it?</b>	Educating others about an issue to increase visibility and following up with an action that focuses on enacting change. Raising awareness about a problem is often part of an advocacy project, but the strongest advocacy projects also have a specific call to action of what they'd like others to do to support bringing about change on their issue.	
<b>Example Goal</b>	By the end of the year, we will educate residents of our state about the dangers of poorly maintained interstate highways and build demand for the passage of budgetary funding for repairs and improvements to interstate highways in our state.	
<b>Actions</b>	<p>Conduct research on the dangers of poorly maintained interstate highways.</p> <p>Contact and interview experts in state and local departments of transportation as well as organizations working on safer roads.</p> <p>Launch a phone banking and social media campaign to educate residents about the dangers of poorly maintained interstate highways and to encourage them to contact their state elected officials to vote for increased funding for state level repairs.</p>	<p>Work with local organizations to organize a lobby day educating community members and advocating for increased funding for highways.</p> <p>Contact local press and news agencies about your efforts and request that they help bring media attention.</p> <p>Contact elected officials and request an opportunity to meet with them to speak on behalf of the budget proposal.</p> <p>Create a presentation reviewing your research and advocating for the passage of the budget proposal and present your findings. If unable to meet with elected officials, create a video presentation and email it to their office.</p>

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### Action Civics Alert:

Notice that even in the direct and indirect service projects, goals still involve students engaging in advocating and interacting with real-world political issues, processes, institutions and policy making

Action Civics projects might include direct service, indirect service, or advocacy components as described above. At their best, however, those elements are used in service of achieving a goal aimed at influencing public policies, programs, or funding for the long-term. Refer to the chart on (project matrix page 8) for examples of high-quality Action Civics projects.

## Determining Clarity and Relevance of Goals

In their teams, students should now begin to home in on their goal(s) for their action plan. Setting effective goals is a more difficult skill than most people imagine, but once students learn to employ one or more techniques for developing clear goals, it will serve them in all endeavors. Have students split up into their action teams and instruct them to brainstorm actions they would like to take, sharing from their personal reflections from the previous section, and drawing from their previous investigation and research, along with the needs assessment and reflections. Encourage students to use the 5Ws (what, where, when, why, who, and how) to express their overarching goal(s) and to be as clear and specific as they can.

As they write drafts of their goal(s), they should ask themselves the following questions to assess the clarity and effectiveness of their goal:

- ▶ Is this goal specific enough so that we know exactly what our team will accomplish?
- ▶ Can we measure whether or not this goal was fully accomplished?
- ▶ Is it achievable within our project period?
- ▶ Is it relevant to the social issue we are aiming to address?
- ▶ Do we know the deadline by which it will be accomplished?



### Action Civics Alert:

If students decide to pursue ambitious but complex goals like changing policies or laws, blocking a proposed change, or influencing budgets or departments, ensure they are focused and specific in what they're trying to do (i.e. "Convince the School Board to introduce single-stream recycling in all schools" versus "Improve recycling rates in school"). Help them plan concrete steps toward their goal while tracking their progress. Even if they don't accomplish their goal, they'll have learned that change-making can take time. Solving problems along the way, learning new skills, and building confidence can keep students engaged civically throughout life.

## Measuring Success

As part of goal setting, establishing Measurements for Success is an important way of knowing if the goal has been achieved. Take time to discuss measurement in a bit more detail. Measurement is an aspect of the goal-setting exercise that students should understand before they begin executing an action plan. Students will need to understand how they will measure positive outcomes so that they understand what success looks like and how they will know they have achieved their goal. Is it based on the number of people they have reached through their actions? This will require teams to keep track of numbers. Or are they also looking at how the individuals reached have been affected? A survey with written answers (or multiple choice options) could do the trick. Share with students that measuring success can take two forms:

- ▶ Qualitative data is usually descriptive data that provides insights into what/how people think or feel. Qualitative data is harder to analyze than quantitative data.
- ▶ Quantitative data usually provides a numbers-based measurement (with associated units) such as quantity, amount or range.



### Teacher Tip:

Have teams define quantitative and qualitative data sets for their action plan; then brainstorm a list of each that applies to their action project. Remind students that establishing their criteria for success and the corresponding metrics is an ongoing process. As they dive deeper into their action planning and execution, it will become clearer for students what kind of data they will need and how they will obtain it. The information may be collected by multiple team members. However, it is good to designate at least one person to any (and each) of the methods on their list.

## Setting S.M.A.R.T. Goals

**A S.M.A.R.T. goal is Specific, Measurable, Attainable, Relevant, and Time-bound.**

Before your group starts their campaigns or actions, you're going to need a good plan. By having a plan, you will have the means to establish a defined goal and a reliable way to reach that goal. Brainstorming ideas will allow you to determine clarity and relevance for your service project. Your criteria will serve as a guideline to ensure that you have a way to evaluate your outcome and see whether or not you've achieved what you set out to do. So whether your group is trying to hit a particular fundraising total, organize a huge event with a certain number of attendees, or reach a target audience with awareness-raising speeches, you'll want to start with a goal and a plan. The surest way to do this? Build a S.M.A.R.T. goal.



### Action Civics Alert:

Sometimes Action Civics project goals can seem “too big” or “unrealistic.” Remind students that success lies not solely in helping students pass a law, create or eliminate a government program, but also in strengthening civic knowledge, skills, and motivation. This mindset allows students to tackle big issues and set lofty goals – maybe they'll achieve them, or maybe they'll just make a dent in an issue they care about, but they'll have plenty to reflect on and learn from along the way.

## Resources on Goal Setting

Resources are available in the AP with WE Service Program Guide:

<https://apcentral.collegeboard.org/pdf/program-guide.pdf>.

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
<b>Determining Clarity and Relevance of Goals</b> This is a brainstorming activity that guides students through big picture ideas and critical thinking as they begin to plan their service project goal.	Use this activity to help students sort through all the ideas they will come up with before they decide on the goal around which they will develop their action plan.
<b>Establishing S.M.A.R.T. Goals</b> This activity guides students through key steps of S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, Time-bound) goals.	S.M.A.R.T. goals help students ensure that their team sets a “right-sized” and relevant goal to guide their action planning throughout this experience. This skill set, once learned, is one that students can apply to a myriad of other challenges and settings.

## Resources and Ideas to Support Measurements of Success

Resources are available in the AP with WE Service Program Guide:

<https://apcentral.collegeboard.org/pdf/program-guide.pdf>.

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
<b>Creating Measurements of Success</b> Reporting success comes down to students’ ability to collect the right data and information. This activity helps students think about the outcomes of their project as part of their goal-setting and action-planning work.	Help students understand the difference between qualitative and quantitative data, and how to go about creating and establishing the right measures of success for each team’s project.
<b>Collecting Evidence and Artifacts</b> This activity supports students with gathering the information they will need to help report on the outcomes of their service projects.	Use this resource to help students determine the type of data they need to collect, and then how they can go about gathering the info they need. The data and information students gather will feed into their team executive summary at the end of the overall module.
<b>Creating Surveys and Feedback Forms</b> Creating a survey and/or a feedback form means identifying the criteria on which you want to collect data and report the outcomes.	Use this resource to show students how they can create their own surveys and feedback forms by considering all the relevant data and information they will need. Sample surveys and forms will provide further guidance.

Excerpted from Determining Clarity and Relevance of Goals and Creating Measurements of Success: Copyright © 2018 WE. All rights reserved.

## Identifying Resources and Creating a Network

As students develop their goals and measures of success, they will start to identify what they need to execute their action plans. This will include creating connections with people, such as within (but not limited to) the school, your community, different organizations and businesses, topic experts and speakers, media outlets, the blogging/social media community, etc. These people will serve as supporters and amplifiers, as well as providers of information and resources.

For this latter part, students will need to identify the resources they need to accomplish their goals. This can include (but is not limited to):

- ▶ Facts and statistics (found through research or materials from other organizations)
- ▶ Tools and supplies (this list can be endless, but may include things like card stock, paint, tables, chairs, microphones, water buckets and sponges, labeled boxes to collect items, collection jars, etc.)
- ▶ Stories of individuals who benefit from the services of the organization
- ▶ Access to space and/or venues
- ▶ Methods and resources for producing necessary materials or media

## Developing a Timeline

A key to success in action planning is developing a careful timeline. Not only will it help students allot the appropriate time to each task and keep them on track, but breaking up a large task or action into smaller, more manageable tasks will help them address all the necessary details in a timely fashion.

### Resources to Support Identifying Resources and Creating a Timeline

Resources are available in the AP with WE Service Program Guide:

<https://apcentral.collegeboard.org/pdf/program-guide.pdf>.

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
<p><b>Creating a Timeline</b> Creating careful timelines is a key to success in action planning.</p>	<p>This activity will help students allot the appropriate time to each task and keep them on track. It will also help them break up a large task or action into smaller, more manageable tasks to effectively help them address all the necessary details in a timely fashion.</p>
<p><b>Identifying and Sequencing Tasks</b> Creating timelines means thinking through the details and plotting the relevant tasks that get students from point A to B and onward on a project.</p>	<p>This activity will help students think about each step of their action project and how to plot each step as an actionable task in a timeline.</p>
<p><b>Identifying Task Owners</b> This activity shows the difference between roles and responsibilities set out at the beginning of a project with that of an owner of an individual task.</p>	<p>Use this activity to show students how to effectively divide tasks amongst team members. Some tasks will be a part of each individual's overall role and responsibilities, and some will be based on personal interests, skills, and strengths.</p>
<p><b>Identifying Resources and Creating a Network</b> This activity highlights that through the process of planning and taking action, students will meet and be in touch with many people. This network of people will grow quickly and may be valuable beyond their projects.</p>	<p>Use this activity to help students create a networking map to help them keep track of the people they will be working with through their action plan. They can also document the resources they will need to access, either through their network or as an item they will need to source separately.</p>



### Teacher Tip:

Emphasize to students that timelines are meant for them to have a date to work toward. When they begin working with organizations the timelines will need to be flexible.

## Action Civics Tips for Creating a Network:

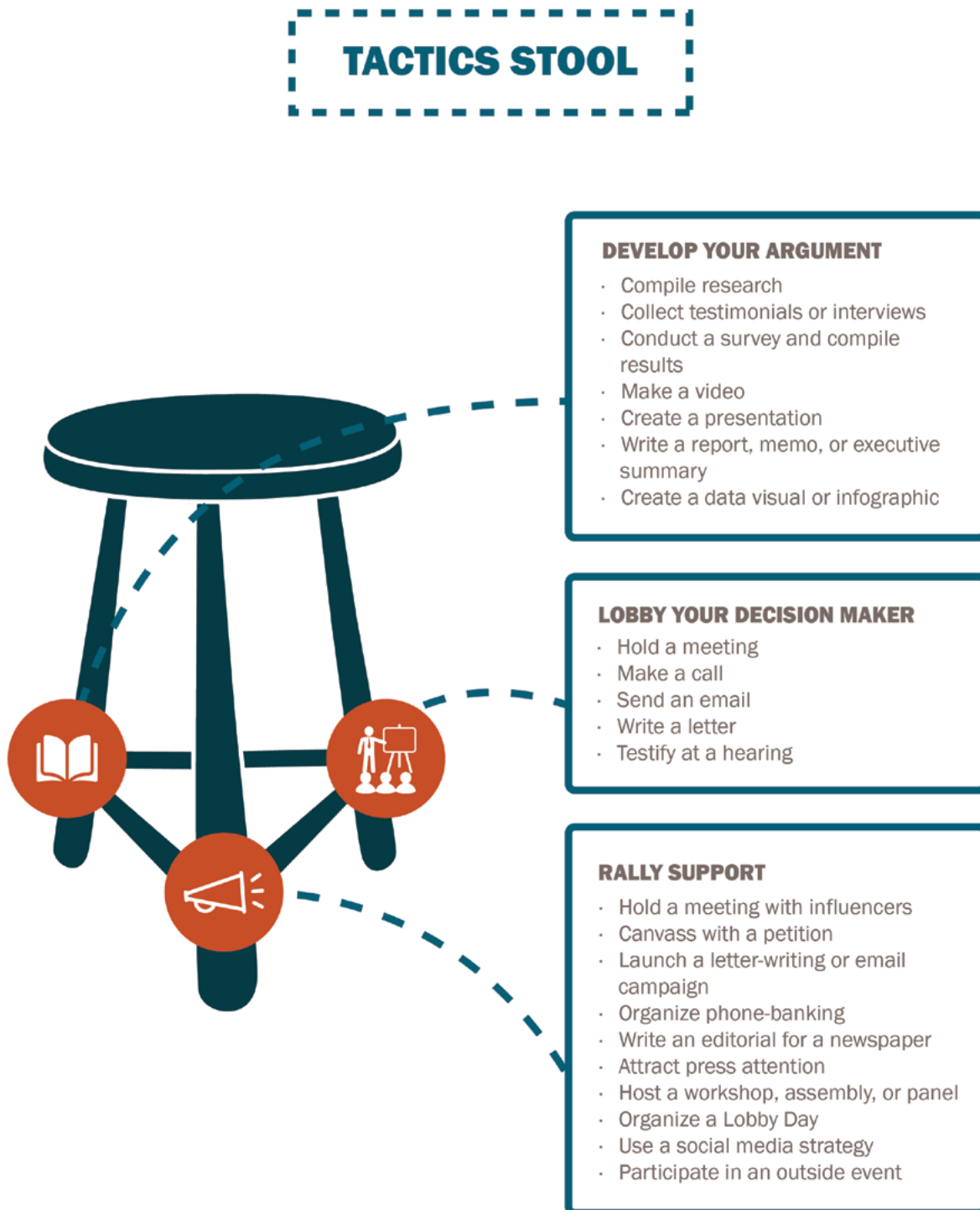
Create and leverage a strategic network with advocacy in mind by carefully developing a list of community members who can help accomplish your goal.

WHO	EXAMPLES	HOW TO REACH THEM
<p><b>Decision-makers:</b> If you're trying to get a law passed, a program started or improved, and/or a budget measure passed/approved, there will be at least one person or body of people who will have to approve it.</p> <p>Sometimes these people are elected, others are appointed, and still some are hired; they are all likely working for the government/government agency in some capacity.</p>	<p><b>Examples:</b> the mayor, city council, state legislator, superintendent of education, school board, secretary of transportation</p>	<p>Start with simple online searches depending on your goal.</p> <p>Trying to get a city ordinance passed? You'll likely want to start by searching for your city council: What committees are there? Do any of them sound like topics related to your goal? Try reaching out to council members on that committee to start.</p>
<p><b>Influencers:</b> When creating your network, you're going to need people in your coalition who can influence your decision-makers. There's no limit to how many influencers can be helpful!</p>	<p><b>Examples:</b> staff at nonprofits, interest groups, and/or community-based groups, local employers, faith leaders, parents, students, teachers</p>	<p>Start with simple online searches depending on your goal.</p> <ul style="list-style-type: none"> <li>• Try searching for your issue and your state/city</li> <li>• You can add to that organization, nonprofit, etc.</li> </ul> <p>Think about who has a vested interest in your goal being accomplished and how you could rally these groups together.</p>



## Generation Citizen Resources for Tactics and Strategies:

The sky is the limit with what action your students can take to drive change on their issue. Activities should be chosen with a specific purpose in mind. See Generation Citizen’s “Tactics Stool” below for a list of ideas. Students should choose at least one tactic from each leg of the stool to ensure that their project is balanced and that they’re not missing any important pieces, like crafting a strong argument, lobbying a decision-maker directly, or rallying support from others.



## Activity: Creating the Action Plan

After working as a team to identify team goals, establish metrics of success, determine their network and required resources, create a timeline for completing their actions, and identify individual roles and responsibilities, students are ready to put all their ideas in writing. By creating an action plan, all team members are committing to support their team in carrying out the proposed project(s).



### Teacher Tip:

Have students create the local action plan first, complete the hours, and then have them complete a separate plan for their global hours.



### Action Civics Alert:

Invite students to reflect on why their topic/project is meaningful not only to them but to their community. Push them to consider how their proposed actions are or are not strengthening our democracy.



Have students use the Creating an Action Plan worksheet, found in the Student Workbook, to help build out their action plan.



Have students use the Avoiding the Five Action Planning Pitfalls Tip Sheet to review common mistakes made during action planning and to ensure these have been avoided.

## Reflect



After completing their action plan, students should individually reflect on their teamwork and action planning thus far. Teams should then share their plan, describe how the project addresses the topic at local and global levels, and make connections to the AP<sup>®</sup> course.

### Activity: Reflecting on Action Plan

Provide students with questions to help them reflect on their experiences working as a member of a team and creating an action plan.

- ▶ What is the topic that your team is taking action on? Why is this topic important to you? Why is this topic important to your team?
- ▶ What action is your team planning to take? How does this action fulfill an opportunity identified in your needs assessment?
- ▶ What are you most passionate and excited about in your action plan?
- ▶ Why is goal setting so important, and how can you imagine using goal-setting techniques in your life, future action plans, or other activities? How does your action goal relate to your AP<sup>®</sup> course?
- ▶ What kinds of leadership qualities do you hope to develop as you continue to take action?
- ▶ Why is teamwork so essential to carrying out effective service projects to address local and global issues?
- ▶ Having planned to make a difference on local and global issues, what have you learned about your ability to create social change?



#### Check for Understanding:

Through this reflection, students should highlight why the topic is important to them, how they can make a contribution, why certain aspects of action planning (such as goal setting) are important life and academic skills, what connections they have made to their AP<sup>®</sup> course, and what they have learned so far.



#### Teacher Tips:

- ▶ As part of their AP<sup>®</sup> with WE Service project, students will need to track their work. Look ahead to Part 4 to review and share expectations with students so that they are keeping records, taking photos, collecting documents, tracking data.
- ▶ Educating others about their local and global issue is a great way for students to share their learning. Invite teams to hold an educational event or campaign to raise awareness about the social issue they have studied, which hopefully will have the power to compel their class (or community) to action. Students should consider what format they would like to use, based on their action. It may be a public speech at their school or in their community, a newspaper article, a website, a social media campaign, a short story, an artistic display, etc. It is also a great way to share the ideas they have developed in their action plan and how they will take action on the issue. This is not the action in itself but rather the education on the issue and the action plan.

# Resources to Support Deeper Reflection and Educating Others

Resources are available in the AP with WE Service Program Guide:

<https://apcentral.collegeboard.org/pdf/program-guide.pdf>.

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
<p><b>Perfecting the Elevator Pitch</b> This activity helps students understand that what they say about their actions has the potential to do several things, including inform, appeal to emotions, persuade, and compel others to take action themselves.</p>	Use this activity to help students create the proper “elevator pitch” for their project as they think about how to create a compelling message about what they have learned about their issue and what they will do about it.
<p><b>Developing a Deep Understanding of Your Issue and Massaging Your Message</b> This activity highlights how educating others about an issue means students must be knowledgeable about it.</p>	Use this activity and case study to show students how to think critically about their issue as they learn to ask informed and thoughtful questions, and assess the gaps in their knowledge and the information they need to know.
<p><b>Ensuring Message Credibility</b> In order to gain support, every team’s message should be able to stand up to the critics they may face. This activity will help students ensure the credibility of their message.</p>	Use this activity to have students run three checks on the credibility of their message: creating an annotated bibliography, fact checking their message, and presenting to the class for a peer-review and question period.
<p><b>Spreading the Word</b> A message is only powerful if it reaches the right people. This activity, along with accompanying worksheets and templates, guides in developing effective communications strategies and a communications plan.</p>	Use this activity to have students brainstorm various communications methods and assess each one’s effectiveness. Then, they will develop a communications plan around their selected method to detail who their message is intended for, how the message will be communicated, and when it will be delivered.
<p><b>Practice, Practice, Practice</b> This activity highlights how public speaking is a powerful force that can break the silence and raise awareness of difficult issues.</p>	Use this activity and case study to have students read, listen to, or watch some examples of famous speeches to identify how the speaker uses the three I’s—Influence, Involve, and Inspire—with their audience.



## Action Civics Alert:

Invite students to reflect on why their topic/project is meaningful not only to them but to their community. Push them to consider how their proposed actions are or are not strengthening our democracy.



# Part 3: Take Action

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The Take Action section is divided into two parts:

- ▶ Connect Learning
- ▶ Re-Inspire and Reflect

## WE Service Framework



# Overview for Part 3: Take Action

As students take action, they will be equipped with tools to navigate obstacles, mitigate conflicts, collect evidence, and record their actions, while also learning how to maintain their drive and inspiration.

## Key Takeaways

- ▶ Effective teamwork is strengthened through abilities to navigate obstacles and overcome conflicts.
- ▶ The impact of an action can be measured by the collection of evidence and recording actions.
- ▶ Re-inspiration is important when caught up in the details.

## This Section Contains:

- ▶ Templates that all students should complete to help them successfully meet the recognition criteria
- ▶ Tables containing optional activities that you may choose to use with your class to deepen student understanding of particular elements of taking action, effective teamwork, and recording actions

## Resources on Determining Effective Teamwork, Navigating Obstacles, and Overcoming Conflicts

In Part 3: Take Action, you will use these resources to help students with practicing positive teamwork, navigating obstacles, and planning for contingencies as they begin to take action.

Resources are available in the AP with WE Service Program Guide:

<https://apcentral.collegeboard.org/pdf/program-guide.pdf>.

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
<p><b>Ezra Frech's Story</b> Ezra Frech loves to play guitar and a ton of sports. Born with one finger on his left hand and a lower leg that was curved, he had surgery at age two to remove the lower part of his leg and transplant the big toe onto his left hand.</p>	<p>Ezra's story (available at <a href="https://www.youtube.com/watch?v=KUqmJzoQQYQ">https://www.youtube.com/watch?v=KUqmJzoQQYQ</a>) highlights perseverance and tenacity. On losing his leg and gaining a transplanted thumb, he says, "And this hasn't slowed me down at all!" He is his school's starting quarterback and can shoot hoops for days.</p>
<p><b>Practicing Positive Teamwork and Conflict Mediation</b> Maintaining a positive and enthusiastic team can be difficult in the midst of long sessions of work and preparation. Conflicts are likely to arise, and understanding techniques for conflict resolution is an important lifelong skill to have.</p>	<p>Use this tip sheet and worksheet to help students understand conflict-mediation techniques and the power of constructive feedback to keep team dynamics positive and ensure their teammates feel supported and appreciated.</p>
<p><b>Navigating Obstacles</b> No matter how much work and preparation goes into an event, obstacles may arise at any point, acting as a roadblock to success.</p>	<p>Help students gain a better understanding of how others have successfully navigated and overcome obstacles using this case study on Spencer West, a motivational speaker and author of <i>Standing Tall: My Journey</i>, which underscores teamwork and focus on goals.</p>
<p><b>Planning for Contingencies</b> This means students are thinking ahead by looking at possible issues that might come up, and planning for possible solutions accordingly.</p>	<p>This activity helps students work through the process of proactively identifying potential issues and considering practical solutions so that they can plan ahead.</p>



## Ideas for Turning Action into Action Civics

As students are getting into action, take advantage of students focusing on a local issue by encouraging them to engage directly with the community outside of the classroom as much and as intentionally as possible.

- ▶ **Utilize Guest Speakers:** As students are researching their topic, constructing their Action Plans, or executing on their plan, consider who they can learn from in your community who's also working to address students' issue. It's energizing for students to recognize that they are not alone in noticing this problem and that there are others working hard to make change as well. Even if community members disagree with students on their proposed plan of action, students will grow by facing opposition and by hearing arguments for differing points of view. (Pro tip: Don't overlook the potential of staffers who work for elected or appointed officials. Even if they lack the fancy title, these individuals often have a lot of content expertise and stand to influence the agenda and actions of those for whom they work. If the high-profile community members won't return students' calls, ask if someone else in the office is available.)
- ▶ **Connect Students with Outside Events:** Encourage students to take action beyond the classroom by attending or testifying at public meetings, lobbying elected officials at their offices, or hosting or participating in events in the broader community.
- ▶ **Turn Assignments into Action:** Students are used to working on assignments they assume only their teacher will ever read. Push students to the next level. If they're writing persuasive essays, encourage them to submit them as op-eds to the local paper. If they're preparing an analysis or argument, ask them to present that analysis in person to a relevant group or community member.



# Connect Learning

## Activity: Student Log Sheet

In addition to the information, artifacts, analyses, and reflection pieces that you collect and complete, you will need to keep track of time spent on your action projects, reflect on your experiences, and collect the appropriate verification where needed. As you reflect, some of the things you may think about include:

- ▶ What did you accomplish today?
- ▶ What (if any) were the major successes or big wins?
- ▶ How can you build on these successes?
- ▶ What (if any) were the setbacks, minor or major?
- ▶ What is your plan to mitigate or resolve these issues?
- ▶ What do you plan to accomplish tomorrow/next class/next meeting?
- ▶ How are you feeling about the progress of the action so far?
- ▶ Did you collect the qualitative data you set out in your action plan? What are the testimonials telling you so far (if applicable)? Are there any tweaks or changes you need to make with your action plan?
- ▶ Did you collect the quantitative data you set out in your action plan? What are the numbers telling you so far (if applicable)? Are there any tweaks or changes you need to make with your action plan?
- ▶ What is still missing and how will you get the information you need?
- ▶ How did your team pull together? What were your teamwork successes? What conflicts or obstacles did you resolve or overcome? How can you be stronger as a team?



Have students use the Student Log Sheet, found in the Student Workbook, to help record and keep track of their activities and reflections.

# Re-Inspire and Reflect



In the process of carrying out an action, team members will often lose inspiration or momentum. Help students reconnect with their original motivation for taking action to empower them as change-makers.

Individually, ask students to reflect on their own story as someone who is interested in changing the world through action. Provide them with the following questions to reflect on their story as an agent of change.

## Activity: Reflecting on Take Action

Provide students with questions to help them reflect on their experiences of taking action as a team.

- ▶ How will you continue the work that you and your team started with this project?
- ▶ Changing the world is hard work, and a lot of fun too! What are the top three lessons you have learned during your service project?
- ▶ What is your story as an agent of change?

## Resources on Re-Inspiration

Resources are available in the AP with WE Service Program Guide:

<https://apcentral.collegeboard.org/pdf/program-guide.pdf>.

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
<p><b>Craig Kielburger's Story</b> When Craig first learned about child labor at the age of 12, there was no way for him to get involved and make real change as a kid. So he set out on his own to free children from poverty and exploitation, but freed his peers at home from the idea that they had to wait to change the world.</p>	<p>Use the various resources—including videos, articles, and books Craig has written—to inspire students with the knowledge that passion and determination can truly change the world. Access the resources here: <a href="https://www.we.org/en-CA/about-we/about-us">https://www.we.org/en-CA/about-we/about-us</a>.</p>
<p><b>Ally Del Monte's Story</b> Every year, 3.2 million kids are bullied. Sixteen year-old Ally Del Monte was one of them, but she decided to fight back by motivating others to be proud, be strong, and, most of all, be brave.</p>	<p>Use Ally's story (available at <a href="https://www.youtube.com/watch?v=QhHLekYrrp8">https://www.youtube.com/watch?v=QhHLekYrrp8</a>) to inspire students and spark a conversation. Ally talks about bullying and its terrifying impact, but she also talks about overcoming the bullying and leading by example.</p>
<p><b>Razia Hutchins and Maurice Young's Story</b> The I Am For Peace movement started as a neighborhood march against violence in the south side of Chicago. Now an annual event, it has gone global, thanks to champion youth Razia Hutchins and her partner in peace, Maurice Young.</p>	<p>Use Razia and Maurice's story (available at <a href="https://www.therenewalproject.com/fighting-against-chicagos-gun-violence-with-peace/">https://www.therenewalproject.com/fighting-against-chicagos-gun-violence-with-peace/</a>) to inspire students about how a passion-driven initiative can make a life-altering impact—on those who lead the initiative as well as those who will be inspired to join.</p>



# Part 4: Report & Celebrate

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The Report and Celebrate section is divided into three parts:

- ▶ Connect Learning
- ▶ Celebrate
- ▶ Complete Final Summary and Reflection

## WE Service Framework



# Overview for Part 4: Report and Celebrate

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Students will compile and showcase their work. They will then celebrate their accomplishments and look ahead at ways to continue to sustain their actions.

## Key Takeaways

- ▶ Devoting time to serving the greater community can positively affect the individual and the community.
- ▶ Service learning enables students to make local and global connections to AP<sup>®</sup> course content.

### This Section Contains:

- ▶ Templates that all students should complete to help them successfully meet the recognition criteria.
- ▶ Tables containing optional activities that you may choose to use with your class to deepen student understanding of particular elements of Report and Celebrate.

## Connect Learning

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### Activity: Understanding the Purpose of Showcasing Work

#### Discuss the following:

- ▶ Why is it important to put together evidence of your service project?
- ▶ What is the value of showcasing your work?
- ▶ What are the different ways in which portfolios can be presented?  
Are some ways more effective than others? How and why?
- ▶ How can a portfolio be used to educate, inform, and guide other students in creating their portfolios?

## Activity: Collect Artifacts



To showcase their work, instruct students to consider including elements they would find interesting and helpful to have if they were just beginning their action. What would they include to help students who are only beginning their action planning?

## Putting Together a Portfolio of Artifacts

A portfolio is a collection of work, material, and achievements that you believe best explain and represent your AP® with WE Service work. It can take one or more forms:

- ▶ An online presentation through Prezi or PowerPoint
- ▶ A blog or a website, or any other online tool that you may choose
- ▶ Video presentation
- ▶ Physical portfolio displayed on a presentation board, in a binder or scrapbook, etc.



### Focus Area Alert:

Have students describe the steps and actions they took to effect change. They should describe any policies, regulations, or laws that could be implemented and enforced to facilitate continued change in this area.



### Action Civics Alert:

In addition to what they've accomplished, encourage students to present what they've learned, overcome, or changed about their approach.

# Celebrate



## Optional Activity

Amazing actions, incredible impacts, and outstanding student leadership deserve to be celebrated. It is important to honor the work students have done and recognize the impact they have had on their communities, the nation, and the world. As a class (or perhaps a school, if other AP® with WE Service courses exist in the school), organize a celebration that fits the actions that the students have taken. A few celebration ideas include:

- ▶ WE Day
- ▶ A school-wide assembly
- ▶ A project fair for the whole school to visit
- ▶ An outdoor cinema-style documentary screening
- ▶ Poster exhibition
- ▶ School newsletter, newspaper, or special-edition magazine

Do not forget to share and celebrate over social media:

Post on [facebook.com/WEmovement](https://www.facebook.com/WEmovement) • Tweet [@WEmovement](https://twitter.com/WEmovement), [#WEday](https://twitter.com/WEday), [#APWEServe](https://twitter.com/APWEServe)



### Action Civics Alert:

Invite local elected officials and community leaders to your event. This is a great opportunity for students to show other students that elected officials are accessible. It is also a chance for students to present their thoughts and opinions to people who have the power to effect change directly. (Elected officials also love photo ops with young people – their attendance might be more likely than you think!)

You've likely been reaching out with and even working with government officials and community leaders as well as staff at state and local organizations. Invite these people to your showcase, too. This is a great opportunity for students to continue advancing their goal and get feedback from experts on their work.



### Teacher Tip:

Students have seen what they can accomplish as small groups, so put together all of their numbers so they can see the change they affected as a whole group.

## Resources on Celebrating...

Resources are available in the AP with WE Service Program Guide: <https://apcentral.collegeboard.org/pdf/program-guide.pdf>.

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
... At WE Day	WE Day is a powerful, life-changing event that combines the energy of a live concert with the inspiration of extraordinary stories of leadership and change. Visit the WE Day website ( <a href="https://www.weday.org/en-CA/our-work/we-day/">WE.org/en-CA/our-work/we-day/</a> ) to find an event in your city or nearby, and apply for tickets.
... At a School-Wide Assembly	School assemblies are a popular way to showcase and celebrate collective achievements. Use the sample road map in this tip sheet to organize a memorable school assembly.
... Through Social Media	Social media is a great way to celebrate all of the amazing work your class is doing. Join the conversation online and create fun, engaging content to share your big ideas.
... Through a Project Fair	A project fair allows for intimate and meaningful interaction between teams and the rest of the student body, allowing other students to explore and understand the different service actions at their own pace. This tip sheet will provide thoughts and ideas on organizing a project fair.
... With a Documentary Screening	Why not make a final documentary of the different action projects and hold a school-wide screening? This tip sheet will help you get started.
... With a Poster Exhibition	Posters can convey a lot of information and emotion through art and concise copy. It is a great team exercise as part of their portfolios and a terrific way to share and celebrate their successes within the school and even the community.
... With a Special Publication	Put together a class publication that shares the highlights, learning, and successes of the teams through individual and/or team articles, photo essays, and editorials. This tip sheet will get you started.



## Celebrate with WE Day

Imagine a stadium-sized celebration of thousands of students who share a passion for making the world a better place. Imagine a global roster of speakers and performers including Nobel Prize-winner Malala Yousafzai, Martin Luther King III, Demi Lovato, and Selena Gomez. Imagine an event where young service leaders are the VIPs! That's WE Day.

### WE Day Connect

WE Day Connect is an interactive, online event, hosted by WE Day talent, for students and educators across North America. In this 90-minute program, students celebrate selfless acts of volunteerism and learn how their peers are working to make a difference in their local and global communities. During our first WE Day Connect event, 30,000 people tuned in, making this our largest youth attendance for a WE Day to date! Learn more at [WE.org/en-CA/our-work/we-day/we-day-connect](https://www.weday.org/en-CA/our-work/we-day/we-day-connect)

### WE Day Special

We've teamed up with some amazing partners to bring the power of WE to you—wherever you live. The WE Day broadcast will bring families together for an evening of inspiration and empowerment through incredible speeches and performances by people who are making a difference in their communities. Watch the WE Day special online at [WE.org/broadcast](https://www.weday.org/broadcast).

### WE DayX

Bring the power of WE Day to your school. Kick off your year of action or celebrate the end of one with your own WE Day-style assembly, and unite your school for a better world. With WE DayX, any group can host their own event in the true spirit of celebrating and inspiring local change-makers. Learn more at [WE.org/wedayx](https://www.weday.org/wedayx).



### WE Day Webcast

Can't make it to WE Day? Watch the live webcasts of each WE Day event online at [WE.org/watchweday](https://www.weday.org/watchweday). For a list of event days, check out [WE.org/we-day-events](https://www.weday.org/we-day-events).



### Earn Your Way

You can't buy a ticket to WE Day. As an AP® with WE Service class, you earn your way there through your service-projects and are invited to the WE Day closest to you! Visit [WE.org/weday](https://www.weday.org/weday) to learn more.

## Celebrate with Social Media

**Social media is a great tool to show all the amazing work your students are doing!** Join the online conversation and create fun, engaging content to share your big ideas. Whether you will be running your group's accounts or teaching your students how to run social media in a fun, safe, responsible, and effective way, these tips will provide creative ways to amplify your projects in the digital space!

**Getting connected.** This is the best place to get started. Make it a team effort and tell your school that you'll be posting all about the amazing work they'll be doing. Grow your network by adding group members and students on all of your social media accounts. Stay digitally active and keep up the conversation online! Engage with posts using likes and motivate each other with comments.

**Take great photos.** Eye-catching visuals are an absolute necessity when it comes to social media! Bright backgrounds, daylight, and big smiles are the best combination for an awesome picture. Mix it up by changing up settings. (One photo can be in a classroom; another can be outside!) This will add variety to your feed and make it much more interesting.

**Share in a timely fashion.** Want to know a fact about social media? It only thrives if people see it. Post at times that will guarantee views. Sharing during lunch break and right after school will ensure your content gets the most visibility.

**Updates!** Does your latest project include a goal you're trying to reach? Keep your school updated on how close you are! Provide updates as soon as you get them, to keep your students and teachers in the know. That post might be the extra push you need to achieve your goal.

**Use hashtags.** Craving inspiration to spice up your campaign? See what others are doing by looking up the hashtag.

**Gifs!** Take your feed to the next level with these short animations. Download a GIF maker from your preferred app store and fuse your photos together to liven up your newsfeed.

**Tag—you're it!** Here's a fun way to get your school involved: play a game of digital tag. Once you've posted, have students tag five friends and challenge those friends to tag and share with five others. You'd be surprised how fast word gets around! (PS: This works even better if you all use the same hashtags in your captions.)

**Create a challenge on the WE Day app!** Amplify your latest project with a challenge on the WE Day app! Not only will your friends be psyched to take it, it'll also be available for all app users so they can contribute to your project! Make it quick and related to your project, and amplify it further by sharing it on your social channels!

**Share with us.** We love seeing how your projects are going! Tag your posts with [#WEday](#), [#WESchools](#) and [#APWEServe](#). They might just get featured!

# Complete Final Summary and Reflection



## Activity: Complete Final Executive Summary

Once students have completed their action, submitted their evidence, and celebrated their work, students may complete an executive summary as a team. The executive summaries offer a snapshot of the team's outcomes based on:

- ▶ Summary of the team's work and individual contributions
- ▶ Analysis and highlights of evidence collected
- ▶ Explanation of the project impact and its significance within a larger context
- ▶ Summary of what they learned about their AP<sup>®</sup> course through the service project

## Activity: Reflect on the Overall Service Experience


Individually, students complete a final reflection that describes their overall service experience. Students reflect on their thoughts at the start of the project and how they feel they have grown over the course of their service work. What do they now understand about the role of service and active citizenship, especially as an application of their learning?

## Activity: Record and Reflect

Using the following questions to guide your writing, reflect on the overall action project, which will inform the development and assembly of your portfolio.

Overall, in this action project:

- ▶ What were your most important successes as a team, and what were the important factors that helped you accomplish those successes?
- ▶ What obstacles did your team overcome and what strategies were important in navigating those challenges?
- ▶ What was your favorite moment in carrying out your action?
- ▶ What are you most proud of?
- ▶ If you could go back to the start, what advice would you give yourself or your team? Is there anything you would do differently?
- ▶ How is your community/the nation/the world a better place because of your action?
- ▶ How have you developed as a global citizen in taking action? What plans do you have to continue your work as a change-maker?



Brazilea Schenck from Central Falls High School, Rhode Island

## Join Generation Citizen

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If you and your students have appreciated the Action Civics information and alerts throughout this module, Generation Citizen would love to help you take your practice to the next level. Go to [GenerationCitizen.org](https://www.generationcitizen.org) to learn more about Generation Citizen’s models of training, support, and partnership. Reach out under the “Join Us” tab and Generation Citizen staff will be in touch to explore opportunities to help you bring civic learning to life for your students.

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# Notes

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