

YPAR in the Classroom

a curriculum for youth participatory action research
in social studies classrooms and beyond

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Portfolio: Students will prepare a portfolio with a selection of artifacts to demonstrate their mastery of the key learning objectives (self knowledge, civic learning, investigating a problem, and taking action) and includes a reflection for each objective.	
Journal: Students will keep a ongoing journal of reflections on the YPAR process. This will include reflections on each of the major sections of the curriculum: team building and self-knowledge, research and analysis, and taking action.	
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Standard 6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

- NJ State Curriculum Standards for Social Studies, August 2009

Why this curriculum?

Core principles

Our team

Teachers
(photo and bio?)
Researchers
Graduate Students

How to use

The curriculum and state standards

Social Studies
Literacy/Language Arts

The curriculum and national standards

NCSS
Civics
Literacy in Social Studies/History, Common Core Standards

Unit 1

Building a Team and Selecting a Problem for Study

Unit 1.A: Team Building

Rationale

While it is important to foster self awareness and develop teamwork and sense of community in every classroom, it is especially so in a YPAR class. YPAR is based on the idea that students are experts of their own lives. By design, YPAR classes assume that learning happens when students are able to critically analyze themselves and their place in our world. In this context, it is vital that students are able to begin to explore themselves within the historical and social realms.

Since YPAR in the classroom is a collective experience, it naturally fosters collaborative learning experiences for both teachers and students. In order to take on a collaborative YPAR project, it is necessary to teach and prepare students for this type of collective experience from the beginning. Oftentimes, teachers assign group work without spending much time teaching students about how to work in a group. This is a necessary component to include in the beginning of the class.

YPAR classrooms also strive to nurture a sense of place, power, engagement of difference and democratic participation. All of these pieces are necessary in any thriving community. Most importantly, YPAR is about teaching students to be active participants in society who have the skills to work together to address the challenges of their communities.

Contributors: Anne Baney, Milagros Harris, Shana Stein and Don Wagner

Ice Breakers and Identity Builders

Lesson 1
Artifacts from Home

Objective: SWBAT construct a story from objects in a bag that achieves at least a 4 on the [6-point holistic writing rubric](#).

Materials: paper bags, 5-6 small objects, writing materials, graphic organizer

Preparation: Students may bring 5-6 small objects from home, or they might use the contents of their pockets or purses, or they may draw items or use slips of paper with the names of objects.

Activities:

1. Students fill bags with items (5 min)
2. Bags are randomly distributed—no one may use his/her own bag (5 min)
3. Students write a brief story about the person who owns the items (20 min)
4. Presentations: Read the stories aloud
5. Discuss in class who they think the items in the bag might belong to, stereotyping, gender, etc.
6. Closure: return the bags, discuss reactions

Scaffolding:

Graphic organizer: draw a bag

1. Briefly tell us what this person is carrying in the bag.
2. What do you think is the most important item in the bag? Why?
3. Briefly describe why this person was carrying these items.
4. What do you absolutely know about this person from the content of the bag?

Assessment:

1. Discussion rubric
2. 6-point holistic writing rubric

Lesson 2
Silent Interviews

Objective: SWBAT explore communicating without language by interviewing a partner silently.

Materials: none

Preparation: none

Activities:

1. In teacher-selected pairs, students take turns interviewing each other about their lives without using words or writing for three minutes each.
2. At the end of the six minutes the students sit in a circle with their partners and introduce their partners to the class with what they have learned from the interviews.

Scaffolding:

None required

Assessment:

In the whole group circle, the students introduce each other checking for accuracy and reflect on the complications of communicating without written or verbal language.

Lesson 3
Identity Chart

Objective: SWBAT examine issues concerning self and group identity by creating a chart with words and phrases describing their memberships in groups.

Materials: Identity chart handout

Preparation: none

Activities:

1. Students receive identity chart handout. (see identity chart handout)
2. After reading the prompts, the students begin to fill in the chart using words or phrases that describe or define who they are and what groups they may belong to.
3. The students answer the rest of the questions on the handout.
4. When all students have filled in their identity charts, they find a place on the wall to tape up their charts and they rotate around the room reading each other's charts.

Scaffolding: Graphic Organizer used

Assessment: Questions at the end of the worksheet

Sources: Adapted from *Facing History and Ourselves*

Identity Activity Handout (page 1 of 2)

Each of us thinks about ourselves in a number of different ways. Suppose you had to describe yourself to someone who doesn't know you. Think about who you are and how you define or describe yourself. Create an identity chart to describe yourself.



Lesson 4
Desert Island

Objectives: SWBAT assemble and evaluate 5 personal artifacts and defend their importance in a persuasive presentation that achieves at least a 75 on the [100-point presentation rubric](#).

Materials: Writing materials, post-it notes

Preparation: Pass out desert island “bag” handout sheet and post-its

Activities:

1. Introduction: describe a scenario where the students have been selected to take an overnight trip to a deserted island. (5 Min)
2. Have students pick five personally valuable artifacts to put in their “bag”(5 min)
3. Provide a brief written defense of their choices (10 minutes)
4. Post “bag” handouts around the room (3Minutes)
5. Have students walk around the room posting comments (7min)
6. Discuss results (5 min)

Scaffolding: Desert island graphic organizer

Assessment: Gallery walk, comments, presentation rubric, class discussion

Extension/homework: Write a persuasive essay defending the rationale for your selection.

Lesson 5
Raised by...

Objective: SWBAT analyze major influences in their lives and how they shaped them by writing a poem about their major life influences.

Materials: “*Raised by...*” handout

Activities:

1. Student read through the *Raised By Women* poem by Kelly Norman Ellis. They mark and underline any details that offer a strong picture of the poet’s family or that stand out to them.
2. Students answer the guiding questions on the handout to work their way through creating their own poems.
3. Students create their own Raised By poems.

Scaffolding: none needed

Assessment: Raised by Women poems

Sources: Adapted from Rethinking Schools

"Raised by..." Activity

For one of our first activities together, we will be writing poems similar to Kelly Norman Ellis' "Raised by Women". Our poems will allow us to introduce ourselves by sharing details of our lives.

1. Read through the poem and mark / underline any details that offer a strong picture of the poet's family or that just stand out to you because they strike you as interesting.

Raised by Women

By Kelly Norman Ellis

I was raised by
Chitterling eating
Vegetarian cooking
Cornbread so good you want to lay
down and die baking
"Go on baby, get yo'self a plate"
Kind of Women.

Some thick haired
Angela Davis afro styling
"Girl, lay back
and let me scratch yo head"
Sorta Women.

Some big legged
High yellow, mocha brown
Hip shaking
Miniskirt wearing
Hip huggers hugging
Daring debutantes
Groovin
"I know I look good"
Type of Women.

Some tea sipping
White glove wearing
Got married too soon
Divorced
in just the nick of time
"Better say yes ma'am to me"
Type of sisters.

Some fingerpopping
Boogaloo dancing
Say it loud
I'm black and I'm proud
James Brown listening
"Go on girl shake that thing"
Kind of Sisters.

Some face slapping
Hands on hips
"Don't mess with me,
Pack your bags and
get the hell out of my house"
Sorta women

Some PhD toten
Poetry writing
Portrait painting
"I'll see you in court"
World traveling
Stand back, I'm creating
Type of queens

I was raised by women

2. Who raised you? Begin brainstorming a list. Consider your mother, father, cousins, neighbors, coaches, church, as well as, neighborhoods, musicians, writers, activists.

3. What did these people / places / things do or say to raise you? Pick a few (3-4) to delve deeper into the specifics of their importance. Explain in detail.

4. What other verbs could you use to vary the word raised? List as many as you can.

5. Looking closely at each stanza, how would you categorize each? List the details Ellis uses to create that category in the chart below.

Category: <i>Food</i>	Category:	Category:	Category:	Category:
<i>Vegetarian cooking Cornbread so good... "...get yo'self a plate"</i>				

6. Use the chart below to create categories and details to create your own “Raised by ...” poem. Use Ellis’ categories or create your own.

Category:	Category:	Category:	Category:	Category:

7. Write your own “Raised by...” poem. Be sure to include a repeated but changed line, specific people, and dialog or familiar sayings as Ellis does.

Sample “Raised by...” Poems

Use the following as models to help you create and format your own poem.

I Was Raised by Music

By Shona Curtis

I was raised by smooth jazz
Make you want to sit down and
Cry kind of music

Some move your feet and shake
Those hips feel like you dancin'
Down the streets of Argentina
Kind of music

Some hip hop and you don't stop
Movin' to those beats feel the energy
Comin' out of the radio
Kind of music

Some hit right where you need it soul
Music make you think of the old days
When that was all we had
Kind of music

Some jump up and down slam to
The beat of the rock
Kind of music

Some poppin' pop grab your
Best friend and put on your
Favorite costume and dance
Kind of music

I was raised by music

I Was Raised by Video Games

By Seth Lee

Some x tappin'
Joystick swirlin'
"Drive me crazy til I
throw my controller"
type of videogames.

I was raised by cuts and bruises.

Some knee scrapin'
bone breakin'
fallin' out of trees
and landing on my head
kinds of cuts and bruises.

I was raised by roughnecks.

Those country music listenin'
playing football on the gravel road
pickin' blackberries from the neighbors
wrestlin' in the mud 'til dinner's ready
kind of roughnecks.

I was raised by transformers.

Some Decepticon terrorizin'
optimist prime ass kickin'
Megatron losin' day in and day out
transformers.

I was raised by sports.

Those ball kickin'
ball throwin'
ball hittin'
stick fools so hard they cry
for their mamas sort of sports.

I was raised by martial arts

That body throwin'
chair launchin'
knuckle breakin'
drunken master type of martial arts.

Lesson 6
Personal history collage

Objective: SWBAT present a view of their past, present and future goals by creating and exhibiting a collage, achieving at least a 75 on the [100-point oral presentation rubric](#).

Materials: Art paper, magazines, scissors, glue, markers, crayons

Preparation: Set up materials for easy access, model the collage

Activities:

1. (*Day 1*) Introduce concept and present your model (5 minutes)
2. Working individually, students will use available material to create a collage of words and pictures that reads from left to right, depicting their past history, their present circumstances and their future goals (40 minutes).
3. Students may want to complete the assignment as homework.
4. (*Day 2*) Presentation Day- students will present their collages by “reading” them to the class, and answering questions (3-5 Minutes per presentation).
5. After the presentation, hang the collages around the room.

Scaffolding: None required

Assessment: Presentation rubric

Sources: Dr. Rebecca Goldstein, Montclair State University

Lesson 7
Life mapping

Objective: SWBAT reflect upon their different experiences, goals and dreams by creating a life map that achieves at least at least a 75 on the [100-point presentation rubric](#).

Materials: Direction handout, large art paper, makers, crayons, post it notes

Preparation: Assemble materials

Activities: Read and follow instructions in the “Life Map Directions Handout,” provided on the following page (*30 minutes*).

Life Map Directions

Unlike a roadmap that indicates where you are going, a Life Map shows the events, people, and places that have shaped your life.



You will have 25 minutes to complete the following directions **independently**:

1. Pick up a piece of art paper.
2. Reflect upon the different experiences, goals and dreams you have had in your life.
3. Use markers to create a map of your life noting specific people and events that have been important to you.
4. Find a quiet place to work, as *this is a 100% independent activity*. You should have quiet and space to draw your map.
5. Feel free to design your life map however you choose. Use words, pictures, symbols, etc.

Once the members of your SLC have finished creating their Life Maps, please sit together and share your maps. **Note – Each group member's Life Map is his/her personal story to tell. Therefore, it is important that you do not share another group member's experiences outside of your SLC sharing time.**

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Team and Trust Building and Community Building Activities

Lesson 1
Human Scavenger Hunt

This activity is used to introduce basic interviewing and data collection techniques.

Objective: SWBAT categorize life experiences into social, political and economic categories by locating similar characteristics within small groups and create charts.

Materials: Handouts, pencils

Preparation: Divide students into small groups of 4-5.

Activities:

1. Individual members of each group seek out people who match the scavenger hunt items on their list
2. Students practice basic interviewing techniques (introductions, phrasing questions, seeking clarification, digging for deep understanding) by attempting to locate members of other groups who may match the scavenger item criteria.

Scaffolding:

Teacher models introductions, phrasing questions, seeking clarification and digging for deeper understanding. Model how to record responses.

Assessment:

Completed group scavenger hunt handout

Handout:

Sample Questions –

Human Scavenger Hunt List

1. Two people who live in the same neighborhood
2. The person in your group who was born the farthest away from here
3. Two people with the same middle name
4. A group of people whose ages add up to 50
5. Two people with the same birthday (or birthday month)
6. A group of people whose shoe sizes add up to 30
7. The person in your group who lives the closest to here
8. A group of people who have attended the same schools for their whole lives
9. A group of people who are related to each other
10. A group of three people who all have different colored eyes

Lesson 2
The Great Escape

In this activity, the students are broken into teams and given a scenario. Their task is to escape from a malarial swamp with several obstacles in their way. The students have to work together to agree upon only five items that they would need to escape from the swamp. This activity helps them to practice working in a team and to practice compromise and consensus building.

Objective: SWBAT develop problem-solving skills and cultivate team building.

Materials: The Great Escape handout (next page)

Activities:

1. Students are divided into teams of 3-4.
2. Each team is given a handout for *The Great Escape*.
3. The teams are given the task to solve the problem presented in the handout and draw a map of their escape from the jungle.
4. The teams report out to the other groups about their plans for escape.
5. The teams reflect upon the roles that they and others played in the group when confronting a problem.

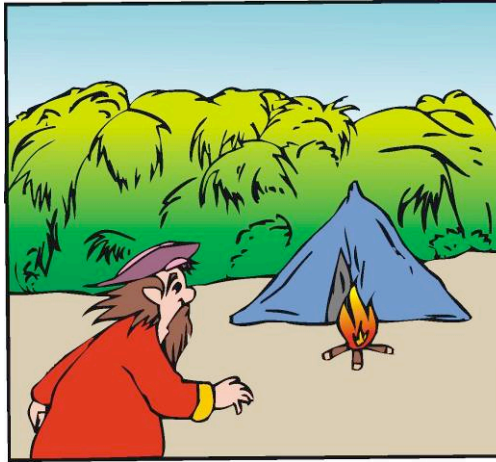
Scaffolding: None required

Assessment:

1. The students present their escape routes to the other groups.
2. The students complete reflection questions about the roles they played in the group.

Sources: ABRIS Kit – Learned Enterprises

The Great Escape



Your group is trapped in a hut in the middle of a large forest, food is pretty much gone and to stay there would probably mean that you will all perish. To reach safety, you will need to overcome the following obstacles:

- 1. Break out of thick walled hut*
- 2. A twenty-foot smooth barricade*
- 3. Negotiate an intense barbed wire fence*
- 4. Cross a treacherous murky river*
- 5. Travel through an entangled deep tropical forest*
- 6. A malarial swamp*

Decide what three things would be useful to your escape. You have nothing else at your disposal. You cannot use things like helicopter or magical devices like laser guns.

Sources: ABRIS Kit – Learned Enterprises

Lesson 3
Silent Puzzle Pieces

Objective: SWBAT develop cooperative skills by constructing a puzzle without speaking

Materials: Different color construction paper; scissors; prizes such as pencils, homework passes, etc.

Preparation: Randomly cut individual sheets of construction paper (1 color per group). You may want to cut the construction paper into a different amount of pieces to account for class size. Write directions on board:

“Silently find the other students who have the same color paper. At the signal and without talking, put the puzzle together. First team to finish wins an extraordinary prize.”

Activities: (10 minutes)

1. As students walk into the classroom, randomly hand each one a puzzle piece
2. Silently direct them to the instructions on the board

Scaffolding: Read directions aloud

Assessment: Timely completion of task.

Sources: Adapted from YELL

Lesson 4
Coat of Arms

Objective: SWBAT develop a group identity that expresses their goals as a team by creating a coat of arms that achieves at least a 75 on the [100-point presentation rubric](#)

Materials: handouts, internet access, art paper, markers, crayons, scissors

Preparation: Pre-select groups, assemble art supplies and coat of arms template (see next page). If internet access is not available, print copies of meanings of symbols from <http://fleurdelis.com/meanings.htm>

Activities:

1. Introduce and model coat of arms: explain that a coat of arms is a banner or shield with symbols that reflects the identity of you and your group (5 minutes)
2. In small groups-study symbol definitions from <http://fleurdelis.com/meanings.htm> to select a group name and add symbols that convey the proper meaning to the coat of arms template. (20 Minutes)
3. Draw or trace symbols into the template keeping the proportion of the objects in mind.
4. Color the background of the sections lightly in the colors of your choice
5. Outline symbols in black –decorate with as much detail as desired (20 minutes)

Homework: Prepare a brief written explanation of the coat of arms that describes what symbols were used and why they were chosen.

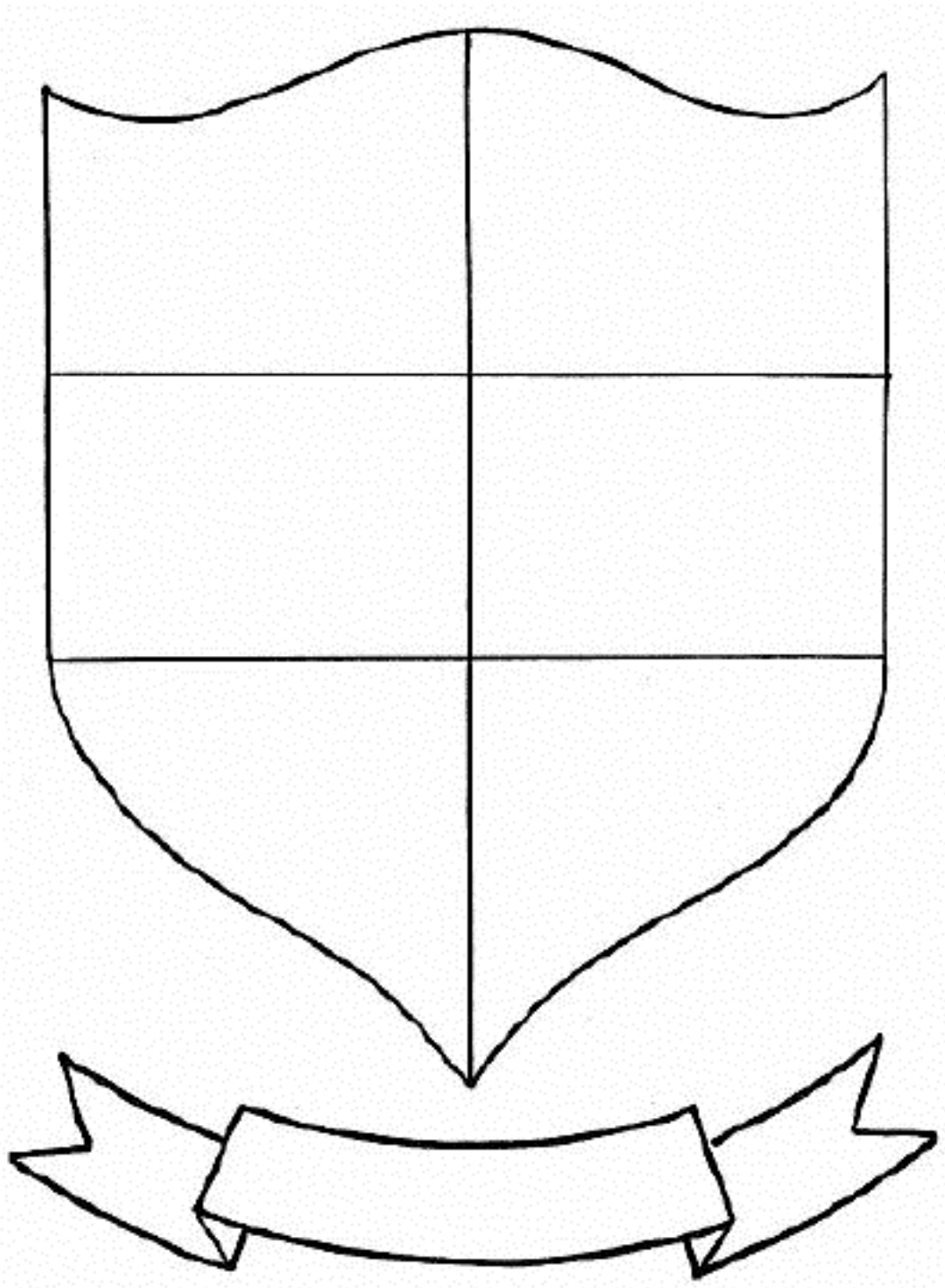
Scaffolding: Groups pre-selected to reflect multiple intelligences.

Assessment: Oral or written presentations and Coat of Arms rubrics

Sources: Adapted from How to Design your Own Coat of Arms Template by Suzie Faloon

Contributor: Milagros Harris





Coat of Arms Template

Lesson 5
Trust Walk

This is a fun activity for a few days into the Team Building unit. The students create a mini obstacle course and lead partners through the course while blindfolded. This can be as complicated (actually moving desks around the room) or as simple (having students stand in the way or putting books on the floor) as you feel is appropriate for your students.

Objective: TSWBAT work on building trust and listening skills by leading each other through a *Trust Walk*.

Materials: Blindfolds

Activities:

1. Students are divided into pairs. One member from each pair leaves the room for 5 minutes.
2. The other members work together to create a mini obstacle course in the room. The students can create the course by moving desks around the room or by just by standing in the middle of the room themselves.
3. The students in the hallway are blindfolded and come back in the room and need to listen to the verbal commands of their partners to make their way through the room.

Scaffolding: None required

Assessment:

Discussion Prompts:

1. Did you like giving or receiving directions the best? Why?
2. What did you do to make sure the directions were clearly understood?
3. What did you do to make sure you were following the directions?
4. Why are good communication skills important?
5. How was trust a factor in this activity?

Lesson 6
Living Painting

Community Building

Lesson 1
Who is This?

This activity deals with assumptions, stereotypes, self-identity and group-identity. Students are asked to write words that come to mind when shown pictures of different people. After sharing their (usually) similar assumptions, they are asked a series of reflective questions.

Objectives:

1. SWBAT understand how stereotypes and assumptions run deep and explore how stereotypes effect the way students think about themselves and the way others might think about the students.
2. SWBAT understand the groups that they belong to, which they chose and which they did not choose.

Materials: *Who is this?* handout, 5 pictures of people to hang up around your classroom

Activities:

1. Silently, students walk around the classroom and observe the five different pictures. For each picture they write down five words that come to their minds when they see the picture. They take their seats when they are finished.
2. Then, circling the room, each student reads aloud one of his or her words for picture #1, even if the same words are getting repeated until the class has gone around the room for each picture.
3. Students turn to a partner and discuss the feelings that they had during the experience. What was is like to write down words about a person just from a picture? The student pairs can share with the whole group.
4. On their own, the students complete the rest of the worksheet.

Scaffolding: Graphic organizer used

Assessment: The worksheet responses will be evaluated. Any of the questions from the worksheet can be turned into a longer writing assignment.

Who is this?

#1	#2	#3	#4	#5

Lesson 2
Offieville Town Meeting

Objective: SWBAT understand how stereotypes and assumptions impede progress and how to “cut through them” in order to have a positive dialogue.

Materials:

- Copies of the “Offieville Town Meeting” Policy (YARI handout)
- Name tags for roles

Preparation: Copy, cut and fold name plates for role play; copy roles for participants, copy Offieville Town Meeting handouts, read the Offieville Town Policy

Facilitation:

- In their journals, students should create a T-chart and fill out assumptions adults have about teenagers and assumptions teenagers have about adults.
- Pair-share
- Pass out “Offieville Town Policy”
- Assign students roles. There are 20 roles. Students may need to double up.
- The teacher will act as Mayor of Offieville and facilitate a discussion around the adoption of the Offieville Town Policy. Students should introduce their role before they speak and try to stay as close to character as possible. After about 15 minutes, stop and give students a chance to debrief.

Scaffolding:

- Allow students who are less comfortable with public speaking to play one of the less vocal characters
- Give students a few minutes to formulate their opinions and some key points they would like to make before beginning discussion.

Assessment:

- Either orally or in writing students should answer the following questions:
 1. How did it feel playing the role that you were assigned?
 2. What from your personal experiences did you base your role on?
 3. How successful was the discussion? What impeded progress? What helped?

Sources: Adapted from YARI

OFFIEVILLE TOWN MEETING

The purpose of today's meeting is to discuss the proposed policy for instituting a teen curfew in Offieville. In response to recent vandalism and crime, the Town Council is proposing to enact the following law to protect all Offies.

Policy 8412, Section A: No child under the age of 18 may be on the street after the hour of 9:00PM unless a) accompanied by a parent or legal guardian, or b) returning home from a job.

Policy 8412, Section B: If any child is found on the street after the hour of 9:00 PM, the parent or legal guardian of said child will be responsible for paying a \$100 fine per offense. In the case where a child has been emancipated, he or she will be responsible for paying the fine.

Policy 8412, Section C: If any fine incurred remains unpaid for over a six month period of time, the child will be suspended from their school until said fine has been paid.

Policy 8412, Section D: Any appeals to decisions and judgements of the Offie Police will be handled according to the General Appeals Process documented in Policy 7663, Sections A - L of the Offieville Town Code.

Ms. Santana, parent	Does not speak much English and often forgets and uses Spanish in the middle of a sentence or thought. Very strict mother who thinks the streets are no place for her daughter at night. She's afraid of the perverts.
Ruth Santana, 16	Often has to translate for her mom. Follows her mom (Ms. Smith) and is afraid of the perverts on the streets and thinks that any girl who is out at night is a hoochie.
Mr. Driver, parent	Conservative parent who thinks kids have no business on the streets at night because if they are out they are obviously involved in selling drugs.
Mrs. Driver, parent	Not as conservative as her husband, but is afraid of the teens she sees on the streets. She thinks most teen males are drug dealers. Wants mainly to protect her son.
Tyrone Driver, 16	Is a teen male who totally disagrees with his parents who just don't get it about teens today.

**Mr. Wilson,
Town council member**

Is visibly afraid of teens, especially males of color.

**Ms. Reyes,
Town council member**

Wants to be sure that everyone is happy and doesn't want to hurt anyone's feelings.

**Ms. Perez,
Town council member**

Thinks that teens can be out at night as long as they are not doing anything illegal.

**Mrs. Frazier,
Town council member**

Thinks teens are still children and as such need to be watched and guarded every minute of the day. She does not even think teens should be at this meeting.

Mr. Sanchez, High School principal

Known as a hard nose at the school and is always ready to please the parents. Doesn't think much about the youth in his school.

**Ms. Cruz,
High School teacher**

Knows for a "fact" that the problem with teens today is that their parents are not responsible for them and let them hang out in the streets which is why all of the boys sell drugs and all of the girls are pregnant.

**Mr. White,
High School teacher**

Is always on the side of the youth. He thinks that kids need alternatives for their evenings. Thinks they should be in church, or a club, or something positive and constructive.

**Mr. Johnson,
H.S. Vice Principal**

A very strict disciplinarian. Knows that boys are trouble makers and more and more girls are becoming trouble makers too. Thinks teens need strict rules to keep them in line.

**Ms. Hoy,
H.S. Guidance counselor**

Thinks that all of the worlds problems would be solved if these girls were not out on the streets getting pregnant. She has seen "God knows how many" fast girls who got pregnant cause they were hanging out in the streets.

**Mrs. Pender,
Concerned citizen**

Does not like teenagers at all.

Ebony Green, 15

Very loud in expressing her opinion. Feels that the adults are not giving teens a chance.

Jamal White, 17

Uses a lot of street language. Is offended at the way the adults talk about teens as though they (teens) cannot think and make responsible decisions.

Monique Smith, 15

Uses a lot of gestures and facial expressions. Is convinced that the schools and parents need to be more open and listen to youth in order to know what youth are thinking without making judgments about all youth based on one or two bad seeds.

Carmen Arroyo, 17

Is only there because her friends (Ebony and Monique) are there. May have an opinion but no one knows what it is because she doesn't really say anything except to agree with her friends.

Cut apart each 2-panel name plate; fold so it forms a tent and stands up.

Fold line

Ms. Santana, parent

Cut line

Ruth Santana, 16

Mr. Driver, parent

Mrs. Driver, parent
Tyrone Driver, 16
Mr. Wilson, Town council member

Ms. Reyes,
Town council member

Ms. Perez,
Town council member

Mrs. Frazier,
Town council member

Mr. Sanchez, High School
principal

Ms. Cruz, High School teacher

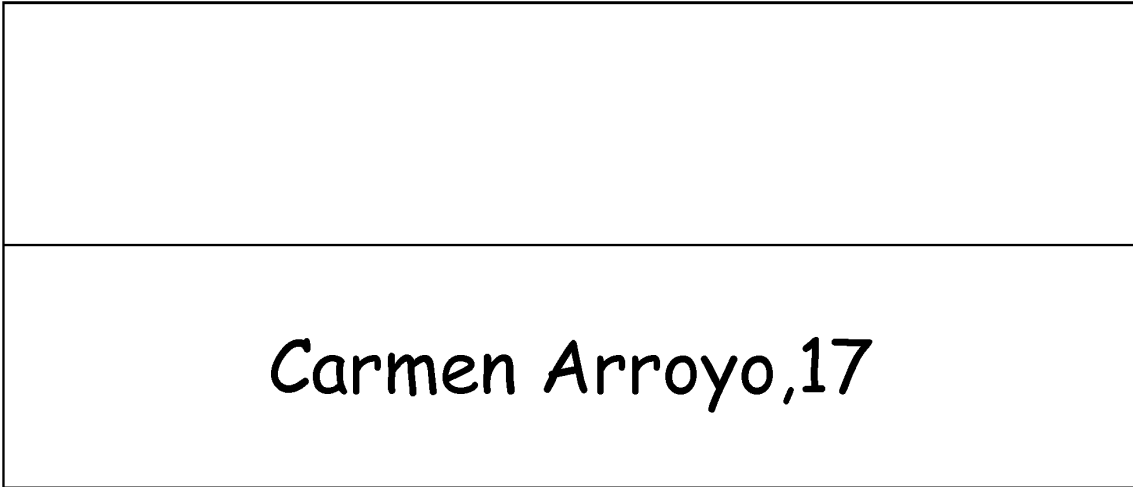
Mr. White,
High School teacher

Mr. Johnson, H.S. Vice Principal

Ms. Hoy, H.S. Guidance
counselor

Mrs. Pender,
Concerned citizen

Ebony Green, 15
Jamal White, 17
Monique Smith, 15



Lesson 3
Power Mapping

Objective: SWBAT recognize the system of power within their school and evaluate how the power structure changes with different scenarios.

Materials: Oak tag cut-outs with names of figures within the school community (1 set per group. Should include at least students, teachers, parents, vice principals, principal, curriculum supervisors, board of education, teachers union, community members/organizations, New Jersey Department of Education)

Preparation: Create oak tag cut outs for each group

Facilitation:

- Students should break up into small groups and on a desk, arrange the power structure of their school. The top has the most power, the bottom has the least.
- As a whole class we will create a power flow chart on the board based on what they came up with.
- Students will then be offered three different scenarios where in their groups they will map the power with their oak tag cut outs.
 1. Standardized test scores were low last year. They need to improve drastically in the coming years or your school we be labeled “at risk.” Who has the power to correct this problem?
 2. Obesity, diabetes, and chronic illness plague New Jersey teens. Considering students spend most of their day at school and eat at least one (and in many cases two) meals there, who has the power to correct this problem?
 3. There has been a series of extremely violent fights in your school. For two weeks straight the police and ambulances have had to arrive. Who has the power to solve this problem?
- Whole class discussion between each scenario

Scaffolding:

Teacher selection of groups

Assessment: *After this activity, how would you define power? How much power to you hold? How can you attain more power over your world?*

Lesson 4
Equality Mobile

In this activity students are put into groups of 4-5 to create mobiles that represent their idea of equality. However, the teacher creates bags of materials that are purposefully uneven. They range from one group (at the top) having too many materials to one group (at the bottom) clearly having not enough materials. The bag at the top has two hangers, markers, index cards, pens, pencils, pipe cleaners, tape, paper clips, crayons, glue, yarn or string, etc. The bag at the bottom gets as little as one wire hanger, a crayon, an index card and a paper clip. The student groups will be randomly assigned a group with a bag of materials and told to create “Equality Mobiles.” At the end, the students present their mobiles and then reflect on the experience about having to create their mobiles with more or less materials than the other groups.

Objective: SWBAT understand the complexities surrounding social equality and work together to create a mobile.

Materials needed: Four or five groups of 4-5 kids each will need to get bags of materials to create their mobiles.

Materials to be dispersed in the bags: hangers, markers, index cards, pens, pencils, pipe cleaners, tape, paper clips, crayons, index cards, yarn, etc.

Activities:

Do not tell the students that their bags are filled differently. If they notice (usually the ones with the least notice first), just have them continue to work on their mobiles. This activity raises several great questions through experience for the students to grapple with.

1. Randomly assign the students into 4-5 groups of 4-5 students each.
2. Tell students that they have to create a mobile using the hangers that represent the group’s idea of “equality.” They cannot use anything except for what came in their bags. They cannot share with another group or borrow from any other group. Tell the groups that they have to present their completed mobiles to the class.
3. The students work on their mobiles for 15 minutes or so. (Usually the students who had less in their bags finish first).
4. The students present their mobiles to the rest of the class.
5. Hand out the reflection sheet for students to complete on their own. Go over as a class.

Assessment:

The students complete the reflection handout. This can be extended into a writing assignment as well.

Lesson 5
The Blame Game

Objective: SWBAT work together to analyze the blame and guilt a community shares when there is a death or a problem.

Materials:

- Scenario A from YARI 2-6
- Scenario B from YARI 2-7

Preparation:

- Photocopy scenarios and assign groups

Facilitation:

- Students should break into groups of 4-5 and read Scenario A
- After they finish reading, students should list the characters in order of who they find most to blame to who holds the least guilt in Darryll's death. The group should reach a consensus and have only one list.
- When they have finished they should read Scenario B. With Scenario B students should choose one character and answer the questions at the bottom of the page.
- Whole group discussion analyzing the blame of the community.

Scaffolding:

Teacher selection of groups.

Assessment:

In your journal, analyze a problem in your school or community. List all of the people who share some of the blame. Who is most to blame? Least? Where do you fit in with this problem?

Sources: Adapted from YARI 2-6 to 2-7

HANDOUT

SCENARIO A

Darryll is 14. He has been living with his mother and his grandmother off and on. Sometimes he stays with a friend and every once in a while he sleeps in an abandoned building. He is not getting along with his family. His **father** is using drugs intravenously and doesn't stay at home any more. Sometimes his father comes home and beats up on his mother and takes money from her purse for his drug habit even though there isn't enough to pay the rent some months. His **mother** works three jobs trying to bring in enough income to make sure that his two younger brothers and his sister have enough to eat and have clothes to wear to school. **Darryll** gets mad sometimes about things at home. He's not doing that well in school either. Once he was so mad that he hit his little brother **Jaron** so hard that his mother had to take him to the emergency room. The worst argument he got into was with his father when he promised to pay for some kitchen furniture and spent all the money on drugs.

One day, **Darryll's friend's brother** asked him if he wanted to make a few dollars selling stuff on the street. Darryll thought he could help his mother out and buy himself some clothes at the same time. He sold a few bags to guys he knew on the block and he was good at it. He didn't see himself as dealing, just making some money to help his family out. He asked his friend **Luz** to hold the money for him. "No problem" she told him. "I'll just keep it hidden in my room."

Once he was selling, it was hard to stop. The money was good and he was fast. He started smoking blunts with a few **friends**, before and after school and then he started skipping school, first a couple of classes, and then whole days. Sometimes he would travel by car down to New York to get some dope, bag it and sell it in Hartford. His **teachers** asked him what was going on but he didn't want to tell them. He didn't trust them to keep his activities secret. So he just kept to himself in school. His mother was too busy - she didn't read the notices that the **counselor and the vice principal** sent home from school. They didn't call the house, or if they did, she was never home. He got into trouble twice, once for robbery and once for assault.

One night he was hanging out at home when his friends and some older guys called. They had a deal for after midnight. He was in a borrowed car, going home when the **cops** spotted them at 2:00 AM. They tried to stop the car. Everyone got out. Some neighbors say their hands were up in the air; some say they were running. The cops shot Darryll in the back and he died on the way to the hospital.

WHO IS TO BLAME FOR DARRYLL'S DEATH?

Assignment: As a group, create answers to the following questions from the perspective of your character.

- decide who is at blame for Darryll's death from the perspective of the character
- create an argument for why the team made that decision
- decide why your character is not to blame
- assign a primary person to speak for the team in front of the jury
- prepare that person to take the lead in speaking
- prepare to support that person in the group's position

HANDOUT

Scenario B

Joel is 9. He has been living in an institution for emotionally disturbed children and youth. He is there because his **mother** and **step-father** can't manage his angry outbursts any more. Sometimes he gets so mad that he stops breathing for a long time. They were worried that one time, if he could not control himself, he might hurt one of his **younger step-brothers**. His step-father thought Joel was being disrespectful when he yelled at him and cursed. One day his step-father was drinking and when Joel tried to hit him with a stick, he beat Joel with his belt till he was black and blue on his backside. A neighbor reported it, and **DCF** put Joel in the institution. His mother visited him every week. He seemed okay. The **attendant** said that he was okay most of the time but sometimes he got violent and they had to restrain him until he calmed down. Once he showed Joel's mother the room where the restraints were. One Monday morning, Joel's mother got a call from the **director of the institution** who told her that Joel had stopped breathing while he was being restrained. After a while they called an ambulance but by the time they got Joel to the emergency room, a half hour later, the **emergency room nurse** could not find a pulse. He died in the emergency room.

WHO IS TO BLAME FOR JOEL'S DEATH?

Assignment: As a group, create answers to the following questions from the perspective of your character.

- decide who is at blame for Joel's death from the perspective of the character
- create an argument for why the team made that decision
- decide why your character is not to blame
- assign a primary person to speak for the team in front of the jury
- prepare that person to take the lead in speaking
- prepare to support that person in the group's position

Selecting a Problem

Lesson 1
Brainstorming the Issues

Objective: Students will be able to identify and describe issues that are important to them. They will also be able to develop a consensus in their small groups.

Materials: None

Preparation: None

Description of Activities: Students will be placed into small groups.

- **Intro:** They will be asked to identify and discuss personal issues that have had an impact/effect on their individual lives.
- **Small Group Consensus:** Students will evaluate each of the issues in their group and choose one that they wish to present to the class as a possible issue for further exploration. The guiding question will be simply: Which issue should be addressed by a larger group and why?
- **Thesis Development:** Students will develop a statement that proposes why their issue should be adopted by the class

Scaffolding: (as it applies)

Assessment: Students will be evaluated using [rubrics for group work](#). Additionally, the theses will be written and collected and [scored](#).

Lesson 2
Research and Preparation

Objective: Students will be able to conduct preliminary research on their group’s issues in preparation for a large group discussion.

Materials: None

Preparation: Teacher will begin making folders for students of various issues. Folders may simply contain lists of links, resources, etc. for additional exploration of issues.

Description of Activities: *Research and Revision*

- Students will spend the day researching the issues of their various groups to acquire evidence for support. When they have agreed upon at least three pieces of evidence, students will revise their group’s theses to include support.
- Teacher should facilitate research either by coordinating with media specialist, or creating annotated bibliographies for each group, as well as identifying important/relevant websites, books, media, etc.
- Students will prepare a five minute presentation on their issue making sure to include relevant and important support that answers the question: Why should their issue be selected by the class? The presentations can take any form.

Scaffolding: Teacher facilitation of research process (as in description of activities)

Assessment: All work will be collected into folders to be graded. Additionally, [group work rubrics](#) will be used to score participation and effort. Revised theses will be [scored](#) as well.

Lesson 3
Presentation and Decision

Objective: Students will be able to discuss and support their small group’s issues to the class. Students will be able to debate and demonstrate knowledge of their issue.

Materials: May need projector or large paper for student presentations, various markers, etc.

Prep: As needed for presentations

Description of Activities:

- Small groups will present their selected issues to the class. Each group will present their issue and identify their pieces of evidence to the entire class.
- *Large Group Consensus:* The class will evaluate each issue. They will be ranked in order with the guiding questions: What is the most important issue? Which issue should be researched and resolved by the class?
- Class discussions and voting will determine which issue will be adopted by the large group.
- Upon adoption of the single issue, the entire group will engage in additional and more detailed research of the issue.

Scaffolding: (as it applies)

Assessment: Teachers will gather the individual group folders and evaluate the presentations using a [presentation rubric](#).

Unit 2

Research and Analysis

Social, Political and Historical Context of the Problem

Unit 2.A: Social, Political and Historical Context of the Problem

Rationale

Having selected the issue we will now establish the political, social and historical context of the issue.

Goal: Creating a shared foundation for all the students so they are equally familiar with the topic, as well as aware of the gaps in knowledge they may have, additionally aware of how increased knowledge of the topic may impact perception of the topic

Lesson 1

Context Brainstorm (KWL)

Brainstorm: Students respond: What information do you have about the topic/issue, what visual evidence can you describe? What contemporary and personal evidence can you describe that is connected to the problem

Large group discussion: Map or chart student responses on board. Look for connections in experiences. Pose questions that encourage students to make general conclusions / statements/ questions that arise about the issue

Homework: Students should bring in some form of evidence that connects/supports a specific conclusion addressed in this class with specific parameters as it pertains to the issue. They may be given specific categories with which to use (article, photo, video, political cartoon, etc. They may be personal or public, from media i.e. television, music etc.)

General Assignment:

Journal: Two Column

Column 1

Reflections on how it connects on a personal level, what they have learned about the issue

Column 2

Reflections on what the group/society needs to know more

Lesson 2

Establish the Political Context**Small Group/Large Group Discuss:**

- Students present their individual evidences (from Day 1) and explain the connection to the assumption/conclusion
- Students should evaluate the evidence for strength of support to the issue (evaluation of sources, etc.)

Political Context:

- Teacher will provide packets that contain various laws/organizations/rules/etc. that pertain to the political aspect of the issue
- Students have to identify them as a CAUSE of the issue, and EFFECT of the issue: Does it influence the issue or is it influenced by the issue?
- *Packets should reflect:* Relevant laws, norms, rules, organizations involved whether they be official or unofficial groups

Homework:

Students should bring in some form of media (song, video, advertisement, etc.) that supports their particular viewpoint on this issue.

General Assignment:

Journal: Two Column

Column 1

Reflections on how it connects on a personal level, what they have learned about the issue

Column 2

Reflections on what the group/society needs to know more

Lesson 3
Establishing the Social Context

1. Small Group/Large Group Discuss:

- Students will present their support and in the groups develop a consensus of which forms most accurately depict the issue, or most strongly connect to, or illustrate it

2. List:

- Create a list as a class of what is missing from the group’s collective knowledge of the issue

3. Opposing Viewpoints:

- Depending on the issue teachers will provide opposing viewpoints.
- Class will be divided into small groups.
- Half of each group will be given one perspective, the other half will be given the other perspective
- Students will be asked to argue their respective positions (e.g. Tipper Gore’s presentation to Congress on Violence in Video Games influencing children, Dee Schneider’s defense of First Amendment rights/RAP defense that rap doesn’t influence society but reflects society)

General Assignment:

Journal: Two Column

Column 1

Reflections on how it connects on a personal level, what they have learned about the issue

Column 2

Reflections on what the group/society needs to know more

Lesson 4

Establishing the Historical Context**Teacher Presentation:**

- Teacher will present or bring in a presenter, video, audio, etc. to provide historic context of issue.
- *Example:* Teacher may show movie clips to indicate additional perspective or alternate ideological viewpoint of perspective.

General Assignment:

Journal: Two Column

Column 1

Reflections on how it connects on a personal level, what they have learned about the issue

Column 2

Reflections on what the group/society needs to know more

Lesson 5

Wrap Up**Individual Writing Project:**

- Thesis statement describing the issue identifying political, social and historic context citing evidence from each category.
- Additionally, they will develop a list of questions that the next phase of the YPAR will address, facilitating their plan of action.

General Assignment:

Journal: Two Column

Column 1

Reflections on how it connects on a personal level, what they have learned about the issue

Column 2

Reflections on what the group/society needs to know more

Understanding YPAR and Choosing a Research Method

Lesson 1

Choosing a Research Question

Objectives: SWBAT develop a major research question to pursue based on issues students have chosen. SWBAT develop critical social analyses. SWBAT understand the YPAR cycle. SWBAT develop critical thinking skills.

Materials: butcher paper, white board, markers, chalk, sticky notes, etc. - appropriate to your classroom

Preparation: Label butcher papers or columns labeled with topic/subtopics students have chosen

Activities/Scaffolding (*see handout on the following page for examples*)

- Review/overview of YPAR steps and importance of a focused research question
- Ask students (perhaps in pairs) to articulate an ideal vision as if the problem was solved, using “we” statements (e.g. “We believe in a world free of gang violence”); democratically decide on best wording of this we statement
- Using same format (students in pairs, etc.), ask students to articulate a vision and/or mission statement based on the we statements; a vision might be more directly related to the we statements (our vision is of our community being free from gang violence, where kids feel safe), whereas a mission statement begins to describe your actions more (we want to increase understanding of _____ and show that young people care about _____ and can _____). Democratically decide the best wording.
- Using the same format (e.g. students in pairs) ask the students to imagine all the data has already been collected and determine more specific, finite goals based on the vision/mission statements (e.g. “We intend to inform _____, inquire _____, then share _____ and act by _____). Democratically decide the best wording.
- Inform students they will develop 1-3 main guiding questions that will determine the methods they choose and the direction they take.
- Using similar format (pairs, groups) each student/pair/group is responsible for writing 3 questions they think will help them learn more about the topics they’ve chosen prioritizing the questions #1-3 (students place them on butcher paper, board, etc.); discuss overlap of questions and have students form 1-3 overarching questions that address the core of the students’ questions; democratically decide the wording
- Time permitting, start to formalize your material for students into one “document” on the board/paper (vision, mission, goals, questions)

Assessment/closure:

- alone or in pairs, suggest/predict methods we’d use to answer our questions

Sources: Adapted from YELL (p. 166-167, 219)

Research Topic/Question Examples
(Handout for Lesson 1)

RESEARCH TOPIC: YOUTH VIOLENCE

Our vision is of a community free from violence, where all youth feel safe and supported.

Our mission is to increase understanding of youth perspectives on violence in our school and community, and show adult decision makers and other youth that young people can be part of making a positive difference for the whole community.

GOAL:

- Inform adult decision makers in our school and community (e.g., violence prevention task force, City Council, police chief, school board) of youth’s experience of violence in school and community settings, and share youth perspectives and ideas for what works in decreasing violence in our community.

RESEARCH QUESTIONS:

- How big of a problem is violence for the youth at our school?
- Where and how do youth experience violence the most? Where do they feel the most safe and supported?
- What do youth see as the biggest factors that lead to violence? What could help to decrease youth violence?

RESEARCH TOPIC: RESOURCES AND SUPPORTS FOR TEENS IN OUR COMMUNITY

Our vision is a community where all youth have supportive, fun, and engaging activities, and places to hang out on weekends and after school.

Our mission is to increase understanding of what youth want and need in out-of-school and after-school activities and resources.

GOALS:

- Inform adult decision makers and program leaders of what youth want and need in after-school and out-of-school activities and resources.
- Find out if youth know about and use the activities and resources that already exist – and why or why not.

RESEARCH QUESTIONS:

- What do youth think about the programs, activities, and resources that are offered to teens in our community? Are there enough? Are they accessible to all teens?
- What types of activities or resources would teens be interested in having more of or being of better quality?
- Where and how do teens prefer to get information about activities and resources available in the community?

Lesson 2

Rate the Research Method

Objective: SWBAT analyze the viability of various research methods by solving problems in stations and presenting results that achieve at least a 50 on the [presentation rubric](#).

Materials: Handouts, computers, writing materials

Preparation: randomly select 4-5 groups of 3-4 students, prepare stations with necessary materials and instructions, advise other teachers and administrators that students will be conducting surveys, hall passes.

Activities:

Day 1 (40 minutes)

Station 1: Develop interview questions regarding the use of safe-sex practices

Station 2: Create a student survey, ranging from “absolutely disagree” to “absolutely agree,” on the implementation of school uniforms

Station 3: Create a 5-question survey on how to improve the food in the cafeteria.

Station 4: Create a map of areas where students in different social groups congregate within the cafeteria.

Station 5: Create a visual representation (pie chart, graph) of the various ethnic groups within the school.

Scaffolding: selective grouping, graphic organizers

Day 2:

1. Each group will do “field work,” conducting research as dictated their day 1 creations.
2. Create presentations based on research.

Day 3 (Assessment):

1. Presentations: each group will give a 5-minute presentation of their findings (20-25 minutes)
2. Audience will develop questions for discussion as they view presentations
3. Discussion Questions:
 - a. Which method proved most successful?
 - b. How do you decide which method works best for your question?

Sources: Adapted from YARI Curriculum (pages 2-17 thru 2-42)

Lesson 3
What and Why

Objective: SWBAT identify an appropriate data collection method and support their selection in a persuasive essay that achieves at least a 4 on the [writing rubric](#).

Materials: Writing materials, scissors and glue, butcher or post-it paper, sticky notes, computer

Preparation: Pre-print questions in large font, cut into individual questions.

- Who will be conducting the data collection?
- Where will data collection happen?
- Who will the participants be?
- What data do I need to draw from participants?
- How do I best engage participants in the research?
- How do I intend to analyze the data?
- How would I like to be treated as a research participant?
- What responsibility do I have to participants following the initial collection of data?
- Which method will help me answer my research question?
- What kind of analysis needs to happen with the data collected from these methods?

Activities:

1. In small groups, students will paste questions on large paper. *(5 Minutes)*
2. Each individual will respond to each question on a sticky note (if available, different colors can identify each individual). *(15 minutes)*
3. Support their choice(s) of research method(s) in a group persuasive essay. *(20-25 minutes)*

Scaffolding: Selective pairing, persuasive writing rubric

Assessment:

1. 6-point writing rubric
2. Group presentations- students may choose to read essay or create a PowerPoint. Audience can vote whether or not to approve project

Sources: adapted from <http://www.rangahau.co.nz/method/60/>

Handout for Lesson 3 – What and Why

Who will be conducting the data collection?

Where will data collection happen?

Who will the participants be?

What data do I need to draw from participants?

How do I best engage participants in the research?

How do I intend to analyze the data?

How would I like to be treated as a research participant?

What responsibility do I have to participants following the initial collection of data?

Which method will help me answer my research question?

What kind of analysis needs to happen with the data collected from these methods?

Lesson 4
Planning for Data Collection

Objective: SWBAT develop critical social analyses. SWBAT understand the participatory action research cycle. SWBAT develop critical thinking skills. SWBAT plan a research project. SWBAT collect data. SWBAT collectively and democratically plan data collection.

Materials/prep:

- poster/easily legible vision/mission/goals/questions
- butcher paper, white board, markers, chalk, sticky notes, etc. (appropriate to your classroom)
- large calendar posted/written on board reflecting time frame you'll use for data collection
- you may want to pre-determine teams for data collection

Activities:

- Warm up - continue discussion of research method practice/effectiveness of methods
- Divide class into 3 groups: best methods, people, and products
- Group 1 will list suggested specific methods used to answer overarching question(s)—also suggest number, frequency, etc.
- Group 2 will list suggested people that we would inform, rely on, try to involve, ask consent from - also suggest how to engage/ask/interact with them
- Group 3 will list suggested final products, how long it might take to complete them, and who the audience might be for the products
- Groups report out/share - democratically discuss and decide methods, people, products
- Teachers and students will collaboratively plot tasks on large calendar
- Determine groups/teams for different research tasks; (depending on time, you may want to have just a research team while others work on other tasks such as outreach, fundraising, etc.)

Scaffolding: ***You may want to use more detailed charts/graphic organizers to focus kids on choosing methods, people, and products (e.g. have them list person/relationship/role in community/how we want to use them, or have them fill out a pre-made blank timeline w/questions)

Assessment/closure: Have each student/team write their role and its importance to ensure they have a firm grasp on their duties moving forward

Sources: Adapted from YELL (p. 174-175, 234-238)

Lesson 5
Consent Forms

Activity 3: CONSENT FORMS**Learning Objective:**

- To learn the meaning of “informed consent” and protection of human subjects.
- To learn how to construct and administer a consent form with their peers.

Materials:

Examples of consent forms for youth and parents

Time: 60 minutes

Preparation:

Facilitators should be familiar with the above concepts, prepared to discuss them with youth, and ready to support the idea of consent forms. Facilitators should list ways of making sure that youth researchers will maintain confidentiality and let them know that they should report situations involving abuse if they uncover these in the course of research.

Source: YARI 4-107

SAMPLE

MINORITY YOUTH ACTION RESEARCH TRAINING INSTITUTE SUMMER PROGRAM PARTICIPANTS

Minority Youth Action Research Training Institute is a summer and after-school educational program being offered to Hartford area youth between the ages of 15 and 18 during summers and throughout the school year. You will be employed to conduct youth-led research with your peers on reproductive health and other topics affecting teens and to use the results for educational and intervention purposes. You will also have the opportunity to share your work in high schools and on college campuses in the Hartford and New Haven areas, to learn about college careers, and to meet college students and faculty. Some students will be chosen to participate in a long-term evaluation of the program by interviewing their peers over a three-year period about their experiences related to the program and to their career development and college plans. You are being invited join this program as a participant in a six-week research training and employment program. You will be paid for your work through the Summer Youth Employment fund. You will carry out research with your peers and will share it with others. You will receive special training to make sure that you maintain the confidentiality of your peers and you will meet with program adults on a regular basis to assess individual and group progress and experience in the program.

Each participant will also be asked to stay in touch with the program for three years, and to participate in at least one brief interview each year for three years to assess their experience with the program during that time and their progress since then. If you are chosen as a student evaluator, you will be paid for your work in evaluating the project.

Your participation in this project is voluntary. However, once you join the project in the first year, and accept summer employment, we expect you to follow the guidelines for the project, which include regular attendance and performance, and to follow the personnel policies of the ICR which will employ you for the summer project, and, if chosen, as a member of the student evaluation staff. You may withdraw from the program at any time without penalty or loss of any benefits to which you may be entitled, including the possibility of participation in this or any other program or study of the Institute for Community Research at any time in the future.

Confidentiality of Information: Despite the commitment of all project staff and young people to maintain strict confidentiality of information, there is always a possible risk for loss of confidentiality. At no time during any group discussion will you be asked to provide or to share personal information, which he or she does not wish to share. As part of your research training, you will learn about how to maintain confidentiality of information obtained from your peers and will be held accountable for using these practices at all times.

Benefits: Benefits of participation include summer employment in the program, learning how to conduct applied social science research, assistance with school career and school work and introduction to college campuses and contacts.

Source: YARI 4-108

Risks and Discomforts: Discussion of some issues such as drugs or violence-either by you or by others - may cause you some concern. If you feel this way, you will be able to talk with any of the project facilitators about your feelings if you wish. Some participants may feel social pressure from their peers to participate or not to participate. You may be concerned about the group's respect for your privacy.

Research Questions: If you have questions about the research in this project, you may contact Jean J. Schensul, Executive Director (860-278-2044, ext. 227, or Sandra Sydlo, project director, at (860) 278-2044, ext. 273. Or, if you have any questions about your rights as a project participant or to research-related injuries, you may contact Henrietta Bernal at (860) 679-1570.

Termination: Circumstances under which your participation may be terminated by an administrative staff person without regard to your consent include disruptive or unruly behavior or consistent inability to perform in a manner that meets the standards of the program, which will be explained to you and your parent or guardian when you join the project.

I understand the content of this consent form and agree to participate in the project.

 Print Name

 Signature of Assenting Youth

 Date

 Interviewer Name

 Date

Source: YARI 4-109

**MINORITY YOUTH ACTION RESEARCH TRAINING INSTITUTE
CONSENT FORM FOR PARENTS OR GUARDIANS: SUMMER PROGRAM**

Minority Youth Action Research Training Institute is a summer educational program being offered to Hartford area youth between the ages of 15 and 18. The summer program will provide employment to between 20 and 25 youth researchers to conduct youth risk related research with their peers, and to use the results for educational and intervention purposes. The year-long program will provide participants with the opportunity to share their work in high schools and on college campuses in the Hartford and New Haven areas, to learn about college careers, to meet college students and faculty, and to find related work for the remaining years of their high school career. Some students will be chosen to participate in a long ten-n evaluation of the program by interviewing their peers over a three-year period about their experiences related to the program and to their career development and college plans. The topics to be discussed will be related to reproductive health, AIDS and drug risk, and violence. These topics have all been successfully researched by other teens in the past, and some of the results have been recognized with state and national awards.

Your child is being invited to join this program as a participant and summer youth employee. He or she will attend a paid six-week action research training and implementation program. In this program they will identify a topic they want to study related to AIDS risk and do research with their peers on the topic. They will then use the information for public service or education. Young researchers will receive special training in ensuring confidentiality. During the summer period they will meet with program adults on a regular basis to assess individual and group progress and experience in the program.

Each participant will also be asked to stay in touch with the program for three years, and to participate in at least one brief interview each year for three years, with a project student and staff member, to assess their experience with the program during that time and their progress since then. If your child is chosen as a student evaluator, he or she will become an employee of the ICR and will receive compensation for assisting with the longer-term evaluation of the project and the participants in it.

Your child's participation in this project is voluntary. However, once your child joins the project in the first year, and accept summer employment, we expect him or her to follow the guidelines for the project, which include regular attendance and performance, and to follow the personnel policies of the ICR which will employ your child for the summer project, and, if chosen, as a member of the student evaluation staff. **You may withdraw your child from the program at any time without penalty or loss of any benefits to which they may be entitled, including the possibility of participation in this or any other program or study of the Institute for Community Research at any time in the future.**

Confidentiality of Information: To protect participants from any possible risk, we will avoid the use of names at all times, and provide numerical codes for group discussions and unique

identifiers for evaluation interviews. At no time during any group discussion will your child be asked to provide or to share personal information, which he or she does not wish to share.

Benefits: Benefits of participation include one year of summer employment in the program, learning how to conduct applied social science research, assistance with school career and school work, and introduction to college campuses and contacts.

Risks and Discomforts: Discussion of topics in the program such as drugs - either by your child, or by others - may cause your child some concern. Participants may be concerned about their peers' and group members' respect for confidentiality of response in-group discussions.

Research Questions: If you have questions about the research in this project, you may contact Jean J. Schensul, executive director (860) 278-2044, ext. 227, or Sandra Sydlo, project director, at (860) 278-2044, ext. 273. Or, if you have any questions about your child's rights as a participant, you may contact Henrietta Bernal at (860) 679-1570.

Termination: Circumstances under which your child's participation may be terminated by an administrative staff person without regard to your consent include disruptive or unruly behavior or consistent inability to perform in a manner that meets the standards of the program, which will be explained to you and your child when your child joins the project.

I understand the content of this consent form and agree to permit my child to participate in this project.

Print Name

Signature of Consenting Parent or Caregiver

Date

Interviewer Name

Date

Source: YARI 4-111

Methods Modules

Unit 2.C.1 – Interviews, Focus Groups and Observations

Unit 2.C.2 – Surveys and Slam Books

Unit 2.C.3 – Visual Methods

Interviews, Focus Groups and Observations

Lesson 1

How to Create a Good Interview (90 Minutes)**OBJECTIVE:**

Youth will learn how to do an effective interview and gain self-confidence as interviewers.

MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Paper, pens, and clipboards.
- Index cards.
- Copy the *Steps to a Good Interview* (Master Copy 3.13a) and *Designing Open-Ended Questions* (Master Copy 3.13b) before the session: one copy of each for each youth.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Explain that the goal of today's workshop is to learn how to conduct a good interview.

Opening Circle Statement (Around the World): Someone I would like to interview and learn more about... (It can be anyone – famous or not, living or not.)

II. WARM UP: LISTEN AND RESPOND (5 MINUTES)

The purpose of this exercise is for youth to practice, as a group, the skill of listening and responding to questions. Pick a volunteer to be "interviewed" by the group, and pick another volunteer to ask an initial question (It could be "What do you think of your city?" or "What are your hobbies?"). After the first question has been answered, go around in a circle asking follow-up questions based on the responses of the person being interviewed. Because they don't have a script, this exercise requires them to listen and respond to what was said. Remind youth to keep questions respectful.

III. INTERVIEW EXPERIENCE BRAINSTORM (10 MINUTES)

Ask youth about their experience with interviews. What have they seen? Done? Have they ever interviewed someone else? Been interviewed?

- On a piece of butcher paper or the board, list the different types of interviews youth mention: Entertainment (talk shows), employment, information (news, radio), and others.

How to Do a Good Interview

- Ask youth to name, from their experience, qualities of good interviews and qualities of bad interviews. Ask for specific examples, and write down the comments on the board or butcher paper.

IV. BAD INTERVIEW – GOOD INTERVIEW (20 MINUTES)

Step 1: Ask for a youth volunteer. Interview the person using pre-written questions of your choice. Purposely do not do a good job (e.g., don't make eye contact, forget questions, check your cell phone for text messages, start telling a story about yourself, ask to borrow a pen, don't listen to what is said, ask leading questions, give your opinion, use poor body language).

Ask youth, what was wrong with this interview? Did you get good information? Why not? How did the interviewee feel?

Step 2: Brainstorm tips for conducting a good interview. What would have made the bad interview good? What are some principles of a good interview? Discuss and record. Examples include:

- Make eye contact.
- Show the person you are listening by repeating what they say.
- Ask follow-up questions (probes) to better understand what they are saying.
- Reference the warm-up activity here – the importance of showing the person that you are listening and are interested in what they have to say.
- Keep your questions open-ended so answers need to be more than "yes" or "no."
- Introduce yourself and the purpose of the interview.
- Ask for permission.

Step 3: Hand out the *Steps to a Good Interview*. Ask youth for questions and any additions based on the brainstorm.

V. OPEN-ENDED AND NON-LEADING QUESTIONS (15 MINUTES)

Step 1: Explain that one of the most important goals in an interview is to be open-minded and to really hear what the person has to say. Open-ended questions allow people to talk in detail about their own perspectives. If you can answer yes or no, it is not an open-ended question.

Step 2: Explain that sometimes questions are leading. When a question is leading, it puts ideas and opinions into the question in a way that makes it hard for a person to share their own thoughts. If the answer to the questions below is yes, then the question is leading:

- Does this question assume a certain opinion?
- Does it direct someone to a particular answer?

As a group, evaluate the following questions (or other questions that you or the youth make up). Decide whether or not each question is leading or closed ended, and then revise the leading and closed-ended questions.

- Don't you think that youth in our community are stereotyped a lot?
- It seems like the media is to blame, don't you think?
- The news always focuses on the bad stuff happening in our community. I think if they showed more positive stories, the stereotypes would change. Don't you think so?
- How would you describe your neighborhood?
- Don't you think that school is a waste of time?

Step 3: Hand out the *Designing Open-Ended and Non-Leading Questions* worksheet. Students should revise each leading question to make it both non-leading and open-ended. Ask for volunteers to share a couple of examples.

Example from Practice:

Former YELL participant Sandra Mendieta says that learning how to ask questions and learning the difference between open-ended and leading questions, helped her to be a better student in high school and in college.

VI. PEER INTERVIEWS (15 MINUTES)

The purpose of this activity is to practice interview skills.

Step 1: As a group, brainstorm what questions youth want to ask to find out more about each other (could also be related to their research topic, a current event, or something happening in the school). Make sure the questions are open-ended and non leading! Write these questions on the board or a piece of paper where everyone can see them. Remind youth of the Listen and Respond activity you did at the beginning of this session. Encourage youth to ask probing or follow-up questions based on what they hear from the person they are interviewing.

Step 2: Break into pairs and have youth take turns interviewing each other (three minutes for each interview) using the questions created by the group.

Step 3: Have each youth share their partner's name and one thing they learned (no more than one minute each for reporting back). As a group, discuss: How was it interviewing? (Communicate the idea that they already have lots of experience and skills.)

VII. DEBRIEF AND CLOSING (15 MINUTES)

To summarize the key points from the session, ask for two volunteers to start an interview in front of the group. Let the group know that if they see an opportunity for a probing or follow-up question, they can shout "freeze!" and take the place of the interviewer. Every few minutes, switch out the person being interviewed at random. As the facilitator, you can call "freeze" at any time to point out something positive, ask the group questions about how the interview is going, or ask for suggestions on how to improve the process.

Closing Circle Statement (Around the World): One thing I noticed today...



Optional Take-Home Assignment:

- Create four interview questions related to the research topic.
- Use these questions to interview a sibling, parent, or relative.
- What worked and what questions could be improved?
- Bring the revised questions to the next session.

3.13a

Steps to a Good Interview

1. MAKE SURE THAT YOU ARE PREPARED AND ORGANIZED.

- Practice saying the questions.
- Make sure you have...
 - Your interview questions.
 - A notepad and a pen/pencil.
 - A quiet, private place to do the interview.
 - Consent forms.
 - A tape recorder (optional).
 - A written description of your project or group (optional).

2. INTRODUCE YOURSELF AND ASK FOR PERMISSION.

- Tell them your name, where you are from, and why you are doing the interview. "Hi, my name is _____. I am working on a school research project and want to talk to people about (your issue) so I can think of ways to improve the community."
- Ask for permission to interview the person: "May I have your permission to interview you and use what you say in my school project?" (Have interviewees sign a permission form.)
- If the person says no, then you cannot do the interview. Don't hassle them!

3. DO THE INTERVIEW.

- Make eye contact.
- Listen to the person you are interviewing. Don't interrupt.
- Don't give your own opinion.
- Try repeating back what is said to make sure you understood the point. Ask subjects to speak for themselves and express their own opinion.
- Ask follow up questions! Don't accept yes or no answers.
 - Ask "Why?" or "Could you explain?"
 - "Can you say more about what you mean by that?"
- If they are nervous, give them some time to answer. Sometimes people need time to think – allow for some silence.

4. END THE INTERVIEW

- Ask them if they have anything else to say or add about the topic.
- Thank them for their time and shake their hand! Example: "Thank you very much for being interviewed. What you've said is very helpful for us."

5. RESPECT CONFIDENTIALITY!

- Tell the person you are interviewing that what they said was just between the two of you. (While the information they give you will be analyzed and shared, their names will not be connected with anything they say.)
- Do not tell anyone else what the person said. Only speak about the interview anonymously, without naming names.

3.13b

Designing Open-Ended and Non-Leading Questions

In an interview, you should avoid questions that are leading or closed-ended.

- A leading question is one that “leads” the interviewee toward a particular answer.
- A closed-ended question is one that has a one-word, limited answer (yes or no).

Instructions: Turn the below questions into open-ended and non-leading questions that don’t lead to a yes or no answer, or show your opinion.

EXAMPLE:**Don’t you think that the shows on MTV are boring?**

What do you think of the shows on MTV? _____

1. Don’t you think that youth in our community are stereotyped a lot?

2. I think the media is to blame for making girls feel bad about how they look. Don’t you agree?

3. The news always focuses on the bad stuff happening in our community. I think if they showed more positive stories, the stereotypes would change. Don’t you think so?

4. The dress code is ridiculous here. Do you like the dress code?

5. I think that we should be able to vote at 16. If we are old enough to drive, shouldn’t we be old enough to vote? What do you think?

Lesson 2

Focus Group Introduction (90 Minutes)

OBJECTIVES:

Youth will learn what a focus group is and understand the format of focus groups.

MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Paper, pens, and clipboards.
- Index cards.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Statement (Around the World): Name something that makes you happy.

II. WARM UP: TALK SHOW (10 MINUTES)

Hand out index cards and have youth write the following sentences, filling in the blanks with their own answers. Remind youth that they will be sharing these with the group. When everyone is done, collect the cards.

Focus Group Introduction



• If I could be a guest on any talk show it would be: _____

• The other two guests would be (names or types of people): _____

• We would be discussing this topic: _____

• Three questions the host would ask us would be: _____

Lesson 2 (continued)

- Ask youth to identify any great follow-up questions or leading questions.
- What were some of the difficulties a focus group leader might encounter?

IV. CLOSING (10 MINUTES)

Closing Circle Statement (Around the World): On a scale of 1 to 5 – with 1 being least and 5 being most – how would you rate your interest in leading a focus group? Why? What population or audience would you be interested in talking to the most?

III. TALK SHOW PRESENTATIONS (60 MINUTES)

Explain that a focus group is just like a talk show but in private: It is a group discussion that is focused around one topic. The purpose is to record people's opinions, something like a group interview.

Step 1: Break the students into three small groups and give each group several index cards from the warm-up activity. Ask each group to pick one card and select a host of their talk show. The host will ask the questions on the topic and facilitate the talk show. It is the host's job to get people talking about the issue on the card. Encourage youth to take on different personalities, characters, or political views. Give groups 10-15 minutes to plan and practice their talk show.

Step 2: Have each group present their talk show. Each presentation should be no more than five minutes. After each group presents, ask the "audience" the following questions:

- What were some of the opinions of the people on the talk show?
- Were there any issues that people seemed to agree upon?
- What did the host do or say to get people to talk and share their opinions?

Lesson 3
Role Play Observation

Objective: SWBAT learn basic observation skills and assess where and when this method may be useful.

Materials: Field Observation Handout and Observation Protocol (next two pages)

Opening activity: Each student will write a person, place, action and emotion on separate slips of paper.

Activities:

- Kids will split into groups of 4-6. Each group will pick slips out of hats to create a role-play scene.
- Students will have 5 minutes to build and act out the scene while the rest of the class observes and fills out the field observation sheet from YARI 2-14

Assessment: Pro-con T-chart for Observation method of collecting data

FIELD OBSERVATION

<i>SIGHTS</i>	<i>SOUNDS</i>
<i>PEOPLE</i>	<i>SMELLS</i>
<i>INTERACTIONS</i>	<i>MOOD/TONE</i>

HANDOUT

PROTOCOL FOR CONDUCTING UNOBTRUSIVE OBSERVATIONS IN THE FIELD

1. Avoid making a lot of noise or doing anything that will attract attention to yourself.
2. Do not stare. Try to be as inconspicuous as possible while you are observing.
3. Try to take yourself out of the situation as you would normally experience it and try to observe things you normally wouldn't pay attention to.
4. Try to use all of your senses to observe everything that is going on around you.
5. If someone asks what you are doing, try to explain it to them as best as you can.
6. Don't stay together in a group, try to spread out.
7. Make a map of the locations of the important things that you observe.
8. Take good notes. Even though you think you will remember things, as soon as you have left the field your memory of things will start to fade.

Source: YARI 2-15

Surveys and Slam Books

Lesson 1

Survey Basics and Protocol Development (90 minutes + 2 Data Collection Days)**OBJECTIVES:**

Youth will learn how to create a survey and develop a draft survey protocol.

MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Paper, pens, and clipboards.
- Index cards.
- Copy *Types of Survey Questions* (Master Copy 3.17a) before the session: one copy for each participant.
- Copy *Survey Protocol Worksheet* (Master Copy 3.17b) before the session: at least two copies for each participant.
- Copy *Survey Tips for School Settings* (Master Copy 3.17c) before the session: one copy for each participant.
- On a piece of butcher paper, write the four categories of survey questions with room under each category to record sample questions.

I. OPENING: ATTENDANCE, SNACKS,**ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)**

Opening Statement (Around the World): What was the best gift you've ever received? Why?

II. WARM UP: STAND UP IF (10 MINUTES)

Ask students to stand up if they have ever:

- Been upset with a family member.
- Wanted to buy something they couldn't afford.
- Voted in a political election.

Ask youth to sit down after each question. Point out that what you are doing is surveying the group. When students stood up in answer to a question, they basically took a survey, using their bodies instead of writing their answers down on a piece of paper. Ask youth for some "stand up if..." examples related to the research topic(s) (e.g., stand up if you feel physically safe at school, emotionally safe at school, if you feel respected by adults). Explain that a survey is just another way to gather information using questions. Ask if anyone has another way of explaining what a survey is or does.

Survey Basics and Protocol Development**III. CREATE A SURVEY (55 MINUTES)**

Step 1: Ask each person to write down two or three general questions that they could ask someone about their research topic (on index cards or paper). After youth have had a few minutes to write on their own, have them share out. List all the questions on butcher paper or the board.

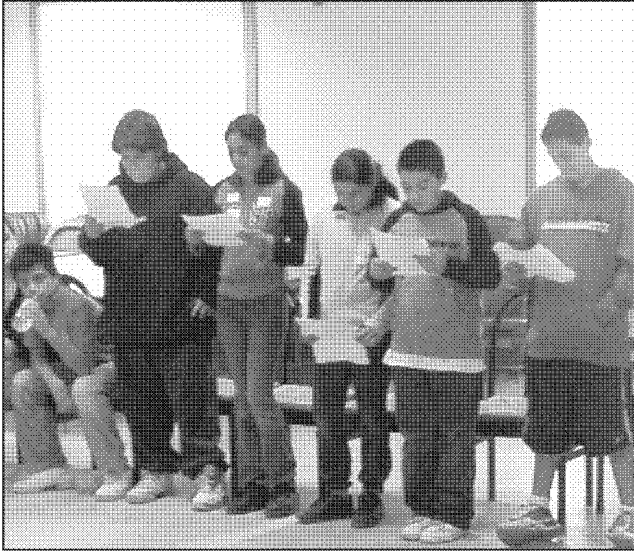
Step 2: Pass out the *Types of Survey Questions* handout and review each question type:

- Yes or No
- Scale
- Multiple choice
- Open-ended

Step 3: Pass out the blank *Survey Protocol Worksheet*. Divide youth into pairs. Have each pair use a blank survey form to come up with survey questions in at least three of the survey question categories. They can use or revise the brainstormed questions or make up new questions.

Step 4: Using their newly created survey questions, have youth move about the room and find five different people to take their survey. Encourage students to ask each other questions and give feedback if a survey question is confusing. Have youth return to their pair and revise their questions according to the feedback they received, and then add at least one survey question to each category.

Survey Basics (continued)



IV. DEBRIEF AND FINALIZE SURVEY QUESTIONS (10 MINUTES)

Have one pair at a time read out their questions (by category) to the group. Have volunteers write the questions on butcher paper. (If possible, have four pieces, one for each type of question.) As you go around the room, have people add questions that have not yet been stated by another pair. After everyone has had a turn, ask if there are any additions.

V. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): Something I noticed today in this session...

Facilitation Tip:

- If you plan to give your surveys to different categories of people, you may want to adjust the questions for different audiences, just like you did with your interviews. Collect background information at the end of the survey so you can compare how different groups of people think (e.g., age, ethnicity, neighborhood, school).
- See *Survey Tips for School Settings* for thinking about surveys up front (Master Copy 1.17c).
- It is OK to have the same question asked a little differently in two different places on the survey – this can actually affirm that the person's answers are serious. (If the person answers the questions the same, you know that they were paying attention and answering honestly; if the answers are different – perhaps the person was filling in answers randomly).
- After this session, an adult or youth volunteer can type all the questions into one survey, deleting or consolidating any duplicates. This way a draft of the survey can be brought to the next session for final revisions.

Schedule 2 sessions here for youth to collect data!

Survey Basics (Handout 1 of 3)

Types of Survey Questions

THERE ARE GENERALLY FOUR DIFFERENT TYPES OF SURVEY QUESTIONS:

- ♦ Yes or No
- ♦ Scale
- ♦ Multiple Choice or Rank
- ♦ Open Ended

Below are examples of each category from a survey about homelessness.

YES OR NO SURVEY QUESTIONS:

Have you ever been homeless? YES NO

SCALE SURVEY QUESTIONS:

My family worries about how to pay rent.	1 Not true	2	3	4 Very true
It is hard to find an affordable place to live in my community.	1 Strongly Disagree	2	3	4 Strongly Agree
I see homeless people where I live.	1 Usually	2	3	4 Never
How much of a problem is homelessness in this community?	1 Small	2	3	4 Big
There are a lot of services to support homeless people in my community.	1 Not True	2	3	4 Very True

MULTIPLE CHOICE OR RANK SURVEY QUESTIONS

What do you think is the most important solution to homelessness in your community? (Circle two)

- A) Lower rents C) More homeless shelters E) Better social services agencies G) Other: _____
 B) New public housing D) Guaranteed jobs programs F) More social service agencies

Rank the following solutions to homelessness (1 is the best solution, 6 is the worst solution):

- _____ Lower rents _____ More homeless shelters _____ Better social services agencies
 _____ New public housing _____ Guaranteed job programs _____ More social services agencies

OPEN ENDED SURVEY QUESTIONS

What do you think causes homelessness in your community?

Survey Basics (Handout 2 of 3)

Survey Protocol Worksheet

Circle a number that describes how much you agree with each statement using the scale.

1.	1 Disagree	2 Somewhat Agree	3 Agree	4 Strongly Agree
2.	1 Disagree	2 Somewhat Agree	3 Agree	4 Strongly Agree
3.	1 Disagree	2 Somewhat Agree	3 Agree	4 Strongly Agree
4.	1 Disagree	2 Somewhat Agree	3 Agree	4 Strongly Agree

For each question below, circle yes, no, or maybe

5. _____? Yes No Maybe
6. _____? Yes No Maybe
7. _____? Yes No Maybe

For the questions below, circle the option that best represents your opinion.

8. _____?
- a) _____
- b) _____
- c) _____
- d) _____
9. _____?
- a) _____
- b) _____
- c) _____
- d) _____

For the question below, write your opinion in the space provided.

10. _____

11. Your Age: _____ 12. Your Grade: _____ 13. Your Zip Code: _____

14. Your Race/Ethnicity: _____ 15. Female Male (Check One)

Survey Basics (Handout 3 of 3)

Tips for Surveying in School Settings

- ✓ Keep the survey short! The shorter your survey, the more likely it is that students will read it carefully and answer honestly. If the survey is too long, students may start randomly checking boxes just to get it done.
- ✓ Include a brief cover letter so students understand why the survey is important. This can help make sure that students take the survey seriously. This can be a short paragraph at the top of the survey.
- ✓ Provide translations of your survey as needed.
- ✓ Pilot the survey with a group of students outside of your group. This will let you know that the questions are clear and how much time it takes to complete it.
- ✓ Meet with the school principal and school leadership team to explain the goals for your project, how the survey will help to meet the goals, and to get permission to distribute the survey during class time.
- ✓ Ask the principal for time in a staff meeting agenda to share information about your survey and what you hope to find. This will let teachers know that the administration supports you and can increase buy-in to the project.
- ✓ Ask teachers to distribute surveys during class time. You can leave a cover letter and blank surveys in teacher boxes. Make sure you highlight the class period they should administer the survey and the due date! Make sure that you pick classes or teachers that will not result in students taking the survey more than once. This is important: If students take the survey more than once, your data will not be valid.
- ✓ Follow up with teachers! Remind them to give the survey, and thank them when they return the completed surveys.
- ✓ Alternatively, have your student leaders distribute the surveys directly to students during the same class period throughout the school. When students are available to explain why the survey is important and what the results will be used for, young people are much more likely to participate and provide their real opinions. Students can make “rounds,” starting one end of a hallway and moving down, returning to collect the surveys once they present to the last classroom.
- ✓ Share what you learn through a student forum. This will affirm that student participation made a difference and allow you to get feedback to your findings.

Lesson 2

Slam Books (20 minutes)

Objective: SWBAT understand what a slam book is and when it would be appropriate for research.

Materials needed:

- Big paper
- Excerpt from *Otherwise Known as Sheila the Great*, by Judy Blume OR clip from *Mean Girls*

Opening activity: Excerpt from *Otherwise Known as Sheila the Great*, by Judy Blume or clip from *Mean Girls*

Activities:

1. Put several pieces of paper around the room, each with a question at the top (i.e. What is the best/ worst part of our school?).
2. Have students walk around the room and respond to the questions.
3. After responding on the paper, students will contribute to a pro/con T-chart on the board about Slam Books as a research method.
4. Whole class discussion on when we might choose this method.

OR

1. Hand out 5-10 composition notebooks throughout the classroom with three questions on the first three pages.
2. Have students respond and rotate every 5 minutes.
3. Whole class discussion on when we might choose this method.

Assessment: Pro and Con to slam book. What can you learn and NOT learn?

Visual Methods

Lesson 1
Show and Tell

Learning Objective: Youth will compare and critique local and professional pictures, discuss political perspectives, media manipulation and bias.

Materials:

- “Manipulation of Images” Handout
- Pictures from books, magazines, newspapers
- Pens/pencils

Time: 30 minutes

Preparation: The facilitator should select a few pictures from various books, magazines or newspapers that can be analyzed by youth.

Facilitation: Break the group into pairs and pass out a couple of pictures, paper and pencil to each pair. The facilitator should first model the activity by showing the pictures he or she chose and answering the following questions, which youth will then answer on the handout. Have the group(s) write the answers the following questions: What do you see in the pictures? What things stand out to you? What feelings do you get from the images. Is there a theme or message being conveyed? How does using photography limit the ability to convey this message? Are any of the images biased? How?

Discuss media manipulation. How does the media manipulate images? Have images of their communities or of adolescents been manipulated? Have they seen examples on television or in the newspaper?

Sources: YARI 4-83 (Handout next page from YARI 4-84)

HANDOUT

MANIPULATION OF IMAGES

Answer the following questions based on your pictures:

1. What do you see in the pictures?
2. What things stand out to you?
3. What feelings do you get from the images?
4. Is there a theme or message being conveyed?
5. How does using photography limit the ability to convey this message?
6. Are any of the images biased? How?

Sources: YARI 4-84

Lesson 2

Movie Critic

Learning Objective: Youth will explore visual representation in film, including bias and manipulation.

Materials:

- VCR
- Films and/or documentaries

Time: 30 minutes

Preparation: The facilitator should select documentaries that youth may find interesting and meaningful. Videos can be obtained from a local public or university library or a video store. Choosing both domestic and international examples will provide you with very different perspectives and images. View the video and select a 5 minute clip from each video to show the group. It is important to view the clips a few times in preparation for the discussion.

Facilitation: Show the clip to the group. Ask the group the following questions: Who constructed these images? What are they trying convey? Who are the target audiences? How would the images change with someone else making the video? What feelings do you get? Do you sense any bias or manipulation? Repeat the process for each clip.

Sources: YARI 4-85

Lesson 3 Mapping

Research Station #1: MAPPING

Materials:

- Access to the internet (see under preparation)
- Two “Mapping” handouts

Time: 20 minutes

Preparation:

- Photocopy two “Mapping” handouts
- If you are unfamiliar with Mapquest, practice going to the site, at www.mapquest.com, clicking on Driving Directions and entering addresses to calculate distances between sites. Ideally, youth should have access to computers to do this activity as part of the training session. If this is not possible, you could print the findings off the site yourself and describe the process to youth, assign youth to complete the activity in their school or local library, or secure maps and calculate distances by hand.

To tailor this activity for your local area:

- Find the addresses of movie theaters in your area.
- Find several possible sites for building a new movie theater and record the addresses of the sites.

Facilitation:

Describe mapping and its uses. Mapping is used:

1. To locate items or people in space and in relationship to one another
2. To look at the physical environment of places or items
3. To understand resource distribution
4. To analyze groupings, intersections, or boundaries
5. To analyze the distance between points

Discuss the availability of computer software, known as Geographic Information Systems (GIS) that allows people to create interactive maps and use mapping for data analysis. At this station, youth will use GIS technology at the Mapquest site. This technology can also be used to map different types of locations to determine their proximity to each other and other sites.

Finally, ask youth to think about the types of things they would want to map in order to decide whether a location was good for building a movie theater or not.

- Using their map, have youth mark:
 1. The existing movie theaters
 2. Possible lots for a new movie theater
- Then have youth:
 1. Find the distance from downtown to each of the points
 2. Calculate the range and average distance of the current movie theaters from downtown (Hartford, or a city of your choosing)
 3. List the possible lots in order of distance

Sources: YARI 2-18 & 2-19

HANDOUT

RESEARCH STATION #1: MAPPING

Mapping is a research technique that physically locates people, places or behaviors. It tells us *where* something we are interested in learning about exists or occurs. There are a number of reasons mapping is used, including:

1. To locate items or people in space and in relationship to one another
2. To look at the physical environment of places or items
3. To understand resource distribution
4. To analyze groupings, intersections, or boundaries
5. To analyze distance between points

There are many kinds of things you might be interested in mapping. You might want to know how many recreational sites and facilities exist in your town that are open to youth. You may want to know the location of these sites relative to public transportation or other places such as stores or fast food restaurants to see if these sites would be attractive to young people to visit.

There is special computer software, known as Geographic Information Systems (GIS) that allows people to create interactive maps and use mapping for data analysis. This makes it easy to calculate distances and to compare different types of mapping data. For example, you may identify places in your city or town where there have been a lot of car accidents. You could then overlay a map of places that children might be found, such as parks, schools and basketball courts, in order to see if children were at increased risk by being in these areas.

One group of teenagers working with the NTARC in Hartford, CT mapped the stores in different areas of the city that sold alcohol and compared the number of sites to other towns according to population. They found that there was a far higher concentration of liquor stores in their community than in neighboring communities.

In this activity, you will use GIS technology on the Internet at <www.mapquest.com>. This site will allow you to map and calculate distance between points by entering the addresses of the sites.

HANDOUT

RESEARCH STATION #1: MAPPING**Existing Movie Theaters – Greater Hartford Area**

Using MapQuest, find the distance needed to travel to get to the movie theater from downtown Hartford, using 550 Main Street, Hartford, CT as the address.

Movie Theater	Address	City	Miles	Time
Elm Theater	924 Quaker Lane South	Elmwood		
Entertainment Cinemas	836 Park Ave	Bloomfield		
Showcase Cinemas— Berlin	19 Frontage Road	Berlin		
Showcase Cinemas— Buckland Hills Mall	99 Red Stone Road	Manchester		
Showcase Cinemas—East Hartford	936 Silver Lane	East Hartford		

1. The closest theater is _____. It is _____ miles away.
2. The furthest theater is _____. It is _____ miles away.
3. The average distance from downtown Hartford to a movie theater is _____ miles.

Sources: YARI 2-31

HANDOUT

RESEARCH STATION #1: MAPPING

Existing Movie Theaters - _____ Area

Using MapQuest, find the distance needed to travel to get to the movie theater from downtown _____, using _____ as the address.

Movie Theater	Address	City	Miles	Time

1. The closest theater is _____. It is _____ miles away.
2. The furthest theater is _____. It is _____ miles away.
3. The average distance needed to travel from downtown _____ to a movie theater is _____ miles.

HANDOUT

RESEARCH STATION #1: MAPPING**Possible Movie Theater Sites - Greater Hartford, CT**

Using MapQuest, find the distance of each of these sites from downtown Hartford, using 550 Main Street, Hartford CT as the address.

Site	Description	Address	City	Miles	Time
1	Prison & Landfill	57 Fishfry Street	Hartford		
2	Stowe Village	43 Kensington Street	Hartford		
3	Jai Alai	92 Weston Street	Hartford		
4	Burned Building	69 Hawthorn Street	Hartford		
5	New Park	150 New Park Avenue	Hartford		

List the sites according to distance (closest to farthest):

HANDOUT

RESEARCH STATION #1: MAPPING

Possible Movie Theater Sites - _____ Area

Using MapQuest, find the distance of each of these sites from downtown _____, using _____ as the address.

Site	Description	Address	City	Miles	Time
1					
2					
3					
4					
5					

List the sites according to distance (closest to farthest):

Youth can use a map to find the two points and draw the route they would take. They can then measure the distance with a ruler, using the map scale in miles. They can guess the approximate time it would take to get between the two points by walking, by car and/or by public transportation. If they wish, after the session, they can time themselves as they travel the route they chose and compare their actual travel time with their original estimates.

Activity 4: MAP THE ROOM

Learning Objectives:

- To learn basic mapping concepts (e.g. scale, distance, labeling).
- To learn that different individuals perceive and depict things (space, objects, people) differently depending on their perspective.

Materials:

- Paper
- Pencils
- Markers
- Flip-chart

Time: 30 minutes

Preparation: Prepare the room for observation. Make sure the room includes interesting physical features, material objects, people and arrangements of furniture and other items.

Facilitation:

- Hand out paper and markers or pencils and ask youth to draw a map of their meeting room. Tell them to: include as many of the *physical features* as you think are necessary (e.g. walls, windows, doors, etc.); Include *material objects* that are in the room (pictures on walls, tables, etc.); Locate the *people* in the room.
- Tell them to use codes/symbols to provide information. For example you might indicate males (↑) and females (⊕).
- Have individuals share their maps with the group.

Facilitator should then engage participants in a discussion, reinforcing the idea that behavior and things have non-accidental relationships in space that can be identified and interpreted.

Questions to be asked can include:

- Who sits together? What are the characteristics of the people that sit together (sex, school, age, clothing, ethnicity etc.).
- How is the room organized? Does the way the room is arranged encourage certain kinds of behavior?
- How did you represent different items? Did you use a legend?

Source: YARI 4-50

- Are items draw to scale or not?
- How does the size of an item in relation to another change your view of it?)
- Record key concepts which emerge on a flip-chart and review with the group.
- Discuss the differences among the maps developed by different participants.

Activity 5: PRACTICING IN THE FIELD—CONSTRUCTING A GEOGRAPHIC MAP

Learning Objectives:

- To learn how to represent space, people and objects on a street or two dimensional map.
- To introduce a computerized GIS (geographic information system) to participants.

Materials:

- Street maps for the area to be mapped
- Paper
- Pencils with erasers
- Clip boards or another hard surface to write on

Time: 2 hours

Preparation:

Staff should identify an interesting long street or square block or group of blocks to map and be prepared to help youth make decisions about where to go and how to focus their observations.

Divide the area into street segments (for example both sides of one block on a long thoroughfare or business district; or one side of a square block area), and divide the group of youth into teams of three, one team per street segment. The number of segments and team members will vary depending on the size of the area to be mapped, and the number of youth in the group. If a computerized geographic information system such as ARCview is to be introduced, personnel need to be available who can train youth (and if necessary, adult staff) in the use of the system.

Facilitation:

Present the area to be mapped to the group and give participants street maps or paper for drawing the maps. Negotiate with the group the types of things that will be located on the street map (e.g. buildings, people, stores, street furniture, concession stands, bus stops, garbage, etc.) and identify what icons or symbols might be used to represent these items. You will also have to get the group to decide how scale/dimensions will be represented on the map (inches, half inches, directions etc.).

Next, you should identify and review roles for team members (observer, map-maker, recorder) and allow team members to choose roles. Once you are at the area you plan to map, it is a good idea to review the instructions for mapping including interesting observed points of reference on the map with the group.

Source: YARI 4-51

You should be sure to ask youth the following questions before they begin their mapping exercise:

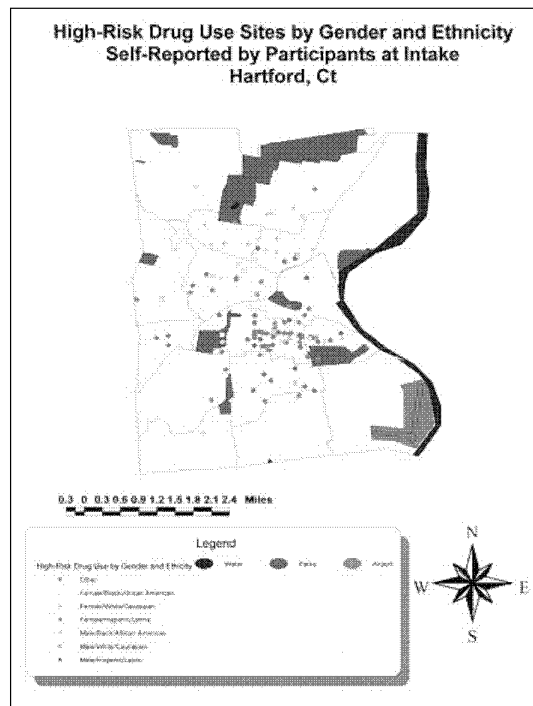
- Who do you see on the street (in the mall, etc.)—Are they male or female? How old are they? How are they dressed? What are they doing? Are they by themselves, in pairs, in groups?
- What kinds of activities do you see and where are they located?
- What objects/things/sites do you see?
- How do people relate to activities and sites? Who is doing what where? How close or far apart are people/activities? Are there social or spatial "boundaries" (crossroads, alleys, storefronts? If so how do you recognize them? Are they physical or psychological? Do all members of your group see the same divisions?

Each team of 3 people should map one segment of the area to be mapped. When the group has completed maps of all the segments, they should be integrated into a single map. This can be done by pasting or taping the maps together on a wall, a table, or computerizing the maps.

Activity 6: INTRODUCTION TO GIS MAPPING—INPUTTING THE DATA INTO A GIS

When the youth return with their maps, they can be instructed in GIS mapping using a program like ARCVIEW. They can transform the information gathered into computer generated maps which can be compared to the hand-drawn maps. Instructions for the use of these programs can be found in the citations in the appendix.

*Example of data
illustrated with a GIS*



Source: YARI 4-52

Data Analysis

- Unit 2.D.1 – Analyzing Interview and Focus Group Data*
- Unit 2.D.2 – Analyzing Survey and Other Quantitative Data*
- Unit 2.D.3 – Analyzing Visual Data*
- Unit 2.D.4 – Making Assertions from Your Data*

Analyzing Interview and Focus Group Data

Lesson 1
Cracking the Code

Objective: Students in YPAR will be able to view interviews and focus group transcripts and clearly identify themes and assign specific codes to assist in future data compilation. Students will then begin to work through the data and begin coding. From there they will begin to analyze the data and connect it in a provable manner to the issue they are studying. They will learn this skill by completing a model of a coding exercise where they will work through a simple data sheet identifying themes and developing categories.

Materials: Index cards, butcher paper, tape, markers, sample interview, sample focus group transcript

Description Of Activities:

Phase (Day) 1: Modeling of Coding and Text Analysis

- Students will work in small groups. Each group will be given the same packet of information which includes a sample interview and a sample focus group transcript.
- As they review the sample interview and a sample focus group transcript, groups will bullet-point main ideas from the interview and focus group transcript. They will write the main ideas on index cards (one idea per card). On the back of each card, they should include the name of the person interviewed and the question they responded to.

Phase (Day) 2: Categorization and Coding

- Students will be responsible for working through the index cards to create a chart of themes that recur throughout the Interview and Focus Group Transcript. The students will write brief explanations for each theme and, as they are identified, themes will be written at the top of a large piece of butcher paper. Students will work to merge/revise themes to develop a core group of set themes.
- Once the core group of themes are identified, students will assign codes to each theme. Each group will be assigned a like number of themes. They will then develop a brief presentation that includes an explanation of the themes as well as three examples from the research.

Cracking the Code (continued)

Phase (Day) 3: Compilation and Analysis

- Students will go back to revisit and “code” their interviews and focus group transcripts (using codes assigned to themes) to be certain they have captured the relevant themes.
- Students will begin to review the themes and connected data and attempt to connect the responses to the greater issue that they are studying.
- Groups will analyze their information and develop a written assumption/claim (thesis) that can be supported by at least three pieces of data. This will be presented, collected and graded.

Scaffolding: as necessary

Assessment: Students will be evaluated using a [group work rubric](#), their [presentations](#) will be scored as well, the thesis will also be graded based upon a [rubric](#)

Sources: Adapted from YELL p. 186-189, 249 and from YARI 4-26 to 4-31; 4-41 to 4-43

Analyzing Survey and Other Quantitative Data

Lesson 1

Analyzing Quantitative Data from a Survey & Other Sources

Objectives: SWBAT understand how to tally and graph survey results and to generate findings from their survey data.

Materials: *Survey Tally Sheet Example, Survey Math and Graphing Handout* (YELL 250, 251-252)

Activities:**Phase 1: Data Analysis Modeling**

- Divide the classroom space into four sections labeled 1-4. Make sure there is enough room for everyone to stand in the sections. The teacher will ask one or more questions or statements, each with four possible responses.

Example statement: *Students who are organized have the power to change the world.*

Stand on #1 if you strongly disagree, #2 if you disagree, #3 if you agree, #4 if you strongly agree.

- On the board, make a sample tally sheet and fill out with the students according to their responses.

Question or Statement	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree	Total
Students who are organized have the power to change the world.					

- Students return to their seats. Pass out the *Survey Math and Graphing Handout*. Review what a fraction is, how to turn a fraction into a decimal and how to change a decimal to a percentage.

- Questions to brainstorm along the way:

Why is it important to understand the majority opinion?

Why should you pay attention to the minority opinion as well?

- Introduce graphs as tools used to visually represent percentages and numbers. You can have the students work together in groups to create sample graphs on the board or on large pieces of paper with the data. Groups may present to the rest of the class.

- Ask: *What is the best way to represent the data? (Bar graph, Pie Chart, pictographs, maps, etc.)* Discuss the pros and cons of each visual representation.
- Discuss with the students: *Based on the tally and graphs, what conclusions can you draw about the data?* Have students respond individually in their journals, share with a partner and then share with the whole group.

Phase 2: Data Analysis

Activities:

- Hand out a blank Survey Tally Sheet and have the students apply the steps of data analysis to their collected survey data.

Notes:

- Open-ended survey questions will be treated like interview response questions (see interview data analysis).
- Discussion about incomplete, flawed, and inaccurate surveys may be useful, as well as discussions of sample size validity.
- The steps of data analysis above can be applied to other types of data sources, including demographics, class enrollment statistics, inventories, etc.
- For demographic research, one useful link might be: <http://www.city-data.com/>

Contributors: Avram Barlowe, Brian Ford and Shana Stein

Sources: YELL

Survey Tally Sheet Example

QUESTION	YES	NO	NO ANSWER	TOTAL
1. I have been homeless.				
2. I know someone who is homeless.				
3. I worry about becoming homeless.				

QUESTION	1 STRONGLY DISAGREE	2 DISAGREE	3 AGREE	4 STRONGLY AGREE	NO ANSWER	TOTAL
4. My family worries about how to pay rent.						
5. It is hard to find an affordable place to live in my community.						
6. I see homeless people where I live.						
7. Homelessness is a problem in this community.						
8. There are a lot of supports and services for homeless people in my community.						

9. Rank the following solutions to homelessness (1 is the best solution, 5 is the worst solution):

SOLUTION	1	2	3	4	5	NO ANSWER	TOTAL
LOWER RENTS							
NEW PUBLIC HOUSING							
MORE HOMELESS SHELTERS							
GUARANTEED JOBS PROGRAMS							
BETTER SOCIAL SERVICES AGENCIES							
OTHER:							

10. What do you think causes homelessness in your community?

Survey Math and Graphing Example

In order to understand survey results, turn tallied answers into percentages and then put the percentages in a visual graph to show your findings.

Example:

24 students were surveyed on homelessness in West Oakland. Below are the total tallied answers to survey question #3.

QUESTION #3	1 STRONGLY DISAGREE	2 DISAGREE	3 AGREE	4 STRONGLY AGREE	NO ANSWER	TOTAL
It is hard to find an affordable place to live in my community.	5	2	8	9	0	24

Percentages:

- In surveys the “whole” is the total number of people surveyed and the “part” is the number of people who answered the survey questions a certain way. So if 3 people answered “Yes” and a total of 5 people were surveyed, then the fraction would be $3/5$.
- You turn a fraction to a decimal using division. For example, 3 divided by 5 = .60.
- You change a decimal to a percent by moving the decimal two place-values to the right. $.60 = 60\%$

USING THE EXAMPLE ABOVE:

Of 24 students surveyed:

- 5 students chose 1 (Strongly Disagree) = $5/24 = .20 = 20\%$
- 2 students chose 2 (Disagree) = $2/24 = .08 = 8\%$
- 8 students chose 3 (Agree) = $8/24 = .33 = 33\%$
- 9 students chose 4 (Strongly Agree) = $9/24 = .37 = 37\%$

Note: Sometimes the numbers don't add up to 100% because of rounding.

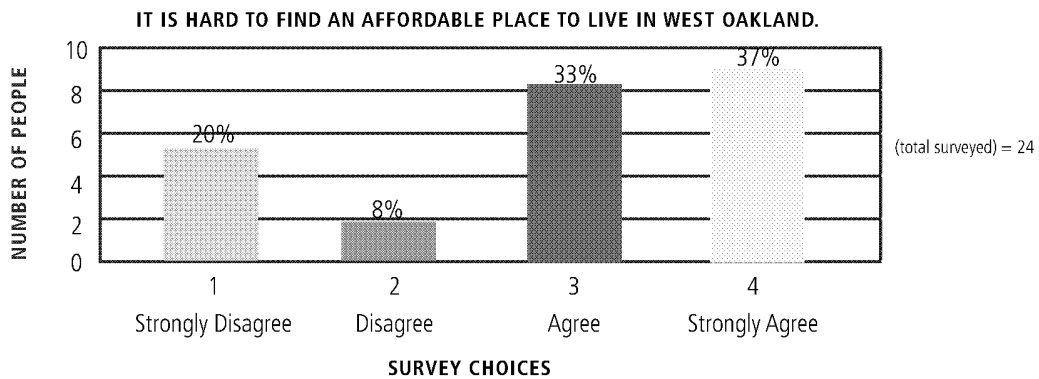
Majorities:

- You want to pay special attention to the answers that the most – or fewest – people chose.
- In this example, “4” or “Strongly Agree” was the most popular response, with 37%.
- You could also say that “Agree” was the majority with 70% (33% +37%) and “Disagree” was the minority with 28% (20% + 8%).

Survey Math and Graphing

BAR GRAPHS:

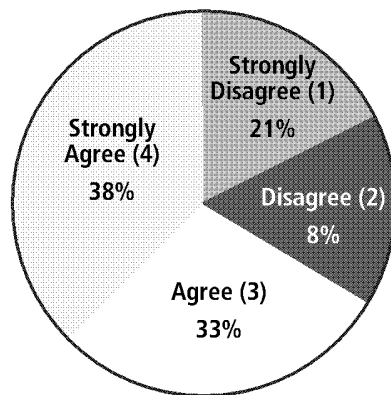
- The X axis (horizontal) represents the different types of answers people could give.
- The Y axis (vertical) represents the number of people who chose that type of answer.



PIE GRAPHS:

- In a pie graph, each “slice” of the pie represents the number of people who selected a particular survey response.
- There are 360 degrees in a circle, therefore, you can multiply percents to find the number of degrees in each section of the circle graph and then use a compass to draw it.

IT IS HARD TO FIND AN AFFORDABLE PLACE TO LIVE IN WEST OAKLAND.



Check out this Web site to make graphs on line: <http://nces.ed.gov/NCESKIDS/Graphing/>

Analyzing Visual Data

Lesson 1
Categorizing visual data

Objectives: SWBAT organize visual data by creating categories, identifying commonalities and parameters and writing an analysis

Materials: A collection of students' visual data such as maps, photos, drawings, etc. and sticky notes in multiple colors

Preparation: Create group displays from collected images, placing them around the room

Introduction: Have students do a gallery walk around the class paying special attention to the types of images.

Activities:

1. In the large group, create categories for the images such as pictures, drawings or maps
2. Subdivide categories by commonalities, for example “images of people in action,” “portraits,” etc.
3. Develop a consensus for further subdivisions based on the framework of the research project. For example, in the case of maps, what are the images highlighting—a safe way home; the location of city parks; the obstacles to attaining a quality education?
4. Based on the consensus, use different color sticky notes to identify groupings

Assessment: In focus groups, write a brief analysis on the results of the groupings that answers the following questions:

- a. *Do you feel that the images reflect your goals?*
- b. *What unexpected new information have you garnered from your collection and how does it fit into your objectives?*
- c. *What other types of information will you need to make your intended goal easy for others to understand?*

Lesson 2

Where do we go from here?

Objectives: SWBAT evaluate information collected from visual data to determine gaps in information.

Materials: Photos, computers, PowerPoint, Handout: National Archives photo analysis worksheet

Preparation: Students should have their photos on PowerPoint. Print and pass out handouts

Activities:

- Scan photos, or drop into a PowerPoint with a title page and a synopsis of the type research rationale (25 minutes)
- Presentations: Groups will give 2-3 minute presentations as audience generates questions for further research from the photo analysis worksheet
- Groups will collect and read the questions from the handouts
- Develop a plan for collecting missing data

Scaffolding: <http://www.archives.gov/education/lessons/worksheets/photo.html>

Assessment: 100-point [presentation rubric](#)

THE U.S. NATIONAL ARCHIVES & RECORDS ADMINISTRATION
www.archives.gov

Photo Analysis Worksheet

Step 1. Observation

- A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.
-

- B. Use the chart below to list people, objects, and activities in the photograph.

<u>People</u>	<u>Objects</u>	<u>Activities</u>

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

**Designed and developed by the
Education Staff, National Archives and Records Administration,
Washington, DC 20408.**

Lesson 3
Interpreting the data

Objectives: SWBAT evaluate their findings, develop a consensus and create a report that conveys their results to the public

Materials: Collection of data, tri-fold boards, writing materials, flip chart, computers, art supplies sticky notes

Preparation: Gather materials and divide into focus groups

Activities:

Day 1

- In focus groups, have students create an outline or bullet list that organizes their findings on large paper to be displayed alongside their research materials. (*15 minutes*).
- Have students, faculty and/or guests use sticky notes to write comments or questions that might improve the presentations, placing notes at the bottom of the outline or bullet list (*15 minutes*)
- Regroup—create a plan of action to address the comments and write it on the large paper under the notes. (*15 minutes*)

Day 2

- Using the information from the large paper, write the story and put together.

Making Assertions from Your Data

Lesson 1
Triangulating Data

Lesson 2
Integrating Data

Lesson 3
Interpreting Findings

Unit 3

Taking Action

Determining Action, Civics Component

Lesson 1
Who Has the Power?

Objective: SWBAT articulate methods of addressing the focus issue in a discussion by using collected data to determine an appropriate course of action.

Materials: Power Analysis Worksheet and Chart (*optional*)

Introductory discussion (*10 minutes*): Based on the specific problem, who are the relevant players involved in the issue?

Activity A: (*25 minutes*)

- Create a web with the issue at the center
- Identify the parties involved
- Identify the flow of power and responsibility
- Determine connections, roles each groups play and the motivation behind the issues

Activity B: (*10 minutes*)

- **Carousel walk:** In the large group, students will walk around and write comments on the web-maps based on the actions that are most appropriate for the issue.
- **Homework:** research in newspapers, magazine, or internet for historical or contemporary precedents and examples of actions addressing this or similar problems.

Worksheet

POWER ANALYSIS

(Another tool for campaign planning)

1. What is the **issue** you are working on?

2. What is the **cause** of the problem? How/Why? Who is **responsible**?

3. What is your **long-term goal** (solution to the problem)?

4. **What are you asking for?** Be specific, and include any incremental steps or “wins” that should happen along the way.

5. Who is the **decision maker** who can meet your goal(s) (both long- and short-term)?
 - What is the decision maker’s official title and job?

 - What is the decision maker’s position on the problem? Why?

 - What are the decision maker’s limitations to meeting your goals?

 - Who are the decision maker’s advisors?
Who else has access and the ability to move the decision maker?

6. Who are the **key opponents** of your effort (other than the decision maker)?
Think about both organizational opponents and individuals who might resist your efforts.

OPPONENT 1:

 - What is his or her self-interest?

 - What kinds of power does he or she have?
 - 1.
 - 2.
 - 3.

POWER ANALYSIS Worksheet

Page two

- What are the key ways he or she influences and exercises power over the decision maker?
 - 1.
 - 2.
 - 3.
 - 4.

(For organizational opponents, consider who the individual key players are. For each, consider his or her power, connections, and means of influence.)

OPPONENT 2:

- What is his or her self-interest?
- What kinds of power does he or she have?
 - 1.
 - 2.
 - 3.
- What are the key ways he or she influences and exercises power over the decision maker?
 - 1.
 - 2.
 - 3.
 - 4.

OTHER OPPONENTS:

Opponent _____ How he or she exercises power over the decision maker:

- 1.
- 2.
- 3.

7. Is your group or organization the primary one working on this campaign?

- What is your **primary community** (the main group of people involved)?
- How many people can you mobilize into action?
- What kinds of power does your group have?
- How has/does/can your organization exercise power on the decision maker?

POWER ANALYSIS *Worksheet**Page three*

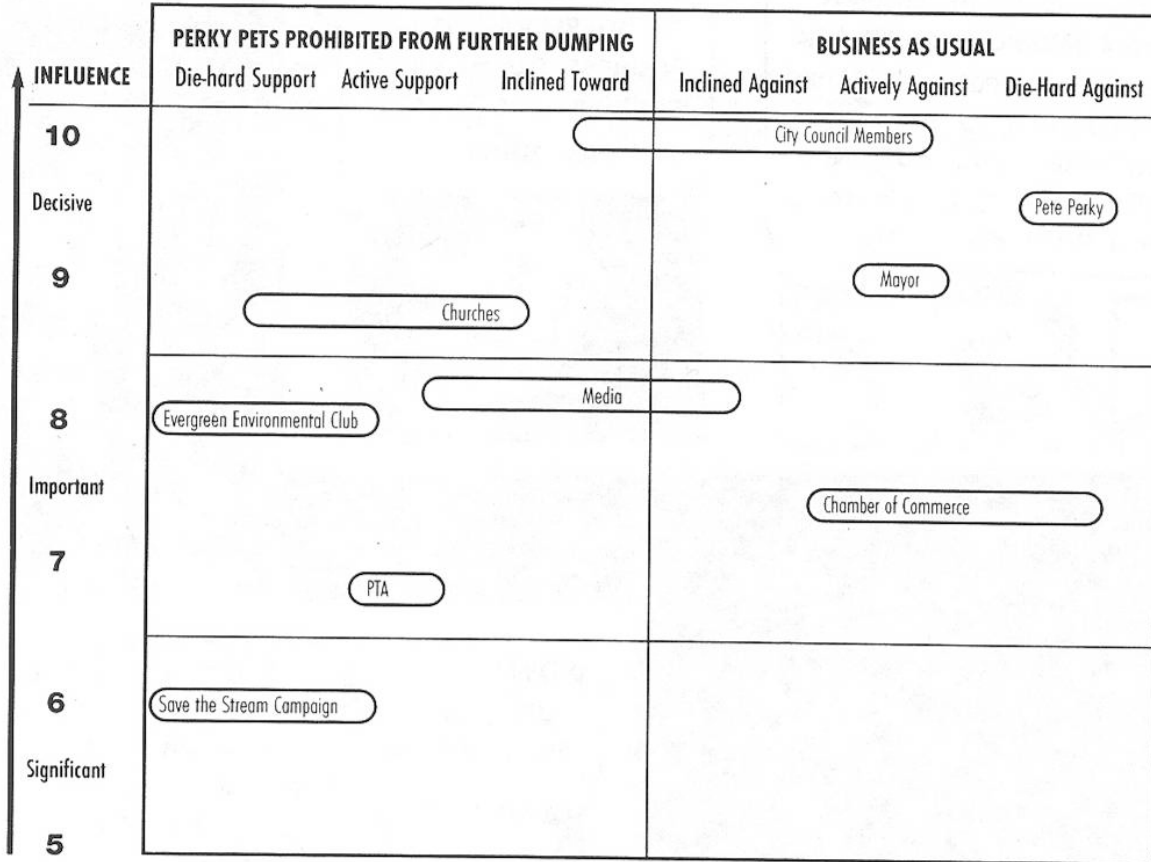
8. Who are the **key allies** working with you in the fight?

Ally	Primary constituency	Kinds of power they bring to the effort	Contact
1.			
2.			
3.			
4.			

9. What kinds of **activities/actions** have you used to try to convince the decision maker to meet your demands and long-term goal?

Source: Adapted from materials by the Environmental and Economic Justice Project, Los Angeles, CA.

POWER ANALYSIS Chart



The above chart can be a useful tool in analyzing your opponents, allies, and needs. The leadership team for the Evergreen Stream Campaign has completed this one, by following these steps:

1. Sketch out the chart, with your goal on the left and your opponent's on the right.
2. Carefully consider each of your opponents (your primary target and additional opponents), and position them on the chart. Each opponent will move toward the left or right, depending on how strongly they feel about the issue, and will move up or down the chart, depending on how significant their opposition to your winning your campaign. (The ultimate decision maker should be in the #10 "decisive" slot!).
3. Follow the same process with your allies, assessing the level of their commitment on the issue and their significance — their ability to apply pressure.
4. In planning your campaign, consider ways to move your opponents to the left (less active opposition) and your allies both to the left and up (more influence over the targets).

Lesson 2
Civic Change and Your Problem

**INITIATING
OR
CHANGING
LAWS**

PART THREE

LOCAL LAWS

There's a city ordinance in Salt Lake City, Utah, which makes it illegal to steal a parking space from a car that's already waiting for it. You might have a similar law in your city or town.

If you don't, maybe you should. And maybe you're the one who can do something about it.

Kids doing something about *laws*? Isn't that crazy? Not at all. Local governments tackle such problems as zoning, demolition and replacement of housing, multiple uses of buildings, uses of the downtown area, health issues, public safety, and highway improvements, to name a few. Some of these affect you directly, some indirectly. If you have an idea that

could improve the quality of life in your city, why not try to make it legal?

Kids *can* bring about changes at the local level of government. You can do this by using one or more of the social action skills described in Part Two: Power Skills. Or you can try pushing through an actual change in the law.

“**There is nothing permanent except change.**”

Heraclitus

Learn about Your Local Government

Before you try to change local laws, you should know what kind of government you have. For example, your city may be managed by a mayor and a council, a council and a manager, or a commission. Or it may be run by town meetings, where voters meet to set policies.

You may be learning about your local government in school. If not, maybe you could suggest this as a unit of study, or do a special research project and share the results with your class.

How can you find out what kind of local government you have? Here are some suggestions:

1. Call your local government office and ask them what kind of government they are. Find their number by looking in the blue pages (government section) of your telephone directory.

2. Visit your library reference desk and ask to see *The Municipal Year Book* (International City Management Association, printed annually). This book is a good source of general information about local government.

3. As long as you're at the library anyway, ask if there are other books specifically about your local government.

4. Invite a local official to come to your class and tell you about the government.

BOOKS FOR YOUNG READERS

☞ *First Book of Local Government* by James Eichner (Franklin Watts, 1983). Local government information.

☞ *State and Local Government* by Laurence Santrey (Troll Associates, 1985).

How to Initiate or Change a Local Law

Kids can't actually *make* laws. Only legislative offices can do that. But kids can *initiate* laws—which means that they can have an idea for a law and get the ball rolling. They can have a powerful influence on law-making officials.

You might be surprised at your ability to present problems to officials and convince them to see your side of an issue. (On the other hand, you might change *your* mind after seeing *their* side.)

“The only man who can change his mind is a man that's got one.”

Edward Noyes Westcott

Initiating or changing a law is basically a problem-solving process. This process is described in “Ten Tips for Taking Social Action” on pages 12–13. You may want to review those tips before you begin.

Suppose you pick a problem and research it carefully. The solution you choose is to try to pass a new local law. You have what you think is a good idea for a new law. You gather your evidence—facts, figures, photos, and so on—to make your case. A petition with many signatures can be very powerful (see pages 50–53).

What's next? Here's a brief description of each step and where you come in.

1. **CONTACT SOMEONE WHO CAN HELP YOU.** When you're ready, contact your local government (mayor, council, commission, administrator, or staff person). You can do this by:

- a. writing a letter (see pages 29–32),
- b. telephoning (see pages 21–23),
- c. making personal contact (for example, arranging for a face-to-face meeting), or
- d. testifying at a meeting (see pages 109–110).

If your problem has a particular location, invite official(s) to go there with you. Jackson kids met their mayor at a park to show him a neglected hill where the lack of vegetation was causing the soil to erode.

2. **DISCUSSION.** Your proposed law will be discussed by your local lawmaking body. Meanwhile, you should be busy building coalitions of support among people in the community and schools. You should also identify and try to work with your opposition—people who are against what you're trying to do.

3. **INVESTIGATION.** A staff person will probably decide if there is a need for your proposed law.

4. **LEGAL REVIEW.** Your proposed law will be investigated to make sure that it doesn't conflict with existing laws.

5. **DRAFTING OF YOUR ORDINANCE OR REGULATION.** Your proposed law will be officially written in draft (temporary) form, in legal language.

6. **PUBLIC DISCUSSION OR HEARING.** Your proposed law may be presented in a public meeting for other people to hear about and comment on. *Be sure to be there so you can testify in person.* (For testifying tips, see pages 109–110.)

7. **SIGNING, NOT SIGNING, OR VETOING.** Your city's chief executive—your mayor, commissioner, or administrator—will do one of three things:

- a. sign your proposed law, making it a real law,
- b. leave it unsigned, or
- c. veto it (reject it).

If the executive leaves your proposed law unsigned, it may become a real law anyway after a certain number of days. This depends on your local government.

STATE LAWS

Creating a law to lower the speed limit in your neighborhood is one thing. But can kids initiate or change *state* laws? You bet they can. YOU can.

Kids at Jackson have started and pushed through two laws in the Utah State Legislature. Other kids have supported or opposed legislation in progress. And it isn't as hard as you might think.

There's a national trend toward giving state legislatures more power. As a result, legislators are working harder to serve their *constituents* (that's you and everyone else living in your district). It's a great time for you to get involved.

“ Most politicians will not stick their necks out unless they sense grass-roots support... Neither you nor I should expect someone else to take our responsibility. ”

Katharine Hepburn

Learn about Your State Government

State government has three branches:

LEGISLATIVE BRANCH

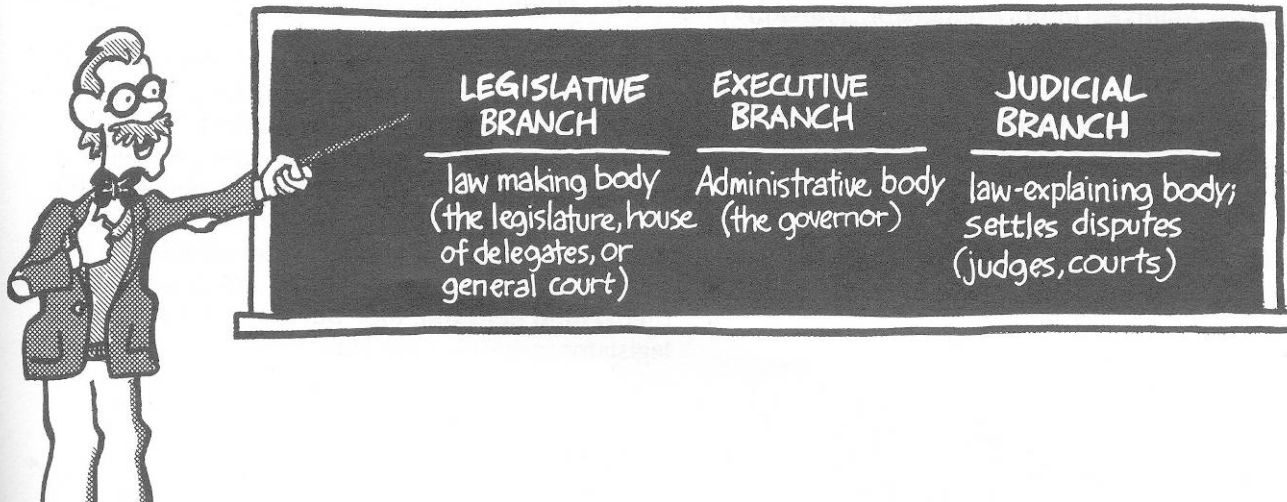
lawmaking body
(the legislature, house of delegates, or general court)

EXECUTIVE BRANCH

administrative body
(the governor)

JUDICIAL BRANCH

law-explaining body;
settles disputes (judges, courts)



The Kid's Guide to **INITIATING OR CHANGING LAWS** Social Action

Before you try to initiate or change a state law, you should learn as much as you can about your state government. You will feel more comfortable and confident about dealing with officials and lawmakers. And they will be more likely to take you seriously.

Maybe you're already learning about your state government in school. If not, don't let this stop you. Learn on your own.

Look for these books at your library reference desk:

▶ *The Book of States* (The Council of State Governments, printed annually). Information on state government (all three branches), charts, tables, legislative actions, etc.

▶ *BNA's Directory of State Courts, Judges, and Clerks* (The Bureau of National Affairs, 1988). Gives structure and lists of courts by state.

▶ *State Legislative Leadership, Committees, and Staff* (The Council of State Governments, printed annually). Lists state officials by state. If you want to know who in your legislature serves on which committee, you'll find out here.

▶ *State Code*. Each state publishes a separate *State Code* which tells all the laws and rules that pertain to that state. *State Codes* are usually updated every legislative session.

BOOKS FOR YOUNG READERS

☞ *How A Law Is Made: The Story of a Bill Against Air Pollution* by Leonard A. Stevens. (Crowell, 1970). A story of a fictitious bill that becomes a state law.

☞ *States' Rights* by John E. Batchelor (Franklin Watts, 1986). History and development of states' rights.

☞ *State and Local Government* by Laurence Santrey (Troll Associates, 1985).

How to Initiate or Change a State Law

Suppose you have chosen a problem and researched it. You've decided to try to pass a new law, or to change or oppose an existing law. (Take another look at "Ten Tips for Taking Social Action" on pages 12–13.)

You can begin to make or change a state law by contacting someone who can help you. Or, depending on which state you live in, you can get something started called *initiative and referendum*. Here's a brief description of each way:

1. CONTACT SOMEONE WHO CAN HELP YOU. A law you want to pass is called a *bill* until it becomes a law. Even though you might write down your idea for the bill, it will still have to be rewritten in legal language. You can contact any of these people to help you put your bill in the proper form:

a. Contact a legislator. Legislators are the real lawmakers in your state government. Since you will eventually need a legislator to sponsor your bill, this is a good place to start.

The best legislator to contact is one who represents your district. Find out who your legislators are by calling your state house and asking. For a list of state houses and phone numbers, see pages 129–130.

Or you could contact a legislator who is on a committee that is studying your issue. To be polite, you should tell your district legislators if this is what you plan to do.

b. Contact your governor. He or she can begin the process of creating or changing a law. Be aware that governors are usually too busy to handle this. But if your governor happens to be a personal friend of yours, start here. Your governor can also tell you which people on his or her staff could help you.

c. Contact a staff person. Staff people are the workers and researchers at your state house. One of them could help you, too. But you must still find a legislator to sponsor your bill.

The Kid's Guide to **STATE LAWS** Social Action

2. START THE INITIATIVE AND REFERENDUM PROCESS. Initiative and referendum is a way that some states share lawmaking power with the people.

Let's say that the people decide they want a new law, or a change in an existing law. Or they want to challenge a bill passed by the legislature before it becomes a law.

To do this, they collect a required number of signatures on a petition. This is called an *initiative*. (This *formal* petition process is different from the *informal* one described on pages 50–53.)

Next, the petition goes to the legislature for their consideration, or directly to the people for a vote. This vote is called a *referendum*.

What's your part in this process? Here are two ideas:

a. Find out if your state provides for this shared lawmaking power.

These are the states and jurisdictions that do:

- | | |
|---------------|-----------------------|
| Alaska | North Dakota |
| Arizona | Ohio |
| Arkansas | Oklahoma |
| California | Oregon |
| Colorado | South Dakota |
| Idaho | Utah |
| Maine | Washington |
| Massachusetts | Wyoming |
| Michigan | District of Columbia |
| Missouri | (Washington, D.C.) |
| Montana | Guam |
| Nebraska | North Mariana Islands |
| Nevada | |

These are the states and jurisdictions where voters can challenge a bill that has already been passed by their legislature:

- | | |
|---------------|-----------------------|
| Alaska | New Mexico |
| Arizona | North Dakota |
| Arkansas | Ohio |
| California | Oklahoma |
| Colorado | Oregon |
| Idaho | South Dakota |
| Kentucky | Utah |
| Maine | Washington State |
| Maryland | Wyoming |
| Massachusetts | District of Columbia |
| Michigan | (Washington, D.C.) |
| Missouri | Guam |
| Montana | North Mariana Islands |
| Nebraska | Puerto Rico |
| Nevada | |

Contact your governor's office to find out if your state has initiative and referendum. If it does, find out the rules for your state. (Each state has its own specific rules for initiative and referendum.) Or go to the library and study your *State Code*.

If your state doesn't have initiative and referendum, you might ask, "Why not?"

b. Carry your petition among the voters and gather signatures. Kids can't sign formal petitions. Only residents who are registered voters can. But unless your state has an age requirement for circulating a petition, there's nothing to stop you from carrying yours among voters. You would definitely need adult help with this, however.

What happens if your petition gets the required number of signatures? That depends on the state you live in. In some states, the proposed law or change goes directly to a vote without having to pass through the legislature first. In other states, it goes straight to the legislature, so they have time to change or oppose it before people vote on it.

In either case, for your petition to become a law, a majority of the people must vote for it.

HOW A BILL BECOMES A STATE LAW



1. THE BILL IS PREPARED



2. INTRODUCED IN ONE HOUSE IN THE LEGISLATURE (YOUR LEGISLATURE MAY HAVE ONLY ONE HOUSE)



3. REVIEWED BY THE RULES COMMITTEE



4. SENT FOR FIRST PRINTING



5. EXAMINED BY THE STANDING COMMITTEE



6. PRESENTED AT A PUBLIC HEARING (HERE'S WHERE YOU CAN HAVE INPUT)



7. DEBATED ON THE HOUSE FLOOR



8. SENT TO THE OTHER HOUSE IN THE LEGISLATURE (UNLESS YOUR LEGISLATURE HAS ONLY ONE HOUSE)



9. EXAMINED BY THE STANDING COMMITTEE



10. PRESENTED AT A PUBLIC HEARING (HERE'S WHERE YOU CAN HAVE INPUT)



11. DEBATED ON THE HOUSE FLOOR



12. SENT FOR FINAL PRINTING



13. SENT TO GOVERNOR FOR SIGNATURE

14. THE BILL IS NOW LAW

The Kid's Guide to **STATE LAWS** Social Action



Jackson kids learn how to pass laws at the Utah State Capitol. At left is Representative Ted Lewis.

Courtesy Gary McKellar, *Deseret News*

Amending Your State Constitution

Have you read your state constitution lately? If you haven't, maybe you should. You just might think of a way to improve it.

A change to a constitution (state or federal) is called an *amendment*. If you've identified a problem, done your research, and decided that the best solution is an amendment to your state constitution, here's some information to get you started.

One important point: This is a difficult process, so you'll need lots of people on your team.

There are four basic ways a constitutional amendment can be proposed:

1. The state legislature may propose an amendment and submit it to the people for a vote.

2. In 17 states, the people may suggest an amendment by petition (initiative) and vote on it in a state election (referendum). The states are:

Arizona	Montana
Arkansas	Nebraska
California	Nevada
Colorado	North Dakota
Florida	Ohio
Illinois	Oklahoma
Massachusetts	Oregon
Michigan	South Dakota
Missouri	

If you live in one of these states, here is where you could play an important role. You would need to contact a government official (*governor, legislator, or staff person*), the same as you would if you wanted to initiate or change a state law.

3. In some states, constitutional conventions may adopt amendments, if the people vote to ratify them.

4. A constitutional commission may propose an amendment. It must then be approved by the legislature before it is put before the people for a vote.

LOBBYING: THE ART OF PERSUASION

How can you convince lawmakers to vote for your bill? By *lobbying* them—the really fun part of the process.

A *lobbyist* is anyone who tries to convince a lawmaker to vote for or against a particular issue. In some states, a lobbyist is a professional who is paid for his work. He must officially register with the state. In other states, anyone can lobby by picking up the phone or showing up at the state house and chewing the fat with her local senator.

The word “lobbyist” comes from the practice of standing in the state house lobby while trying to get lawmakers’ votes. Much lobbying still occurs outside the senate and house chambers.

As a lobbyist, you can have a lot of power, even if you’re “just a kid.” Because you won’t always be a kid. Someday you’ll be a voter. Lawmakers realize this, and most of them also feel the need to represent the views of all of their constituents, including you.

“ A president only tells congress what they should do. Lobbyists tell ’em what they will do. ”

Will Rogers

Should you try lobbying? Only if you have a real problem and a real solution to present. Lawmakers are under a lot of pressure to consider all the *legislation* (laws) and *appropriations* (ways state money will be spent) that come before them during each legislative session. Their time is too valuable for you to tie it up simply for a learning experience.

Let’s assume that you *do* have a good idea. Here are some tips to get you started as a lobbyist.



Tips for Successful Lobbying

1. **MAKE SURE YOU HAVE RESEARCHED YOUR ISSUE.** Know what you're talking about—whether it's an issue you're introducing, or one that someone else has introduced and you want to support (or oppose).

2. **START LOBBYING EARLY.** The best time is well before your state's legislative session begins. Much legislation gets *tabled* (put aside) because time runs out before it can be considered.

If you begin early enough, present your issue to *interim committees*—committees which meet between sessions. This will give you a head start on getting attention for your problem.

Interim committees often meet on weekends or three or four days a month throughout the year. Much legislation is shaped in these committees. You can appear at these meetings to speak about your cause or to get help from members.

3. **FIND A SPONSOR.** Look for a legislator who will support your cause and help you through the process.

If possible, choose a legislator from your district, one who believes in your cause and wants to help. She will have experts on her staff to research your project at no cost to you. Her staff will rewrite your ideas in legal language and proper bill format. Your sponsor will also introduce your bill to legislators and speak in favor of it.

4. **BUILD COALITIONS OF SUPPORT.** Find others who are concerned about your issue (other schools? agencies? youth groups? parents?). Organize them. Let them know what you're planning to do. Ask them to help.

5. **IDENTIFY YOUR OPPOSITION.** Find out who might throw tacks in your path.

For example, if you're trying to put through a clean air bill, industries who pollute the air might not be in favor of correcting the problem, since it costs money to modify or replace polluting smokestacks. Don't ignore them. Meet with them and be willing to hear their side of the issue. Include their point of view in your bill.

Identifying your opposition also saves valuable time. Lawmakers will want to know how the other side feels before considering your idea.

6. **ASK FOR MORE THAN YOU THINK YOU MIGHT GET.** Then be willing to compromise.

7. **ACQUAINT YOURSELF WITH THE RULES COMMITTEE.** Each house has one, which acts as the "gatekeeper" for legislation. The rules committee decides which *standing committee* will investigate bills.

Standing committees (also called *permanent committees*) are the workhorses of the legislature. They cover areas like education, natural resources, health, social services, transportation, business and labor rules, and so on. You can usually go before these committees to speak for your cause.

As the legislative session draws near to the end, the rules committee can bypass standing committees to save bills from being tabled.

8. **ACQUAINT YOURSELF WITH THE APPROPRIATIONS PROCESS.** This is important if you want to have a say in how state money is spent.

The *appropriations committee* decides how the budget pie is sliced after the governor makes his or her recommendations. It is usually made up of lawmakers from both houses. Your state may have several appropriations committees to study needs in major areas—the courts, business, labor, energy, education, and so on. A senior appropriations committee prepares a final budget act for approval by lawmakers.

9. **PREPARE ONE OR MORE POSTERS TO BRING TO COMMITTEE MEETINGS.** (Check first to see if posters are allowed. Sometimes they aren't.) Your poster should present, reinforce, and clarify your idea in a visual way.

a. Make the printing large enough so the whole committee can read it from a distance.

b. Vary the print sizes. Your main heading should be in the largest printing.

c. Use color for more impact.

d. Try to stick to *one main idea per poster*. If you have several ideas to present, make several posters.

e. During the committee meetings, don't forget to use your poster. Point to it. Explain it. Repeat the idea presented on it.

The Kid's Guide to **INITIATING OR CHANGING LAWS** Social Action

10. PREPARE A ONE-PAGE FLYER TO HAND TO EACH LAWMAKER YOU LOBBY. Your flyer should include:

- a. your bill number, title, and content (what the bill says)
- b. your sponsor's name and title
- c. your name, or the name of the group you are representing
- d. a "needs statement"—your reasons for supporting (or opposing) the bill
- e. your solution (which may be the bill itself)
- f. your request for support (or, if you are opposing the bill, your request that the legislator join you in opposing it)

Make your flyer interesting to look at. Vary the print size, use color, add humor if appropriate. Legislators get a lot of flyers supporting or opposing bills. You want yours to stand out from the crowd.

If you think it's absolutely necessary, you could add *supporting material* (more pages). But legislators don't have much time to read large packets of information. One page is more likely to get their attention.

Page 105 is an example of a flyer the Jackson kids prepared in support of their Hazardous Waste Superfund. Page 106 shows part of the actual legislation after it was rewritten in legal language and passed.

11. SEND THANK-YOU NOTES TO THE PEOPLE WHO HELP YOU. This includes your sponsor, committee members, other legislators you lobby who agree to support your cause.

12. REMEMBER THAT GOOD PUBLIC RELATIONS ARE ESSENTIAL AT EVERY STEP OF THE WAY. Never speak discourteously, even if your contact is rude. Never argue or threaten. A polite attitude might pave the way for a future success, even from your opposition.

Above all, be yourself. Be a kid! You don't have to take legislators to dinner to win them over.

Jackson students testify in the Utah Legislature, House Standing Committee, in support of their Hazardous Waste Superfund. Representative Ted Lewis is at left.



Photos courtesy Dan Miller, Salt Lake Tribune

HB 199 State Contributory Superfund

for voluntary contributions

TO HELP CLEAN UP HAZARDOUS WASTE IN UTAH

Sponsored by: Ted Lewis

Co-sponsored by: Olene Walker

It will cost the state NOTHING.
It will benefit everyone

Initiated in behalf of Jackson Elementary students in the Extended Learning Program

UTAH SCENE

1. Utah has no superfund to clean up hazardous waste.
2. There are approximately 152 sites on the CERCLA list to be investigated as potentially hazardous places in Utah.
3. A 1987 report out of Washington D.C. ranked Utah 45th in the nation in developing environmental programs, including handling of hazardous waste.

DANGERS OF HAZARDOUS WASTE

1. It can cause birth defects, brain damage, neurological disorders, and many other kinds of diseases.
2. It can leak down and contaminate ground water, and then we drink it.
3. It can contaminate the air we breathe by being blown by the wind.
4. It can also contaminate the soils. Animals can eat food grown on contaminated soils. Then the chemicals can enter the food chain.

WHAT JACKSON KIDS HAVE DONE ALREADY

1. We held a Christmas Shop and White Elephant Sale and raised \$486.22 which we would like to contribute to the fund.
2. At the beginning of January we mailed out about 550 letters to industries, environmental groups, businesses, and service organizations asking them if they would like to send pledges to contribute to this State Contributory fund IF IT IS PASSED. We have received over \$2,192.00 in pledges thus far, for a total of \$2,678.22.

PLEASE SUPPORT OUR BILL

HAZARDOUS WASTE FUND FOR VOLUNTARY CONTRIBUTIONS

1988

GENERAL SESSION

Enrolled Copy

H.B. No. 199

By Ted D. Lewis
Olene S. Walker

AN ACT RELATING TO SOLID AND HAZARDOUS WASTE; DIRECTING THE DIVISION OF ENVIRONMENTAL HEALTH TO DEPOSIT ANY VOLUNTARY CONTRIBUTIONS FOR THE CLEANUP OF HAZARDOUS WASTE SITES AS DEDICATED CREDITS.
THIS ACT AFFECTS SECTIONS OF UTAH CODE ANNOTATED 1953 AS FOLLOWS:

AMENDS:

26-14-20, AS ENACTED BY CHAPTER 176, LAWS OF UTAH 1985
Be it enacted by the Legislature of the state of Utah:
Section 1. Section 26-14-20, Utah Code Annotated 1953, as enacted by Chapter 176, Laws of Utah 1985, is amended to read:

26-14-20. (1) All money received by the state under Section 26-14-19, and any voluntary contributions received for the cleanup of hazardous waste sites, shall be deposited by the Division of Environmental Health as dedicated credits for the purposes outlined in Section 26-14-19. Any unexpended balance at the end of the fiscal year is nonlapsing.

(2) The director shall submit an annual report to the Legislature which includes any investigation or abatement action taken for which disbursements were made or obligated, the amounts disbursed or obligated, and the method and amount of any reimbursements.

The Kid's Guide to **LOBBYING** Social Action

LOBBYING IN PERSON

1. Get permission from your sponsor and set up a time to lobby.

Find out from your sponsor if there are any rules for lobbying. For example, do you have to register? Do you have to stay in certain areas?

2. Copy and fill out the lobbying in person form on page 169. This will help you to organize your thoughts and be prepared. Make copies of the form to take along. Bring copies of your flyer, too.

3. Prepare a three-minute (or shorter) speech to give each lawmaker you plan to lobby. (See pages 40–41 for tips.)

4. Dress and behave conservatively. Even though you might feel more comfortable in your favorite stretched-out tee shirt that says, “Nuke it all and start over,” don’t wear it to your state house.

5. Arrive on time, but don’t expect the legislators to be on time. They may be voting on other measures, or they may be involved in a crisis. Wait patiently.

6. For each legislator you lobby, ask, “May I have your support?” This question requires an answer or commitment from the legislator. Make a note of his response on your lobbying in person form. If the answer is “no” or “maybe,” stay calm. Don’t act upset, disappointed, or angry. Above all, don’t argue. Allow the legislator to express his opinion. You can lobby him again later, by phone or letter.

7. Tell the legislator if you are from his district. Your cause is stronger if you are a constituent.

8. Later, send thank-you notes to the people who help you—your sponsor, and anyone else who helps to set up your lobbying experience.



The Kid's Guide to **INITIATING OR CHANGING LAWS** Social Action

**Jackson student Craig Dixon
lobbies Utah Representative
Irby Satterfield.**



Courtesy Dan Miller, Salt Lake Tribune

**IT TAKES 14 MUSCLES TO SMILE
AND 72 TO FROWN.**

Save energy. Smile!
.....

**“ You cannot shake hands
with a clenched fist. ”**

Indira Gandhi

LOBBYING BY TELEPHONE

1. Get a list of lawmakers' telephone numbers, both at home and at the state house. Your sponsor can probably get this list for you. During a legislative session, lawmakers try to make themselves easy to reach.
2. Copy and fill out the lobbying by phone form on page 170. This will help you to organize your thoughts and be prepared. Make copies of the form to use when you call.
3. The best time to call is just before the bill is placed on the agenda for voting. Your sponsor can let you know when this will be.
4. Call during the day, because many legislators might travel far away at night, requiring a long-distance phone call for you.

The Kid's Guide to **LOBBYING** Social Action

5. For each legislator you call, ask, "May I have your support?" Note her response on your form. If the answer is "no" or "maybe," plan to lobby that legislator again in person or by mail.

6. If the lawmaker isn't there when you call, leave a message and a phone number where she can return your call.

7. Keep a list of how each lawmaker plans to vote. This will give you a good idea of how strong your case is—and which legislators you should keep lobbying.

LOBBYING BY TESTIFYING

To *testify* means to go before a group or committee and speak in support of your cause. It's a great way to lobby because you can reach several people at a time.

Be aware that your issue will be openly debated. Legislators will discuss both sides.

Before the lawmakers are in session, you can speak before interim committee meetings. Don't forget this important step.

After your bill has been assigned to a standing committee, you could appear to testify at their public meeting, if one is scheduled. Tell your sponsor so that you can get whatever permission might be necessary.

Testifying before the chambers of the legislature when it is in session is not often permitted because of time limitations. Check with your sponsor. Jackson kids testified on the floor of the Utah Senate twice. Anything is possible!

Wherever you testify, here are some helpful tips to keep in mind:

1. Contact your sponsor and get permission to testify. Set up an appointed time. Find out if there are any rules you have to follow. For example, are posters allowed? How much time can you take?

2. Copy and fill out the lobbying by testifying form on page 171. This will help you to organize your thoughts and be prepared. (You can speak alone, or several of you can divide the speech into parts and each take a part.) Bring copies of your flyer, too.

3. Several short speeches (one to three minutes each) are better than one long, boring speech. The lobbying by testifying form can help you limit yourself.

You may add supporting material, but only if it's necessary. Lawmakers appreciate brief, concise statements.



Jackson kids testify on the floor of the Utah Senate to ask for passage of their Hazardous Waste Fund bill, HB199.

Courtesy Gary McKellar, *Deseret News*

The Kid's Guide to **INITIATING OR CHANGING LAWS** Social Action

4. Dress conservatively. Remember that your smile is the most impressive thing you can wear (and the most persuasive).

5. Always call your state house before leaving to testify. Schedules change suddenly. The discussion of your bill could be delayed.

6. Arrive on time. When you arrive, sign up to testify, unless your sponsor does it for you.

7. If a committee member asks you a question you don't fully understand, simply restate your purpose. Don't argue. Whatever you say will go on the record.

8. Be aware that your issue will be openly debated. Legislators will discuss both sides.

9. Ask for the committee's support before you sit down.

10. Later, send thank-you notes to your sponsor and the committee members.

IMPORTANT

If a committee member asks you if you would accept a change in the bill, say that you must talk with your group before you can answer that question.

MORE WAYS TO LOBBY

1. You can also *lobby by letter*. See page 29 for tips you can use and adapt for this purpose.

2. And you can *lobby the national government*—you don't have to stop at the state level. Think big! The process is basically the same as for lobbying your state government.

“ You gain strength, courage, and confidence by every experience in which you really stop to look fear in the face... You must do the thing you think you cannot do. ”

Eleanor Roosevelt

kids
in action

Ross Misher

Boca Raton, Florida. Ross Misher was only 13 years old when his father was murdered. But while this experience stole a hunk of his childhood, it also turned him into a leader.

“One of my father's employees went out on his lunch hour and purchased a handgun with the same ease as buying a cup of coffee,” Ross explains. “He returned from lunch, and after work he killed my father and then killed himself. We do not know why. We never will. All I do know is for the rest of my life, a part of me will always be lying there, dead on the floor...”

“I think about the 59 other families that went through the same exact thing I did...60 a day, every day...If a person cannot wait a short period of time to receive a gun, I do not think he needs it for the right reasons.”

Ross testified before a U.S. Senate Subcommittee in support of requiring a “cooling-off period” for anyone purchasing a handgun. That would give someone seven days to re-think a violent act before getting a chance to commit it with a gun. Ross also wrote a piece of handgun control legislation in Boys State which was

The Kid's Guide to **LOBBYING** *Social Action*

submitted to the Florida State Legislature. He debated his views on national television and founded the Palm Beach County Handgun Control Network.

While Ross was becoming a leader, he was also being a kid. He was an honor student and president of his junior class. He ran all the pep rallies for his school, and even wrote the high school song.

When Ross moved on to George Washington University, he carried his campaign with him, starting "Students Against Hand Gun Violence." It's the first group of its type to hit a college campus.

Although Ross sounds like a superhero, he's the kind of guy you'd love to meet. He's very humble and unpretentious. He acts as though he's just doing his job.

Why does he do it? "I don't think I'll ever end this ongoing fight," he says. "It's become a part of my life. I owe it not only to my community; I owe it to my dad."

He has some advice—and an invitation—for you: "Join me, youth of America. Go out there and do it. Anything you see a need for, don't let others do it. Do it yourself.

"If you can touch one person in any way, you can save the world." ☉



Ross Misher tells an audience about his gun-control cause.

RESOLUTIONS

“ Resolve to create a good future. It’s where you’ll spend the rest of your life. ”

Charles Franklin Kettering

Resolutions aren’t just those wonderful plans for self-improvement you make on New Year’s Day and forget the day after. Resolutions can be used to change policies in your city, state, and nation.

There are two main types of resolutions:

1. A FORMAL STATEMENT urging a plan of action. For example, a legislature may decide to ask a committee to investigate seat belt safety.

Kids can also initiate a resolution in either the house or the senate.

2. A COMMENDATION of appreciation. For example, a mayor might make a resolution recognizing the contributions of an individual or group.

Resolutions can begin in the house, the senate, or the state house. Or the house and the senate may write a *joint resolution* together. Add the governor to the house and the senate, and you’ve got a *concurrent resolution*.

Resolutions have no *binding effect*. In other words, they are not laws. However, Jackson kids began the initiative process with a resolution proposing a Utah State Superfund. Their resolution was made into House Bill 199. The kids lobbied legislators to vote for their bill, and it became a law. Later, the city council and mayor gave the kids a commendation for their work.

If they can do it, so can you.

Tips for Successful Resolutions

1. Start by contacting your state senator or representative. He’ll work with you if he’s interested in your idea. You could also initiate your resolution with a staff person or with your governor, but your best bet is your legislator.

2. Your resolution *must not conflict with existing laws and rules*. Your legislator can help you find out if yours is in the clear.

3. Because resolutions may cost several hundreds of dollars of taxpayer money to process, some legislators grow impatient with the time they require. Don’t let this stop you from using this process. Just be sure that your cause is worthwhile.

4. If you’re involved in a city-wide or state-wide campaign over a problem which affects many people, get local governments involved. By doing this, you will build a strong coalition of support.

Many cities and towns present resolutions in their local meetings. If they are approved there, they will probably be introduced in the next law-making session. Include every group or agency you think might be interested in your resolution.

5. Be aware that resolutions are open to debate—people might argue against them. Your resolution might be amended or changed by legislators. Don’t take any of this personally.

How to Write a Resolution

Resolutions follow a very specific form. Yours will get better attention if you show that you know the form.

First, the basics:

- ▶ Your resolution must be in writing.
- ▶ Keep it concise.
- ▶ Double-space or triple-space to allow for notes or changes.
- ▶ Number the lines for easy reference.

A resolution has two parts: the *preamble* and the *conclusion*. The preamble states the need and reasons for your resolution. The conclusion is based on the reasons given in the preamble.

1. WRITING THE PREAMBLE.

- a. State the need and reasons for your resolution.
- b. Start each clause (reason) with "Whereas, The..."
- c. You may write more than one clause.
- d. End each clause with a comma or a semicolon followed by the word "and." The last clause should end with "therefore" or "therefore, be it..."

2. WRITING THE CONCLUSION.

- a. Write your conclusion in statement form. Start with "Resolved, That..."
- b. You may write more than one concluding statement.
- c. Each statement that follows the first should begin, "Be it further resolved..." Or the first concluding statement should end, "and be it further," with "Resolved" starting each new statement.
- d. The last statement should read, "and be it finally Resolved, That..."
- e. The word Resolved must be underlined and followed with a comma. The word "That" must begin with a capital T.

All underlining, punctuation, and sentence structure must remain consistent throughout the resolution.

When your legislator presents your resolution, he will take the floor and state, "I move the adoption of the following resolution," or "I offer the following resolution." Then he will read your resolution and hand it to the chairperson.

You can copy and use the resolution form on page 172 to write your own resolution. Find examples of real resolutions on the next two pages.

Here's an example:

- 1 Whereas, The...(text of the first preamble clause), and
- 2 Whereas, The...(text of the second preamble clause), and
- 3 Whereas, The...(text of the last preamble clause), therefore, be it
- 4 Resolved, That...(stating the action to be taken), and be it further
- 5 Resolved, That...(stating further action to be taken), and be it finally
- 6 Resolved, That...(stating still further action to be taken).



NATIONAL LAWS

You know that kids can make a difference at the local level. Even at the state level. But at the *national* level? Isn't that totally out of reach?

Jackson kids lobbied the national government to get kids included in the America the Beautiful Act of 1990. Because of their efforts, youth groups across the United States can now apply for matching grants of money to plant trees.

Maybe you have an idea for a new national law. Or maybe you know an old one that needs changing. Why not give it a try? You've got nothing to lose and much to gain from the experience.

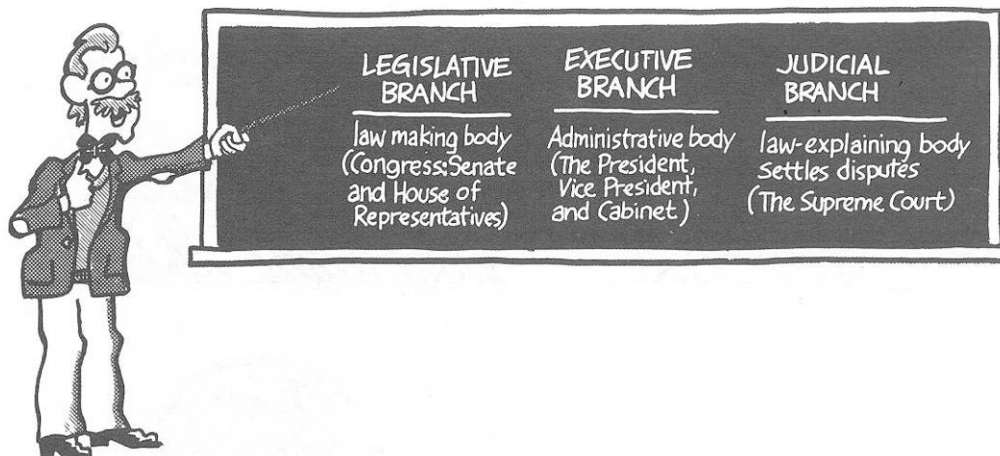
Remember that constituents—people like you, your parents and neighbors, your teachers and friends—are a great source of ideas for initiating new laws or changing old laws.

“ Progress involves risk. You can't steal second base and keep your foot on first. ”

Frederick Wilcox

Learn about the U.S. Government

The United States government has three branches:



Have you been learning about the U.S. government in school? If not, now's the time. Especially if you're thinking about initiating or changing a national law. You need to know what you're talking about!

Look for these books at your library reference desk:

► *The Congressional Directory* (U.S. Government Printing Office, published annually). Listings and information about members of Congress and their staffs.

▶ *The Congressional Record* (U.S. Government Printing Office, published daily). Tells what happens in Congress each day (bills introduced, bills voted on, hearings scheduled, etc.)

▶ *Encyclopedia of Governmental Advisory Organizations* (Gale Research, 1993). A guide to over 5,400 committees, including Presidential, congressional, and public advisory committees, government-related boards, panels, commissions, task forces, conferences, more. Find the most recent volume.

▶ *The Federal Register* (U.S. Government Printing Office, published daily). Information about executive and agency meetings, rule making, hearings, comment periods, etc.

▶ *The United States Government Manual* (U.S. Government Printing Office, published annually). Tells how the federal government is organized, describes duties of different offices, etc.

You may want copies of these for yourself:

▶ *How Our Laws Are Made* (U.S. Government Printing Office, 1986). Write or call: U.S. Government Printing Office, Washington, D.C. 20402; (202) 783-3238. Ask for Document No. 99-158.

▶ *Making An Issue Of It: The Campaign Handbook* (League of Women Voters, 1976). A citizen action guide; small fee.

BOOKS FOR YOUNG READERS

☞ *Congress* by Harold Coy, revised by Barbara L. Dammann (Franklin Watts, 1981). About Congress and committees, the President, courts, lobbies and pressure groups, media impact, and the story of a bill. Easy to read.

☞ *I Want To Know About the United States Senate* by Senator Charles Percy (Doubleday, 1976). The duties and life of a senator.

How to Initiate or Change a National Law

Suppose you have chosen a problem and researched it. Your solution is to go for a new national law, or a change in an existing law. (Take another look at “Ten Tips for Taking Social Action” on pages 12–13.) Here’s how to do it.

1. **CONTACT SOMEONE WHO CAN HELP YOU.** If you wanted to initiate or change a state law, you’d contact someone in state government. If your goal is a national law, you’ll need someone in national government on your side.

ASK FOR ADVICE (AND WRITE IT DOWN)

As you’re looking for people to help you, take time to ask for their opinions and advice on your project. Do they think your idea is a good one? Why or why not? Do you need to change anything to make it work? Get names, phone numbers, and addresses of other people who might help you.

a. Contact a member of Congress. These are the real lawmakers in national government. And you will eventually need a member of Congress to sponsor your bill.

The best person to pick is one who represents your state. Every state has two senators, and you could pick one of these. Or you could choose a state representative instead. How many representatives your state has depends on your state’s population. For example, if

The Kid's Guide to **INITIATING OR CHANGING LAWS** Social Action

you live in Maine, you have two representatives; if you live in California, you have as many as 45.

You could also choose a member of Congress who is on a committee that is studying your issue (housing, transportation, etc.). Even though this person might not represent your state, she still might be willing to help you. To be polite, you should tell your state senators and representatives if this is what you plan to do.

b. Contact the President, Vice President, or a cabinet member. They can't make any laws, but they can suggest changes. And they can offer advice and support. If you can convince any of them to join your team, they will be powerful players.

c. Contact a staff person or department member. As in state government, these are the workers and researchers. They might be easier for you to reach, and they can help you begin the process of initiating or changing a law.

PICK UP THE PHONE!

- ☛ Federal government switchboard operators will connect you with specific departments. Call (202) 224-3121.
- ☛ If you'd like to speak to members of Congress, committees, or subcommittees, call the U.S. Capitol at (202) 224-3121.
- ☛ To find out the status of legislation and dates of hearings, call (202) 225-1772, then ask for the department you want to speak to.
- ☛ And if you feel like leaving a message for the President, call the White House at (202) 456-1414.

Addresses and phone numbers for other government offices are found on pages 131–135.

2. **BUILD SUPPORT FOR YOUR BILL.** Find other people to join your team: other kids, schools, state officials, agencies, media people. You could conduct surveys to find out how other people think, and pass petitions to gather names of people who agree with you. Try to get media coverage for your cause. (See pages 66–77 for tips, ideas, and examples.) Convincing TV and newspaper reporters to tell your story will usually encourage all sorts of people to support your efforts.

3. **WORK WITH YOUR OPPOSITION.** You should never neglect this step! There will always be people who disagree with you. Ignoring them might keep you from reaching your goal. It might also keep you from discovering what you have in common, and maybe even joining forces to work together.

At the very least, you might be able to convince these people not to interfere with what you're trying to do. And you'll learn to see their side of the issue, too.

4. **LOBBY FOR YOUR LEGISLATION.** Try to convince lawmakers to support your bill or proposed change. You can lobby by phone, letter, or FAX, if you have access to a facsimile machine.

Lobbying in person might seem difficult without a private plane. Then again, Audrey Chase flew to Washington, D.C., with her mom and lobbied in person for the "Leaf It To Us" tree amendment. (You read Audrey's story on page 11.)

Other Jackson kids have flown many different places. How do they finance their travels? Usually they find sponsors to pay their expenses—supporters in business or industry. Or they fundraise in other ways.

“ Congress shall make no law... abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances. ”

*First Amendment,
Constitution of the United States, 1791.*

'LEAF it to US!'

Jackson Elementary
750 W. 200 N.
Salt Lake City, U.t.
84116

The President
The White House
Washington D.C. 20500

Dear President Bush:

Hi! We would like money for kids to plant trees on public grounds across the nation. We heard you want to put up \$60,000,000 for planting trees. That's exactly what we would like to do. Could some of it be used for a Children's Fund for kids across the nation?

Kids could match 10 to 20% of the money they took out. The kids could apply for grants. The money could be kept in Washington D.C.

We would not like to use an Adult fund, we would like it to be just for kids.



One tree in its average 50 yr. lifetime contributes \$62,000 worth of air pollution control. They also recycle water, and prevent soil erosion.

We've already talked to the honorable senator Orrin Hatch and asked him to pass some legislation or set aside some money for kids. We're already planting trees in Utah. We have already gone to our own legislature.

Is there anything more we can do?

Trees are a Tree-mendous

Con-Tree-tribution! ▽

Sincerely,
 Shane Price Audrey Chase
 Jeremy Maestas Micki J Nay Darren P.
 Sharee Bright Richelle Warner
 Shannon Ackman Richard Tehero

THE WHITE HOUSE
WASHINGTON

April 25, 1990

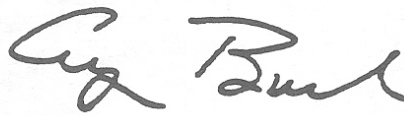
Dear Girls and Boys:

Senator Orrin Hatch was kind enough to write me about your wonderful "Leaf-It-To-Us - Children's Crusade for Trees Project." As I read the material from you, your principal, and the Senator, I was impressed by your creativity and initiative. Your enthusiasm and hard work are an example for all Americans to follow.

As you watch your trees grow, you will be able to take great pride in the contribution you have made to improving our environment. Your forestry project represents a lasting investment in the future.

Mrs. Bush joins me in commending you for your efforts. You can be certain that we will tell others of the time, effort, and energy you have put into this worthy project. Keep up the good work, and God bless you.

Sincerely,



Pupils of Jackson Elementary School
Extended Learning Program
750 West 200 North
Salt Lake City, Utah 84116

Amending the U.S. Constitution

Suppose the solution to your problem is to try for an amendment to the United States Constitution. This is *very* difficult to accomplish—but that doesn't mean it's impossible.

Are you interested? Some kids are.

There are two basic ways an amendment can be proposed to the Constitution of the United States:

1. Congress can propose an amendment with
 - ▶ a 2/3 vote of both houses, and
 - ▶ approval of 3/4 of the state legislatures, or
 - ▶ conventions in 3/4 of the states.
2. Legislatures of 2/3 of the states can call a convention for proposing amendments. For an amendment to be accepted, it must be approved by
 - ▶ 3/4 of the state legislatures, or
 - ▶ conventions in 3/4 of the states.

As a kid, you could begin the process by contacting a member of Congress from your state. But you should probably collect thousands of signatures on a petition to show support for your amendment. You could also start by contacting the President, the Vice President, or a staff person, just as you would to initiate or change a law.

Some fifth graders in New Jersey are trying to amend the Constitution. Here is their amazing story.

kids
in action

Kids Against Pollution (KAP)

Closter, New Jersey. While studying the Bill of Rights, a group of energetic fifth graders in teacher Nick Byrne's class lifted their noses from their books to ask, "How can we use our right to free expression?"

"Choose a topic and write to newspapers, magazines, and public officials," Byrne answered.

Since pollution seemed to cloud the pages of everything they read, Byrne's students chose that as their project. But they weren't satisfied with just writing letters. These kids at Tenakill School in Closter, New Jersey, went a bit further than that.

In 1987, they founded a networking information organization called "KAP"—Kids Against Pollution. They created their own logo and motto: "Save the Earth—not just for us but for future generations."

As Cathy Bell, one of the original fifth-grade founders, explained, "I think pollution is more deadly than the threat of nuclear war. Because everyone knows about the prospect of that war, but pollution just sneaks up on you....Adults are running up a bill on their credit cards that my generation has to pay."

Three years later, KAP has grown to 600 groups in the United States, and it's still growing. KAP also has contacts in several countries around the world.

Rich Luzzi, a KAP kid, wrote a letter to students in the U.S.S.R. In return, he received an invitation to write for that country's *Campfire Magazine*. And kids from other countries are interested in starting KAP chapters.

Once or twice a year, KAP kids conduct a massive mailing to inform other students, teachers, and officials of their powerful environmental message. Recently, the group won grants to finance their information campaign,

The Kid's Guide to **NATIONAL LAWS** *Social Action*

including \$85,000 worth of IBM computer equipment from a program sponsored by IBM and *U.S. News & World Report*. Now the kids can really pound the keyboards to put out their newsletter and information packages.

But that's not all. KAP kids are also advocating the passage of a Constitutional Amendment (state *and* national) that would guarantee everyone the right to clean air, water, and land, and would encourage environmental education in schools. Having already spoken before local, state, and national government officials, they have carried their plea for a clean environment to many people.

If you're interested, you can help them by signing their nationwide petition. Find it on page 125. Make a photocopy, sign it, and send it to KAP. "If we get enough people," Cathy Bell says, "politicians are going to start to listen."

From a New Jersey classroom to a Constitutional amendment may seem impossibly far to go. But the KAP kids did it. They called it "free expression." How are *you* going to express yourself?

If you'd like to know more about KAP, write to: KAP, P.O. Box 775, Closter, New Jersey 07624. Send \$10.00 to become a member. ☉



Tenakill School teacher Nick Byrne and his KAP students state their case for environmental education in the New York Assembly Standing Committee on Environmental Conservation in Albany, New York.

Courtesy *U.S. News & World Report*

Lesson 3
Relevant Action

Objective: SWBAT evaluate what actions have or have not been successful and assess adaptability or appropriateness of the method to the identified issues in an essay that achieves at least a 4 on the [6-point rubric](#)

Introduction: (15 Minutes) Students will present findings from the previous night's homework (provide models)

Activities:

- (15 minutes) In small groups, use the findings from the homework to plug information into a web
- (15 minutes) Oral report: *What were your findings? Were they successful or not?*

Assessment: Students will individually write an analysis of their findings that answers the following prompts:

- *How closely related is the evidence from your homework to your focus issue?*
- *Justify the strengths and weakness of your findings.*
- *Are your findings applicable to your issue?*
- *What suggestions from your classmates would you consider using and why?*

Menu of Actions – Carrying Out Action

Menu of Actions

The following are some effective tactics for your students to use. Before implementing them, you may find it useful to role play these (where applicable) so students can get practice and anticipate opportunities, difficulties, and challenges.

- [letter writing](#) [page 181]
- [lobbying](#) decision-makers (written and oral) [page 138]
- using existing [media](#) to raise awareness [page 210]
- developing electronic media (website, blog, wiki)
- videos and [public service announcements](#) [page 215]
- writing a [press release](#) to accompany other actions/campaigns (see [sample](#)) [pages 210, 232]
- making a PowerPoint or other electronic presentation of findings
- developing fact sheets, postcards, banners, and fliers
- using art/murals to express your point of view
- using dance, spoken word / rap, and song to express your point of view
- writing, circulating, and submitting [petitions](#) (online templates will work well) [page 194]
- community canvassing (script and implementation)
- presentations to community groups or decision-making bodies
- [gaining representation](#) on local councils [page 222]
- policy [proposals](#) [page 198], [resolutions](#) [page 235], referenda
- guerrilla/street theater, satirical awards ceremony
- [direct action methods](#) [page 225] (protest, picket, march, sit-in, rally, walk-out, etc.)
- using a slam book as an action (not just a research method)
- [telephoning](#) [page 177]
- [speeches](#) [page 227]

Some formal lessons and resources you may want to use

Refer to YELL guide p. 50-51 for a [guide on role-playing presentations, both bad and good](#). [this guide pages 161-162]

Refer to YELL guide p. 56-57 for a [guide to role-playing debate/compromise/presenting to city council](#). [this guide pages 163-164]

Refer to YELL guide on p. 80-83 for accompanying [handouts to the YELL presentation lessons](#). [this guide pages 165-168]

Refer to YARI p. 6-2 through 6-9 for more [descriptions/examples of some of these actions](#). [this guide pages 169-176]

SPEAKING & PRESENTING

Session 8

90 minutes

OBJECTIVES:

Youth will learn basic components of a good presentation and improve the quality of their oral presentation skills by practicing with a partner and learn how to give and receive effective feedback.

MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Paper, pens, markers, and clipboards.
- Copy and cut out the *Bad Presentation Role Play* scenarios (Master Copy 1.8a).
- Copy the *Presentation Skills Check List* (Master Copy 1.8b) before the session: one copy of each for each participant or as posters.
- Copy the *Tips for a Good Presentation* (Master Copy 1.8c) before the session: one copy of each for each participant or as posters.
- Copy the *Personal Coaching and Feedback Sheet* (Master Copy 1.8d) before the session: two copies for each participant.
- Write “What Not to Do in a Presentation” on the board or on a piece of butcher paper.

I. OPENING: ATTENDANCE, SNACKS,**ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)**

Opening Circle Statement (Around the World): What is one issue in your community that really concerns you? (Write what youth say on the board or butcher paper, as you will come back to this later in the session.)

II. WARM UP: LOOK UP AND SCREAM! (5 MINUTES)

Have youth stand in a circle with shoulders touching (or very close) and instruct everyone to look down at the tops of their shoes. On the count of three ask youth to look up and pick one person to look at. If that person is looking back at them (rather than at someone else) both people scream! This is a loud, fun activity. Repeat several times.

III. THE BAD PRESENTATION ROLE PLAY (10 MINUTES)

Ask for two volunteers. Hand each volunteer one of the *Bad Presentation Role Plays*. Encourage the youth to improvise and have fun making their presentations

Speaking in Public and Making Presentations



as bad as possible. Have the first volunteer give the presentation. Have the group brainstorm a list of what was wrong or ineffective about the presentation. Record this on the board or butcher paper. Have the second volunteer give the presentation, brainstorm again, and then review the complete list of things that make for a “bad presentation.”

IV. DEFINITIONS AND EXPLORATIONS (15 MINUTES)**Step 1:** Brainstorm the purpose of a presentation.

What are some different types of presentations and the reasons behind them? For example: Youth sit through presentations every day (teachers delivering material is one good example).

Step 2: Brainstorm the qualities of a good presentation.

Have youth take a minute to think about a good presentation they have attended. Ask youth what was good about it. What are some characteristics of the presenter that stood out to you? Can you remember all of the content, or can you remember the details of the presenter more?

Step 3: Hand out and review the *Presentation Skills Check List* and the *Ten Tips for a Good Presentation*. There are three main things to focus on for any presentation: body and movement, voice and expression, and content. Revisit the brainstorm of effective, good

Session 8

SPEAKING & PRESENTING

90 minutes

presentations. Do most of the characteristics fall in line with these handouts? Does anything on the handouts surprise you?

V. GIVING AND RECEIVING FEEDBACK (10 MINUTES)

The purpose of feedback is to learn, be proactive, and improve skills through reflection on information shared and received. There are ways to give feedback so people hear what we are saying and can learn from it. Ask youth for some quick examples of how they like to receive feedback – or not!

Explain the *Personal Coaching and Feedback Sheet* handout. Ask youth why it is important to end on a positive. What is the difference between telling people what they are doing wrong vs. telling them where you see opportunities for growth? (Answers will vary: have the presenter feel good about themselves, create a safe and supportive environment, have an opportunity to improve and grow, negatives without suggestions for improvement can be harmful). Relate this back to the bad presentation role plays. Have youth come up with examples of the feedback process based on the bad presentations.

VI. PRESENTATION PRACTICE, FEEDBACK PRACTICE (30 MINUTES)

Hand out two *Personal Coaching and Feedback Sheets* to each youth. Have them put their name on one of the forms. They will put their partner's name on the other.

Think: Have each youth take five minutes to brainstorm some ideas for a presentation on an issue they personally think is VITAL for their school or community to address. Offer an outline for the presentation (e.g., Introduction, Issue, Some Possible Solutions, Thank you and Closing Remarks.) Youth can think back to the session's opening Around the World question, and use their answer or someone else's. Remind youth to focus on the objectives of a good presentation.

Pair: Pick partners, and have youth designate who will go first in giving their presentation to the partner. Have one person start while the other is taking notes on the feedback handout. After the first presenter is done, take

a few minutes for youth to write notes on the feedback forms. (Make sure that the presenter self-evaluates at this time.) Switch roles and repeat the process.

Share: In their pairs, have youth give each other very specific, detailed feedback. Have each youth identify and write down what they most want to work on or improve. If you have time, ask youth to take another five minutes to revisit their presentation outline and make changes. Ask if anyone would like to present for the entire group (take volunteers). Be sure to point out the constraints of the limited preparation time. For example, because this is a short practice, we can't expect the content to be fully developed.

Variations: Have every member of the group present to the full class, and videotape the presentations. This can be a great evaluation and reflection tool, and a very effective way to identify strengths, improvements, and areas for growth. Be sure that the participant is ready and wants to do this step, as it can be intimidating!

VII. DEBRIEF (5 MINUTES) What is hard about presenting? What comes naturally? Were the guidelines and feedback helpful? How can you continue to improve your presentation skills?

VIII. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): Rank your nervousness about public speaking on a scale of 1-5, with 5 being extremely nervous, and 1 being not at all nervous.

Learning Strategy:

Think-Pair-Share

This works well to increase student engagement and to allow students to gather their thoughts before speaking. Think: Participants spend several moments thinking and writing on their own. Pair: Participants pair up with one other person and share their thinking. Remind pairs of active listening techniques. Share: Volunteers share out what they discussed in pairs.

SPEAKING & PRESENTING

on 11

90 minutes

Mock City Council was based on an actual Youth Bus Pass campaign that Kids First Oakland youth leaders and allies organized in 2001 securing free and affordable transportation for 25,000 low-income youth - www.kidsfirstoakland.org

OBJECTIVE:

Youth will practice debate and compromise skills through a mock City Council meeting.

MATERIALS AND PREPARATION:

- Copy the *Mock City Council Proposal and Roles* for participants (Master Copy 1.11) and cut out the roles: one for each participant or group.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (15 MINUTES)

Opening Circle Statement (Around the World): If you had two minutes to talk to all of the people of your community what subject would you talk about?

II. WARM UP: WHO ELSE? (10 MINUTES)

Begin by making a circle of chairs. There should be one less chair than the total number of people playing. One person starts by standing in the middle of the circle and saying something about themselves and ending with "Who else?" Example: "I love chocolate. Who else loves chocolate?" All the group members who love chocolate must get up and switch places without selecting the chairs directly on either side of them. The person left without a chair goes to the center of the circle and makes the next statement. This game can be light hearted or serious, depending on the content and the group.

III. MOCK CITY COUNCIL MEETING (45 MINUTES)

Step 1: Introduce the scenario to youth and pick roles.

A group of middle and high-school students are presenting a proposal to their City Council on an issue that impacts many local youth: bus passes. Ask for volunteers to play the different roles (or have them draw from a hat).

- Youth presenters (2)
- Citizens against the proposal (4)
- Citizens for the proposal (4)
- City Council members (The rest of the group)

Debate and Compromise Role Play



Have the Council sit together at one side of the room. The role of the City Council is to listen to the proposal, hear arguments for and against the proposal, ask questions, and make a decision on the proposal.

Step 2: Youth presenters read the proposal.

Step 3: Citizens share opinions for and against the proposal.

Step 4: Debate and Discussion

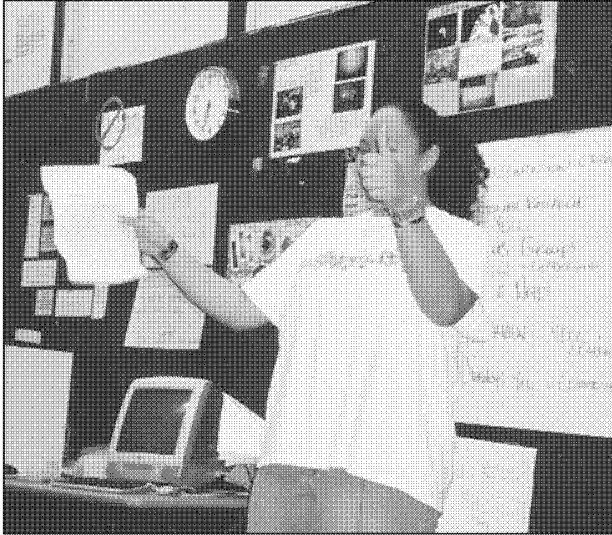
Open the City Council meeting for citizen debate. During the debate, the City Council will make sure the following questions are addressed:

- What are the benefits for students? (e.g., safety, time saved, convenience)
- What are the benefits for families? (e.g., money saved, time saved, peace of mind)
- What are the benefits for the community? (e.g., keeping kids off the streets, decrease in graffiti, decrease in juvenile crime)
- What are some of the costs to the community? (Who will pay for this? the bus company, the taxpayers in cities, others?)
- Is this proposal fair? Should some people get free bus passes and not others? schoolchildren, the elderly, hardworking adults, others?)
- Do schoolchildren really need subsidized bus passes?
- Any other questions or issues you can think of?

SPEAKING & PRESENTING

Session 11

90 minutes

**Step 5: Decision**

After the debate, the City Council decides if they want to support the proposal or make amendments (changes) before they choose to support it. The Council can do several things: ask students to gather more information so the Council can make a better-informed decision; approve the proposal; approve part of the proposal; or reject the proposal.

IV. DEBRIEF (15 MINUTES)

- What does leadership mean in this situation?
- What is the City Council's role?
- Do you think the Council made a good decision?
- What would you do differently if you were actually presenting this case?
- City Council members are elected – how does the City Council membership affect the way decisions are made?
- What might the citizens' next steps be in this scenario?

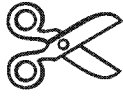
V. CLOSING (5 MINUTES)

Closing Circle (Around the World): Would you want to be a City Council member? Why or why not?

Facilitation Tip:

After the debate has been in progress for a while, remind the youth of the distinctions between debate that focuses on winning and discussion that moves toward compromise or resolution. How can the City Council members and citizens help to create a climate for discussion?

Encourage the citizens, Council members, and presenters to stay in character and have fun embellishing on their positions. You can also invite real City Council to attend the session and reflect with the students on the exercise, and to share what it is like to be a Council member in their particular community.



Bad Presentation Role Play

BAD PRESENTATION EXAMPLE ONE

While delivering this presentation, you should:

- Never look at the audience.
- Speak in a very quiet tone of voice so no one can hear you.
- Even if the audience tells you that they can't hear you, do not raise your voice.
- Cover your mouth once or twice while talking.
- In between sentences, say "um," "well," or "uh."

Your speech:

Hello, my name is _____. I am here today to tell you a little about a community. It is located in the middle of the country, near the prairies, and has a population of 120,000 people. There are a lot of great neighborhoods and shopping districts within it. I like the movie theater especially, and a lot of youth hang out there on the weekends. Thank you for your attention.

Do you have any questions?

BAD PRESENTATION EXAMPLE TWO

While reading this presentation you should:

- Fidget with the paper, your hair, clothes, and the chalkboard.
- Talk really fast and talk really loud.
- Do not give an introduction, thank the audience, or ask for questions.
- When you are done reading, just sit down.

Your speech:

Hi, my name is _____. I really like where I live because there are a lot of great shopping areas and different people. For example, I went to a concert last night and it was cool. Our community has a population of 75,000 people. They do a lot of different things and hang out at a bunch of different places around the city. Some of these places are the main town square, the movie theater, and restaurants. I'm out.

Facilitation Tip:

You can also create your own speeches that include fun facts about your particular town or area.

 Presentation Skills Check List

Objectives of a presentation:

- ★ Gain attention
- ★ Maintain reception
- ★ Promote retention

1. Body and Movement

- Appearance
- Eye contact
- Posture
- Action
- Gestures
- Facial expressions
- Speech attitudes

2. Voice and Expression

- Language
- Pausing
- Vocal versatility
- Articulation

3. Content

- Organization
- Listener involvement techniques
- Humor
- Audience interests and adaptations

Fun Fact: Mehrabian's Communication Study

In his oft-quoted (and often mis-quoted) study on how people decide whether they like one another, Albert Mehrabian constructed the following formula: **Total Liking = 7% Verbal Liking + 38% Vocal Liking + 55% Facial Liking**

Useful ideas that come from this research are:

- It's not just words: a lot of communication comes through nonverbal communication.
- Without seeing nonverbal cues, it is easier to misunderstand the words.
- We pay more attention when we are unsure about words and when we trust the other person less.

http://changingminds.org/explanations/behaviors/body_language/mehrabian.htm

10 Tips for Good Presentations

1. PLAN AND PRACTICE!

- Have your thoughts organized beforehand in an order that makes sense.
- Practice as if you were actually giving your presentation. Time your presentation, make changes, and get feedback from friends or family members.

2. IN THE VERY BEGINNING OF YOUR PRESENTATION, INTRODUCE YOURSELF AND WHAT YOU ARE GOING TO TALK ABOUT.

- Tip: As part of your introduction, let your audience know if you would like them to ask questions during the presentation or to wait until the end.

3. STAND STRAIGHT AND LOOK AT THE AUDIENCE WHEN YOU ARE TALKING. MAKE EYE CONTACT!

4. TRY NOT TO READ DIRECTLY FROM THE PAPER (BUT IT IS OK TO LOOK AT IT SOMETIMES).

- Tip: Write some ideas in the order you want to say them and try just flowing from there. (It takes practice for this to come off in an organized way.)

5. SPEAK SLOWLY, CLEARLY, AND LOUDLY, USING PROFESSIONAL LANGUAGE. (TRY NOT TO USE FILLER WORDS LIKE UM.)

6. USE VISUALS TO DEMONSTRATE WHAT YOU ARE TALKING ABOUT.

7. DON'T WORRY, AND DON'T APOLOGIZE FOR MISTAKES! EVERYONE IN THE ROOM IS THERE TO SUPPORT YOU.

- Tip: Take a deep breath when you are stuck or use humor if that helps.

8. ASK THE AUDIENCE FOR QUESTIONS.

9. THANK THE AUDIENCE WHEN YOU ARE DONE.

10. BE YOURSELF!

 Personal Coaching and Feedback Sheet for Presenters

PRESENTATION QUALITIES	POSITIVES	OPPORTUNITIES FOR GROWTH
APPEARANCE		
EYE CONTACT		
POSTURE AND GESTURES		
FACIAL EXPRESSIONS		
LANGUAGE		
PAUSING		
VOCAL VERSATILITY/ VOICE (INFLECTION)		
ARTICULATION (EASY TO HEAR AND UNDERSTAND)		
ORGANIZATION OF IDEAS		
LISTENER ENGAGEMENT		
HUMOR		
APPROPRIATE TO AUDIENCE		
OVERALL COMMENTS		

The Feedback Process: Bracket with Positives!

1. **Start with Strengths and Positives:** What were some things that are great as is and should be repeated?
2. **Share Opportunities for Growth:** What are some specific things that could get better?
3. **End with Strengths and Positives:** End with one more positive observation.

MODULE 6: USING THE DATA FOR CHANGE

Unit 1: Options for Data Application

Introduction

The final stage of the participatory action research project, integrating an application component is the most important and can be the most fun for the youth involved. Not only does this component bring the project “alive” for young people, it also builds important real life skills as youth design and carry out their action plan. This component of youth action research also increases community attachment. By investigating issues in their neighborhoods or schools, young people show a concern for the health of those communities. During the application component, young people are able to create positive, visible and measurable change by applying their research results. Unit one of module six outlines possibilities and offers strategies to assist youth researchers in successfully applying their research results. Unit two presents case examples of youth working in NTARC programs.

Anyone who has worked with young people knows they are, for the most part, action oriented people. The application part of the action research project is exciting for young people because they get the chance to share the information they have collected by planning, creating and disseminating materials and strategies.

The methods for applying youth action research results are organized in grid format with three objectives: 1) the development of educational materials, 2) advocacy and policy change, and 3) the development of intervention strategies. These can fall into three modes of presentation: written, verbal and visual. (See “Using the Data for Change” Handout)

Educational materials for example, can be directed towards adults, adolescents or children. They may include curricular materials which address issues identified as important through research, educational activity books which can target information towards younger aged children, or newsletters written, produced and distributed by youth. Information can be disseminated through brochures that convey research findings or through the internet. Educational materials may take the form of peer education sessions or public service announcements played over local radio stations. Young people may host a public forum at which they present their research results. Such a forum could be presented in a community, university or school setting.

Dissemination for educational purposes may also take a visual format. Posters are one example and may include hand-drawn art, computer generated art, or photographic collages. Other examples of visual presentation are videos, postcard mailers, or the production of graphs and charts incorporated into newsletters, brochures, or verbal presentations.

Research results may be used for advocacy purposes and to leverage policy change. In a written format, this may include an editorial written for a daily city or town newspaper or a weekly community paper. A verbal presentation may occur at a city council meeting, a school board meeting, or other policy making body where research may be presented in order to advocate for some positive change. Results of research may also be presented visually as an advocacy tool.

Posters or mailers may be used as part of a persuasive campaign to influence public opinion on issues related to research.

Finally, action research results may be applied in the development of intervention strategies. In a written format, this may take the form of a manual or guide for adults working with youth to offer guidance on dealing with particular issues. Research results may be used for program planning and grant development. Verbal use of results may include the identification of key phrases and slogans for education campaigns, or problem solving sessions with teachers, police, or other concerned adults. A visual presentation may include the performance of plays, skits, or role plays which raise issues identified as important through the research.

Tips for successfully applying research results:

Now is the time to utilize the unique skills and talents existing within your group. There may be young people who are interested in art, theatre, and/or performing. The best plan is to let youth emcee take over with their creativity. Many activities lend themselves to a division of labor where youth can put their unique talents to use. For example, if you are planning a community education forum, there are numerous tasks involved including site logistics, setup, invitations, acting as emcee, making verbal presentations of research results and creating visual aids. Youth should be central in planning and carrying out all of the details involved in such an event. Other projects may involve soliciting financial sponsorship from local businesses, letter writing, computer art and design, or other activities in which members show proficiency. There are usually ways to integrate all members of the group so each plays a central role in the success of the overall use and application of results. Youth also learn, develop, and refine new skills. For example, they may practice their written and verbal presentation skills, including writing for a particular audience such as policy makers, youth, community members or a university audience.

Young people also learn numerous real life lessons about negotiating bureaucracy, hosting public events and communicating with the media. They are able to network with new people and are exposed to new environments and career opportunities. The most important skill youth build is confidence in their ability to assess their environments and map appropriate means for action. Working as a team, young people learn to negotiate, to share responsibility, to learn from and support each other. Being able to share the success of a final project helps build positive peer affiliations as the group bonds around a commitment to positive community change.

Unit 1: Options for Data Application

Activity 1: PLANNING FOR ACTION

Learning Objective: To learn how to use information to make positive change in a situation or condition.

Materials: will vary according to activity planned

Time: will vary according to activity planned

Preparation: Make copies of the blank and filled in “Using the Data for Change” handout.

Facilitation:

Pass out the blank “Using the Data for Change” handout to the group. Explain the format of the grid, then go through each category, discussing with the group the following questions:

1. Who needs to hear the information we have collected? What is the best way to get the information to them?
2. Which strategies would work well to disseminate the information collected to the targeted audience?
3. What is the final result we are looking for? What change do we want to see as the outcome of our action/dissemination?
4. Do we have any special skills or talents within the group to utilize in this part of the project?
5. Do we have access to any resources (recording studio, an auditorium, etc.) we could use in this part of the project?

Have the group brainstorm to fill in a chart with the ideas that they have. Once they have finished filling in the blank chart, you can pass out the one that is filled in. Have the group compare the two charts to see if there are any ideas the group has missed that they might want to consider for their project. Once the group has finished listing, you will have to go through the list together and determine which of the ideas are possible according to the time, financial and human resources you have available.

USING THE DATA FOR CHANGE

	WRITTEN	VERBAL	VISUAL
EDUCATIONAL MATERIALS			
ADVOCACY AND POLICY CHANGE			
DEVELOPMENT OF INTERVENTION STRATEGIES			

USING THE DATA FOR CHANGE

	WRITTEN	VERBAL	VISUAL
EDUCATIONAL MATERIALS	<ul style="list-style-type: none"> • Curricular materials • Educational activity books for children • Informational brochures • Independent newsletters • Dissemination of findings through internet 	<ul style="list-style-type: none"> • Peer education sessions • Public service announcements • Public forums 	<ul style="list-style-type: none"> • Educational posters • Educational videos • Postcard mailers • Production of graphs and charts
ADVOCACY AND POLICY CHANGE	<ul style="list-style-type: none"> • Editorial article for local newspaper, community newspaper 	<ul style="list-style-type: none"> • Presentation to city council, school board, other policy-making bodies 	<ul style="list-style-type: none"> • Persuasive campaign to influence public opinion
DEVELOPMENT OF INTERVENTION STRATEGIES	<ul style="list-style-type: none"> • Manual/guide for adults working with young people on a particular issue • Program planning, grant development 	<ul style="list-style-type: none"> • Identify key phrases, slogans for educational campaigns • Problem solving sessions with police, teachers, other adults 	<ul style="list-style-type: none"> • Performance of plays, skits, role plays

Unit 2: Case Examples

There is a wide range of possibilities for disseminating and applying youth action research results. The following case examples demonstrate projects conducted with young people aged 10 - 19. Some of the projects require a significant investment of technical and financial resources, while others require only time for preparation and the support and guidance of an adult advisor. Projects can be targeted toward a particular audience for specific distribution. Any application, will of course be determined by the nature of the project and the results of the research, and your final product will be unlike any before it.

Educational Postcards

As a part of a unit on AIDS awareness, the Urban Women Against Substance Abuse (UWASA) program at the Institute for Community Research (ICR) in Hartford, CT produced a series of postcards with risk avoidance messages. The girls began their project by creating posters of messages they thought their peers should hear in order to avoid becoming infected with HIV. Messages included advice to peers to use condoms or to avoid sex altogether, in order to avoid both HIV and pregnancy; as well as warnings to avoid needles which could be contaminated with the virus. Some girls chose to look at the issue from a slightly different perspective and warned their peers to stay away from drugs, particularly alcohol and marijuana, which might cloud their judgement in sexual situations. Once the posters were completed, staff of the project reduced them to postcard size and reproduced the cards for girls to distribute to their peers.

Public Service Announcements

Another project of the ICR, the Community Action Against Substance Abuse (CAASA) Program, offers other examples of how research results may be applied. This program works with teenagers in the city of Hartford and trains them as peer educators and action researchers. One project conducted by teens in the program involved cataloging billboards advertising tobacco and alcohol in neighborhoods around the city. In response to their findings, teens decided to create public service announcements to educate their peers about the number of negative messages being spread in their neighborhoods in the name of profit. Teens both scripted and recorded the PSAs. They were targeted to very specific neighborhoods and played on local radio stations serving those communities. One PSA for example, follows:

P1 - Yo, Chevoughn, did you see those billboards over there on Albany Avenue...they're talking about "Enjoy Life"... How you gonna enjoy life...by getting cancer?

P2 - For real, smoking ain't got nothing to do with enjoying life

Other public service announcements were recorded in Spanish and played on Latino radio stations with specially tailored messages.

Community Drug Policy Forum

Another CAASA project involved a survey which youth created to investigate youth attitudes toward drug policy. In order to disseminate their results, teen members hosted a community forum where they presented findings from their survey. Staff worked with youth participants to invite community

leaders representing various fields including education, prevention, treatment and corrections. Teens posed questions raised by the research to panel members. This proved a positive experience for both teens and adults. Teens got the chance to talk with adults who were concerned about issues affecting urban youth, as well as the opportunity to interact with a diverse group of professional role models. Adults were pleased to have the opportunity to meet with young people interested in improving their communities and were impressed by the depth of student's understanding of the issues.

Conn-domnation Poster

The Teen Action Research Project (TARP) of ICR, sponsored several action research projects over its seven years of operation. One project was around AIDS awareness and looked at teen attitudes toward condom use. Teen participants linked with artist Jay Critchley who worked with staff to train teens in photography skills. Teens decided to capture images of their friends in a variety of poses holding condoms. These pictures were then assembled in a collage in the shape of Connecticut to produce a poster entitled *Conn-domnation*. This poster won an award from the State Health Department and five years later, continues to be distributed by the state Clearinghouse for prevention educational materials.

A Hard Way Out

TARP youth also produced a video entitled *A Hard Way Out*, which dealt with issues of violence and the lack of options available to youth in an urban setting. The script was drafted from a series of improvisations in response to the question "What's the real deal?" or, what are teens really dealing with in their lives? After some reworking, several of the improvised vignettes were joined together into a script that explores the lives of two teenagers struggling to survive after their mother is killed in a drive-by shooting. This video has been used as an educational tool with groups across the state as well as nationally in order to generate discussion about the violence that surrounds many teens in urban settings.

Advocacy in City Planning

One training group facilitated by youth and adult NTARC trainers at the Pathways/Senderos Center in New Britain focused on neighborhood revitalization. A group of middle and high school students conducted a survey and a mapping activity to assess what types of resources youth wanted in their neighborhoods, where they should be located, and how safe youth felt in these areas. This project took place while a plan for neighborhood revitalization was occurring in the city. Once they had gathered their results, the youth presented them to the city's planning council. The presentation included a summary of survey and mapping results, visual documentation of drug paraphernalia indicating drug use in some areas of the neighborhood and a skit illustrating teens' safety concerns. After reading about the presentation in the newspaper, the city police department requested a presentation by the youth as well.

Teens Fighting Sexual Harassment

Another group trained by NTARC teen and adult staff was youth from a center run by the Norwalk (CT) Housing Authority. This group chose the issue of sexual harassment in schools as their topic and conducted a series of focus groups to collect information. Youth researchers met with the Human Services Specialist for Norwalk Schools to share their findings and created educational bookmarks and keychains. The materials, which teens distributed in their schools featured anti-

harassment messages and the phone number of the Human Services Specialist for reporting incidents of harassment.

Dropout Prevention Guide

One project that began with a NTARC Summer Youth Research Institute was focused around the issue of why teenagers drop out of school. Over the summer, youth gathered information using a variety of methods including an extensive survey. During the following school year, a number of youth continued analyzing the survey results and produced a dropout prevention guide with information on what helped youth to stay in school, what caused youth to leave and what youth felt adults could have done to help them. This guide was distributed to both parents and teachers in Hartford.

POWER TELEPHONING

For many kids, the telephone is essential to a well-rounded social life. But did you know you can also use it to organize and collect information, interview people, take surveys, or even to lobby someone? You can save a lot of time if you let your fingers do the walking.

The telephone is the most basic communication tool we have, yet telephones in schools are practically kept under police protection. To use them sometimes requires a letter of permission from your parents (or an act of Congress). However, if you're working on a problem at school with other classmates, your teacher can usually get permission for you to use the guarded phones.

If you're a not a phone-call veteran, copy and fill out the phone form on page 155 before making your

call. This will put many needed facts in front of your nose, like the name of your contact (the person you're calling) and your name. (That's right, *your* name, just in case your brain closes up shop when you get an important official on the phone.)

You'll also have your return address and phone number. Most people (not all) know their home address, but if you're calling from your school or club, you may not have that address memorized. If your contact wants to mail information to you, he or she might be too busy to wait while you hunt around for an address.

Finally, you'll have written down what you plan to say or ask. And you'll have a place to write down what your contact tells you.



Most Telephone Directories Have Three Sections

- ☞ The *blue* pages list government agencies or departments
- ☞ The *yellow* pages list businesses, associations, clubs, groups, etc.
- ☞ The *white* pages list people, plus many things also found in the yellow pages.

HOWEVER...

- ☞ In bigger cities, the white and blue pages may be published together in one directory, the yellow pages in another.
- ☞ The color codes might change from city to city. Watch for this if you need to use many different directories to track down your contacts.

Telephoning Tips

1. Get permission to use phones at your home, school, group, or club. It might sound routine, but it's important.
2. Copy and fill out the phone form on page 155, unless you're a seasoned phone buff.
3. When someone answers your call, state your name, grade, and school or organization. Even if you're doing a project on your own, you'll probably get better service if you mention your school name.
4. If you don't know the name of a contact, ask for someone in public relations or public information. This will usually land you in the right department.
5. If your contact isn't there, ask when he will be there. Write down the time. Call back at that time. Or leave your name, grade, school or organization, a phone number, a time when he can reach you, and a brief message about why you're calling. Most officials will return calls.
6. What if your contact doesn't call you back? Bug him! Call again and again. Persist until you get the information you need, but always be polite. Never

IMPORTANT

Never leave your home phone number or address without permission from your parents.

speaking rudely. It will only hurt your cause. Remember, it's not your problem if someone else is rude. But don't worry. Most officials will think you're terrific.

7. When your contact does answer the phone, tell him your name, grade, and school or organization again. Then move on to the purpose of your call—what you want to say or ask.

8. Write down exactly what your contact tells you. You might have to ask him to repeat things. Most people talk faster than you can write.

Even though you may be able to instantly memorize stats on every player in the National Football League, you'll probably forget details of your phone conversation within five minutes of hanging up. So write it down!

9. While you have your contact on the phone, get his correct name, title, address, ZIP code, and phone extension. You may have talked to several people on



kids in action

Alison Stieglitz

Miami, Florida. Can one person make a difference? “You bet,” says Alison Stieglitz. She began a project to feed the hungry on Thanksgiving Day, when she was only 13 years old.

“I wanted to help other people, and I felt that I could because of the money I got for my bat mitzvah,” she explains. Taking the money given to her in honor of the religious ceremony, Alison assembled 15 baskets of food, including turkeys, which she passed out to elderly homebound people for Thanksgiving dinner.

By the time she was 17, Alison had expanded her dream to include over 120 baskets. With each basket feeding four, that represents dinners for 480 people.

But she didn’t stop at that. Throughout the past few years, she has made hundreds of phone calls and written “baskets” full of letters requesting funds from family members, friends, and community contacts. After incorporating the Thanksgiving Basket Fund into an official mini-business, she recruited many volunteers to help prepare and deliver the food baskets. She also serves as the only teenage member on the advisory board of the Family Counseling Center.

This all sounds pretty impressive. But if you talk to Alison, she sounds just like the girl next door. She worries about friends and what’s going to be on the history test the next day. She downplays her volunteer work.

There’s more to her story. Alison became one of the original organizers of the Hungry and Homeless committee in the Beth Am Temple. Since soup kitchens were closed on Sundays, she worked with two temples to establish a program to feed the homeless on that day. This organization now serves breakfast and bag lunches each Sunday to over 250 people.

your way to the right person. Maybe the first person put you on hold, then switched you to another person, who switched you to another person...You don’t want to go through that all over again.

10. Leave your name, address, and phone number with your contact, so he can get in touch with you again.

11. When you have the information you need, thank your contact, then hang up.

12. File the phone form where you can find it again.

The Kid's Guide to **POWER SKILLS** *Social Action*

There's still more to Alison's story. This young woman has also adopted a shelter for abused and abandoned teenagers. Since she is editor of her high school newspaper, she writes a column encouraging other kids to go to the shelter to play games and make friends with the troubled teens.

Alison has received many awards of appreciation. She traveled to Washington to receive the Kleenex "Bless You Award," was given \$2,000, and—you guessed it—donated it to the shelter.

Ask Alison if one person can make a difference, and she'll say, "Any small amount of effort or caring can make a large difference in people's lives." ☉



Alison Stieglitz prepares a Thanksgiving food basket.

Courtesy Sheila Stieglitz

POWER LETTER WRITING

“The pen is mightier than the sword.”

Edward Bulwer-Lytton

Have you ever really thought about what that saying means? When it comes to persuading people to action, good writing is better than using force. Good writing can change history.

You can have a great deal of power to make a difference in the world if you learn to write effective letters. And the best way to learn is to *do it*.

There are many different kinds of letters. Here are six:

1. INFORMATIONAL LETTERS gather information or give information to someone else.

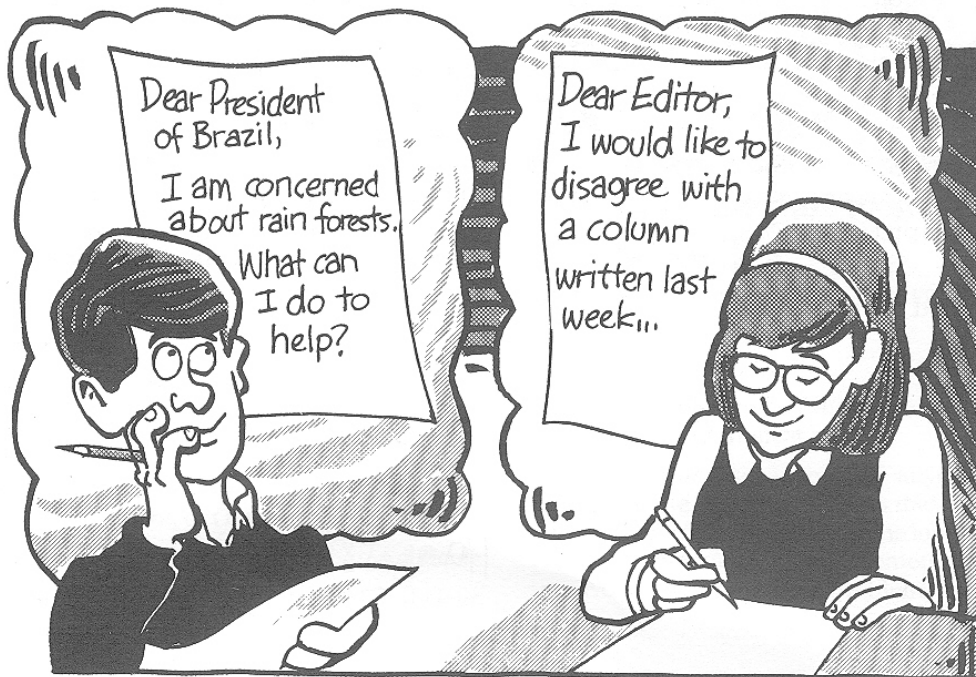
2. SUPPORT LETTERS thank people or tell them that you agree with them.

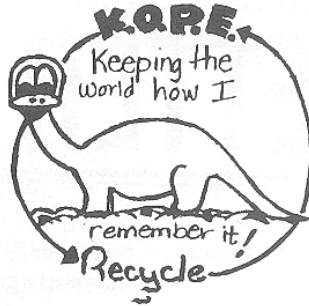
3. PERSUASIVE LETTERS try to influence someone. For example, you might write to a legislator to ask her to support a bill.

4. OPPOSITION LETTERS tell people that you don't agree with them. For example, you might write to your governor to tell him you don't agree with the way the state is spending money.

5. PROBLEM/SOLUTION LETTERS identify a problem or propose a solution. For example, you might write to a newspaper editor stating the need for a larger zoo, a library, or an improved highway system.

6. REQUEST LETTERS ask for someone's help, encouragement, or support for a project you're involved in. You'll find an example on the next page.





Dear Sirs,

My name is Nikona Keller. I'm an E.L.P. student at Hawthorne Elementary School in the Salt Lake City School District. We have organized a group called KOPE (Kids Organized to Protect Environment). We have been meeting for five months. We first started with our own school grounds, planting gardens and trying to clean up the trash. Next we moved into the community and worked with Newspaper for Trees to recycle newspapers and cans. We worked all summer planning activities and helping in booths; we even made up one of our own called Tin-Toss. Other schools have asked us how to do this and so we would like to make newsletters and comic books to send to them to show them how to start it in their schools.

The money from our booths and other activities isn't going to last very long. We know that there are grants which teachers and other adults can apply for. Would you be interested in starting a grant program which school kids with good projects could apply for?

Thank you for listening.

Sincerely,

Nikona Keller

Nikona Keller

Hawthorne
School

How to Write a Letter to the Editor

Imagine how much fun it would be to see your writing in your neighborhood or city newspaper! You can do it. It isn't that hard. Your ideas could reach hundreds of thousands of people in a state-wide newspaper—many more in a national magazine. It's a great way to advertise and to make people aware of your problem.

Here are 12 tips for writing a letter to the editor that will enhance your chances of getting published. The two letter forms on pages 156 and 157 will help you to arrange the parts correctly. The form on page 156 shows you what to put where. The form on page 157 is blank so you can copy it and use it for your own letters.

1. Look for any rules printed in the magazine or newspaper you plan to write to. (Often these are found at the end of the Letters column.) Or call the newspaper on the phone to ask for special instructions.
2. For extra clout, write on school stationery.
3. If possible, type your letter or write it on a computer. But don't worry if you can't type or don't have access to a computer. You can hand write your letter, as long as it's neat and readable. Double-space your letter for easy reading, even if it's handwritten.
4. Include your return address and signature. Editors won't print your name if you ask them not to, but they probably won't print anonymous letters, either.

5. Start your letter like this:

To the Editor:

And end it like this:

Sincerely,

(Your Signature)

(Your Name Typed or Printed)

(Your Grade, School, or Organization)

Nothing fancy, nothing mushy, nothing too difficult.

6. Make sure that your letter is brief and clear. Don't repeat yourself. Editors aren't impressed with long-winded letters.



“ I have made this letter longer than usual, because I lack the time to make it short. ”

Blaise Pascal

7. Your subject matter should be something that's "in" or of current interest.

8. Never accuse anyone of anything without proof, or write anything libelous that could get you into trouble. (*Libel* makes someone look bad unfairly. People can get sued for libel.) Remember: you want to solve problems, not be a problem.

The Kid's Guide to **POWER SKILLS** Social Action

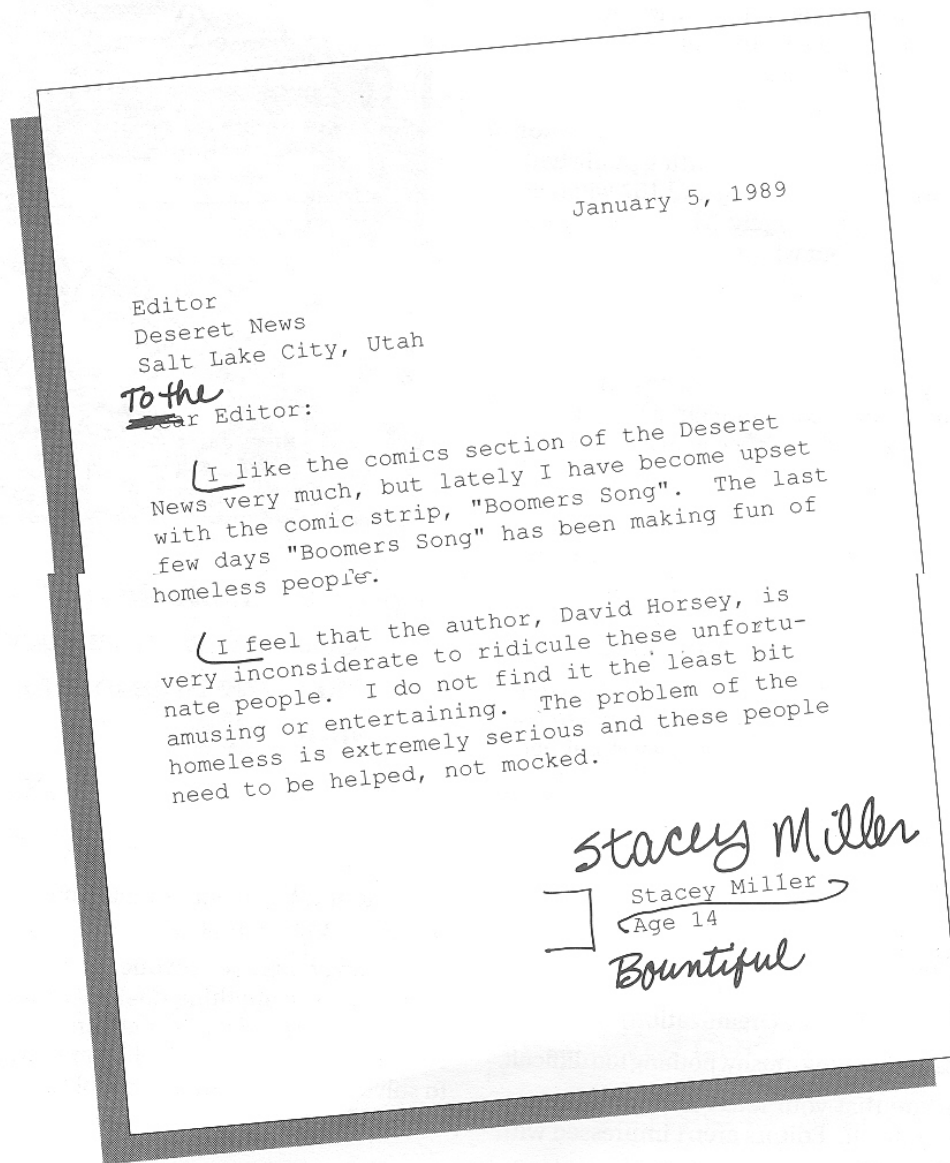
9. If you're writing because you think something should be done, give a few short reasons why.

10. Never send an "open letter," addressed to some public official, to a newspaper or magazine. It will probably end up in the editor's circular file (wastebasket).

11. Don't send the same letter to more than one newspaper. You probably wouldn't appreciate receiving a form letter from a friend. Newspapers like original work, too.

12. Proofread your letter for mistakes before sending it. But don't worry: your letter doesn't have to be perfect. The editor will make any needed corrections. The letter on this page shows some editor's corrections.

Also, you should know that letters are often shortened to fit the space available in the newspaper or magazine. Don't be surprised or upset if this happens to your letter.



How to Write a Letter to a Public Official

Should *you* write a letter to the mayor, the governor, a senator, even the President? Of course you should, if you have something to say. Follow the tips for writing a letter to the editor on pages 27–28, with these added hints. Copy and use the letter forms on pages 156 and 157 if you need help deciding what goes where.

1. The best time to write to a legislator is a month or so before the legislative session begins. She has more time to read your letter then. A week or so after you send your letter, call the legislator on the phone to jar her memory.
2. Make sure that your letter includes your return address, so your legislator can write back to you.
3. State your purpose in the first sentence. If you're writing to support or oppose a bill, identify it by number and name at the beginning.

4. Stick with one issue per letter. Don't try to wipe out air pollution, improve the budget, start a light-rail transit system, and save the whales all at once.

5. You probably hate writing school assignments that require a certain number of words (you spend more time counting than writing). You'll be glad to know that letters to officials should be as short as possible—only a few paragraphs, at the most—while still getting your point across.

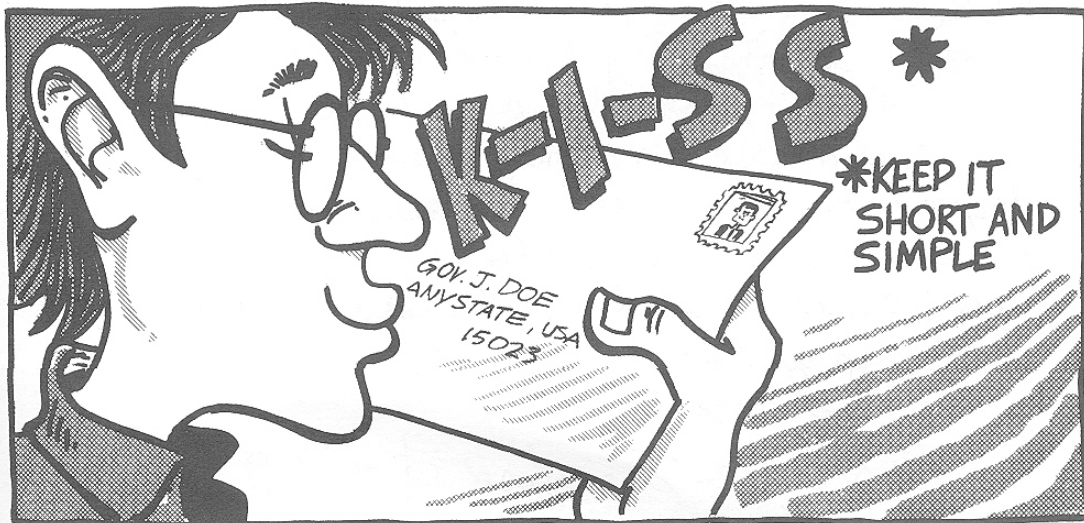
6. It's okay to disagree with a public official, but do it politely. Never write a rude letter, and never threaten.

7. If possible, be complimentary. It never hurts to include a comment about something good the official has done. She'll be more willing to listen to a complaint or suggestion if you start off on a positive note.

8. It's not necessary to apologize for taking the official's time. Listening to people—including you—is her job. She might be surprised to get a letter from a kid, but that could work in your favor.

9. If you write to a legislator other than the one who represents your area, send a copy of your letter to your own representative. That's good manners, and your representative may want to help you, too.

You'll find examples of a real letter and response on the next two pages.



Jackson Elementary
 750 w. 200 n.
 SLC Utah 84116

March 17, 1989

The Honorable Mayor Palmer De
 Paulis

The office of the Mayor
 324 South State
 Salt Lake City, Utah 84111

Dear Mayor De Paulis:

We would like to be involved
 in repairing cracked and distorted
 sidewalks in the Euclid Area.
 I would like to see the sidewalks
 repaired because of how bad it
 makes the Euclid area look, I, myself
 have seen the sidewalks, and they aren't
 a very nice sight. My friend and I
 were walking ^w down to a park in
 the Euclid area and my friend
 tripped on some rocks and scrsced
 her leg up so I would really
 appreciate it if the sidewalks
 were repaired

Sincerely,
 Krista Crawford Fifth grade Ely

SALT LAKE CITY CORPORATION

DEPARTMENT OF PUBLIC WORKS
City Engineering Division
444 SOUTH STATE STREET
SALT LAKE CITY, UTAH 84111
535-7871

PALMER DEPAULIS
MAYOR

MAX G. PETERSON, P.E.
CITY ENGINEER

April 17, 1989

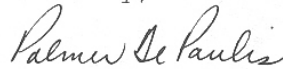
Barbara Lewis and Students
E.L.P. Program
Jackson Elementary
750 West 200 South
Salt Lake City, Utah 84116

Dear Ms. Lewis and Students:

After receiving your letters regarding sidewalk conditions in the Euclid area, I asked the City Engineering Division to conduct an investigation. They have informed me of the meeting held with all of you at Jackson Elementary on April 12, 1989. Your sincerity and interest in civic affairs was very impressive to our Engineering representatives.

We do appreciate your concerns and every effort will be made to alleviate sidewalk problems in the Euclid area through future Capital Improvement Program projects.

Sincerely,



Palmer Depaulis
Mayor of Salt Lake City

PD:LJ:kg

cc: Joseph R. Anderson *sea*
Lynn Jarman
Vault File 1-2

The Kid's Guide to **POWER SKILLS** Social Action

Power Addresses

Here are some official addresses, plus examples of how you should start and end your letters. If you don't know the names and addresses of your own

senators, representatives, governor, and mayor, ask your teacher or call your public library.

PRESIDENT OF THE U.S.

The President
The White House
Washington, D.C. 20500

Dear Mr. President:
Very respectfully yours,

VICE PRESIDENT

The Vice President
The White House
Washington, D.C. 20500

Dear Mr. Vice President:
Very respectfully yours,

MEMBER OF THE PRESIDENT'S CABINET

The Honorable Caspar W. Weinberger
The Secretary of Defense
Washington, D.C. 20301

Dear Mr. Secretary:
(If a woman, Dear Madam Secretary:)
Sincerely yours,

U.S. SENATOR

The Honorable Barbara Covey
United States Senate
Washington, D.C. 20510

Dear Senator Covey:
Sincerely yours,

U.S. REPRESENTATIVE

The Honorable Timothy J. Penny
House of Representatives
Washington, D.C. 20515

Dear Mr. Penny:
Sincerely yours,

GOVERNOR

The Honorable Michael O. Leavitt
Governor of Utah
State Capitol, Room 210
Salt Lake City, Utah 84114

Dear Governor Leavitt:
Sincerely yours,

MAYOR

The Honorable Mayor Palmer DePaulis
The Office of the Mayor
450 South State Street
Salt Lake City, Utah 84111

Dear Mayor DePaulis:
Sincerely yours,

(Use this form for letters to your commissioner, too.)

WORLD LEADER

(Name of World Leader)
(Country) Embassy
United Nations
United Nations Plaza
New York, New York 10017

Power Addresses

Here are some official addresses, plus examples of how you should start and end your letters. If you don't know the names and addresses of your own

senators, representatives, governor, and mayor, ask your teacher or call your public library.

PRESIDENT OF THE U.S.

The President
The White House
Washington, D.C. 20500

Dear Mr. President:
Very respectfully yours,

VICE PRESIDENT

The Vice President
The White House
Washington, D.C. 20500

Dear Mr. Vice President:
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Dear Mr. Secretary:
(If a woman, Dear Madam Secretary:)
Sincerely yours,

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Dear Senator Covey:
Sincerely yours,

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Washington, D.C. 20515

Dear Mr. Penny:
Sincerely yours,

GOVERNOR

The Honorable Michael O. Leavitt
Governor of Utah
State Capitol, Room 210
Salt Lake City, Utah 84114

Dear Governor Leavitt:
Sincerely yours,

MAYOR

The Honorable Mayor Palmer DePaulis
The Office of the Mayor
450 South State Street
Salt Lake City, Utah 84111

Dear Mayor DePaulis:
Sincerely yours,

(Use this form for letters to your commissioner, too.)

WORLD LEADER

(Name of World Leader)
(Country) Embassy
United Nations
United Nations Plaza
New York, New York 10017

The Kid's Guide to **POWER LETTER WRITING** Social Action

Kids in action

Carl Sandburg Junior High

Levittown, Pennsylvania. This story about eight ninth graders at Carl Sandburg Junior High is especially nice because it didn't cost anything and still made a difference.

The students told their story in their entry to the Future Problem Solving Contest. Here is part of what they wrote:

The kids in our class...were very upset about the...millions of acres [that] were burning in Yellowstone National Park in Wyoming [Fall, 1988]. From the reports in newspapers and on television, the people...thought Yellowstone was burning to the ground. We thought most of the animals were dead...We couldn't figure out why the Park Service wouldn't fight the fires until after they had already burned for weeks.

Dubbing themselves "The Forest Healers," these eight kids wrote to their representatives in Congress and corresponded with the Department of the Interior. They were totally surprised with the answers they received. Among many other valuable facts, they learned that allowing forests to burn is a natural healing process which releases nutrients into the soil and helps certain seeds to sprout. This process repeats itself every two or three centuries.

The Forest Healers began an information campaign to teach elementary school children about the importance of this type of forest fire. They created a poster contest for younger children and wrote to the administration at Yellowstone, asking for their cooperation with the contest.

Next, these student organizers wrote a play. Dressed in homemade costumes—cardboard flower petals, floppy rabbit ears, and a crinkly red cape for the fire—they performed the play at three schools. They told the children about their contest. Everyone who entered received a special Poster Recognition Award with "Poppy, the Pinecone" smiling from the center. The winning posters were mailed to Yellowstone for display in the park.

You'll find the students' letter to Yellowstone and an example of the Poster Recognition Award on the next two pages. ☉

The Forest Healers perform their play about forest fires.



Courtesy John Rock

FOREST HEALERS
c/o John Rock
Carl Sandburg Junior High School
Harmony Road
Levittown, PA 19056

Superintendent,
P.O. Box 168
Yellowstone National Park, WY 82190
Re. Park Rehabilitation and Recovery Program

Dear Sir or Madam:

We are a group of ninth grade students who were so alarmed by the reports of the fires last summer and fall that we sent a letter to our congressman urging him to do something to allow us to help Yellowstone recover. Our congressman sent our letter to the Department of the Interior.

The information we received from the National Park Service over the past few months made us understand that the fires were in some ways beneficial to the environment of the park, and that fires are a part of the natural process.

We have decided to organize a project that will help other students understand how forest fires act as a part of the natural process. Our project involves performing a skit for elementary school students, and then running a poster contest in these elementary schools, in which the students will illustrate the beneficial effects of forest fires.

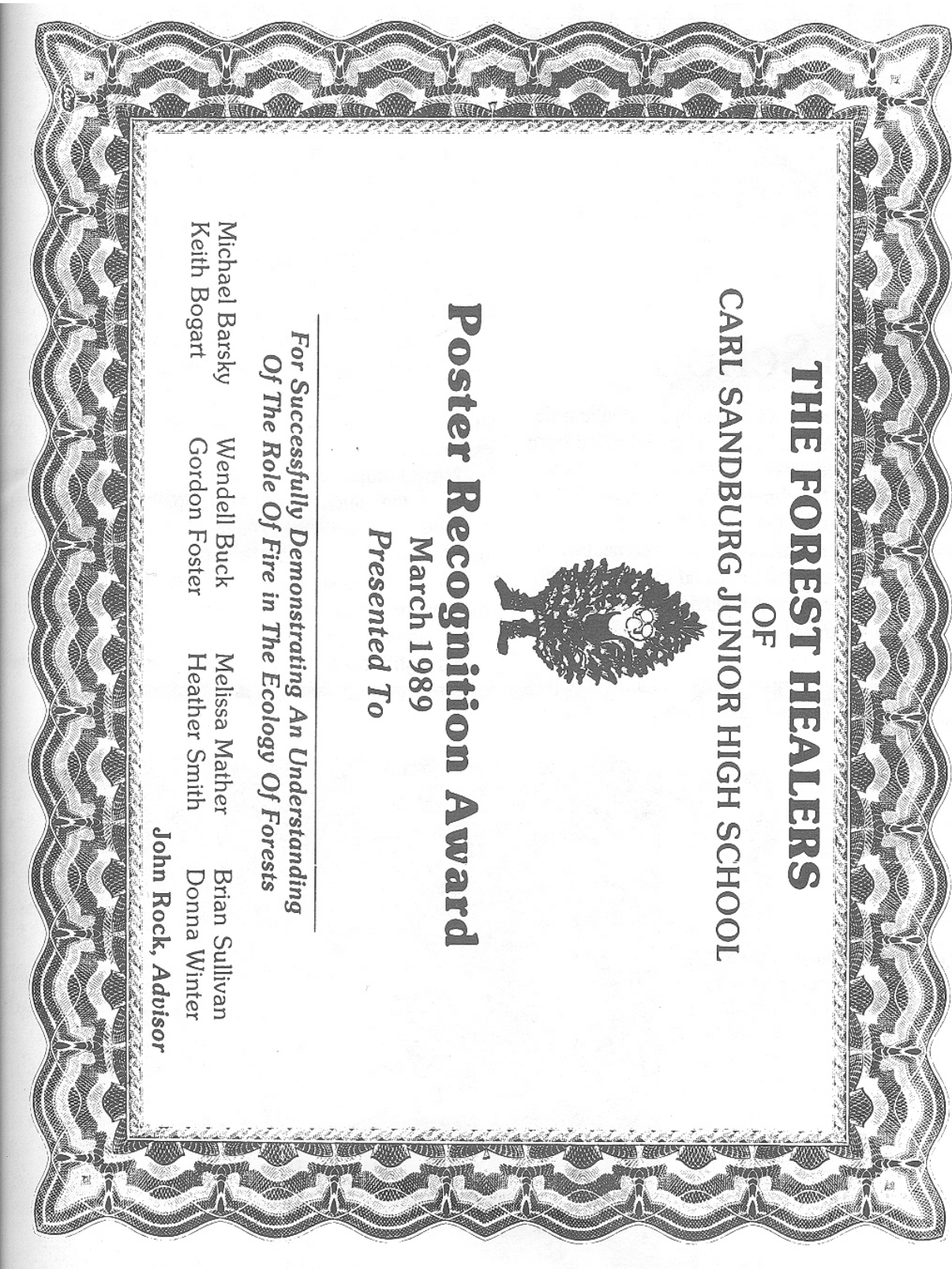
The purpose of our skit is to educate the elementary students and to arouse interest in the poster contest. We have already begun to work on ideas and characters for the skit. We have designed a main character that is a pine cone. We have not yet decided on a name for him or her, but we have enclosed a picture of the character. The pine cone character will be the symbol we will use on the certificates we will award to the students who enter the contest.

We would like to tell the students that the winning posters will be sent to Yellowstone Park to be displayed there. Would you be willing to do this? Also, would you be willing to return the posters if we paid for the return postage?

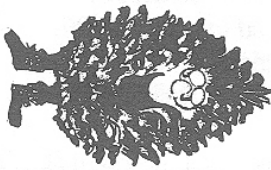
One of the reasons we thought about the display idea is that visitors to the park might be motivated to make posters of their own on the same theme, or even to organize poster contests in their own schools or churches or scout organizations. In this way, many others might be educated. Would you be willing to encourage such an activity?

Sincerely,

Melissa Mather, Donna Winter,
Heather Smith, Michael Barsky,
Wendell Buck, Keith Bogart,
Gordon Foster, Brian Sullivan



THE FOREST HEALERS
OF
CARL SANDBURG JUNIOR HIGH SCHOOL



Poster Recognition Award
March 1989
Presented To

*For Successfully Demonstrating An Understanding
Of The Role Of Fire in The Ecology Of Forests*

Michael Barsky Wendell Buck Melissa Mather Brian Sullivan
Keith Bogart Gordon Foster Heather Smith Donna Winter
John Rock, Advisor

kids in action

Bellamy Middle School

Chicopee, Massachusetts. Chicopee had a sludge problem. What's sludge? The liquid wastes collected from factories and public buildings, plus sewage from homes. Chicopee's problem happened when the state of Massachusetts ordered a halt on burning the sludge because it violated air quality regulations. Winter came, and the sludge froze before it could be hauled to landfills. Officials suggested building a brick building around the sludge to keep it warm. The cost? About \$120,000, which the city didn't have.

Kids to the rescue! Those in the Reach program at Bellamy Middle School read about the problem in the

newspaper. They visited the sludge plant to get a close-up view (not to mention a close-up smell).

Pulling her jacket tightly to keep the falling snow off her shoulders, eighth grader Renee Cusson asked the guide, "What do you do with all this garbage in a rain-storm?"

"It gets pretty messy," the engineer admitted.

Back at Bellamy, the kids researched and brainstormed possible solutions. Then they reached out to the community with a proposal for a better solution. They mailed a letter to the chief operator of the plant with their suggestions, which included building a 20-foot by 12-foot makeshift solar greenhouse to keep the sludge warm in the winter. The cost? Only \$5,000—a savings to the city of \$119,500.

"I just thought that they had to raise the temperature to keep the sludge from freezing," seventh grader Matthew Goff explains. "The most efficient way was to use the natural energy of the sun."

Their idea worked so well that city officials scrapped the idea for a brick building. The solar room will remain a permanent "temporary" solution.

As eighth grader David P. Blood says, "It made me feel really good to know that we had an effect." ☺

Bellamy Middle School students David Blood, Eric Boudreau, Matthew Goff, Heather Simonich, and Melissa Goodenough



POWER PETITIONS

“No one listens to me!” How many times have you said that? It’s a common complaint. But you can do something about it. You can collect other voices and create a louder noise—one that’s harder for people to ignore.

A *petition* is a paper with signatures to prove that many people agree with your position. It’s a demonstration of group strength. It can be a very powerful tool in gaining the attention you might need for your problem or project.

Jackson kids have written several petitions. They gathered signatures from residents around the barrel site asking for removal of the 50,000 barrels. They passed a petition, which they presented to the faculty, to gain permission to wear shorts in school during the last sweaty months before summer. (You can see this petition on the next page.) They passed around another petition asking for a sixth grade

dance, and another to get permission to chew gum in school (this last one failed).

Jason Weaver, a seventh grade graduate from Jackson, passed a petition around his trailer court in an effort to get a caution light by his street. “You took your life in your hands every time you stuck your toe off the curb,” he complained.

A group called Kids Against Pollution (KAP) in Closter, New Jersey, is circulating a national petition which advocates the adoption of state and national constitutional amendments to guarantee citizens’ rights to clean water, air, and land.

There are many examples, and you can think of your own reasons for writing petitions. However, presenting your petition to the right group is just as important as collecting the signatures. You must ask yourself, “Which person or group would have the power to do something about my petition?”



Jackson kids petition to encourage cleanup of a hazardous waste site.

Courtesy Paul Barker, *Deseret News*

NOTE: The kind of petition described in this section is not the same as a *formal* petition to make a change in the government or to pass a law. A formal petition has certain requirements. You can read more about formal petitions on pages 99–101.

Petition

We the students of Jackson Elementary School would like to be able to wear shorts to school. The reasons for wearing shorts are:

It is very hot and some days gets to 90° (on an average 80°).

There is no air-conditioning.

It's very uncomfortable for the teachers and the students. We feel that we would be more comfortable if we didn't have to worry about how hot we are. We will be able to reason with you on some rules such as: not on crummy days or cold days, not wearing short shorts or tank tops or real short tops.

We think that if the students don't play and goof off with them, they can wear them, but if not that they won't be able to wear them for the next two weeks.

<u>NAME</u>	<u>GRADE</u>	<u>ROOM</u>
April Chacon	6 th	23 Graves
Jamie Atwood	6 th	23 Graves
hochann juo	6 th	23 Graves
Josh Hoy	6 th	23 Graves
Pete Borton	6 th	27-Thompson
aaron Iversen	6 th	23 Graves
Jason Weaver	6 th	27 Thompson

Tips for Successful Petitions

Copy and use the petition form on page 162, or create a form of your own.

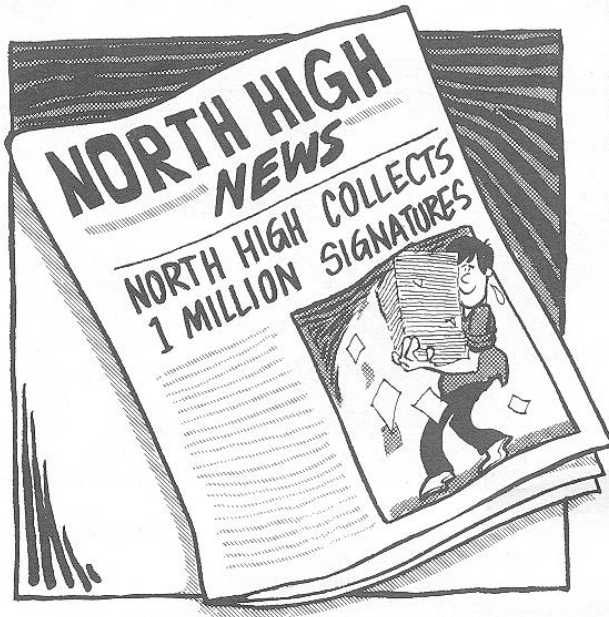
1. Most of the time, you'll want to use regular 8 1/2" x 11" paper to describe your problem and collect signatures. But this isn't essential. For example, if your problem is school restroom reform, you might make a stronger statement by collecting signatures on a roll of toilet paper.

2. Give your petition a title. (For example, "Petition for Traffic Safety.")

3. Identify your group.

4. Identify the official or agency who will receive your petition.

5. Write a statement describing the problem that's the reason for your petition, or the plan you're proposing. This should appear at the top of every petition page. (That's so people can't say they didn't understand what they were signing.)



6. Provide blank lines after your statement for people to write any or all of these:

- their signature
- their class, grade, or group
- their school or hometown
- their address and phone number

Some petitions might require addresses as proof that the signers are property owners in the area. Also, you might want to contact some of your signers again. Give people the choice of listing this information.

7. Number the signature lines for easy totaling.

IMPORTANT

If you plan to take your petition door-to-door, never go alone.

Always get a parent, teacher, or other adult to go with you.

8. Smile! The better you treat the people you meet, the more likely they'll sign your petition.

9. Some people you ask to sign your petition might disagree with you about your problem. Keep calm and stay polite anyway. Never speak or act rudely.

10. When you're through collecting signatures, photocopy all the pages of your petition. Keep the copy in a safe place. You may need proof of the signatures later, if your original petition is lost.

11. Present your petition to someone who has power to act on your ideas.

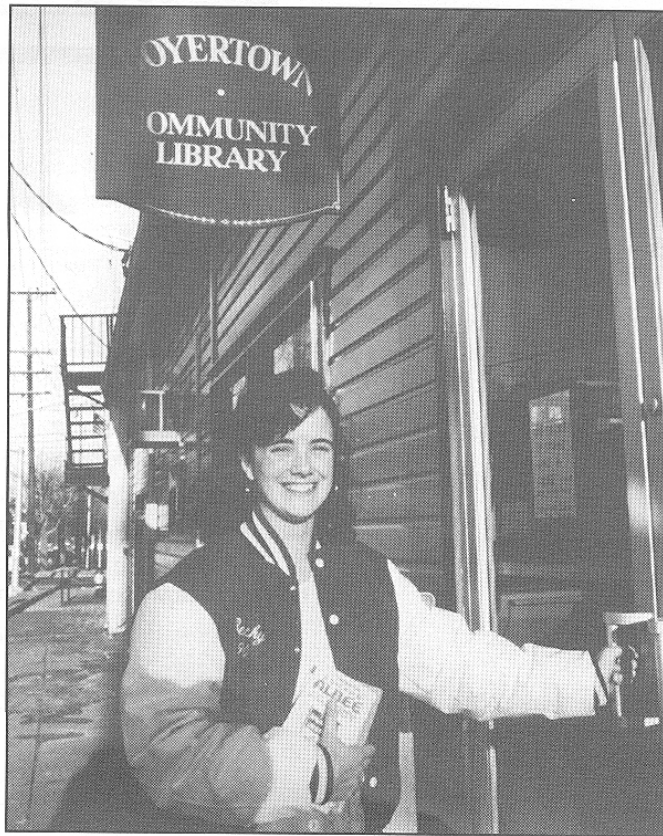
kids in action

Rebecca Brown

Boyertown, Pennsylvania. Just about everyone has heard of Boyertown's winning American Legion baseball teams. The town has been wildly supportive and proud of their kids. But while Boyertown had great baseball, it didn't have a library.

High school student Rebecca Brown believed that books should be as important as baseball. She set about creating her own lineup of players until she had a team willing to fight for a town library. She made a hit speaking at civic groups, collected signatures on a petition, and brought the issue before the public by writing radio spots and newspaper articles. She and her Girl Scout troop applied for two grants, netting \$850 for library books.

Their library, which began humbly with the troop running a Saturday morning children's story hour, grew as it gathered support from other groups. Finally, Rebecca's efforts resulted in a home run for books. The town purchased an old beauty salon and turned it into a real library. ☉



Rebecca Brown at the town library she helped to create.

Courtesy Ron Romanski, *Eagle/Times*

POWER PROPOSALS

Pretzels could be called “crackers without a plan.” They double back, cross themselves out, and never arrive anywhere.

If you have a powerful idea, don’t turn it into a pretzel. Get it out there, where other people can react to it and act on it. Make a plan. Write a proposal.

This is actually a lot simpler than it sounds. A proposal doesn’t need signatures, like a petition. You can present it to any individual or group you want to influence. It gives your idea punch.

You might design proposals to start clubs, to change old school rules or add new ones, to set aside a special day to honor someone, to make an official aware of a problem, or anything else you choose. You’ll find an example of a new club proposal on the next page.



Proposal Writing Tips

Copy and use the proposal form on page 163, or create a form of your own.

1. Give your proposal a title.
2. Name the audience you will present it to.
3. Identify your group.
4. Record the date.
5. Write a brief description.
6. Describe your plan of action, or how you will carry out your idea.
7. Write a needs statement which lists any equipment or services you will need.
8. Make a budget. This might include fundraising. (Learn about fundraising on pages 57–65.)
9. Include a time line of when your project will begin and how long it will continue.
10. If possible, present your proposal in person.
11. If you plan to mail your proposal, write a short cover letter to go with it.

**A PROPOSAL FOR A HIKING CLUB
PRESENTED TO THE FACULTY
AT NORTHWEST JUNIOR HIGH
Sept. 11, 1989**

We, the students of Room 115, want to organize a hiking club for the eighth grade. The club will meet on the last Friday of every month and will plan three hikes during the year. A bus will drive the students to the hiking area.

Plan

1. Miss Tolman will be the faculty sponsor.
2. A survey of the students proved there are many who are interested.
3. We could meet in Miss Tolman's room to plan the hikes.
4. Miss Tolman knows a professional climber who will train everyone.

Needs

1. Climbing equipment.
2. Bus to drive students to climbing areas and to return students to school.

Budget

1. One bus - at \$40.00 rental (3 times).....\$120.00
2. Equipment per student (used).....\$50.00
3. The money will be raised at a white elephant sale to be held the second Friday of October after school.

The Kid's Guide to **POWER SKILLS** *Social Action*

kids in action

Laurie Baker

Minatare, Nebraska. In Minatare, it had become “cool” for parents to throw keg parties for their high school children on prom night. Laurie Baker grew concerned for her classmates who were drinking and driving.

“Kids were getting really careless. Being in 4-H and Campfire Girls gave me a strong background to have courage to support my beliefs,” she says.

Laurie attacked the problem head-on with a proposal for an alcohol-free Safe Prom Night party. She took her proposal to the principal, the school board, and the student council. School officials refused to accept her proposal, and the students didn’t act too enthusiastic about it either. So Laurie launched out on her own. Turning to the community, she proposed her idea to the American Legion, who agreed to host the prom at their post.

Surprisingly, kids flocked to the party, and the first Safe Prom Night was a hit. It was repeated the following year, and since then has become a tradition, passed on by Laurie to younger classmates. ☉



Laurie and her escort at the Safe Prom Night dance.

POWER FUNDRAISING

Fundraising can be fun. And if you can put money where your mouth is—if you can solve your problem or support your project with dollars you donate—this can sometimes persuade officials to act on your ideas.

Fundraising can also be a good learning experience. Handling money gives you a hands-on chance to collect sizable sums and keep track of them. Just remember these two important tips:

- ▶ Save the money you collect in a safe place, such as a bank.

- ▶ Make sure that at least two people stay with the money at all times until it's deposited.

Kids have successfully raised money in many ways. Here are some suggestions for you to try.

Six Ways to Fundraise

1. **HOLD A WHITE ELEPHANT SALE.** Schools or groups can raise amazing amounts of money by selling seemingly useless objects. Besides, parents will appreciate it if you and your friends strip your bedrooms of all the wheelless cars and abandoned Barbie dolls. Sell everything you collect for fifty cents to a dollar, if you can.

Highland Park School in Salt Lake City, Utah, raised almost \$1,500 in a white elephant sale, simply by selling used stuff from home. It's a lot of work, but every dollar you bring in is pure profit.

**YOU ONLY TRIUMPH
WHEN YOU ADD THE
"UMPH" TO "TRY"**

2. **SELL COMMERCIALLY PREPARED FOOD.** Raise dough by pitching pizzas, popcorn, or candy bars. Food producers or businesses will sometimes donate these items, if you give them free advertising in return.

Would you rather sell homemade goodies? Check first to see if your state requires you to have a food handler's license.

3. **SELL SERVICES.** Hold fairs, dances, talent shows, auctions, film showings, tours, and so on. If you don't mind getting wet, there are always car washes.

4. **ASK FOR DONATIONS.** Your school or community may give you money to raise money. For example, a service organization may pay your mailing costs for sending a fundraising letter. You'll find an example of a fundraising letter on the next page.

5. **CAMPAIGN.** In some states, it's legal during election times to get paid to campaign for officials who are running for office. Jackson kids have raised money in this way. However, this activity should probably *not* be connected with a school, and probably should be supervised by parents.

6. **ASK FOR IN-KIND DONATIONS.** Businesses may donate time and materials to help you with your problem or project. Employees may be willing to work with you. Printers may agree to print letters or leaflets for free.

You can probably brainstorm many more creative ways to raise money. So go for it!



Salt Lake City School District

Jackson Elementary School
750 West 200 North
Salt Lake City, Utah 84116
March 14, 1988

To Whom It May Concern:

Thanks for our many pledges. Our bill has passed the legislature, and the governor has signed it. It is now a law. The law sets up a State Contributory Superfund to help clean up hazardous waste. It is now a legal fund.

We would like to thank you very much for your support. You may now send in your pledge in the amount of _____ to the following address:

Jackson Contributory Superfund
c/o Salt Lake Education Foundation
440 East First South
Salt Lake City, Utah 84111

Thank you again.

Sincerely,
Christina Lingbloom
Lauren Evans

Lauren Evans,
Christine Lingbloom, and

All Children in the
Extended Learning Program

Grants: Where the Big Bucks Are

Another way to raise funds is by getting a grant. (A *grant* is a sum of money that is given to a person or group for a specific purpose.) To get a grant, you first have to know where to look. Government agencies, corporations, and foundations are all good sources of grant money. Second, you have to apply for grants. Making out applications can be complicated and time-consuming, but very worthwhile if you receive the money you request.

Even after you get a grant, your work may not be finished. Special grants called *matching grants* require you to “match” all or part of the grant with money you raise in other ways. For example, let’s say your group applies for a \$1,000 grant to make needed repairs in a neighborhood park. You win the grant—but to get it, you have to raise \$300 on your own. (This would be a 30 percent match.) So you hold a white elephant sale at the park building.

If you’re willing to make the effort to find and apply for grants, the rewards can be big bucks—hundreds, even thousands of dollars to fund your idea.

GOVERNMENT GRANTS

Jackson children have applied for four grants and received two. The two they received were neighborhood development grants for \$1,800 each, which the children used to plant trees. To raise the \$360 required to match each grant, the kids sold popcorn and pizzas. They found tree nurseries that agreed to donate a few trees. They asked the local power company to help by digging holes with an auger for the 400-pound baby red maples. And they sought assistance from the urban forester, who used his tractor to lift the trees into the ground.

Grant money is available through many federal and state agencies. It’s worth going after, especially if you need large sums. You might be surprised at how much money is available, if you can find it.

Most states, cities, and towns also have grants available. You just have to get out your Sherlock Holmes magnifying glass and go snooping.

Officials aren’t used to receiving requests for grant money from kids. For that reason, you’ll probably get their attention more easily than an adult group.

A BOOK WITH INFORMATION ABOUT GOVERNMENT GRANTS

Look for this book at your library reference desk:

- ☞ *The Catalogue of Federal Domestic Assistance* (U.S. Government Printing Office, published annually). Describes federal programs and services which provide assistance or benefits to American people. Lists sources of federal grant money by agencies, tells how to apply, gives regulations, etc.

UTAH NEEDS 2,000,000 TREES!

One tree will clean up \$62,000 of air pollution in a 50 year lifetime!

Join the "Leaf it to Us - Children's Crusade for trees"!

Would your school like matching money for planting trees on public property?



Money available on a First-Come,
First-Serve basis.

(Grants from: National Assn. of state Foresters,
American Forestry Assn., Utah State Legislature)

HOW To get a grant:

1. Call or write Jackson Elementary, 533-3032, 750 West 200 North, S.L.C., Ut. 84116, to let us know you are interested
 * Do not spend money until you get an answer from us.
2. Choose kinds of trees. Call nurseries to find out prices. Some will donate trees.
3. Decide where to plant. Ask city or county officials where to plant. It must be on public lands.
4. Raise money for your half of the grant.
5. Order trees from nursery. Send copy of bill to Jackson Elementary. Dick Klason, State Forester, will pay half from the fund. you pay the other half.
6. Plant your trees. Have fun.

(detach)

Name of school _____ contact person _____
 address _____ grade _____
 telephone # of school _____ home phone - contact _____
 Amount of money you want from us _____. Total amount _____. You pay half _____.
 Approximate # of trees you plan to plant _____.
 Planting location _____
 Kinds of trees _____

Mail to: Jackson Elementary EXTENDED LEARNING PROGRAM, Rm. 30
 750 West 200 North
 Salt Lake City, Utah 84116

GRANTS FROM CORPORATIONS

Kids Against Pollution (KAP) in Closter, New Jersey, needed help implementing their national information campaign. They received an award grant of \$85,000 worth of IBM computer equipment, sponsored by IBM and *U.S. News & World Report*. (To learn more about KAP, see pages 122–125.)

Many corporations can donate up to ten percent of their taxable income to charitable organizations. That means you. And if you're asking, "How can I find out who the corporations are?", you've already taken the first step.

1. Call your chamber of commerce and ask for a pamphlet listing the major corporations in your state. Many state chambers publish these.

2. If yours doesn't, call or visit your city library. Ask at the reference desk where you can find a list of major corporations in your city or state.

3. Call your mayor, city, or county offices. They will often know about special grants you could get to help with a project. Special committees may have money, too—arts councils, city beautification committees, and so on.

It's crazy, but a great deal of money available to communities for improvements is sometimes not used.

BOOKS WITH INFORMATION ABOUT GRANTS FROM CORPORATIONS

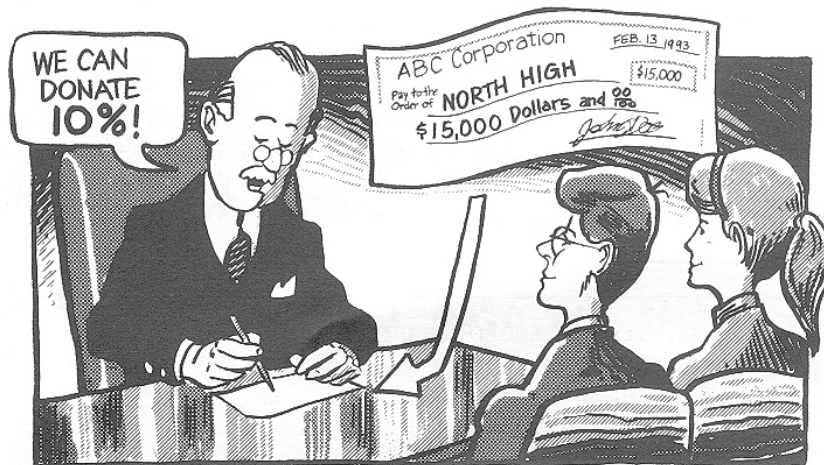
Look for these books at your library reference desk. They will tell you a lot about leading corporations. You could try contacting one or more. Ask if they would be willing to sponsor your group with a grant of money.

☞ *Million Dollar Directory: America's Leading Public and Private Companies* (Dun & Bradstreet, 1992). A directory of 160,000 leading companies. Gives addresses, phone numbers, annual sales, contacts, etc.

☞ *Taft Corporate Giving Directory: Comprehensive Profiles of America's Major Corporate Foundations and Corporate Charitable Giving Programs* (The Taft Group, 1992). Listed by subject. Examples: arts, civic and public affairs, education, health, etc. Tells who to contact, plus how and when to apply. This easy-to-use book walks you through the process for each corporation.

Some non-profit organizations also give grants. Look for this book at your library reference desk:

☞ *National Directory of Non-Profit Organizations* (The Taft Group, 1992). An index of groups according to subject: civil rights, schools, housing, farming, etc.



PRIVATE FOUNDATIONS

A *foundation* is an institution that uses private wealth for the public good. You may have heard of some foundations: the Ford Foundation, the Carnegie Foundation, the Rockefeller Foundation, the Lilly Endowment. All were started by very wealthy people who wanted to use their money to benefit society. In other words, the whole reason foundations exist is to give away money!

As you find out more about foundation grants, you'll probably be amazed at how much money is out there, just waiting for someone to apply.

COMMUNITY FOUNDATIONS

Community foundations are similar to private foundations, except they exist to benefit individual communities. To find out what your area has to offer, pick up the phone or head for your library.

1. Contact your chamber of commerce. Ask if they publish directories of major clubs and associations in your state. They should at least be able to tell you which groups to contact, like the Kiwanis, Lions, or other service clubs. Some chambers have money of their own available for worthwhile projects.

2. The Foundation Center's regional collections (city libraries) might also have information on community sources of grant money.

BOOKS WITH INFORMATION ABOUT FOUNDATION GRANTS

Look for these books at your library reference desk:

- ☞ *The Foundation Grants Index* (The Foundation Center, 1991). Lists grants by state. The Foundation Center also publishes volumes of grants according to subject—for example, family services, community and urban development, elementary and secondary education, science, recreation, etc. Ask about any rules they may have for people or groups who apply for grants.
- ☞ *Grants for Children and Youth* (The Foundation Center, 1992). Describes grants to non-profit organizations in the U.S. and abroad for youth-related activities. Examples: service programs, education, health, medical care, programs for parents and teachers. Lists national foundations and how to contact them.
- ☞ *National Data Book of Foundations: A Comprehensive Guide to Grantmaking Foundations* (The Foundation Center, 1992). Lists independent, company-sponsored, and community foundations by state.

The Foundation Center also has regional collections where you can find lists of foundations and the amounts of money they grant to different groups. Many of the regional collections publish an annual report.

Most major city libraries function as regional collections. You don't even have to go there in person—you can usually call on the phone and request the information you need.

How to Write a Winning Grant Application

You've discovered a grant you want to apply for. Before you ask for a grant application, you need to find out if kids are eligible for that particular grant.

If your project is school-related, you may need district permission to apply for a grant. And you'll want to know if there are any restrictions on how you can spend the grant money, if you get it. For example, if what you want to do is repair your park, it doesn't make sense to apply for a grant that can only be used to buy library books.

Does the grant specify matching money? If it says that you must raise twenty cents for every dollar of grant money, can you do it?

How fast do you need the money? Federal grants usually require a six- to eight-month waiting period between the time they award a grant and the time they make the money available. If a federal grant is in your future, be sure to plan ahead.

And make sure that you've thoroughly researched your problem before applying for a grant. You'll need to explain your case clearly, positively, and in detail. Many more people and groups may be applying for the same grant. You must convince the granting organization that your project is the most worthy one.

When you're ready to apply for your grant, use the grant application checklist on page 164 to organize your information before you fill out the application.

IMPORTANT

Keep copies and records of EVERYTHING you do to apply for your grant and achieve your goals. Keep track of when and how you spend the grant money. The more records you have—and the more complete they are—the better.

kids
in action

Raton Future Farmers of America

Raton, New Mexico. In a rough, mountainous area of New Mexico, there exists an inspiring Future Farmers of America (FFA) leader named Ray Chelewski. Ray believes that hard work builds character in kids, and that leadership prepares them for the future. He and his group of 80 gutsy teenagers received a contract from their state to spearhead the reclamation project for Sugarite State Park.

"People here had never done anything like this project," explains Bob Salter, an official with the mining and minerals division of the New Mexico natural resources department. "The work [done by the FFA kids] was better than we often get from professional contractors."

In the 1900's, Sugarite had been mined for coal. The tailings (mining wastes) had been dumped nearby. Over the years, the tailings had begun to erode, polluting streams and endangering tourists.

The Kid's Guide to **POWER FUNDRAISING** *Social Action*

To reclaim the area, the Raton chapter dug 1,074 seed basins, built 51 rock check dams, terraced 781 feet of steep slopes, and built a diversion channel to change the flow of a small stream. They cleaned a 4 1/2 mile trail in the park and made 150 markers for the trail. They welded 65 metal frame picnic tables in a shop class and set them up throughout the park.

For their services, each student received \$1,000. But their benefits went beyond money. As Remy Martinez says, "It was hot. It was hard work, and we got really dirty. But everybody helped everybody else out, and we got it done."

And that's not all they did. The Future Farmers planted an experimental tree farm and installed drip irrigation. Then they constructed and operated a facility to care for injured and orphaned wild game.

Elizabeth Morgan adds, "I gained leadership skills I was lacking. I have become comfortable with public speaking and have lost my shyness with my classmates." In a project like the Sugarite reclamation, Elizabeth points out, "students build themselves as well as their communities." ☉



***Tim Barraclough, Jr.,
Raton FFA Chapter,
helps Clyde the black
bear at the facility to
care for injured and
orphaned wild game.***

Courtesy Betta Ferrendelli, *Raton Range Newspaper*

POWER MEDIA COVERAGE AND ADVERTISING

**“ In the future, everyone will
be famous for 15 minutes. ”**

Andy Warhol

Wouldn't it be thrilling to see yourself in the newspaper or on TV? It could happen to you. And there's a way to make it happen: Plan an event, then put out the word!

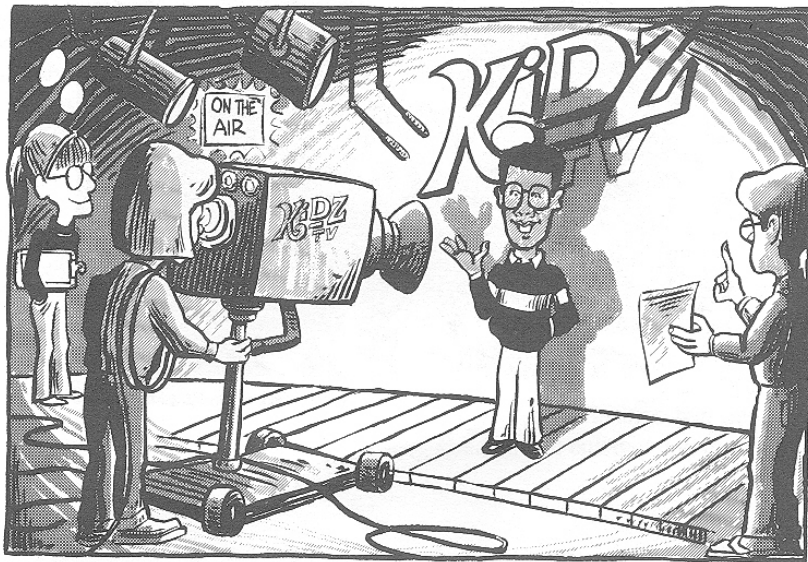
Believe it or not, radio, TV, newspapers, and magazines don't have crystal balls where they can see everything that's going on in a city. They rely on news

tips from the public. That means you. And here's more good news: Reporters love to cover stories of kid action.

When reporters show up at your school or project site, hefting their heavy cameras and equipment, it adds an air of excitement and suspense. More than anyone, reporters can create public awareness of your project. You might receive some well-deserved pats on the back. And you'll attract more people who want to join your team.

Never apologize for seeking publicity, and never act embarrassed when reporters respond. That's their job. Reporters want good stories. If your project will benefit your community, everyone should know about it.

So let the media spread your message. Here are some tips to get you started.



Attention-Getting Tips

1. Look up radio stations, TV stations, newspapers, and magazines in the yellow pages of your telephone book. Make a list of their addresses and phone numbers.

2. If you're going to be contacting media people on your own, there are two ways to do it. You can call them on the phone and hope they will talk to you. Or you can take a more professional approach and send out news releases. (A *news release*, or *press release*, is a written statement describing an event that is sent out to members of the media.)

If your project is school-related, an employee in the district office may be assigned to write news releases for you. This employee might be called a "public information specialist." Give him the information you collect, and keep him up-to-date on your project.

Reporters may be more interested in news releases written by kids than ones written by adults (even public information specialists).



BOOKS THAT TELL ABOUT THE MEDIA

Look for these books at your library reference desk:

- ☞ *Broadcasting/Cable Year Book* (Broadcasting Publications, Inc., published annually). A directory of TV and radio stations, with addresses and phone numbers, by state and city.
- ☞ *Gale Directory of Publications and Broadcast Media* (Gale Research, published annually). Lists newspapers, TV and radio stations, magazines, journals, and other publications in the U.S. by state.
- ☞ *If You Want Air Time* by Jane Freundel Levey (National Association of Broadcasters, 1987). This easy-to-read booklet tells you how to work with the media. It costs about \$3.00. If you would like a copy, write to: Services Department of National Association of Broadcasters, 1771 N Street, N.W., Washington, D.C. 20036. They will mail you an order form.
- ☞ *The Standard Periodical Directory* (Gale Research, published annually). Lists newspapers, TV and radio stations, magazines, journals, and other publications in the U.S. by state.

“When a dog bites a man, that is not news, because it happens so often. But if a man bites a dog, that is news.”

John B. Bogart

How to Write a News Release

1. Give media people plenty of advance notice of your event. They should receive your release at least two to three weeks ahead of time so they can put you on their calendars. Mail a copy of your release to each reporter on your list.

2. The top of your news release should give the name of the main contact person (that might be you), a telephone number where the reporter can call to find out more, and the date of the news release.

IMPORTANT

Inform adult supervisors (your principal, teacher, scout leader, parent) about the event you're planning.

Tell them that you're seeking media coverage.

3. The body of your news release should answer these questions: *who, what, when, where, and why*—the five W's. (On some news releases, the "why" part is included in a paragraph labeled "details.") Keep your statements brief, factual, and clear. Study the example on the next page.

4. Try to come up with a "hook"—something to snag reporters' attention without giving away your whole story. If it's appropriate, use a little humor. It will make your release more memorable.

5. If you're going to act professional by sending a news release, then your release should look professional, too. It's a good idea to type it or write it on a computer. Double-space, and keep it to one short page if at all possible. You can also write it by hand, as long as it's readable.

If you absolutely can't survive without two pages, type the word "more" at the bottom of the first page, and type "-30-" at the end of the release. ("-30-" is a code that means "the end.")

Copy and use the news release form on page 165 to organize your information before you prepare the final copy of your news release.

Jackson kids plant eighteen 400-pound red maple trees near their school.



Courtesy Paul Barker, *Deseret News*

NEWS RELEASE

FOR IMMEDIATE RELEASE

Contact: Barbara Lewis, Teacher
Jackson Elementary
(801) 533-3032

April 10, 1989

WHAT: Jackson School children will plant 18 red maple trees on Eighth West on April 20th to 21st.

Who: Nine sixth-grade children in the Extended Learning Program (for academically talented) originated, researched, and carried out the entire project.

When: April 20-21, 1989. The project will commence at 10:00 a.m. on April 20th with an opening ceremony in which the children will explain their project. Mayor Palmer DePaulis is planning to deliver a short speech. The planting will continue until 3:00 p.m.

Planting will continue April 21st from 9:00 to 3:00 p.m.

Where: Beginning at Eighth West and Third North, it will continue down to Second South.

Details: The children raised \$2,400 to finance the project through applying for and receiving a city grant, through weekly popcorn sales, and through the donation of two trees by Native Plants, Inc. The children solicited help from U.P. & L. to dig holes with an auger for the children's 400-pound baby trees. The children have dubbed the red maples with such unique names as "Lady Di," "JFK," and "Dog's Re-Leaf."

What to Do After You Send Your Release—and When the Reporters Arrive

1. Once you've sent your release, telephone media people a few days before your event to remind them.

2. Although reporters don't like "canned" answers, practice ahead of time how you might answer questions like: What is your project? Why do you want to do it? What have you learned? How did you become interested in it?

If you practice, you won't find your tongue getting caught between your teeth when you're interviewed.

3. It's natural to feel nervous about talking to reporters. Practice relaxing, too. And remember: It won't really matter if you stumble while you're talking. Anything filmed by TV camera crews is edited before it's aired, and newspapers don't print stutters and mumbles.



4. Prepare a one-page outline describing your project—what you've done, what you're planning to do—and make copies to give to each reporter. This simplified press kit will help to ensure that reporters tell your story like it is. (A *press kit* is a packet of information—background facts, photographs, and so on—that is prepared especially for reporters. Press kits are often given out before press conferences.)

5. Provide enough space for reporters, photographers, and their equipment. Reserve a place for them to stand or sit where they can see and hear what's going on.

6. Write down the names of the reporters who cover your event. When you plan another activity, call the same people on the phone and tell them about it. They will remember you.

7. When your event is over, write and send thank-you notes to all the reporters who came. This is polite to do—and the reporters will love it.

8. What if reporters don't show up? Even if they told you they wanted to? Remember that reporters must cover many events, planned and unplanned. If someone robs a bank at the same time, they'll probably zip over there instead. Hold your event anyway.

More Ways to Advertise

News releases are just the tip of the iceberg when it comes to getting attention. Read about these other ways to advertise your project or event, then brainstorm more of your own.

1. **COMMUNITY CALENDARS.** Many neighborhoods and cities maintain community calendars of coming events. If you advertise here, you will reach an audience of officials, as well as the public.

Check deadlines for entries. Write a few concise statements (who, what, where, when, and why) and give the name and phone number of a contact person.

2. **NEWSLETTERS.** Clubs, churches, and other organizations often send out newsletters. Why not advertise in these?

The Kid's Guide to **POWER MEDIA COVERAGE** Social Action

3. **PERSONAL INTERVIEWS AND TALK SHOWS.** Did you know that TV and radio stations often allow free time for public comments? Call or write your local stations to ask for time to discuss your project on the air.

Many cable TV stations must set aside blocks of time for community access. Maybe you can have your own show! The “Tree Musketeers” did. Read about them on page 75.

4. **PRESS CONFERENCES.** A *press conference* is a meeting all media people are invited to attend. It usually lasts about 30 minutes, and includes a question-and-answer period for reporters.

You should not try this unless you have a really good reason—for example, an important dignitary who will be addressing a vital issue.

If you do have a really good reason, announce your press conference with a news release. For tips on writing a news release, see page 68.

5. **FLYERS.** Flyers are a fairly simple way to tell a great many people about your event. To get them out, you can use the mail or muscle power (in other words, hand-delivery).

Your flyer should be one page or less and should answer (you guessed it) the usual questions: who, what, when, where, and why. Also include a statement which gives people a reason to attend. What's in it for them?

Make your flyer interesting to look at and to read. Include a strong statistic, an anecdote, or a few fascinating facts. Use large lettering for the headlines. If appropriate, illustrate your flyer. Humor will grab your readers' attention.

You'll find an example of a flyer on the next page.

PSA's with Punch

The PSA (Public Service Announcement) is a short statement which advertises an event or expresses concern for a problem. Most radio and television stations also offer free air time for PSA's.

A PSA is more formal than a personal interview or a talk show. Community groups are usually allowed specific time slots—10 seconds, 20 seconds,

30 seconds, 60 seconds, and sometimes more—to get their message across, so you must plan carefully. (Thirty seconds is a lot longer than you may think.) Since there is a great deal of competition for these time slots, you must have a project which will affect a large audience.

To create a strong PSA, you'll probably need help from professionals—sound experts and/or camera people. Contact individual stations for guidelines on length, content, and eligibility.

Sometimes stations will write a PSA for you. Write and ask them. You'll find a sample letter on page 73.

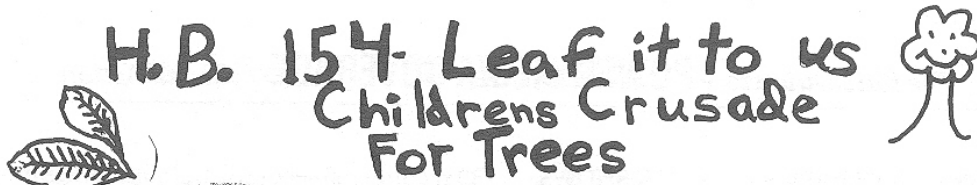
How to Write a PSA

Before you do anything else, contact your local TV and radio stations to find out if they have any special rules for PSA's. For example, will your PSA have to be a certain number of seconds long?

Copy and use the PSA form on page 166, or create a form of your own. Remember to answer the five W's: who, what, when, where, and why. Check out the example on page 74.

1. Write the name and address of your group at the top.
2. Briefly describe your *target audience* (the people you want to reach with your message).
3. Tell when your PSA should *begin* and *end* running on the air.
4. List a contact person (you?) and a phone number (yours?) the station can call to get more information.
5. Briefly state your topic (what your PSA is about).
6. Write the text. You could include two versions: a short one (maybe 10 seconds) and a longer one (maybe 30 seconds). This will give the station a choice.
7. Time your PSA while reading it aloud. Tell how many seconds it lasts.
8. Write “-end-” at the bottom. This means that the text of the PSA is finished.

H.B. 154- Leaf it to us
 Childrens Crusade
 For Trees



U.S. NEEDS 100,000,000 trees -
 Utah needs 2,000,000 trees -

The Problem:

1. Tropical rain forests the size of Tennessee are being burned every year.
2. The build up of CO₂ has grown, causing world warm up (Green House Effect).
3. The U.S. has 1/20 of world Pop., but produces 1/4 of the CO₂.
4. For every 4 trees that die in U.S. cities, only one is planted.

WHAT TREES CAN DO TO HELP:

1. One tree in a 50 year life time will:
 - (a) Clean up \$62,000 dollars worth of air pollution.
 - (b) Give off \$31,250 of oxygen.
 - (c) Recycle \$37,000 worth of water.
 - (d) Prevent \$31,250 worth of soil erosion.
2. Trees can absorb carbon dioxide at the rate of 48 pounds per year - about 10 tons per acre per year.
3. Trees help save energy. Three trees around your house can cut your air conditioning bill 10-50%.

WHAT H.B. 154 CAN Do:

1. Make a fund for \$10,00 for children (K-12) to plant trees across the state on public lands.
2. Money would be kept in the state forestry funds.
3. Kids would apply for grants and match the money.
4. We will double your money.

Please support H.B. 154

Information from: American Forestry Association, & University of Michigan, Forestry Update.



Salt Lake City School District

Jackson Elementary School
750 West 200 North
Salt Lake City, Utah 84116
April 18, 1988

KISN
P.O. Box 16028
S.L.C., Utah 84116
Attention: Shelli

Shelli,

Jackson Elementary called in late November to announce our Christmas Sale for donations to help clean up hazardous waste. Thank you for the announcement.

Now the Future Problem Solving team has won the National Community Problem Solving Contest. We have been invited to go to the University of Michigan to accept a national award. We have to raise the money to go ourselves. Would you make an announcement on the radio like you did before with this information? We will need the money by the middle of May. We have to raise about \$2,500.00. Thank you again.

Sincerely,

Heather Hilliard

Heather D. Hilliard
Sixth grade student
Jackson Elementary

P.S. This award is for our hazardous waste project.

PUBLIC SERVICE ANNOUNCEMENT

JACKSON ELEMENTARY SCHOOL
750 West Second South
Salt Lake City, Utah 84109

TARGET AUDIENCE: youth groups, adult advisors
BEGINNING DATE: Sept. 1, 1990 ENDING DATE: Oct. 1, 1990
CONTACT PERSON: Donald Seher PHONE: 555-2022

MONEY FOR KIDS TO PLANT TREES

30 seconds Plant a tree today to save our future. Trees save more than money. They can save our environment. Trees recycle water and prevent soil erosion. One tree in its average 50-year lifetime will provide \$62,000 worth of air pollution control.
63 words One tree.

Matching grants of money are available to school children throughout Utah to plant trees. For more information, call 467-HERB.

- end -

(Written by Donald Seher, sixth grade, Jackson Elementary)

kids in action

El Segundo Scouts

El Segundo, California. What do thirteen eight-year-olds do on a spring day in a sunny state? They skate, trade Barbie doll clothes, and slurp icy drinks, right? Wrong. At least one troop of Scouts sits down under a tree and plans how they can save the ozone layer.

As ten-year-old Sabrina Alimahomed tells it, "I'd rather be helping our environment, because if people don't do anything, the hole in the ozone will keep getting bigger, and we'll dig holes and live underground."

A group called "Tree Musketeers" was born under that tree, and it has since branched out to include hun-

dreds of other scout troops and people from the community. These ambitious young people and their inspiring leaders, Gail Church and Kathy Barrett, created a public awareness campaign to inform others about the value of trees. They hosted El Segundo's First Annual Arbor Day Celebration and have planted hundreds of trees in their area.

But their most creative way to reach the public was to write, perform, and produce a half-hour TV game show called "Tree Stumpers" to educate school kids on the importance of trees.

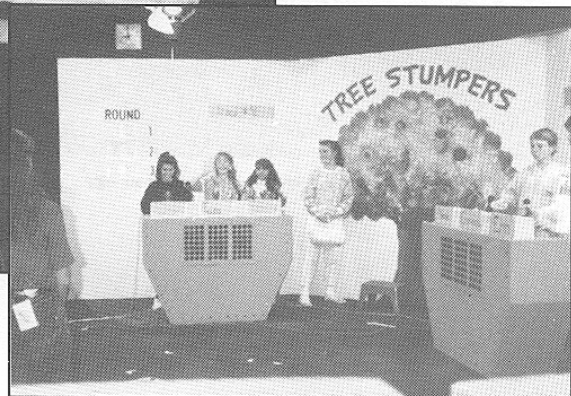
"Tree Stumpers" was aired on TV on a community cable station and has been repeated several times. Parts of the "Tree Stumpers" show have been "snipped out" and used by the cable people as PSA's for the environment.

To sink their roots down even deeper, Tree Musketeers has incorporated and is now recognized as a genuine non-profit group. Not only will this make the group more respected, it will also make it easier for them to raise money. (Read more about incorporating on pages 89–90.)

As sponsor Gail Church put it, "The only holes we plan to dig are those in which trees live." ☉



Tree Musketeers write, produce, and direct their own TV game show, "Tree Stumpers."



On the set of the "Tree Stumpers" show.

Courtesy Gail Church

kids in action

Audrey Chase

Remember Audrey Chase? The Jackson Elementary kid who passed a petition at the United Nations and flew to

Washington, D.C., to lobby for money for kids across the nation to plant trees? You read about her on page 11.

Audrey tackled another great project. She wrote and appeared in a four-minute Arbor Day TV news story about the importance of trees. Audrey was contacted by Dave Block, a reporter from one of the three major TV stations in Salt Lake City. She wrote the script while sitting in the TV station studio, legs swinging beneath a swivel chair. Dave Block helped her put her script in the correct form. Audrey chose the people to interview and narrated the story herself.

KSL-TV NEWSCAST WRITTEN BY AUDREY CHASE Age 10, Jackson Elementary Salt Lake City, Utah



Audrey Chase “up a tree” at the beginning of her newscast.

AUDREY'S TREES

Hi, my name is Audrey Chase. I'm here to tell you that trees are my buddies. Trees are beautiful, fun to climb, and give us shade to cool us off in the summer.

They are also good for building tree houses. A tree can also be a home for animals, and some trees give us food to eat.

But trees are not just for fun. They also help the environment. Did you know that one tree in its 50-year average lifetime can contribute \$62,000 worth of air pollution control?

Trees are important to me so we can save our environment and live a more healthy life.

(Audrey hops out of tree.)

The Kid's Guide to **POWER MEDIA COVERAGE** Social Action



Audrey interviews Aaron Webster.

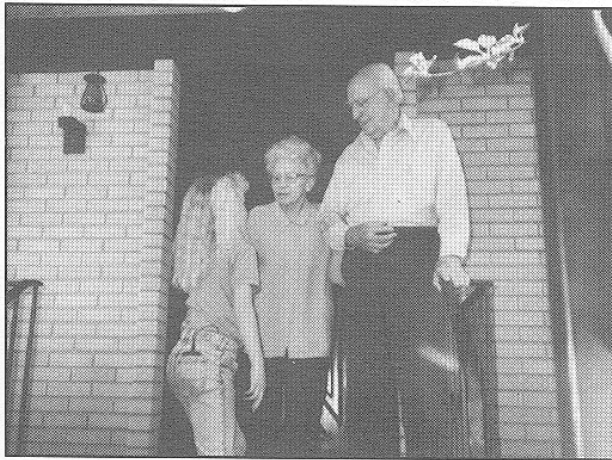
One tree can recycle water, provide oxygen for us, and control soil erosion at a savings of almost \$100,000...and that's a lot of money!

In my class at school we started learning about the importance of trees. I realized that if we didn't have trees, we couldn't live. I started looking for places that I could plant trees. I didn't want any open spaces, unless it was for flying kites or playing ball.

This is my front yard. Here is the first tree I planted. It's a honey locust. Since then, I planted ten more near the Children's Museum. I named these two trees. This one is named after Dick Klason, a State Forester...and a big help. This one is named Ted E. Bear Lewis...he is a member of the State House of Representatives. He helped us to get money from the legislature for more trees.

This is my friend, Aaron Webster. He thinks trees are important, too.

(Audrey interviews Aaron about why he values trees.)



Audrey interviews Thelma and Burt Schauguaard.

Some other friends of mine, Burt and Thelma Schauguaard, think trees are so important they paid a lot of money to move their trees from their old house to their new house.

(Audrey interviews Schauguaards about why they care for trees.)

I think trees are so important I wrote a letter to President Bush asking him to set aside money so kids can plant trees across the nation.

(Audrey is interviewed live by TV Reporter at Warm Springs Park with classmates. They end by planting a tree together.) ☉

Photos courtesy Barbara Lewis

POWER POSITIONS: GAINING REPRESENTATION ON LOCAL BOARDS AND COUNCILS

Every time your local school board has a meeting, it affects you. Board members might make decisions about what requirements are necessary for graduation, when you have vacations, what you must learn each year, whether to adopt a year-round school, whether to shorten or lengthen the school day, and many more issues that determine what school is like for you.

There are probably hundreds of committee meetings in your community every week. These committees are making decisions that touch your life, including what rules will govern education, recycling and environmental choices, traffic regulations, health standards, and almost anything else you can think of.

But *where are the kids?* Are you sitting on those boards and councils, helping to make those decisions, or are you just accepting whatever they decide? You may not realize it, but you do have a choice.

And how about adult councils in 4-H clubs, Boy Scouts and Girl Scouts, youth leagues and societies, and sports organizations? Have you ever wanted to add something to a program or change a rule? Well, you can.

Jackson kids attended their local community council several times before it dawned on Kory Hansen and April Chacon to ask why kids weren't represented there. They asked for and won permission to sit on the council in an advisory capacity. (To be in an *advi-*

sory capacity means that you can't vote on decisions. But you can offer your opinions and advice.)

During that year, Kory and April helped to make decisions like: (1) what should be done with trains that kept traffic tied up for twenty minutes or more; (2) what to do with abandoned houses; and (3) which streets or buildings needed improvement. Sometimes they thought that being on the council was boring, but they loved the feeling of power they had when making decisions for their neighborhood.

Aaron Iversen and Jamie Atwood, two more Jackson children, sought representation on the PTA board. Kory asked for the opportunity to speak at the general meeting, and got permission for kids to sit with the board as advisors. They helped to make decisions that affected all of the kids in the school.

Serving on PTA boards is something many students do. As another option, you can form a PTSA (Parents, Teachers, Students Association). If you choose to do this, you will probably have to pay dues to the organization, because PTSA's usually require dues from all members.

Children at Hawthorne Elementary in Salt Lake City served on the mayor's recycling committee, making suggestions about recycling aluminum cans and paper.

Do you want to help make important decisions like these? It won't happen unless you ask for the right. If you're interested, here are some tips to try.

Tips for Gaining Representation

1. Find the right agency or council. What kinds of things are you interested in? Follow one of your interests. Call your chamber of commerce or city offices (the mayor, the city council) to ask if there are any committees serving on that subject.

For example:

<i>If you're interested in...</i>	<i>you might try...</i>
animals	the Humane Society
environmental issues	the Sierra Club national wildlife groups
health issues	state health agencies Red Cross

Most communities have neighborhood councils you could attend. While you're there, ask for more suggestions of groups you might join. Or try your board of education. Why not?

2. Use your social action skills! You could pass a petition, gaining other kids' signatures, to ask for representation on a particular board or council. (Read about petitions on pages 50–53.) Let newspaper and TV reporters know that you're seeking representation. Making the public aware of your idea increases your chances of being accepted. (Find out how to get media coverage on pages 66–77.) You might also write a proposal. (Learn how on pages 54–56.)

3. Be aware that it's more possible for you to sit on a board or council as a student advisor than to become a voting member. But you can have power to influence decisions as an advisor.

4. Meetings might be boring to you. They will be less boring if you assert yourself and *ask questions*. Ask the other members to repeat or explain anything you don't understand. If you get involved in the discussions, meetings will be much more exciting for you. And you never know—you may even teach the committee a thing or two about how to get things done faster. Kids seem to know how to cut through red tape.

5. Don't allow yourself to be put down by anyone. Most people will appreciate your ideas. And most will answer your questions respectfully and explain things to you. You have a right to know what's going on and to understand it.

6. Always be polite, even if you sometimes get discouraged or angry.



“ Only those who dare to fail greatly can ever achieve greatly. ”

Robert Kennedy

kids in action

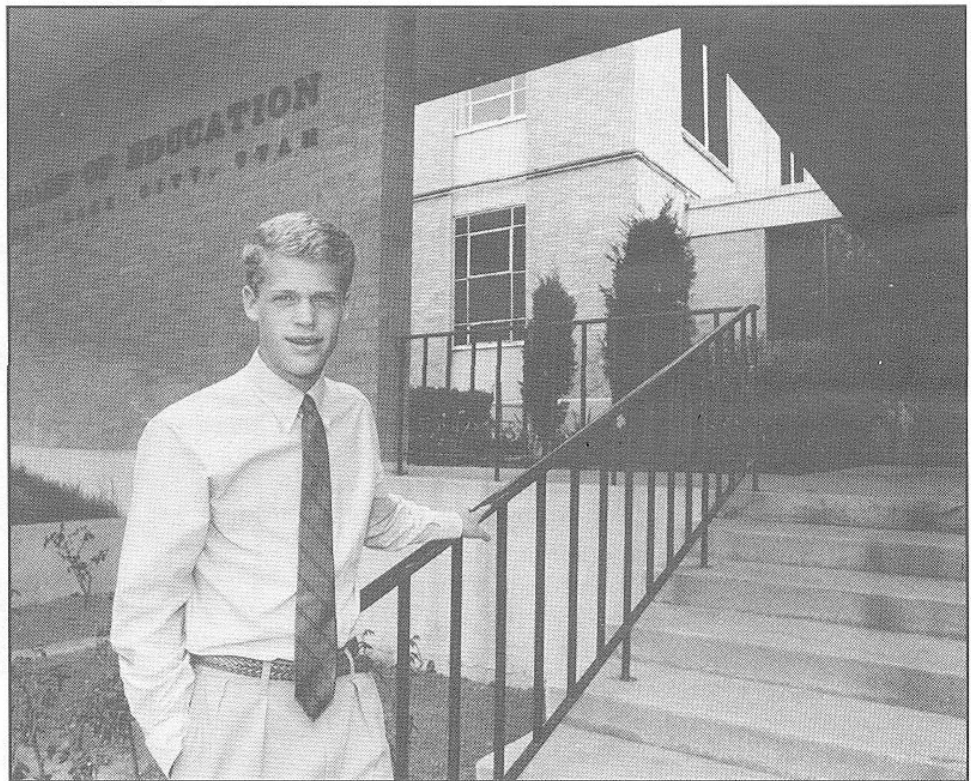
Stanford Pugsley

Salt Lake City, Utah. “Younger and younger kids are becoming more aware of what’s going on,” says Stanford Pugsley. “They’re reading newspapers. Once kids start getting interested and not just worrying about their own lives, they’ll get the whole view and make a differ-

ence in the world. But the large majority of the population at my school isn’t even close.”

Who is Stanford Pugsley? He’s the newest member of the Salt Lake City Board of Education. This 16-year-old honor student had the courage to put an obscure Utah law to the test. The 1986 law stated that any student who could collect the signatures of 500 peers could request appointment to the board as a non-voting member. Stan was the first to do it in Salt Lake, and now he’s serving a one-year term. ☉

Stanford Pugsley before the Salt Lake City Board of Education, where he serves as student advisor.



Courtesy Garry Bryant, *Deseret News*

PARADING, PICKETING, AND PROTESTING: WHEN ALL ELSE FAILS

Have you ever seen crowds of people on the TV news carrying banners or signs, marching down a street or around a public building? Those people are parading, picketing, or protesting. They've reached the end of their rope, and they think that the only way to get attention from public officials is to put on a display of disagreement.

Parading, picketing, and protesting aren't against the law. They're protected by the First Amendment of the United States Constitution—the amendment that provides for freedom of religion, speech, the press, and the right of people “peaceably to assemble.” Even kids can parade, picket, and protest, but only as a last resort. These actions are legal as long as they're controlled.

Before planning a “PPP,” get permission from your local police department and city offices (mayor or commissioner). Find out about any special regulations you have to follow.

There are many other ways to protest besides parading and picketing. To *boycott* means to refuse to buy or use certain goods or services. Some kids are boycotting fast-food places that use plastic packaging, to protest against the possible hazards to the environment.

Walkouts or *strikes* occur when people leave a meeting, organization, or workplace to show that they disapprove of conditions or rules. Many teachers' unions have held strikes. Teachers have left their

classrooms and refused to return until certain changes were made to their contracts or working conditions.

Sit-ins, *sit-downs*, and *demonstrations* are other ways to protest. Protesting is sometimes called *civil disobedience*, because people refuse to follow the established rules.

The main goal of most social protest is to get another organization or group to *compromise*—to meet and settle on differences of opinion. People protest most often when the other side refuses to listen to their concerns.

Because protesting can create disruption in the community, it should never be attempted without serious thought ahead of time. Talk with your parents or other adult advisors before ever trying it.

In other words: Save it for a *really* serious issue.

“**To sin by silence when they should protest makes cowards out of men.**”

Abraham Lincoln

kids in action

Youth Force

New York, New York. Picture 25 kids entering drug-infested city parks, organizing basketball games, staging concerts, and offering art instruction to reclaim the parks from crime and drug abusers. Sound incredible? It's happening in midtown Manhattan in New York City.

The idea was born in the heads of kids who protested the drug and prostitution traffic which frightened young people and families away from the parks. Beginning in 1988 with three parks in Manhattan, the program has expanded to include new neighborhoods. The kids, who are known as the Youth Force, are encouraged by the "you-can-do-it" attitude of an adult advisor, Kim McGillicuddy.

The program, called "Take Back the Park," is run by kids for kids. The 15 original staff organizers ranged in age from 12-19 and were considered "high-risk" youth,

meaning that some of them had been abused, most were low-income, and the majority came from homes where parents abused alcohol or other drugs. Some of these young organizers lived in apartments. Some lived in hotels. Some were runaways.

The Youth Force invited ten other kids from the Manhattan community to join the planning committee, so the new youth group could be trained to take over the program the following year, when the Force moved on to a new neighborhood. They also invited a few adults from the community, including police and youth group leaders, to join the committee.

After arguing over rules and spending months planning the summer, the Force hit the pavement with flyers and posters to advertise their program. Over 1,200 more kids tagged behind them into the parks instead of hanging out in the streets. The kids supervised the parks. They clapped hands and swung their hips to the rhythmic beat of reggae, salsa, samba, and African music, and enjoyed flicks flashed on the walls of handball courts. They rapped, took part in a youth speakout, went to craft workshops, and filmed a video.

For many, Youth Force was their first job. For others, it was their first success. And for all—kids, parents, neighborhoods, officials—it was proof that kids can make a difference. ☉

**Youth Force members
advertise their program with
flyers and posters**



Courtesy Sylvia Pizarro

POWER SPEECHES

Does your face have an acne attack at the mere thought of giving a speech? Or are you one of those kids who automatically migrates to the microphone

to monopolize it? Either way, you can learn to give great speeches. You might be surprised at the attention officials will give to your ideas.

Tips for Successful Speeches

1. Choose the right audience to hear your speech. These should be people who would naturally be associated with or interested in the problem you're tackling—and people who have power to act on your ideas.

2. Remember “K-I-S-S,” for “Keep It Short and Simple”? It works for letters, and it works for speeches, too. Short speeches are usually more powerful and memorable than long ones. One to five minutes is plenty.

3. Keep your speech from sounding “canned.” After you finish writing it, jot down one or two words to remind you of each sentence or paragraph. Make a list of these words to take with you. (You can sneak

a peek at these if you get a brain cramp when you're giving your speech.) Memorize ideas, not whole sentences.

Here's an example:

If your written speech says this:

“With all the air pollution we have in our city, trees can be a big help. One tree, in its average 50-year life, will clean up \$62,000 worth of air pollution.”

write down and remember this:

air pollution
1 tree = \$62,000

“Cars contribute to air pollution with exhaust. Sometimes it seems like there are more cars on the road than there are people. Industrial stacks can pollute the air, too.”

exhaust
industrial stacks

4. Practice delivering your speech by yourself at first, until you feel comfortable. Deliver it to a wall. (Walls make very quiet audiences and hardly ever talk back or criticize.) When you feel more secure, practice with a friend or family member.

5. Will you be nervous before giving your speech? Probably. Most people chew their nails down before getting in front of an audience. Since you're a kid, however, no one will expect your speech to be perfect. And when you deliver it, just imagine that you're talking to your family and friends. It will help you to speak in a more natural way.

“ Try hard for a good opener and closer. Then make sure they're close together. ”

M. Dale Baugham

The Kid's Guide to **POWER SPEECHES** *Social Action*

6. Look at your audience when you speak. Keep your chin up and smile. The most important thing you have to sell is yourself.

7. If you're interrupted by noise, wait until it's quiet before starting to speak again.

8. It may seem to you as if you're shouting into a megaphone, but speak loudly and slowly. If you speak into a microphone, hit it dead center with your voice.

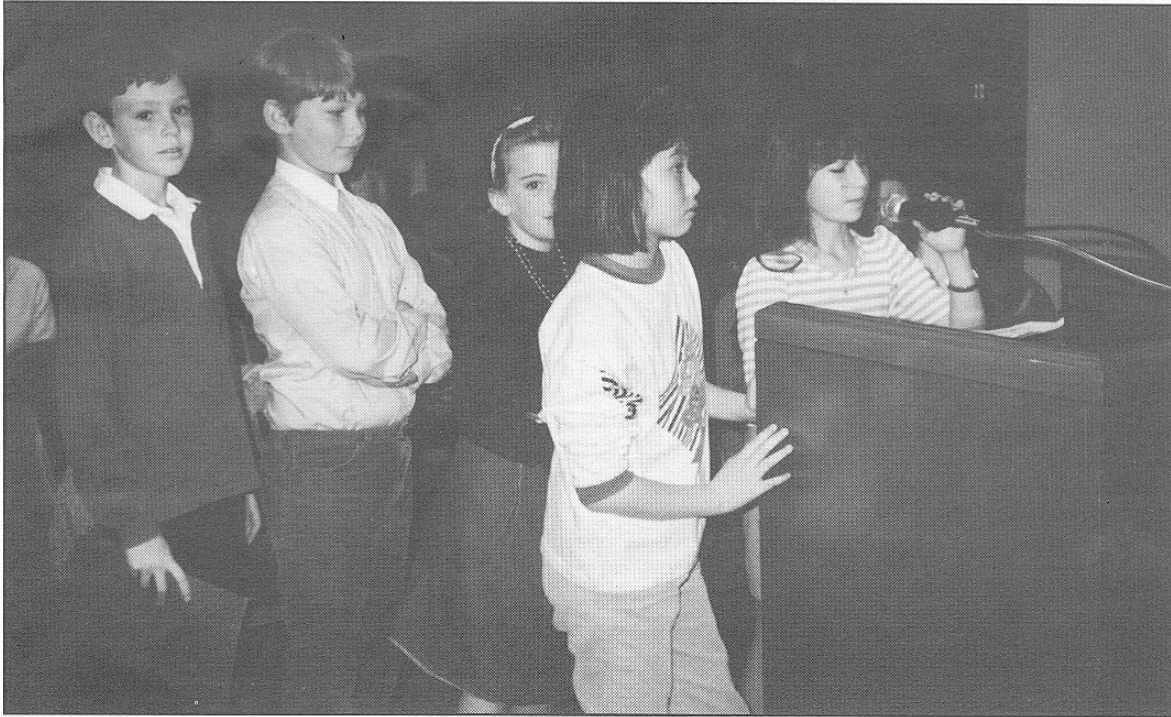
9. Make your speech interesting. Tell a story, describe an experience, quote an expert, shock your audience with a statistic. You may want to show

slides, a video, a chart, or a graph. If you use any of these things, make sure they're big enough for the whole audience to see.

10. Leave time for questions and answers at the end. Ten minutes or so should be enough.

11. If you really want to impress your audience, leave a one-page flyer listing the major points of your speech. And you may want to leave a phone number where you can be reached for more details.

You'll find examples of student speeches on the next page.



Jackson kids speak before the Salt Lake City Council to encourage sidewalk repair.

Barbara Lewis

SPEECHES DELIVERED TO CITY COUNCIL AND
MAYOR PALMER DE PAULIS

(To Solicit Sidewalk Repairs in the Euclid Area)

Jackson Elementary
Salt Lake City, Utah
March, 1989

SARA: My name is Sara Aguila. We are from Jackson Elementary fifth grade Extended Learning Program. We went on two surveys in the Euclid area to look at the sidewalks, and we found that:

1. Elderlies might fall or someone else.
2. People think the sidewalks are SO BAD they would rather walk on the street.
3. Some people don't know where the sidewalk is, or there isn't one there.
4. There are pebbles and rocks loose.

Will you please help us?

GWEN: My name is Gwen Warner. I used to deliver the *Deseret News*. When my brother and I had to walk the route, we had to walk in the streets, because it was safer and easier than the sidewalks! Even when I walked on the sidewalks, I tripped a lot because of the way the sidewalks were!

We would really like to see the Euclid area improved, because children could fall and hurt themselves while playing around there.

Please help and improve the Euclid area.

DUNG: My name is Dung. I went on a sidewalk survey, too. I'd like to say something. The old people can't even walk on the sidewalk. There's a lot of business traffic, and if old people can't walk on the sidewalk, they might get hit. They have to walk on the street, and cars don't see them, because old people are short!

DONNY: Ladies and gentlemen, my name is Donald Seher, and I have something to say, also. And I must say that Big Foot and the Abominable Snowman couldn't go over the sidewalks. That area must have been a testing range for the Air Force.

Thank You For Your Time. Good-bye.

ERINN: Here are some pictures we took of the sidewalks. (He hands them to mayor.)

ALL: Thank you very much.

kids in action

John Clark Hill

Homer, Georgia. When the doors to the new courthouse in Homer opened to the public, the historic Banks County Courthouse was scheduled for demolition. Sixteen-

year-old John Clark Hill admired the beauty of the old building. He decided that was no way to treat a work of art, let alone a historic building which had been around so long it seemed like an old friend.

He took action to save it. He wrote editorials to local newspapers and gave speeches before the chamber of commerce, the historical society, and any other group which would listen, pleading for restoration.

When the Save the Courthouse committee was formed, Clark was chosen as chairman of the activities committee. He hit the public with bumper stickers, radio spots, and signs. The campaign worked. The old Courthouse was saved. When the renovations are finished, it will house art exhibits and a genealogy library, and serve as a civic center for plays and concerts. ☉



John Clark Hill in front of the courthouse he helped to save.

Courtesy John Clark Hill

kids in action

Carla Derrick and Leslie Wilson

Chapin, South Carolina. It's hard to be a teenager. You worry whether you look good, whether other kids will like you, whether you will succeed in the future. But what if you had to cope with cancer, too?

Both Carla Derrick and Leslie Wilson were diagnosed with different types of cancer when they were only seven years old. Carla lost an eye to the disease; Leslie lost a lung and her left leg. Although death brushed their cheeks, they didn't give in.

"You come close to death, and you realize how much you have to live for," Leslie says. "You want to accomplish all you can in the time you have."

While she was in high school, Carla was chosen to attend the Governor's School for the Arts one summer. She was an active member of the student council, president of her theater club, and captain of her debate team. Leslie served as scorekeeper for the track team, as a

student council member, and as student body vice president. Thanks to an artificial limb, she even dives, swims, and roller-skates.

But Carla and Leslie do more than that. They also give speeches and counsel other young people with cancer.

Today the cancer in both girls is in remission. And both are active members of a cancer support group called "Lasting Impressions," which is lobbying for legislation for insurance assistance for the terminally ill. Together they made a video titled "How to Cope," now being nationally distributed, which answers some of the questions newly-diagnosed teenagers with cancer often ask. Both girls helped to write, produce, and direct the video. They also appear in it as living proof that cancer can be fought and won.

"Cancer changed my life," Carla says. "I feel I'm a much better person because of it. I don't take life for granted. I try to see some good in everything, because there is good in everything...It was the hardest thing that I have ever had to go through, and I made it, and I'm not afraid of anything now."

To find out more about the "How to Cope" video, call (803) 434-3583. Leslie would especially like you to know that the Sabolich Prosthetics Research Center in Oklahoma City, Oklahoma, makes specially fitted, state-of-the-art artificial limbs which allow better mobility. For more information, call toll-free 1-800-522-4428, or write: Sabolich Prosthetics Research Center, P.O. Box 60509, Oklahoma City, OK 73146. ☉

Carla Derrick (left) and Leslie Wilson (right).



Courtesy Pam Steude

Sample Press Release**CONTACT:**

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**VICTORY FOR NEW BRUNSWICK COMMUNITY ACTIVISTS
Court Finds Citizens’ Initiative “Valid in All Respects”**

Newark, NJ – Renee Steinhagen, Executive Director of New Jersey Appleseed Public Interest Law Center, and Bennet Zurofsky, Esq. of Reitman Parsonnet, PC, successfully represented the community activist group ‘Empower Our Neighborhoods’ (EON) in their fight against the City of New Brunswick. At Middlesex County Courthouse on Tuesday September 2, 2008, Judge Travis Currier ruled in favor of the activists, who fought their city’s rejection of their petition to put two questions on the ballot in November. The two questions have the potential to reform the structure of New Brunswick’s government by increasing the size of the city council and possibly moving the municipality to a ward-based system of governance.

EON activists petitioned to let voters decide on the changes, which they hope will make New Brunswick’s government more representative and accountable to residents. A ‘yes’ to either referendum would increase the size of the city council from five to nine members. One would create six wards with one council member from each ward, and three at-large council members. The other would create a city council with a total of nine at-large members.

On June 30, EON submitted its petition with 1,116 signatures – three times the number required. City Clerk Daniel Torrisi rejected the petition on the basis that it did not propose an ordinance, and posed conflicting and confusing questions. Steinhagen and Zurofsky successfully argued that Torrisi’s position was “wrong” and “lack[ed] any basis in law or practice.” They showed that he grossly misinterpreted the statutes, which do not require that an ordinance be proposed, or that multiple referenda not “conflict.” The law also allows for a short interpretive statement to voters to appear alongside the referenda, eliminating any “confusion” caused by the questions themselves. In fact, in the statutes pertaining to residents’ ability to propose amendments to the structure of their local government, the Legislature’s goal was to “facilitate the process,” whereas Torrisi was needlessly complicating it.

Some of Torrisi’s interpretations bordered on the nonsensical, such as one that would require an entire ordinance, regardless of its length, to appear on both the front and back of each and every petition signature sheet. Another of his interpretations would have required the petitioners to propose an ordinance that proposed putting their questions on the ballot. If the

ruling body failed to pass it, voters would need to exercise their authority to pass it at the general election, delaying consideration of the questions themselves until a future election.

The municipality's rejection of the petition was clearly arbitrary and an abuse of discretion. Judge Currier ordered City Clerk Torrisi to certify the petition and submit it to the County Clerk so that the two referenda could be placed on the general election ballot.

After scuttling the residents' petition, New Brunswick's City Council had quickly passed its own ordinance, outlining a plan to conduct a study of New Brunswick's charter and consider a new or improved charter. Passage of the petitioners' referenda would mean immediate change for New Brunswick, but the charter study would result in recommendations first, and changes – if any – later. The law forbids municipalities from using this strategy to derail or delay public calls for reform that are expressed through the referendum process. Judge Currier put a stop to the city's "charter study" ordinance because, by law, the city's ordinance cannot be permitted to compete on the ballot alongside the activists' referenda if the latter came first. With Tuesday's judicial order, the petition is deemed to be "proper, valid and sufficient in all respects," and further considered certified and approved on its filing date, which was three days before the passage of the city's charter study ordinance on July 2. Subsequent procedure mandated by judicial order requires the municipal clerk to submit the same to city council without delay for first reading, a mere procedural requirement.

"This is a case about municipal abuse of power; an attempt by City government to thwart the efforts of a highly motivated group of community activists who are determined to hold the New Brunswick City Council accountable," Ms. Steinhagen said. "It's also a wake-up call to other municipalities. Attempts to confuse constituents and maneuver around their legitimate efforts to effect change will be exposed in court. There are people and organizations in this state that are here to make sure of that. It's one of the reasons New Jersey Appleseed exists."

New Jersey Appleseed Public Interest Law Center is a non-profit, non-partisan organization that gives a voice to those who are not heard in the public arena, and takes action on their behalf to achieve justice through advocacy. We are engaged in important work in election process reform, health care reform, low wage workers' rights, and corporate and government accountability. For more information, contact: New Jersey Appleseed Public Interest Law Center at 973-735-0523, contact@njappleseed.net or visit www.njappleseed.net.

Sample Letter to Congress

The following example is from the International Reading Association

IMPORTANT

Adapt this to make it your own.

Be sure to personalize the areas in bold.

The Honorable Senator ???

address

Washington, DC 20510

Dear Senator ??????:

On behalf of the **(fill in number of IRA members in your state) members of the (your state's name) Reading Association** we ask you to sign on as a co-sponsor for the the Striving Readers Act of 2007 (S. 958). Senators Jeff Sessions and Patty Murray crafted a bill that will help improve student achievement in adolescent literacy for middle level and high school students by establishing adolescent literacy initiatives aimed at increasing high school graduation and college readiness. The legislation will expand and authorize the current Striving Readers Program. Senators Sessions and Murray have already sent you a "Dear Colleague" letter requesting your support. We urge you to sign on to the Striving Readers Act of 2007 (S. 958).

The **(fill in your state's name)** Reading Association represents a community of 90,000 reading professionals that include reading specialists, university professors, literacy coaches, classroom teachers, reading researchers, and librarians. As educators we experience first hand the results of students with inadequate reading instruction at the secondary level.

(Fill in number or percentage) of 8th graders in our state read below basic standards according to state assessment tests. This means they can't **(Fill in a short example of insufficient skills)**.

(Then give a short example from your state or district re how funds could be used if you were awarded a grant. This should be very short. The entire letter should be one page.)

We know that given the right instruction and opportunity every child can learn to read and achieve at his or her highest level. We hope that you agree that this investment in the future of millions of young Americans is critical to the economic future of our country. Please support the Striving Readers Act of 2007 by signing on as a co-sponsor.

Sincerely,

Your name

The **(fill in your state's name)** Reading Association

Address and contact information

Sample Governing Body Resolution

The following example is from Montclair High School’s Civics and Government Institute

THE CIVICS & GOVERNMENT INSTITUTE

Department:

Principal Authors:

Resolution No:

Co-Authors:

Title of Resolution:

RESOLUTION OF THE PEOPLE OF THE CIVICS & GOVERNMENT INSTITUTE

1 Expressing the sense of the people of the Civics and Government Institute regarding (*fill*
2 *in the specific issue or topic that this resolution covers.*)

3
4

5 Whereas (*fill in a point of specific evidence that supports the specific issue expressed*
6 *above – there can be as many or as few whereas clauses as the author deems necessary*);

7

8 Whereas (*fill in a point of specific evidence that supports the specific issue expressed*
9 *above – there can be as many or as few whereas clauses as the author deems necessary*);

10

11 Whereas (*fill in a point of specific evidence that supports the specific issue expressed*
12 *above – there can be as many or as few whereas clauses as the author deems necessary*);

13

14

15 **Resolved** by the People of the Civics & Government Institute,

16

17 (*Fill in the specific suggested recommendations to address and correct the issue*
18 *above – there can be as many or as few resolved points as the author deems necessary*).

19

20 (*Fill in the specific suggested recommendations to address and correct the issue*
21 *above – there can be as many or as few resolved points as the author deems necessary*).

22

23

24

25

26

27

28

Table 1
Choosing Other Actions

The following is a list of possible actions that can be taken after the research stage of YPAR is done. Consider the guidelines for selection when choosing your action.

Action Type	Description	Appropriate for....
guerrilla/street theater, satirical awards ceremony, activist art gallery	Using spoken, visual and theatrical arts (such as a skit or public role play) to bring awareness to issues of social justice	Bringing awareness and education to issues of social justice
direct action methods: protest, picket, march, sit-in, rally, walk-out	Using mass actions to address issues of injustice for various reasons	Disrupts and brings awareness to social justice
using a slam book as an action	A notebook that is passed around between a specific group or community; requires the members of the community to comment on preselected topics or prompts that are presented by the slam book readers/contributors	Brings awareness, compiles the voice of the people to support an argument or present a perspective...
using existing media or creating your own to raise awareness developing electronic media - website, blog, wiki, videos and PSAs	Using 21 st century technology to build mass movements and educate the general public about issues of injustice	Raising awareness, amassing support for an issue, organizing people to join larger coalitions for social justice, influencing public opinion

Portfolio

Portfolio

Reflective Writing Piece for the Action Component

Part 1 – Action / tactic reflections

1. How did your team choose its action? What were the issues that were raised in your team's choice? Did you agree with the final decision of your team? Explain.
2. How did the action play out? Did it go the way you and your team expected? What were the challenges? What were the successes? What would you do differently if given another chance?
3. What were the immediate consequences of your actions?
4. Based on the immediate consequences, what do you predict this action could achieve towards your goals?
5. Overall, how effective do you think your action was? Explain.

Part 2 – Summative reflections on actions/tactics

1. Recall all the tactics used throughout the whole project. What were the advantages and disadvantages of each tactic?
2. Which do you think were most effective towards reaching your goal and why?
3. How did the different actions support each other? Were their advantages to taking multiple actions?
4. Is there an action that you would have liked to taken if given a different circumstance? (more time, resources, etc.)

Part 3 – Final Reflection

1. How does change happen? How does YPAR work impact how you think about change and the obstacles to it?
2. How does YPAR work impact how you think about your community and about yourself?

3. How does YPAR work impact how

4. How is the YPAR work different from other work you have done in school?

Suggestions to teachers:

Teachers and/or students should come up with additional questions about their topic or issue?

i.e. What are the insights you have gained about the persistence about homelessness from this project?

How to Write a Plan of Action

Appendix A

Rubrics

100-point Oral Presentation Rubric

Name _____ Date _____

ORAL PRESENTATION EVALUATION

This form shows how your oral presentation has been evaluated. It indicates areas where improvement is needed and where you have done well.

Topic _____

I. Presentation (50 points possible)

- A. Eye contact. 3 pts. _____
- B. Voice projection. 3 pts. _____
- C. Use of the English language. 3 pts. _____
- D. Inflection. 3 pts. _____
- E. Articulation. 3 pts. _____
- F. Posture. 3 pts. _____
- G. Use of hands. 3 pts. _____
- H. Appropriate vocabulary. 3 pts. _____
- I. Accurate information. 10 pts. _____
- J. Information is easy to understand. 3 pts. _____
- K. Enough information. 3 pts. _____
- L. Information relates to topic. 3 pts. _____
- M. Effort. 7 pts. _____

Subtotal _____

II. Visual or Extra Materials (30 points possible)

- A. Information is easy to understand. 3 pts. _____
- B. Information relates to the oral report. 3 pts. _____
- C. Information is current. 3 pts. _____
- D. Information is accurate. 3 pts. _____
- E. Enough information. 3 pts. _____
- F. Neatness. 3 pts. _____
- G. Spelling. 3 pts. _____
- H. Artistic effort. 3 pts. _____
- I. Research effort. 3 pts. _____
- J. Appropriate vocabulary. 3 pts. _____

Subtotal _____

III. Question-Answer Period (20 points possible)

- A. Confidence in knowledge of topic. 3 pts. _____
- B. Ability to answer reasonable questions. 3 pts. _____
- C. Answers are accurate. 3 pts. _____
- D. Student is willing to admit limits of knowledge or understanding such as "I don't know." 2 pts. _____
- E. Answers are brief. 3 pts. _____
- F. Student exhibits ability to infer or hypothesize an answer from available information. 3 pts. _____
- G. Student appears to have put effort into learning about this topic. 3 pts. _____

Subtotal _____

TOTAL (100 pts. possible) _____

COMMENTS _____

Open-Ended Scoring Rubric (4-point Rubric)

For Reading, Listening, and Viewing

Sample Task: The author takes a strong position on voting rights for young people. Use information from the text to support your response to the following:

***Requirements:** *Explain the author's position on voting. Explain how adopting such a position would affect young people like you.*

4-point Rubric

Requirements*:

Points	Criteria
4	A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides an insightful explanation/opinion that links to or extends aspects of the text.
3	A 3-point response demonstrates an understanding of the task, completes all requirements, and provides some explanation/opinion using situations or ideas from the text as support.
2	A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.
1	A 1-point response demonstrates minimal understanding of the task, does not complete the requirements, and provides only a vague reference to or no use of the text.
0	A 0-point response is irrelevant or off-topic.

***Requirements for these items will vary according to the task.**

Adapted from

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Teacher's Form for Group Evaluation (Group Work Rubric)

Group Members

Activity _____

Based on teacher observation and the completed assignment, give the group a 0 or a 1 for each of the following:

The group agreed on a plan. _____

All group members participated. _____

The group used its time productively. _____

The group respected the opinions of all members. _____

The group successfully completed the assignment. _____

Give the group from 0 to 5 points based on its Group Self-Evaluation forms. _____

Total _____

New Jersey Registered Holistic Scoring Rubric - GEPA/HSPA – (6-point Rubric)

In Scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score	1	2	3	4	5	6
Content & Organization (see below)	<ul style="list-style-type: none"> • May lack opening and/or closing 	<ul style="list-style-type: none"> • May lack opening and/or closing 	<ul style="list-style-type: none"> • May lack opening and/or closing 	<ul style="list-style-type: none"> • Generally has opening and/or closing 	<ul style="list-style-type: none"> • Opening and closing 	<ul style="list-style-type: none"> • Opening and closing
	<ul style="list-style-type: none"> • Minimal response to topic; uncertain focus 	<ul style="list-style-type: none"> • Attempts to focus • May drift or shift focus 	<ul style="list-style-type: none"> • Usually has single focus 	<ul style="list-style-type: none"> • Single focus 	<ul style="list-style-type: none"> • Single focus • Sense of unity & coherence • Key ideas developed 	<ul style="list-style-type: none"> • Single, distinct focus • Unified and coherent • Well-developed
	<ul style="list-style-type: none"> • No planning evident; disorganized 	<ul style="list-style-type: none"> • Attempts organization • Few, if any, transitions between ideas 	<ul style="list-style-type: none"> • Some lapses or flaws in organization • May lack some transitions between ideas 	<ul style="list-style-type: none"> • Ideas loosely connected • Transition evident 	<ul style="list-style-type: none"> • Logical progression of ideas • Moderately fluent • Attempts compositional risks 	<ul style="list-style-type: none"> • Logical progression of ideas • Fluent, cohesive • Compositional risks successful
	<ul style="list-style-type: none"> • Details random, inappropriate, or barely apparent 	<ul style="list-style-type: none"> • Details lack elaboration, i.e., highlight paper 	<ul style="list-style-type: none"> • Repetitions details • Several unelaborated details 	<ul style="list-style-type: none"> • Uneven development of details 	<ul style="list-style-type: none"> • Details appropriate and varied 	<ul style="list-style-type: none"> • Details effective, vivid, explicit, and/or pertinent
Usage (see below)	<ul style="list-style-type: none"> • No apparent control • Severe/numerous errors 	<ul style="list-style-type: none"> • Numerous errors 	<ul style="list-style-type: none"> • Errors/patterns of errors may be evident 	<ul style="list-style-type: none"> • Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> • Few errors 	<ul style="list-style-type: none"> • Very few, if any, errors
Sentence Construction (see below)	<ul style="list-style-type: none"> • Assortment of incomplete and/or incorrect sentences 	<ul style="list-style-type: none"> • Excessive monotony/same structure • Numerous errors 	<ul style="list-style-type: none"> • Little variety in syntax • Some errors 	<ul style="list-style-type: none"> • Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> • Few errors 	<ul style="list-style-type: none"> • Very few, if any, errors
Mechanics (see below)	<ul style="list-style-type: none"> • Errors so severe they detract from meaning 	<ul style="list-style-type: none"> • Numerous serious errors 	<ul style="list-style-type: none"> • Patterns of errors evident 	<ul style="list-style-type: none"> • No consistent pattern of errors • Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> • Few errors 	<ul style="list-style-type: none"> • Very few, if any, errors

New Jersey Registered Holistic Scoring Rubric - GEPA/HSPA (continued)

Non-Scorable Responses	NR = No Response	Student wrote too little to allow reliable judgment of his/her writing.
	OT = Off Topic/ Off Task	Student did not write on the assigned topic/task, or the student attempted to copy the prompt.
	NE = Not English	Student wrote in a language other than English.
	WF = Wrong Format	Student refused to write on the topic, or the writing task folder was blank.

Content & Organization	Usage	Sentence Construction	Mechanics
<ul style="list-style-type: none"> • Communicates intended message to intended audience • Relates to topic • Opening and closing • Focused • Logical progression of ideas • Transitions • Appropriate details and information 	<ul style="list-style-type: none"> • Tense formation • Subject-verb agreement • Pronouns usage/agreement • Word choice/meaning • Proper modifiers 	<ul style="list-style-type: none"> • Variety of type, structure, and length • Correct construction 	<ul style="list-style-type: none"> • Spelling • Capitalization • Punctuation

List 86. STUDENT/GROUP PROJECT GUIDE

Name: _____ Today's date: _____

Project topic: _____ Date due: _____

Two things I/we want to learn: (1) _____

(2) _____

Related ideas and words to look up: _____

The Reading Teacher's Book of Lists, Fourth Edition, © 2000 by Prentice Hall

INFORMATION SOURCES:

- | | | |
|--|---|--|
| <input type="checkbox"/> almanac | <input type="checkbox"/> experiment | <input type="checkbox"/> nonfiction books |
| <input type="checkbox"/> art | <input type="checkbox"/> history books | <input type="checkbox"/> photographs |
| <input type="checkbox"/> biographical dictionary | <input type="checkbox"/> interviews | <input type="checkbox"/> posters |
| <input type="checkbox"/> biographies | <input type="checkbox"/> magazines | <input type="checkbox"/> reference books |
| <input type="checkbox"/> CD-ROMs | <input type="checkbox"/> maps/atlas | <input type="checkbox"/> speeches |
| <input type="checkbox"/> CDs or audiotapes | <input type="checkbox"/> microscopic slides | <input type="checkbox"/> thesaurus |
| <input type="checkbox"/> Dictionary | <input type="checkbox"/> museum exhibits | <input type="checkbox"/> video clips/tapes |
| <input type="checkbox"/> e-mail to expert | <input type="checkbox"/> music | <input type="checkbox"/> video disks (DVD) |
| <input type="checkbox"/> encyclopedia | <input type="checkbox"/> newspapers | <input type="checkbox"/> web sites |

WAYS TO ORGANIZE INFORMATION:

Text

- order of events
- sequence
- category/subcategories
- comparison/contrast
- cause and effect
- questions and answers
- logical order
- main idea/details
- before and after

Graphics

- timeline
- flow chart
- tables
- graphs
- cause-and-effect diagram
- fact sheet
- tree diagram
- outline, word web, or story map
- photos/drawings or charts

PROJECT PRESENTATION WILL INCLUDE:

- | | |
|--|---|
| <input type="checkbox"/> demonstration | <input type="checkbox"/> photocollage |
| <input type="checkbox"/> picture essay | <input type="checkbox"/> diorama |
| <input type="checkbox"/> exhibit of artifacts | <input type="checkbox"/> library display |
| <input type="checkbox"/> model | <input type="checkbox"/> music and/or dance |
| <input type="checkbox"/> photo sequence | <input type="checkbox"/> press release |
| <input type="checkbox"/> play | <input type="checkbox"/> poetry |
| <input type="checkbox"/> speech | <input type="checkbox"/> videotape |
| <input type="checkbox"/> audiotape with poster | <input type="checkbox"/> travel brochure |
| <input type="checkbox"/> powerpoint slides | <input type="checkbox"/> animation |

PROJECT SCHEDULE AND CHECKLIST:**DATE**

- | | |
|---|-------|
| <input type="checkbox"/> I have planned my project. | _____ |
| <input type="checkbox"/> I have discussed my project with my teacher and we agree. | _____ |
| <input type="checkbox"/> I have located the information and materials I need. | _____ |
| <input type="checkbox"/> I have reviewed the information, and I have selected the best sources. | _____ |
| <input type="checkbox"/> I have enough information to complete the project I planned. | _____ |
| <input type="checkbox"/> I have read and organized my information in notes and other ways as planned. | _____ |
| <input type="checkbox"/> I have made a first draft of my report or other presentation materials. | _____ |
| <input type="checkbox"/> I have edited and revised my first draft. | _____ |
| <input type="checkbox"/> I have completed all the parts of my project. | _____ |
| <input type="checkbox"/> I have proofread all the written materials. | _____ |
| <input type="checkbox"/> I have practiced my oral presentation. | _____ |

Bibliography

Dingerson, L. & Hay, S. H. (2001). *Co/motion*. Washington, DC: Alliance for Justice.

Youth Action Research Institute (2004). *Participatory action research curriculum for empowering youth*. Hartford, CT: Institute for Community Research.

John W. Gardner Center for Youth and Their Communities (2007). *Youth engaged in leadership and learning (YELL): A handbook for program staff, teachers, and community leaders*. (2nd ed.). Palo Alto, CA: Stanford University.

Lewis, B. A. (1991). *The kid's guide to social action: How to solve the social problems you choose—and turn creative thinking into positive action*. Minneapolis, MN: Free Spirit.