



Summer at City Hall

Empowering future civic leaders and change agents

Program Guide

Prepared by Rubie Simonsen



PREFACE

SECTION ONE

Vision

A citywide culture of collaboration passionate about developing civically aware, career focused and college-equipped youth.

Mission

To empower youth to become civically engaged leaders through real-world experiences that provide an authentic voice to citywide issues through multiple organizational partnerships between school districts, local government entities, and non-profits.

Need

The success of our nation and state depends on educated, informed and active citizens and residents. However, we are not preparing our diverse residents with the civic knowledge, skills and values they need to succeed in college, career and civic life. A few sobering facts tell the story. The United States recently ranked 139th in voter participation of 172 democracies around the world. Less than half of eligible young people ages 18-24 are registered to vote in California and less than 4% actually voted in the 2014 primary election. In California, less than 50 percent of high school seniors surveyed viewed being actively involved in state and local issues as their responsibility. Furthermore, local governments will be facing hiring needs in the future as baby boomers retire and, the diversity of that workforce needs to represent the make-up of its citizens.

Summer at City Hall (SACH) Background

In 2010, Sacramento created Summer at City Hall, where 30 high school students attended a six-week summer program at city hall to learn about local government, careers in local government and how to advocate for community change. Students attended classes in the morning at city hall and had internships in the afternoons. The program ended with students presenting advocacy projects they had developed over the summer, to a panel of city council members and community leaders. The project was possible through a partnership with the City of Sacramento, WayUp Sacramento and Sacramento City Unified School District. In year 5 of the program, 100 students will attend a seven-week summer experience at city hall including a leadership camp on advanced advocacy skills. In addition, 60 11th graders attended a field visit to city hall during the past school year to spend a half day learning about local government and presenting advocacy projects developed during school to a panel of city council members.

SACH has been expanded to the City of Elk Grove and EGUSD, who are beginning summer of 2015 with a two-week SACH program that includes job shadows and mock city council meeting where students will present ideas on how to solve real city issues studied over the course of the two week class. Their goal is to expand to a seven-week program in summer 2016. West Sacramento has adapted SACH and provides internships to both high school and college level students to expose them to careers in local government.



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Guiding Values

SACH is a leadership and workforce development program that relies on strong partnerships to implement programming year after year. The Sacramento City Unified School District (SCUSD) was the first school district that WayUp Sacramento and the City of Sacramento collaborated with to pilot a 30-student cohort in 2011, which has grown to 104-student cohort in 2015.

SCUSD Youth Development Support Services (YCSS) collaborates with the City of Sacramento to recruit students residing within or attending school within the Sacramento city limits. YDSS core values and priorities guide our recruitment, teaching methods, and over-all program.

YDSS CORE VALUES:

1. We are motivated by love for our students and keep youth at the center of our work
2. We build one another up and hold one another down
3. We walk the walk; student success is everyone's responsibility
4. We treat each other with respect, acknowledging individual talents & skills, remembering we are not bigger than the work
5. We practice self-care and honor our own healing in order to be our best
6. We take ownership for our work and ask for/give help when needed
7. We praise and show value for the work of our team
8. We are intentionally proactive and equipped to respond when needed
9. We are community driven and understand the critical value of partnerships

YDSS Priorities 2020:

1. *Engagement*
High risk; non-traditional; underserved
Intentionally develop high quality, meaningful, and relevant opportunities that engage students, families, staff, and communities in order to provide information, support, and services to those who are traditionally underserved;
2. *Equity*
Restorative justice; equity vs equality
Maintain a laser-like focus on equity by providing education and awareness that promotes cultural humility and relevance in all approaches and programming for youth.
3. *Evaluation*
Plan/implement; monitor; improve
Intentional focus on capturing, analyzing, and applying data to foster a culture of data driven decision making that measures success, impact, and potential for growth.
4. *Establish Safety*
Violence prevention; healing and care
Adequately empower district staff and community partners to employ proactive measures that ensure physical, personal and emotional safety healing.



Acknowledgements

WayUp Sacramento (WayUp) would like to thank everyone whose work made Summer at City Hall possible.

THANKS TO...

Program Founder and Visionary, Bina Lefkowitz

Councilmember, City of Sacramento, District 5, Jay Schenirer

City of Sacramento, Neighborhood Services, Director, Vincene Jones

City of Sacramento, Neighborhood Services, Senior Recreation Aide, Yer Lee

City of Sacramento, Neighborhood Services, Neighborhood Resources Coordinator II Kris Wimberly

Sacramento City Unified School District, Superintendent, Jose Banda

Sacramento City Unified School District, Expanded Learning, Coordinator, Monroe Howard

Sacramento City Unified School District, Youth Development Support Services, Specialist, Jaime Ulloa

Twin Rivers Unified School District, Superintendent, Dr. Steven Martinez

Twin Rivers Unified School District, Keenya Powell

Natomas Unified School District, Superintendent, Chris Evans

Natomas Unified School District, Christine Smith

WayUp Sacramento, Executive Director, Steve Kempster

Curriculum Overview

Program Length: 7-weeks

In-class Instruction Time: Monday- Friday 8:00 a.m. to 12:30 p.m. (breakfast & lunch provided).

Internship Component: 36-hours total over 6-weeks, students' typically report to internship sites after lunch between 1:00-1:30 p.m. to 5:00 p.m. twice a week until the end of the program.

Curriculum Unit	Length	Author	Notes
Considerations for Facilitating Discussions			
Week 1: 21st Century Workforce Development			
M: Agreements & Active Listening	2 hours	YELL	
Tu: Communication	2 hours	Dept. Labor	
W: Enthusiasm & Attitude	2 hours	Dept. Labor	
Th: Teamwork	2 hours	Dept. Labor	
F: Supervisor Meet & Greet	2 hours	N/A	
Week 2: Active Citizenship			
M: What is a Citizen?	2 hours	Constitutional Rights Foundation (CRF)	
Tu: Rule of Law	2 hours	CRF	
W: Service Day	2 hours	N/A	Cleaned a local park
Th: Consent of Governed	2 hours	CRF	
F: Equality & Liberty	2 hours	CRF	
Week 3: Local Government			
M: Intro to Local Government	2 hours	WayUp	
Tu: Who runs the City?	2 hours	WayUp	
W: Representatives	2 hours	Unknown	
Th: Representatives cont.	2 hours	Unknown	
F: HOLIDAY			



Curriculum Links

Mastering Soft Skills for Workplace Success

<http://www.dol.gov/odep/topics/youth/softskills/>

Wells Fargo, Hands on Banking

<http://www.handsonbanking.org/en/instructional-resources.html>

Youth Engaged In Leadership and Learning (YELL)

http://gardnercenter.stanford.edu/our_work/yell.html

Constitutional Rights Foundation, Active Citizens 101

<http://www.crf-usa.org/civic-engagement/civic-engagement-curriculum.html>

Learning Objectives

Week 1 21st Century Workforce Development

Students will:

- Understand the soft skills required in the modern workforce
- Know how to properly complete forms required for employment
- Practice positive and constructive communication
- Understand the importance of enthusiasm and attitude in the work place
- Learn how to build teamwork
- Understand the practice of networking
- Learn workplace ethics and application in order to problem solve as team
- Develop skills of professionalism through self-analysis

Week 2 Active Citizenship

Students will:

- Understand how they can be effective citizens within their communities
- Learn traits and characteristics of effective community leaders
- Develop an appreciation of how citizens put government leaders
- Examine the complexity of term limits
- Understand how citizens value the rights expressed in the Bill of Rights
- Develop an appreciation of diversity
- Discuss the history of how the Supreme Court interprets laws in response to social problems
- Develop a shared understanding of the important issues facing their communities

Week 3 Local Government

Students will:

- Explore perspectives of governance and form personal understanding
- Learn who governs the City of Sacramento
- Understand local government through group research and discussion
- Actively participate in government by writing a letter for their City Councilmember
- Discuss issues currently impacting the City of Sacramento

Week 4 Research and Advocacy

Students will:

- Understand the power of knowledge and research
- Learn how to identify a problem or issue
- Learn how to get to the root of a problem
- Select a topic to research for the duration of the program
- Learn how to identify allies, opponents, and decision makers

Week 5 Leadership

Students will:

- Define qualities of leadership
- Explore leadership in the community context
- Define the responsibilities of leadership
- Explore personal values and identity
- Develop a personal asset map
- Learn the importance of youth-adult power in organizations

Week 6 Financial Literacy and Goal Setting

- Learn how to develop a personal budget
- Understand the importance of savings
- Explore how to pay for college
- Design a personal 5-year plan
- Learn how to balance a check book, write checks, and manage debt
- Learn how to build their credit

Week 7 Finalize Research Project

- Complete their group research project to be presented to a mock City Council



Program Curriculum

Week 1	21 st Century Workforce Development pg. 11-51
Week 2	Active Citizenship pg. 52-115
Week 3	Local Government pg. 116-147
Week 4	Research and Advocacy pg. 148-173
Week 5	Leadership pg. 174-192
Week 6	Financial Literacy and Goal Setting pg. 193-231
Week 7	Finalize Research Project pg. 232-233

Week 1:
21st Century Workforce Development

Summer at City Hall

Monday, June 15th Agenda

7:30 am	Arrive and prep classroom
8:00 – 8:30 am	Breakfast
8:30 am	Program Start
8:30 – 9:00 am	Group check-in
	Introductions
	Questions/Comments/Concerns
	Review Agreements
	Introduce Topic for the Day – City of Sacramento Structure Overview
9:00 am	Head to separate classrooms
9:00 – 10:00 am	Review Expectations – What to expect at City Hall
10:00 – 10:30 am	Ice breaker/Teambuilding Activity (Facilitated by Returning Youth)
10:30 – 11:40 am	Active Listening -
11:40 – 12:00 pm	Debrief/Q&A
12:00 – 12:30 pm	Lunch

Learning Objectives:

- Become more familiar and learn more about each person
- Review group agreements from the orientations
- Review expectations and rules for the program
- Build a sense of community and team effort
- Learn the importance of active listening

Debrief Questions:

- What is one thing you have in common with someone you didn't know before?
- How should be before prepared for Summer at City Hall?
- What does active listening look like? When is it useful outside of Summer at City Hall?

ACTIVE LISTENING

Session 1

60 minutes

OBJECTIVES:

Youth will understand what active listening is, why active listening is important, and the role of active listening in leadership.

MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Copy the *Active Listening Guidelines* (Master Copy 1.1a) before session: one copy for each participant or copy them as a poster.
- Copy *Confidentiality Guidelines* (Master Copy 1.1b) before the session: one copy for each participant.
- Paper or cloth bag. Make a "feeling bag": Cut out the feelings from the *Feeling Bag Activity* (Master Copy 1.1c), or create your own list of 20-25 words that denote feelings. Put all of the words into a paper or cloth bag.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (15 MINUTES)

Opening Circle Statement (Around the World): Think about a time you had something to say and no one would listen to you. How did you feel, or what did you do?

Introduction to Active Listening



II. WARM UP: LISTENING LINES (10 MINUTES)

Have each youth stand and face a partner. Explain that each partner will have one minute to share an experience they had of not being listened to. What was the situation? What was it like? How could you tell you were not being heard? While one partner is talking, the other partner listens silently (no talking, commenting, agreeing or disagreeing with the experience). Time the youth and tell them when to switch speaker and listener roles. When the activity is completed, ask the youth to name some of the experiences that came up.

Variation: When it is time to switch roles, ask the new listener to turn his or her back on the speaker as the speaker shares his or her experience. With this variation, ask (both listeners and talkers in turn) what it was like to be in that situation.

Facilitation Tip:

Set up seating in a circle and have adult staff or volunteers sit in the circle with the youth.

At the beginning of this session, establish some basic group norms or agreements. Ask participants "what do we all need to agree to do so that we all feel respected and willing to participate?" This list might include: One person talks at a time, no put-downs, stay open to different opinions. You will develop a more detailed set of agreements in Sessions 4 and 5.

Learning Strategy for a classroom setting:

Use the closing section of each agenda to prompt journaling assignments for students.

ACTIVE LISTENING

Session 1

60 minutes



III. DEFINING AND EXPLORING ACTIVE LISTENING (25 MINUTES)

Step 1: Brainstorm by asking for thoughts and ideas: What is active listening? How is active listening different from just listening? How do you know when someone is really listening to you? What do they do or say? List youth's answers where everyone can see them.

For example, active listening means listening for real understanding. When you listen actively, you focus on the other person and how they think and feel.

Step 2: Hand out and explain the *Active Listening Guidelines* (or refer to your prepared poster). As you go through the guidelines, refer to the ideas that youth came up with in the brainstorm. How do all the guidelines fit together? Are there any that we should add? What is the importance of each of the guidelines? For example, Empathy: Have youth think of a situation where empathy is not only important but vital to achieving a certain goal or outcome.



Facilitation Tip:

Walk around and watch the listening partners. See which guidelines are being ignored and which are naturally present – this will be very different for every individual.

Step 3: Hand out and review the *Confidentiality Guidelines*. What is the role of confidentiality in listening? What kinds of problems can lack of confidentiality create? Gossip is a great example.

IV. PRACTICING AND APPLYING ACTIVE LISTENING: FEELING BAG (20 MINUTES)

Pass around the *Feeling Bag* (see Materials and Preparation) and have each participant take two or three "feelings" out of the bag. Have each youth pick one of the feelings and think about a time they have experienced it. In pairs, have one person begin by explaining their experience, with the other person practicing active listening guidelines. Switch and repeat with the other partner.

V. DEBRIEF (10 MINUTES)

Sample questions for youth: Why are the components in the active listening guidelines important to leadership? What about friendship? Academic success? If you have time, write down what youth say under each of these categories, and look for patterns.

VI. CLOSING: (10 MINUTES)

Closing Circle Statement (Around the World): Think about a time you really felt heard and listened to. What did the person do or say that let you know that you were heard?

Learning Strategy:

Around the World:

Opening and Closing Circle Activity

This works well to set the tone at the start of a session or to connect participants to the lesson of the day through personal reflection. One at a time, each participant shares out one thought (or opinion or experience) on a given topic.

Note: Every session in this curriculum suggests an Opening Circle Statement, done as Around the World.

Need
3 posters of
RY prep

Active Listening Guidelines

- **Empathize.** Put yourself in the other person's place to understand what that person is saying and how he or she feels.
- **Be attentive.** Make an effort to listen carefully. Don't daydream or talk when someone else is talking.
- **Show understanding and acceptance by nonverbal behaviors.**
 - Tone of voice
 - Facial expressions
 - Gestures
 - Eye contact
 - Posture
- **Reflect back** the person's most important thoughts and feelings. Try to do this in your own words. Paraphrase or restate while being careful to say only what you heard.
- **Do not interrupt, offer advice, or give suggestions.** Do not bring up similar feelings and problems from your own experience. Leave out your personal emotions, disagreements, opinions, and other feedback (unless you are asked for it).
- **Remain neutral.** Don't take sides.
- **Ask open-ended questions.** Ask for clarification but be polite and respectful. For example, ask "Can you say more about that?" or "What did you mean when you said...?"



Confidentiality Guidelines

*Adapted from a resource by Samira Soleimanpour, MPH - School-Based Health Center Student Research Project of the
Institute for Health Policy Studies - University of California, San Francisco*

“WHAT IS SAID HERE STAYS HERE.”

Confidentiality means that anything you learn about another person must be kept private and not shared with others. If confidentiality is “broken” people can be hurt or embarrassed. You must not share an individual’s thoughts, feelings, or experiences that they tell you or personal information you learn during your project.

WHAT INFORMATION MUST BE KEPT CONFIDENTIAL?

1. Information that your team members share with you. You may share personal information with your fellow team members. You want your privacy to be respected and must respect the privacy of others as well.
 - **For example:** You are doing an Active Listening exercise, and your partner shares that she has been receiving counseling services through the school health center. This is personal information that your partner felt comfortable sharing with you, but it should not be shared with others.
2. Information you gather through your research. You might be collecting surveys or conducting interviews or focus groups for your research topics. In these cases, rules of confidentiality also apply.
 - **For example:** Sometimes in focus group discussions or interviews, people will share experiences they have had but do not want anyone to know that the information came from them. It is important to keep what is shared in these discussions confidential and never share the identity of the person who gave you this information. When reporting any results, you should always refer to general terms, such as, “One female respondent said...”

WHEN SHOULD YOU SHARE PRIVATE INFORMATION?

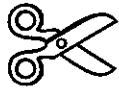
If someone is or tells you they are...

- Being hurt by someone else.
- Going to hurt someone else.
- Going to hurt himself or herself.

IF THIS HAPPENS, PLEASE TALK TO YOUR PROGRAM COORDINATOR OR TEACHER IMMEDIATELY.

Adults working in schools and youth-serving organizations are required by law to report if they heard about any of these three situations. They need to make sure the person is getting the help he or she needs to stay healthy and safe.





Feeling Bag

- | | |
|-------------|-------------|
| Happy | Powerful |
| Frustrated | Judgmental |
| Sorry | Inspired |
| Grumpy | Tired |
| Excited | Anxious |
| Energized | Embarrassed |
| Confident | Angry |
| Motivated | Calm |
| Bored | Pensive |
| Distracted | Jealous |
| Stressed | Spiteful |
| Sad | Empathetic |
| Overwhelmed | Satisfied |
| Surprised | Scared |
| Shy | Devastated |
| Powerless | |



Summer at City Hall

Tuesday, June 16th Agenda

7:30 am	Arrive and prep classroom
8:00 – 8:30 am	Breakfast
8:30 am	Program Start
8:30 – 9:00 am	Group check-in
	Questions/Comments/Concerns
	Review Agreements
	Introduce Topic for the Day – Communication
9:00 am	Head to separate classrooms
9:00 – 10:00 am	What’s Your Point?
10:00 – 10:30 am	Ice breaker/Teambuilding Activity (Facilitated by Returning Youth)
10:30 – 11:40 am	Flipping the Switch
11:40 – 12:00 pm	Debrief/Q&A
12:00 – 12:30 pm	Lunch

Learning Objectives:

- Understand different forms of communication; verbal, aural, non-verbal, written, and visual
- Role play various scenarios were students actively practice multiple communication skills

Debrief Questions:

- Did you realize you have non-verbal communication patterns? Are they positive or negative?
- How might you consciously change your behavior?
- Share a time were you upset another person with your communication? How did you resolve it?
How did each person’s communication “blow-up” the issue?

Communication

Communication skills are important to everyone - they are how we give and receive information and convey our ideas and opinions with those around us.

Communication comes in many forms:

- verbal (sounds, language, and tone of voice)
- aural (listening and hearing)
- non-verbal (facial expressions, body language, and posture)
- written (journals, emails, blogs, and text messages)
- visual (signs, symbols, and pictures)

Communication skills are ranked **FIRST** among a job candidate's "must have" skills and qualities, according to a 2010 survey conducted by the National Association of Colleges and Employers.

It is important to develop a variety of skills for both communicating TO others and learning how to interpret the information received FROM others. Knowing our audience and understanding how they need to receive information is equally important as knowing ourselves.

To an employer, good communication skills are essential. In fact, employers consistently rank good communication skills at the top of the list for potential employees.

During an interview, for example, employers are impressed by a job candidate who answers questions with more than one-word answers (such as yeah...nah...dunno), demonstrates that he or she is listening, and shares information and ideas (by asking questions for clarification and/or follow-up). The interview can be an indication to employers of how the candidate or employee will interact with supervisors, co-workers, and customers or resolve conflicts when they arise. Remember, non-verbal communication is also critical in an interview. Employers expect good eye contact, good posture, and "active" listening.

One of the challenges in the workplace is learning the specific communication styles of others and how and when to share your ideas or concerns. Though some supervisors may specifically ask for your opinion, others may assume if there is something important they need to know, you will bring it to their attention - or if there is something you are unsure about, you will ask. Knowing how to listen carefully and when to ask for help is important. If an employee and a supervisor learn to communicate well (in whatever method that works), there is a greater likelihood of job retention and promotion.

The activities in this section will not only help participants practice and recognize how they provide information to others, but also help them consider how others may prefer to receive information. It is important to reinforce with participants that communication skills involve give and take - and they can, indeed, be learned and strengthened over time.

Note to facilitators: Communication skills are necessary for the development of self-advocacy and self-determination, important skills for lifelong success. To that end, the activities in this section offer many opportunities for youth to practice communicating their strengths and assets while learning how to minimize any perceived barriers to employment. Please take the opportunity to add to or tweak any of the activities to better focus on the needs of your particular group.

For example, if working with youth with disabilities, create opportunities to practice communicating how, when, and to whom to disclose a disability on the job or in post-secondary education and/or different ways to communicate a request for a reasonable accommodation. If you support youth involved in the juvenile justice system, enhance this section's extension activities to include practicing how to communicate the proactive changes they are making in their lives, what they have learned from previous experiences, and how any mistakes of the past have helped them to become more focused and dedicated young adults.

1. What's Your Point?

JUST THE FACTS: This activity helps participants understand the importance of being specific when offering and receiving communication. Often times our meaning gets lost, twisted, or misunderstood because we haven't been specific enough in our communication or we haven't asked clarifying questions. These role plays are designed to demonstrate the value of being specific in communication...TO others and in what is received FROM others.



Time

20 minutes



Materials

- A few copies of Activity 1 (at least one copy per volunteer actor/actress).
- Costumes and other props, if possible.



Directions

Ask for volunteers to act out a short role play. Each skit requires two people: one employee and one supervisor.

In the first role play, Jade has a job mowing lawns and receives some not-so-positive feedback from Mr. Z., a client.

In the second role play, Will works at a dentist's office and has gotten into some trouble with his boss, Ms. T.

Suggestion: Encourage participants to ad-lib, or improvise, if they feel comfortable. Giving youth permission to ad-lib often makes activities more "real" and memorable. In addition, youth may wish to retry one or more of the skits and create their own characters.

After each skit is read, ask the following questions:

- **Role Play #1:** How did Jade handle Mr. Z.'s comments? What did she do right? Was there anything she could have done differently? What about Mr. Z.? What could he have done differently?
- **Role Play #2:** How do you think Ms. T. handled the situation with Will's lateness? How did Will handle Ms. T.'s disapproval? What might he have done differently? What might Ms. T. have done differently?



Conclusion

In either of these role-play situations, the employee could have “copped an attitude” or gotten defensive with the adult. Reread one or both of the activities and act out the situation differently. What would it have looked and sounded like if Jade had not demonstrated such a mature attitude? What would it have looked and sounded like if Will hadn’t offered a suggestion for his situation?

Because each employee remained calm and asked additional questions to get clarity about each situation, he/she was able to communicate with the other person - and clearly identify the problem.

Is this easy or difficult for you to do in most situations? If it’s easy, what are some strategies you use that help you to “keep your cool”? If it’s difficult, what might you try to do differently?



Journaling Activity

Think about a time when a parent, teacher, or friend criticized you. What happened? How did this make you feel? How did you handle it? Are you proud of the way you handled it? What might you do differently if something like this happens in the future? Did this experience change the way you offer feedback to others?



Extension Activity

Divide the group into smaller groups (no more than four per group). Have participants share (if they are comfortable) the situation they used for their journal entry. Use the situations to create and act out new role-play situations for the other groups. Three discussion questions should be written as well - and discussed as a group. Create three questions to be used with the larger group after the role-play is acted out.

Activity 1. What's Your Point?

ROLE PLAY #1

Scenario: Jade has her first job mowing lawns. She works for her best friend's brother who owns a landscaping company. She's had the job for about three weeks and really feels like she's getting into the groove. In fact, it's the perfect job for her: she loves being outside and appreciates the fact that she can work on her own and even listen to her MP3 player! Jade arrives early at Mr. Z.'s house (her first customer of the day) and gets ready to begin mowing.

Mr. Z.: You're finally here!

Jade: Hi, Mr. Z. Yes, I'm here to mow your lawn.

Mr. Z.: Well, you didn't do a very good job last week.

Jade: I wasn't the person who mowed your lawn, but I'd like to hear why you were unhappy with the job.

Mr. Z.: It was just a mess!

Jade: Can you please be more specific? What exactly didn't you like? In what way was it a mess?

Mr. Z.: Well, it looked just awful.

Jade: Mr. Z., I really want to make sure that whatever upset you last time doesn't happen again. If you will tell me exactly what you want done differently in the future, it will really help me to be sure your lawn is mowed just the way you like it.

Mr. Z.: Well, the cut grass was left on the lawn, and the edges weren't straight.

Jade: Okay, let me be sure I understand. Besides mowing, you want us to be sure to rake up, remove the cut grass, and be more careful to straighten the edging.

Mr. Z.: Yes, that is exactly what I expect!

Jade: Thanks, Mr. Z. I'll be sure to do those things today, and I will let the boss know that's what you'd like done from now on.

Mr. Z.: Thank you very much.

Activity 1. What's Your Point?

ROLE PLAY #2

Scenario: Will works in a large dental office and winds up rushing to get to work every day after school. His job tasks include filing, making photocopies, stuffing envelopes, and answering the telephone. Ms. T, the office manager, has asked to speak with Will about his time sheet.

Ms. T.: Hello, Will. I would like to talk with you.

Will: Yes, Ms. T.?

Ms. T.: Will, I've been watching your time this week, and I'm quite concerned.

Will: Ms. T., I see that you're not happy, but will you please be more specific?

Ms. T.: You're not getting here on time.

Will: I know I've been arriving to work late, and I am sorry.

Ms. T.: Well, look at your time today. You were supposed to be here at 3:15 this afternoon and it's now 3:30 and you just walked in. We need to be able to depend on you to be here at the time you're scheduled to work.

Will: I understand that you expect me to be here on time. I'm getting here as quickly as I can after school. Would it be possible to change my start time to 3:30? I can put in the extra 15 minutes at the end of the workday instead.

Ms. T.: Well, I suppose we can try that. Are you absolutely sure that you can make it here every day by 3:30?

Will: I'm sorry that I've been getting here late and upsetting you. I really do think that I can be here every day by 3:30, but if for some reason I can't make it here by that time, I will be sure to call to let you know.

Ms. T.: That would be very helpful. Thank you, Will.

2. Flipping the Switch

JUST THE FACTS: The purpose of this activity is to encourage youth to discuss the different types of communication they might use in different situations and environments. It introduces the idea that language/communication varies by context - and that it's important to understand what might be acceptable and expected in one setting may not be appropriate in another.



Time

30 Minutes



Materials

- Activity 2
- Optional: Flip chart/markers



Directions

Ask participants to describe or demonstrate how they communicate with their friends. Then ask how they communicate with family members. Finally, ask how they are likely to communicate with an employer at a job interview.

Discuss the differences and similarities in the participants' responses. Ask the group:

- Why is each situation different?
- What are the expectations of each person?
- What would happen if you greeted your friends in the way you greeted an interviewer?
- What would happen if you greeted an interviewer the same way you greet your friends?

Knowing how to communicate with people in the right context for a given situation is an important skill, as there are often unspoken rules and standards that are just expected. For example, it's common practice in the professional world to shake hands with people when meeting, rather than offering a high-five or a hug. We might use slang with our friends when talking about what happened at school or at a party, but we would usually use different words and mannerisms when telling our parents the same information.

Use Activity 2 to compare and contrast the differences in how we might share the same type of information to different groups.



Conclusion

Discuss the following ideas with participants, encouraging an honest dialogue:

1. When the group changes, does the message change? Why or why not?
2. What are some examples of communication (both verbal and non-verbal) that you should always try to practice when communicating with an employer? How would your friends react to you if you communicated with them in the same way you would to an employer?



Journaling Activity

We all communicate differently with different people in our lives. Does the way you communicate (or say things) affect how others perceive you? Explain.



Extension Activity

We build great relationships by learning to become great communicators. This is not always an easy task as we sometimes may experience barriers to communication - especially in the workplace. Take some time to explore with the group the following eight barriers. Think about what they are and ways in which these barriers can be lessened or eliminated for successful communication. The facilitator may wish to emphasize the importance of non-verbal communication skills, as young people often overlook these skills.

- Physical
- Perceptual
- Emotional
- Cultural
- Language
- Gender
- Interpersonal
- Generational

Activity 2. Flipping the Switch

Consider the following situations. Create a list, discuss, draw a picture, or encourage participants to act out the different ways one might communicate with each of following groups:

- FRIENDS
- FAMILY
- PROFESSIONAL (INTERVIEWER, EMPLOYER, TEACHER, ETC.)

Be sure to explore BOTH verbal language (what we say and how we say it, i.e., tone of voice) and non-verbal language (facial expressions, behavior, body language, etc.)

SITUATION 1: Saying hello or goodbye

Friends:

Family:

Professional:

SITUATION 2: Asking for help

Friends:

Family:

Professional:

SITUATION 3: Emailing or texting

Friends:

Family:

Professional:

SITUATION 4: Showing excitement

Friends:

Family:

Professional:

SITUATION 5: (Create your own)

Friends:

Family:

Professional:

Summer at City Hall

Wednesday, June 17th Agenda

7:30 am	Arrive and prep classroom
8:00 – 8:30 am	Breakfast
8:30 am	Program Start
8:30 – 9:00 am	Group check-in
	Questions/Comments/Concerns
	Review Agreements
	Introduce Topic for the Day – Enthusiasm & Attitude
9:00 am	Head to separate classrooms
9:00 – 10:00 am	Power of PMA
10:00 – 10:30 am	Ice breaker/Teambuilding Activity (Facilitated by Returning Youth)
10:30 – 11:40 am	Life is Full of Hard Knocks
11:40 – 12:00 pm	Debrief/Q&A
12:00 – 12:30 pm	Lunch

Learning Objectives:

- Understand what it means to have a “can do” attitude and how it effects your performance
- Learn how to cultivate a positive attitude in face of challenges

Debrief Questions:

- Share about a time you faced a challenge, what type of mental attitude did you have?
- In the future can you thing of some challenges you may face?
- How can remaining positive support you through those challenges?

Enthusiasm and Attitude

What is the difference between “You’re hired!” and “Thank you for your interest, but...”? In a word: enthusiasm. Enthusiasm can mean the difference in not just getting a job, but succeeding in a job and even advancing in your career. A positive and enthusiastic attitude is a critical component of workplace success.

Having a positive attitude in the workplace can help with potential promotions. Employers promote employees who not only produce, but also motivate others in the workplace.

When employers look at prospective candidates, beyond skills, experience, and training, they look for those who demonstrate enthusiasm - those they believe will complete assigned tasks in an upbeat and cooperative manner. All other things being equal, a candidate who can demonstrate a positive attitude and eagerness to tackle the job will have an advantage over one who displays an attitude viewed by the employer as negative or disinterested. In fact, many employers would rather provide job skills training to an enthusiastic but inexperienced worker than hire someone with perfect qualifications but a less-than-positive attitude. Managers sometimes worry that this type of person will not get along with supervisors and co-workers, treat customers disrespectfully, and not put much effort into his or her work. On the other hand, employees who are viewed as enthusiastic are known to provide good customer service, resolve interpersonal conflict effectively, and work productively with others.

There are many ways in which an individual might demonstrate enthusiasm in the workplace. For example, in a job interview, he or she might smile, sit up straight, make eye contact, and discuss training and work experiences in an upbeat manner. Once hired into a position, an enthusiastic employee will typically show up on time, show interest in his or her job, and demonstrate a willingness to listen, learn, and try new things. In customer service settings, an enthusiastic employee will approach customers proactively and offer assistance or seek out tasks and projects when there is down time. This positive attitude helps employees go above and beyond to get along with co-workers and managers - even difficult ones - and respond to constructive criticism with maturity and willingness to improve. Overall, an employee with enthusiasm comes across as someone who wants to be at work and who is willing to do what it takes to get the job done.

The activities in this section seek to teach participants about the importance of enthusiasm and a positive attitude in the workplace. Participants will hear strategies for turning negative thinking into positive thinking and displaying and discussing enthusiasm during an interview and on the job.

Note to facilitators: A positive attitude is an “I can” attitude. Young people with real or perceived barriers to employment (such as those who struggle academically possibly due to a learning or other disability, have been in and out of foster homes, have dropped out of school, or are raising a baby) may not have experienced enough success to feel or demonstrate this attitude. The activities in this section offer an opportunity for you to help all youth learn how to develop a positive attitude and, almost as important, how to learn to showcase that to others, including employers. Regardless of the challenges young people have conquered, developing and displaying a positive attitude will often help them to surpass their peers in many aspects of life.

6. Never Underestimate the Power of PMA

JUST THE FACTS: PMA, or Positive Mental Attitude, is one's ability to maintain the belief that he or she can transform or change a tough situation into something better. This activity will help participants take difficult situations and find ways to EMPOWER themselves to turn negative thinking into positive thinking.



Time

20 minutes



Materials

- One rolling die for each small group. Alternatively, you can use a "cut out" cube and create it to look like a single dice, using either numbers one through six or the typical dots found on rolling dice. An easy cube shaped cut-out can be found at <http://www.leslietryon.com/3dcolorcutout/cube.html>
- Optional: Chart paper/markers



Directions

Pose the following questions to participants. (This can be accomplished by group discussion or by smaller groups discussing together and then presenting to the larger group.)

- What is a positive attitude? If I have a positive attitude, what actions might I display? What does a positive attitude "look" like to others?
- What is a negative attitude? If I have a negative attitude, what actions might I display? What does a negative attitude "look" like to others?

Then say: Developing a positive attitude starts from learning to believe in one's self. In order to believe in ourselves, we must first understand our personal strengths. In this activity, you will be considering and sharing your personal strengths.

Break participants into groups of four. Write the below statements on a piece of chart paper for all to see, or have a "cheat sheet" at each table for reference. You might choose to create a chart and draw a picture of each roll of the dice (for those who learn best from pictures) on one side and write the corresponding statement on the other.

Each participant will take turns rolling the dice two or three times and complete the following statement upon each roll:

Roll a 1: I am thankful for...

Roll a 2: Other people compliment me on my ability to...

Roll a 3: Something I would like other people to know about me is...

Roll a 4: I feel really good about myself when....

Roll a 5: I am proud of my ability to...

Roll a 6: Something nice I recently did for someone else was...

NOTE: If the group knows each other well, feel free to substitute questions that ask about the positive qualities of their peers.



Conclusion



Ask participants why the statement for Roll #6 was included in this activity? Answers should be directed toward the fact that helping or “doing” for others often helps people feel good about themselves. And, when we feel good about ourselves, we often demonstrate a positive attitude that can be seen by others.

Discuss with participants how internal feelings have the ability to impact those around us. How might a positive attitude help us on a job?



Journaling Activity

Do you think our attitude (whether positive or negative) is something we are born with or that we have power to control within ourselves? Think about a time when your attitude (either positive or negative) impacted you and those around you. When is it most challenging for you to keep a positive mental attitude? What do you do to help keep yourself positive during difficult times?



Extension Activity

Have participants keep a log for one week. Ask them to write down 50 (or 40 or 30) great things that happen each day. Encourage them to include even the small things like: someone held the door open for me....I found a quarter on the sidewalk...when I went shopping, the clerk at the store was really friendly and helpful. The goal of this activity is to have participants focus on the positive...and then discuss if they felt any different during the week as a result - either in their interactions with others or in their own feelings about themselves.

7. Life is Full of Hard Knocks

JUST THE FACTS: Failing is a part of life. In fact, it accounts for many, many successes - for without failing, success is almost impossible. Learning how to bounce back from failure is not always easy, but it is necessary. Enthusiasm for goal attainment is a necessary characteristic for success. This activity helps participants understand that failure is not something to fear and in fact often a necessary step on the path to success.



Time

20 Minutes



Materials

- Activity 7a or 7b
- Whiteboard or flip chart with markers or blackboard
- Optional: Paper and colored pencils for drawing
- Optional: Envelopes



Directions

Write the following statement large enough so all can see (and read aloud): **THE ROAD TO SUCCESS IS PAVED WITH FAILURE.**

Divide the larger group into smaller groups. Ask each group to discuss the statement and what they think it means. Alternatively, ask individual participants to draw a picture of what this statement means to them. Ask each group to share their feedback and encourage other participants to comment or expand on the responses.

Decide whether you will use Activity 7a or 7b (Success or Failure), based on the make up of your group:

- **Option 1:** Activity 7a was developed for discussion, though it could certainly be adapted to include a word bank or list of words from which to choose.
- **Option 2:** Activity 7b provides materials that can be copied, cut out, and placed in separate envelopes to be used as an independent or small group matching exercise.
- **Option 3:** Alternatively, you might choose to have 10 large pieces of paper placed around the room, each with one of the 10 descriptions written on it. Sentence strips or note cards could then have each of the 10 famous people written. Participants can take turns matching the famous person with their famous failure, and, thus, their eventual success.

NOTE: Participants may benefit from having pictures of each of the famous people on the individual cards (along with the names). You can use an Internet search engine to find pictures of each famous person.



Conclusion

Discuss with participants different ways people might deal with failure. Pinpoint how people might deal with failure differently in different environments, such as at home, at school, or at work. Be certain to wrap up the activity in a positive way, focusing on the fact that without making mistakes, we would never succeed. Ask, “What do each of the people we discussed today have in common?” Answer: They refused to quit.

Further discussion questions include: Would you have given up if you lost 8 elections? What if you wrote a book and 23 different publishers rejected it? What if just one publisher rejected it? What would you have done? What might the world be like today if Thomas Edison had given up?



Journaling Activity

Think of a time when you experienced a personal failure. What was the failure? How did this failure help you to become a better person, make better decisions, or succeed in a way you hadn't imagined? Do you believe that failure is important? Why or why not?



Extension Activity

If you have Internet resources, check out some of the YouTube videos on “Famous Failures.” Simply type “famous failures” into the search bar to find results.

Have students research additional “famous failures” and work in teams to create a YouTube video showcasing one of their own failures that ultimately had a positive effect.

Another suggestion would be to use the information provided in this activity (famous people's successes and failures) and have small groups work together to create a similar game or activity appropriate for younger children. This could then be shared with a local elementary school.

Activity 7a. Success or Failure?

CAN YOU NAME....

1. ...a famous person who was defeated seven times while running for political office?
2. ...a cartoonist who was told by the editor of the Kansas City newspaper, "It's easy to see from these sketches that you have no talent."
3. ...an author whose first children's book was rejected by 23 different publishers?
4. ...a famous singer who was fired after his first performance at the Grand Ole Opry?
5. ...a famous actress who dropped out of high school and held a variety of odd jobs, including doing the hair and make-up for corpses, before finally succeeding in show business?
6. ...a famous author who lived on welfare for years in an apartment infested with mice?
7. ...a famous athlete who was cut from the varsity basketball team his sophomore year in high school?
8. ...an inventor who was thrown out of school in the early grades because his teachers thought he couldn't learn?
9. ...a famous Harvard University drop out?
10. ...an inventor of a fried chicken recipe that was rejected by more than 1000 restaurant owners?

ANSWERS:

1. **Abraham Lincoln** was defeated in eight different elections. Yet he persisted and succeeded in becoming the 16th, and one of the most respected, presidents of the United States.
2. **Walt Disney** was told he had no talent and fired from a newspaper job. He wound up doing volunteer work for a church in an old run down garage. One day he decided to sketch one of the many mice that were running through the garage. This mouse became the famous "Mickey Mouse."
3. Twenty-three different publishers rejected **Dr. Seuss's** first book, while the 24th accepted and sold 6 million copies of it.
4. **Elvis Presley** was fired after his first performance at the Grand Ole Opry. The manager told him, "You ain't going nowhere, son. You ought to go back to driving a truck." He went on to become one of the most famous American singers of the 20th century.
5. **Whoopi Goldberg** dropped out of high school, was on welfare and worked as a bricklayer, bank teller, and licensed cosmetician. After graduating from Beauty College, she took a job at a mortuary fixing the hair of and applying make-up to the corpses.
6. **J.K. Rowling**, author of the Harry Potter series, lived on welfare for years, in an apartment infested with mice, and was rejected by 12 publishers before going on to fame and fortune.
7. **Michael Jordan** was the athlete who was cut from the varsity basketball team in his sophomore year of high school. Angry and embarrassed, he began to get up early each morning to practice with the junior varsity coach. Eventually he not only made the varsity team, but also became one of the most popular athletes in the world. Michael Jordan is quoted as saying, "I have missed more than 9,000 shots in my career. I have lost almost 300 games. On 26 occasions I have been entrusted to take the game winning shot, and I missed. I have failed over and over and over again in my life. And that is why I succeed."
8. **Thomas Edison** was the inventor who was kicked out of school. Following this, he was homeschooled by his mother. It took him over 700 tries before he got the filament right for the light bulb. Edison is quoted as saying: "I have not failed seven hundred times. I have not failed once. I have succeeded in proving that those seven hundred ways will not work. When I have eliminated the ways that will not work, I will find the way that will work."
9. **Mark Zuckerberg** dropped out of Harvard University. He went onto become the youngest millionaire (at the age of 26) and is the CEO of Facebook.
10. **Harland David Sanders** (better known as Colonel Sanders) had his fried chicken recipe rejected by more than 1,000 restaurant owners before it was accepted by one. Today, people still eat it at KFCs across the world.

Activity 7b. Success or Failure?

<p>ABRAHAM LINCOLN (16TH PRESIDENT OF THE UNITED STATES)</p>	<p>WALT DISNEY (THE CREATOR OF MICKEY MOUSE)</p>
<p>DR. SEUSS (CHILDREN'S AUTHOR AND ILLUSTRATOR)</p>	<p>ELVIS PRESLEY (FAMOUS SINGER)</p>
<p>WHOOPI GOLDBERG (FAMOUS ACTRESS)</p>	<p>J.K. ROWLING (WROTE THE HARRY POTTER SERIES)</p>
<p>MICHAEL JORDAN (FAMOUS ATHLETE)</p>	<p>THOMAS EDISON (INVENTOR OF THE LIGHT BULB)</p>
<p>MARK ZUCKERBERG (CEO OF FACEBOOK)</p>	<p>COLONEL SANDERS (FOUNDER OF KFC)</p>

<p>LOST 8 ELECTIONS HAD A NERVOUS BREAKDOWN</p>	<p>WAS TOLD HE HAD NO TALENT FOR DRAWING</p>
<p>FIRST BOOK WAS REJECTED BY MORE THAN 20 DIFFERENT PUBLISHERS</p>	<p>WAS TOLD TO GO BACK TO DRIVING A TRUCK AND QUIT SINGING</p>
<p>DROPPED OUT OF HIGH SCHOOL AND PERFORMED ODD JOBS, SUCH AS FIXING THE HAIR AND MAKE UP OF CORPSES.</p>	<p>LIVED ON WELFARE AND IN A HOUSE INFESTED WITH MICE REJECTED BY 12 DIFFERENT PUBLISHERS</p>
<p>WAS KICKED OFF OF HIS VARSITY BASKETBALL TEAM</p>	<p>THROWN OUT OF SCHOOL BECAUSE HIS TEACHERS SAID HE COULDN'T LEARN</p>
<p>DROPPED OUT OF HARVARD UNIVERSITY</p>	<p>HAD A RECIPE THAT WAS REJECTED FROM MORE THAN 1,000 RESTAURANTS</p>

Summer at City Hall

Thursday, June 18th Agenda

7:30 am	Arrive and prep classroom
8:00 – 8:30 am	Breakfast
8:30 am	Program Start
8:30 – 9:00 am	Group check-in
	Questions/Comments/Concerns
	Review Agreements
	Introduce Topic for the Day – Teamwork
9:00 am	Head to separate classrooms
9:00 – 10:00 am	There is No “I” in Team / I’ll Give You Some of Mine if You Give Me Some of Yours
10:00 – 10:30 am	Ice breaker/Teambuilding Activity (Facilitated by Returning Youth)
10:30 – 11:40 am	The Good, the Bad, and the Reasonable
11:40 – 12:00 pm	Debrief/Q&A
12:00 – 12:30 pm	Lunch

Learning Objectives:

- Understand the importance of working as a team in the work place
- Self-evaluate their ability to work as a team member and reflect on ways to improve
- Explore how team members play different roles within a group

Debrief Questions:

- What does it look, sound, and feel like to work in a positive supportive team? What about the opposite?
- Have you had a positive or negative experience working on teams?
- What unique skill or perspective do you bring to a team?

Teamwork

Teamwork is an essential part of workplace success. Like a basketball team working together to set up the perfect shot, every team member has a specific role to play in accomplishing tasks on the job. Although it may seem as if one player scored the basket, that basket was made possible by many people's planning, coordination, and cooperation to get that player the ball. Employers look for people who not only know how to work well with others, but who understand that not every player on the team can or will be the one who gets the ball. When everyone in the workplace works together to accomplish goals, everyone achieves more.

Teamwork involves building relationships and working with other people using a number of important skills and habits:

- Working cooperatively
- Contributing to groups with ideas, suggestions, and effort
- Communication (both giving and receiving)
- Sense of responsibility
- Healthy respect for different opinions, customs, and individual preferences
- Ability to participate in group decision-making

The ability to work as part of a team is one of the most important skills in today's job market. Employers are looking for workers who can contribute their own ideas, but also want people who can work with others to create and develop projects and plans.

When employees work together to accomplish a goal, everyone benefits. Employers might expect to "see" this in action in different ways. For example, team members in the workplace plan ahead and work cooperatively to assign tasks, assess progress, and deliver on time. They have professional discussions during which differing approaches and opinions might be shared and assessed in a respectful manner. Even when certain employees end up with tasks that were not their first choices, jobs get done with limited complaints because it is in the spirit of teamwork and with the overall goal in mind. A leader or manager may often serve as the teamwork facilitator. In this case, team members participate respectfully in discussion, carry out assigned tasks, and defer to the leader in the best interest of the goal. Consensus is wonderful, but not always possible, and an assigned leader will often support and facilitate the decision-making necessary for quality teamwork to exist.

The activities in this section seek to teach participants about the importance of teamwork to workplace success and the specific role each individual on a team may play. Participants will learn about positive teamwork behavior and discover how their own conduct can impact others on a team. The section also discusses possible obstacles to teams working successfully and offers the opportunity to build constructive strategies for overcoming these challenges.

Note to facilitators: Learning the value of teamwork and becoming an effective member of a team is an important first step to developing leadership skills. For disconnected youth, especially those with underlying disabilities, the development of these skills is critical. Young people without a connection to work or school typically have had limited exposure to positive and proactive support systems, or a true sense of the essence of the proactive support of a community. Affording young people experiences through which they learn to rely on themselves and others is an important factor in the development of a productive teamwork mentality. If working with disconnected youth and/or youth with disabilities, use these activities to bridge teamwork skills as a stepping-stone to leadership development.

11. There is No "I" in Team

JUST THE FACTS: The purpose of this activity is to enrich participants' understanding of what it means to be part of a team and why being a good team player is important for career success.



Time

15-20 minutes



Materials

- Chart paper or sentence strips with markers and/or Activity 11 printed out for each participant



Directions

Choose and display five "teamwork" quotes (see Activity 11). This can be done on chart paper, using the accompanying worksheet, writing quotes on sentence strips, or reading each quote aloud. What is important here is the quote - and not necessarily who said the quote.

Ask participants to choose the quote they like best. Divide the larger group into smaller groups according to the chosen quote (i.e., all participants who liked quote #1, etc.). Participants should spend approximately two minutes discussing the quote and coming to consensus on the reason they liked it the best. One member of each team should be prepared to offer the group's feedback and reflection.

For another, more hands-on version of this activity, write each of the quotes on sentence strips. Cut the sentence strips into individual words or manageable chunks/phrases. Have groups work together to arrange the words/phrases into the correct order.



Conclusion

Tell participants that employers rate the ability to be a "team player" as one of the most important qualities and characteristics of their current (and future) employees (i.e., the job candidate). Ask why this is might be so. Elicit responses and an interactive discussion.



Journaling Activity

A friend comes to you seeking advice. He got into trouble at work for not being a team player. He really likes his job and isn't quite sure what to do. What suggestions would you give to your friend to help him improve? How might he respond to his boss?



Extension Activity

Have participants create their own personal quotes about teamwork...why it is important... what can be accomplished...etc. The quote should be one that encourages peers to gain a better understanding and perspective on the importance of teamwork AND why it is often a core value shared by many different cultures, populations, and groups.

Offer the opportunity for participants to research and share proverbs related to teamwork from their own cultures.

Activity 11. Teamwork Quotes

“Individual commitment to a group effort - that is what makes a team work, a company work, a society work, a civilization work.” - Vince Lombardi (football coach)

“Coming together is a beginning. Keeping together is progress. Working together is success.”
- Henry Ford (pioneer of the assembly-line production method)

“There is no such thing as a self-made man. You will reach your goals only with the help of others.” - George Shinn (former owner of Charlotte, now New Orleans, Hornets basketball team)

“It is amazing what can be accomplished when nobody cares about who gets the credit.”
- Robert Yates (politician in the 1700s)

“Teamwork divides the task and multiplies the success.” - Author Unknown

“I am a member of a team, and I rely on the team, I defer to it and sacrifice for it, because the team, not the individual, is the ultimate champion.” - Mia Hamm (retired American soccer player)

“Respect your fellow human being, treat them fairly, disagree with them honestly, enjoy their friendship, explore your thoughts about one another candidly, work together for a common goal and help one another achieve it.”

- Bill Bradley (American hall of fame basketball player, Rhodes scholar and former three-term Democratic U.S. Senator from New Jersey)

“Talent wins games, but teamwork and intelligence wins championships.”

- Michael Jordan (former American basketball player, businessman and majority owner of the Charlotte Bobcats)

“Alone we can do so little; together we can do so much.”

- Helen Keller (American author, political activist, lecturer, and the first deafblind person to earn a Bachelor of Arts degree.)

“The strength of the team is each individual member...the strength of each member is the team.”

- Phil Jackson (widely considered one of the greatest coaches in the history of the NBA)

“Unity is strength... when there is teamwork and collaboration, wonderful things can be achieved.” - Mattie Stepanek (advocate on behalf of peace, people with disabilities, and children with life-threatening conditions who died one month before his 14th birthday)

“Lots of people want to ride with you in the limo, but what you want is someone who will take the bus with you when the limo breaks down.” - Oprah Winfrey (American television host, actress, producer, and philanthropist)

“Finding good players is easy. Getting them to play as a team is another story.” - Casey Stengel (baseball hall of famer)

12. I'll Give You Some of Mine if You Give Me Some of Yours

JUST THE FACTS: Part of becoming a functional member of a team is learning to understand what you bring to the group and what you might need from others. This exercise is designed to help participants begin to identify their individual strengths and needs regarding teamwork.



Time

30 minutes



Materials

- Activity 12
- Pens or pencils
- Optional: Chart paper and markers



Directions

Introduce this activity by reflecting on some of the quotes discussed in Activity 11 (if you have not completed Activity 11, choose some of the quotes to discuss with the group - and offer a brief discussion on their meaning).

Ask participants for a list of some of the characteristics they think make up a good team player. This might be phrased as follows: "What does it take from each person on a team to make a team really work?"

Students will be completing an individual inventory of the skills they possess related to teamwork. This inventory is for personal reflection and need not be shared.



Conclusion

As part of the concluding activity, ask participants to share one of their identified areas of strengths - and one area they would like to improve. This discussion allows each to hear from others their areas of strength and need. This process may help those in need of assistance identify who might be able to offer it.



Journaling Activity

Consider your score on the Elements of Teamwork inventory. Were you pleased with your results? What are some of the areas you would like to improve? How will you attempt to do this?



Extension Activity

Have participants ask someone they know and trust to rate them using a blank copy of Activity 12. Were the scores/checks similar or different? What does this tell them? Does this change any of the notes made related to skills to improve?

Have participants redesign the activity with words and/or actions that better describe the elements of teamwork from their perspective. Another option is for participants to schedule a meeting with an employer and get additional input as to how an employer might identify or describe the characteristics listed.

Activity 12. Elements of Teamwork – An Inventory of Skills

Part of being a good team member is learning how to understand your personal strengths (what you have to offer) AND where you might need to draw assistance from others. Listed on this sheet are 10 of the characteristics that make a productive team member. Rate your level of confidence in each skill (HONESTLY) - and then devise a plan for how you can improve some of the areas you think might need a “jump start.”

SKILL #1: RELIABLE

This means: You can be counted on to get the job done.

Rating: Not so confident Sort of Confident Really confident

SKILL #2: EFFECTIVE COMMUNICATOR

This means: You express your thoughts and ideas clearly and directly, with respect for others.

Rating: Not so confident Sort of Confident Really confident

SKILL #3: ACTIVE LISTENER

This means: You listen to and respect different points of view. Others can offer you constructive feedback - and you don't get upset or defensive.

Rating: Not so confident Sort of Confident Really confident

SKILL #4: PARTICIPATES

This means: You are prepared - and get involved in team activities. You are regular contributor.

Rating: Not so confident Sort of Confident Really confident

SKILL #5: SHARES OPENLY AND WILLINGLY

This means: You are willing to share information, experience, and knowledge with the group.

Rating: Not so confident Sort of Confident Really confident

SKILL #6: COOPERATIVE

This means: You work with other members of the team to accomplish the job - no matter what.

Rating: Not so confident Sort of Confident Really confident

SKILL #7: FLEXIBLE

This means: You adapt easily when the team changes direction or you're asked to try something new.

Rating: Not so confident Sort of Confident Really confident

SKILL #8: COMMITTED

This means: You are responsible and dedicated. You always give your best effort!

Rating: Not so confident Sort of Confident Really confident

SKILL #9: PROBLEM SOLVER

This means: You focus on solutions. You are good about not going out of your way to find fault in others.

Rating: Not so confident Sort of Confident Really confident

SKILL #10: RESPECTFUL

This means: You treat other team members with courtesy and consideration - all of the time.

Rating: Not so confident Sort of Confident Really confident

Consider your answers:

Did you have mostly “not so confident” checked off?

If so, you are still developing your confidence as a team player. These skills often take some time to develop - so don't worry. It might be helpful to reach out to someone you know and trust to help you focus on developing a plan for working on some of the skills in which you would like to be more confident. Don't be afraid to ask for help. Asking for help when you need it is another great skill of a productive team player.

Did you have mostly “sort of confident” checked off?

If so, you are pretty confident in your teamwork skills - but could probably use a little extra support or development in a few areas. Invite someone close to you (someone you know and trust), to work with you on the areas you would like to improve. Most people would be really happy to help you! Learning the strategies to become a good team member takes time, energy, and dedication.

Did you have mostly “really confident” checked off?

If so, you are truly confident in your ability to be a good team player. That's great! Figure out an area or two where you would like to continue to see improvement (since we should always be striving to be the best we can be) and develop a plan for how to further grow those skills. Also try to offer support to someone you know who might be struggling with building his or her own level of teamwork confidence.

Now consider your teamwork skills confidence levels:

I am most proud of my ability to:

I want to improve my ability to:

I will reach out to some of these people for guidance:

13. The Good, the Bad, and the Reasonable

JUST THE FACTS: Teamwork can be tough. Dealing with different personalities and compromise is not necessarily easy. So, what do you do when you are part of a team and there are barriers to the team's success? This could be a sports team, a team at work, or a group working on a school or community project. The purpose of this activity is to engage participants in a discussion of some of the barriers to effective teamwork and the strategies they may be able to put in place to create positive outcomes.



Time

25 minutes



Materials

- Flip chart and markers
- Dry spaghetti and marshmallows
- Optional: Timer



Directions

Ask participants if teamwork is ALWAYS easy. (Most likely you will receive “no” answers). Delve deeper and ask about some of the reasons why teams sometimes don't work or what makes teamwork so difficult at times. Write these answers on the flip chart. Answers may include: inconsistent team players, time issues, compatibility, differences in communication styles (both giving and receiving), lack of trust, no clear goal, etc.

Next, divide participants into groups of four or more. Ask each group to elect a team leader for this activity. Give each group a supply of spaghetti and marshmallows. Tell the group they will have 15 minutes to work together to create the tallest freestanding structure possible. Before you say, “go,” tell the teams that their team leaders may only supervise and offer instructions. He or she may not physically participate in this activity.



Conclusion

After 15 minutes, evaluate the structures. Usually the highest structure has a solid and wide foundation. Discuss with participants what it means to have a solid foundation - and why laying a solid foundation is important (and the core of an effective team).

Use the following questions for additional discussion:

1. How did your team work together? What specifically worked well? What difficulties did you experience?
2. Besides the team leader, what role did each person play in the group? How was each person helpful to the end goal?
3. Was it a plus or a minus that the team leader was not able to physically participate in the activity? How did the team leader feel about his or her level of participation?
4. What would you do differently if given a second chance at this activity?



Journaling Activity

You are the leader of a team at work. What type of leader would you like to be - one that gets involved and works with the team or one that tells the team what to do? Explain your choice.



Extension Activity

Have participants interview no fewer than 20 of their peers and ask two simple questions:

1. What is the best part of working on a team?
2. What is the most difficult part of working on a team?

Participants should be instructed to bring their results back to the larger group. The larger group should then examine the most common difficulties described and come up with solutions to turn these difficulties into successes.

Summer at City Hall

Friday, June 19th Agenda

7:30 am	Arrive and prep classroom
8:00 – 8:30 am	Breakfast
8:30 am	Program Start
8:30 – 9:00 am	Group check-in
	Questions/Comments/Concerns
	Review Agreements
	Introduce Topic for the Day – Meet & Greet (Meeting Supervisor's)
9:00 am	Remain in Chambers
9:00 – 10:00 am	Presentation by HR
10:00 – 10:30 am	Ice breaker/Teambuilding Activity (Facilitated by Returning Youth)
10:30 – 11:40 am	
11:40 – 12:00 pm	
12:00 – 12:30 pm	Lunch

Learning Objectives:


- Understand the types of skills and attitude that an employers is looking for
- Meet internship supervisor
- Understand how to present themselves and communicate with adults

Debrief Questions:

Week 2: Active Citizenship

DRAFT

ACTIVE CITIZENS 101

Corporation for
**NATIONAL &
COMMUNITY
SERVICE** 



**Constitutional Rights
Foundation**

Educating Tomorrow's Citizens

Active Citizens 101

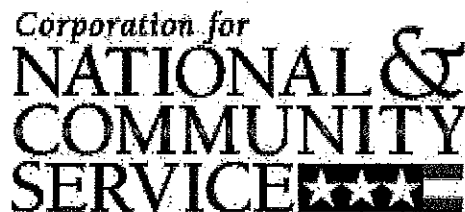
CORPORATION FOR NATIONAL & COMMUNITY SERVICE

Established in 1993, the Corporation for National & Community Service engages more than a million Americans each year in service to their communities—helping to solve community problems. The Corporation supports services at the national, state, and local levels, overseeing three main initiatives:

- AmeriCorps, whose members serve with local and national organizations to meet community needs and, after their service, receive education awards to help finance college or training;
- Learn and Serve America, which helps link service and education for students from kindergarten through college; and
- The National Senior Service Corps, through which, Americans 55 and older contribute their skills and experience.

Corporation for National & Community Service

1201 New York Avenue, N.W.
Washington, D.C., 20525
(202) 606-5000
(202) 565-2799 (TDD)
www.nationalservice.org



CONSTITUTIONAL RIGHTS FOUNDATION

CRF, under a cooperative agreement with the Corporation for National and Community Service has created *Active Citizens: AmeriCorps in Service to America* in response to the Citizenship Initiative instituted by CNCS in 2001.

Established in 1962, Constitutional Rights Foundation (CRF) is a non-profit, non-partisan organization dedicated to educating young people to be more effective citizens. Governed by a board of directors representing community leaders in law, business, government, education, and the media, CRF provides programs and materials throughout the nation.

Recognizing that future citizens must possess knowledge, attitudes, and skills to effectively participate in civic affairs and democratic decision-making, CRF offers a wide variety of programs on law and government and civic participation.

Constitutional Rights Foundation

601 South Kingsley Drive
Los Angeles, CA 90005
(888) 900-1180
(213) 386-0459 FAX
www.crf-usa.org



DRAFT

Prepared for the Corporation for National and Community Service by Constitutional Rights Foundation.
This document does not necessarily reflect the views of the Corporation, and no official endorsement by the Corporation should be inferred.

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Introduction

RATIONALE

The National and Community Service Act of 1990, as amended, seeks to "renew the ethic of civic responsibility and the spirit of community throughout the United States." The programs of the Corporation for National and Community Service (CNCS)—AmeriCorps, Senior Corps, and Learn and Serve America—are proud to be part of this effort.

Civic education deepens the experience of doing service by connecting it to such fundamental American values as liberty, responsibility, and freedom. It is, therefore, a priority for all CNCS programs and the Corporation for National and Community Service to enhance citizenship training for all CNCS program participants.

OVERVIEW

The CNCS recommends that programs incorporate citizenship training into their member development plan in order to provide members with a better understanding of American democracy and the vital role they play in preserving it. The lessons within this guide are designed to enhance civic knowledge as outlined in the Corporation's 2003 Application Guidelines on Citizenship Goals and Objectives.

Active Citizens 101 contains a series of pre-selected lessons that meet the minimum CNCS-recommended citizenship requirements for most AmeriCorps programs' member development objectives. However, *Active Citizens 101* is not meant to replace the complete *Active Citizens: AmeriCorps in Service to America* guide. Instead, *Active Citizens 101* was designed for program sites unable to provide its members with the opportunity to explore its various themes in greater depth due to time or logistical constraints. If these time or logistical constraints do not apply to your program site, CNCS strongly encourages use of the complete *Active Citizens: AmeriCorps in Service to America* curriculum to meet your member development objectives. This guide contains seven additional lessons, organized into five modules that allow for a deeper understanding of the content initially explored in *Active Citizens 101*. An evaluation instrument specifically designed to measure the civic outcomes associated with each

module is also available. Please contact CRF at 1-888-900-1180 to obtain a free copy of this instrument.

Active Citizens 101 is also organized into five modules. They are:

- Module One: Rule of Law;
- Module Two: Consent of the Governed;
- Module Three: Rights and Responsibilities;
- Module Four: Equality and Liberty; and
- Module Five: Social Capital and Democracy.

Each module contains one lesson with the exception of Module Five, which contains two. On average, each lesson is one hour in length.

In the first four modules, each lesson is self-contained and can be presented by itself or can be presented in a series with other lessons from within its module. The fifth module contains a sequence of developmental lessons that leads participants through the initial steps of planning a service-learning project. This module is developmental and necessitates that it be facilitated in its entirety.

Each lesson is introduced by an Overview, a brief description of the content and methods that facilitators and members will follow to achieve the lesson's Citizenship Goals. These goals are intended to enhance and develop citizenship knowledge, skills, and attitudes. In many cases, lessons achieve several citizenship goals.

Following the Overview and Citizenship Goals, each lesson shows the time required (roughly one hour per lesson) and a Facilitator Checklist that includes:



- Handouts (reproducible readings and worksheets that members will use in each lesson).
- Materials needed (chart paper, pens, markers, etc.)
- Preparation instructions (introductory lists, procedures, or concepts that members will refer to in the course of the lesson).
- Procedures (step-by-step instructions describing how facilitators will guide members through the lesson).

In the back of *Active Citizens 101* is an extensive reference section.

Civic Knowledge Outcomes

The Corporation for National and Community Service has issued guidance that sets out a number of goals for programs to consider in developing their own citizenship training program. These training goals are:

- Fostering within members positive attitudes regarding the value of lifelong citizenship and service for the common good;
- Enhancing the ability of members to discuss and explore their community and the people, processes, and institutions that are most effective in improving community conditions;
- Enhancing the ability of members to plan effective service projects that respond to real community needs; and
- Developing the social, cultural and analytical skills necessary to effectively participate in American democracy.

To cultivate active and effective citizenship *Active Citizens: AmeriCorps in Service to America* includes opportunities for participants to enhance and develop their knowledge about citizenship, their citizenship skills, and ultimately their civic attitudes.

KNOWLEDGE



The civic-knowledge outcomes of these lessons include discussions that enhance members' general knowledge of:

- American history and government;

- The history and an understanding of the American tradition of private, voluntary action;
- The rights and responsibilities of citizens; and
- Local and national civic institutions.

SKILLS



The civic-skills outcomes of these lessons aim to enhance and/or develop skills such as:

- The ability to translate American principles of democracy into practice;
- The ability to engage effectively in the democratic process;
- The ability to use a variety of methods to critically evaluate public issues and public opinion polls;
- The ability to use various methods to seek out and find information about community issues;
- The ability to negotiate between possibly conflicting rights and responsibilities.

ATTITUDES



The civic-attitudes outcomes of these lessons enhance or develop:

- Respect for the principles and values that we hold in common;
- Recognition of the responsibilities that accompany rights and freedoms;
- A sense of civic efficacy;
- An appreciation for the significance of freedom and equality; and
- Tolerance for diversity of opinions.



How To Use This Guide

Review Active Citizens: 101 carefully. Look through the Introduction, Overview, Civic Knowledge Outcomes, Workshop Planning Guide and each module's lessons and handouts to familiarize yourself with the material.

Plan each lesson carefully. Choose which lessons you wish to facilitate. Read the Procedures and Facilitator Checklist ahead of time and plan how you are going to present the material. Make sure you have all the material listed under Facilitator Checklist. You will need to photocopy the lesson Handouts to distribute during each session. The checklist may call for markers and chart paper. You can use a blackboard, if available. Otherwise, you can find pads of low-cost chart paper (27" x 34") in most office-supply stores.

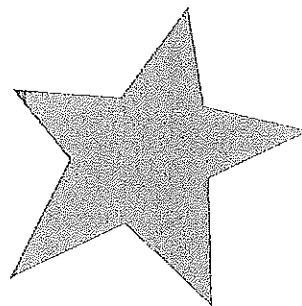
Most lessons follow the same pattern. Clear, step-by-step instructions for leading every lesson are detailed in this guide. In each lesson, typically, you:

- Introduce the lesson with a focus activity and explain what members will be doing in the lesson.
- Distribute handouts and ask members to read a brief article in a Handout.
- Conduct a brief discussion about the article, using questions in the lesson Procedure.
- Have them work on an activity in small groups and present their findings to the larger group.
- Debrief the activity with a short discussion.

Note: All lessons have application activities that enable members to apply what they have learned to their own service needs and experiences. Some lessons have optional research and writing activities that explore authentic American historical documents.

Use the "Training Methods" tips in the following section to help you. The Training Methods section includes tips on brainstorming, how to conduct directed discussions, and how to work in small groups. Tips on handling controversy will help you in case an argument breaks out during a lesson.

Constitutional Rights Foundation is your training and technical assistance provider for citizenship member development. If you find you need support in implementing this material, please contact CRF toll-free at 1-888-900-1180.



Training Methods

This publication aims to broaden participants' vision of citizenship through selected readings, group study, directed discussions, brainstorming, and, in Module Five, a civic-action project in the community. As a facilitator, it will be your job to introduce the information in *Active Citizens 101* and guide your group to participate effectively in the sessions and activities. In short, you will be acting as a teacher. Here are some instructional techniques:

Establishing Ground Rules

As you begin to present these materials to your members, it is a good idea to establish some ground rules. In a learning environment, making some general rules for participants helps to establish a level playing field—participants will know what is to be expected of them, and of one another, and of you! You might begin your first session by asking folks to brainstorm a list of rules that the group agrees to follow so that the sessions are comfortable for all. For example, a list of ground rules might consist of things like—when someone is speaking don't interrupt; if you are the kind of person who always has something to say, consider counting to ten to allow another person to speak, etc. You might consider keeping this list of ground rules up for the duration of your training sessions.

Brainstorming

Brainstorming is a technique for generating lots of ideas. In a brainstorming session, people do not judge or criticize any idea because that would stop people from coming up with ideas. All judgments are left to after the brainstorm session.

In a typical brainstorm, a group is given a clearly stated question such as, "What is the most serious problem in your community?" Within a limited time, participants are told to think of the greatest possible number of answers. One group member records the answers. The time pressure short-circuits judgment: If participants must come up with lots of ideas quickly, they have no time to judge or censor their own thought process. Here are a few quick rules for brainstorming:

After all items have been brainstormed and listed, participants can discuss, critique, and prioritize them.

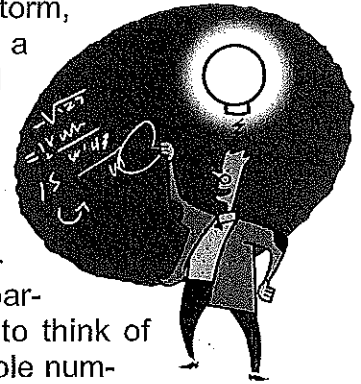
- Say anything that comes to mind.
- Do not judge or criticize what others say.
- Build on other ideas.

After all items have been brainstormed and listed, participants can discuss, critique, and prioritize them.

Directed Discussions

A discussion section is included in every lesson. Discussions allow participants to explore the material further. There may not be a single, easy answer to the questions raised.

As a group facilitator, it will be your responsibility to direct the discussion. Try to arrange the seats in a circle so members can look at one another when they are speaking. Use the discussion questions to get the process going. Once the discussion is going, try to take a back seat and allow the discussion to take its course.



Training Methods, cont.

Your role, however, is not passive. In a directed discussion, all participants should be treated as equal partners. Encourage everyone to participate. Be sure members listen to one another. Don't allow the conversation to stray off the topic.

Make a list of ground rules for all discussions and ask participants to agree to them prior to the first discussion. Here are some suggested ground rules for discussions:


- State your ideas and opinions clearly.
- Support your statements with facts or logical arguments.
- Define the terms you use.
- Keep an open mind and listen to one another.
- Respect the opinions of others.
- Work together to answer the questions posed.

Small Groups

By working in small groups of two to five members, people get the opportunity to communicate, cooperate, persuade, bargain, and compromise. They learn that an effective technique for problem solving may come through the efforts of groups rather than individuals. In small groups, it is easier for everyone to make a contribution. Here are a few tips to make small groups work:

- Make sure people understand the activity before they begin.
- Give each group member a task.
- Monitor progress by circulating among the groups.
- Encourage members to participate inside the group.

Handling Controversy



Disagreement is a real—indeed necessary—part of dealing with community issues. Controversy cannot, and should not, be avoided. When properly handled, disagreements can bring information and understanding to a discussion. When controversy arises in discussion, clarify the disagreement. As facilitator, your role should remain neutral. Identify the issue under dispute. Point out areas of conflict and agreement, and look for assumptions that give rise to the controversy. When conflict becomes apparent, ask participants to follow these ground rules:

- Argue ideas, not personalities.
- Use “I” statements to express point of view.
- Use active listening skills to carefully represent the opposite viewpoint fairly and accurately.
- Concentrate arguments on facts and information.

If necessary, bring in one or more resource persons who can provide a balanced perspective on the issue at hand.



Workshop Planning Guide

Whether you are creating a citizenship workshop or a leadership development session, please consider the following information as a "tip sheet" to create a session that is successful for you as facilitator and for your participants.

SECTION ONE-If you have ever stood in front of a workshop group and considered... "What am I doing here, and why are they all looking at me?" You will want to:


Create an objective. What do you want your audience to get out of this?

Create opportunities for participants to work in groups. One of the objectives of a workshop is to offer opportunities for the exchange of ideas among the participants. Consider structuring your workshop in dyads or small groups to facilitate this goal.

Start and end on time. Whenever possible, set time limits for participants to complete activities.

Incorporate Transitions. Plan on 2-4 activities after you open the workshop and before you close.

Create an appropriate room arrangement. How will you arrange your session? Groups around tables? Theatre-style audience? (This should emerge out of your workshop objectives.)

Display of information. Handouts, of course. But, will you also need an overhead projector? Chart paper and easel? Markers? Will stuff be at every table? Will you be handing the information out at the beginning of the workshop or at the end? 

SECTION TWO-"But, where will I go? What will I do? How will I keep them from gossiping in the back of the room?"

Think interactive. Participants should have distinct tasks or roles in the workshop. The antonym of interactive is lecture! (Of course, one could say that in a lecture the participants have a distinct role: They're the "listener." You are encouraged to involve your participants a wee bit more actively.)

Will your participants actually walk through a portion of the lesson? Will they brainstorm project ideas, teaching strategies, funding options, additional resources related to the workshop? Think about effective workshops you've been in

and steal those ideas. Do you want to include the traditional role-play?

Allow for participation. Solicit answers from participants to questions raised in the workshop.

Listen to participants' contributions. It's easy to get lost in your "agenda" but often the contributions of your audience raise essential issues you may not have thought of. On the other hand, you may have to rein in participants who want to get lost in their agenda. If you think they're making a good point but there really isn't time to go down that road, say so, and steer the workshop back on track.

Build on participants' contributions. Allow a few extra minutes for relevant digressions.

Share possible obstacles. Prepare your participants for pitfalls that have befallen you. Share your solutions and ask participants how they might handle the same situation. You can get great lesson ideas and management strategies off of other people's ideas.



Workshop Planning Guide, cont.



SECTION THREE- Bond with your audience.

Pre-assessment. It always helps to survey your audience for their experience level. Lots of new members in your group? Consider grouping them with more experienced participants. (If you find a few people know as much about your topic as you do, call on them throughout the workshop for additional ideas.)

Be flexible. Something that's really "cooking" may mean you cut something else out. On the other hand, something you plan might bomb; consider moving on to the next part of your workshop.

Sense of humor. If you are concerned that you have none, perhaps you could use comics related to teaching as additional visual aids.

SECTION FOUR-Enhance your "ensemble" with the right accessories.

Visual aids. Replicas of historic American documents (see reference section in the back of this book), samples

of participants' service, posters, "props" used in the lesson, additional lesson resource materials.

Address multiple intelligences. Multiple intelligences is a theory about the mind based on research in fields ranging from psychology to anthropology to biology. The theory of multiple intelligences distinguishes between many different kinds of learning.

- Some people learn best visually and organize things spatially. They like to see what you are talking about in order to understand. Others demonstrate strength in the language arts: speaking, writing, reading, listening.
- Other people display an aptitude for numbers, reasoning and problem solving.
- Some people experience learning best through activity: games, movement, hands-on tasks, building; while others learn well through songs, rhythms, and musical expression.
- Some people are especially in touch with their own feelings, values and ideas. They may tend to be more reserved, but they are actually quite intuitive about what they learn and how it relates to themselves.

- Other people are noticeably people oriented and outgoing, and do their learning cooperatively in groups or with a partner. They are often labeled as "talkative."
- Try to be aware of all the ways people learn things.

Concrete examples. Connect the content with service activities participants provide.

Snacks. Can there ever be too many snacks?

SECTION FIVE-You were great, let's do lunch, love ya, kiss kiss! (but seriously...)

Evaluation. Create a short evaluation survey (3-4 questions) to find out if you reached your audience. Most people do best with questions that can be answered by a 1 to 5 ranking. Ask one other open-ended question ("in your opinion..." "what do you believe..." "how did you feel about...") for additional feedback. Remember to leave a few minutes at the end of your training for evaluation.

Closing. Wrap it all up, thank 'em profusely, and accept applause gracefully.



Active Citizens 101

The lessons contained within *Active Citizens 101* are provided to help you to build a training plan that meets the citizenship goals intended for your individual program. With so many types of programs in the USA, and the varied approaches to member development, *Active Citizens 101* was developed to be as flexible as needed to accommodate various approaches. The following framework is intended to present a sampling of lessons that may prove useful in orienting members to enhanced citizenship knowledge.

ACTIVE CITIZENS 101

Each lesson listed below requires approximately one hour of member development time:

1. Introductory Lesson: What is a Citizen?—page 9;
2. Module 1: Rule of Law, Lesson One: What Makes a Great Leader?—page 15;
3. Module 2: Consent of the Governed, Lesson Two: Term Limits—page 19;
4. Module 3: Rights and Responsibilities, Lesson Two: A Visitor From Outer Space—page 25;
5. Module 4: Equality and Liberty, Lesson One: Equal Protection—page 29;
6. Module 5: Social Capital and Democracy, Draw Your Community: Identifying Needs and Resources—page 41; and
7. Module 5: Social Capital and Democracy, What's Your Problem? Focusing on Community Problems—page 43.

As with all member development materials, it is strongly suggested that the facilitator review lessons in their entirety before embarking on facilitation. Also be advised that should you have any questions regarding these materials, you can contact Constitutional Rights Foundation for technical assistance at 888-900-1180.

Model Agenda A—Your members meet weekly for training. In this model, you could begin the day with one of these lessons, and do so over the course of 7 weeks (one lesson per week—there are 7 lessons listed).

Model Agenda B—Your members meet quarterly, for weekend-long retreats. In this model you could “cluster” the lessons, providing lessons 1-4 over a four-hour period in one quarter, and follow up with lessons 5-7 the next.

Model Agenda C—Your members meet only during their orientation period, which lasts for one week at the beginning of your program year. For this model, it is suggested that you can begin Day One with the lesson “What is a Citizen”, and include two hours for citizenship lessons on each of the next three days.

Evaluation Tool—CRF can provide you with a data instrument specifically designed to measure civic outcomes directly related to this Active Citizens 101 Course. As you review the lessons in this course, please note special “Active Citizens 101” objectives—the tool was designed to measure these objectives. ** Please contact CRF 1-888-900-1180 to obtain a free copy of this tool.

Final Recommendations:

The lessons included in *Active Citizens 101* are not intended to be sequential. That is, you may use **any** lessons in **any** order you determine. Remember, **this is a guide**, you know your members better than anyone. You should be mindful of their needs and your program's needs as you build a member development model.



Summer at City Hall

Monday, June 22nd Agenda

7:30 am	Arrive and prep classroom
8:00 – 8:30 am	Breakfast
8:30 am	Program Start
8:30 – 9:00 am	Group check-in
	Questions/Comments/Concerns
	Review Agreements
	Introduce Topic for the Day – Active Citizenship
9:00 am	Head to separate classrooms
9:00 – 10:00 am	What is a Citizen?
10:00 – 10:30 am	Ice breaker/Teambuilding Activity (Facilitated by Returning Youth)
10:30 – 11:40 am	What is a Citizen?
11:40 – 12:00 pm	Debrief/Q&A
12:00 – 12:30 pm	Lunch

Learning Objectives:

- Translate American principles into practice
- Engage effectively in the democratic process
- Negotiate between possibly conflicting rights and responsibilities

Debrief Questions:

- Do you have a real-life example of an active citizen? Past or present?
- What does democratic look like in an ideal world?
- How can you be an active citizen, without voting?

INTRODUCTORY LESSON:

What is a Citizen?

LESSON OVERVIEW

What is a Citizen? In this lesson, members consider qualities or traits of effective citizenship. First, members brainstorm examples of good citizens. Next, they read about three categories of citizens. Finally, they brainstorm attitudes, knowledge, skills and actions required for effective citizenship.

Active Citizen 101 Objective

Participants will gain a broad understanding about how they can be effective citizens within their communities.

This lesson meets the following CNCS Citizenship Goals:

Knowledge



- The history and understanding of the American tradition of private, voluntary action.
- The rights and responsibilities of citizens.

Skills



- The ability to translate American principles into practice.
- The ability to engage effectively in the democratic process.

Attitudes



- Respect for the principles and values that we hold in common.
- Recognition of the responsibilities that typically accompany rights and freedoms.
- A sense of personal efficacy.

Time Required

1 hour

FACILITATOR'S CHECKLIST



- Handout Intro (a)—What Is A Citizen? 1 per member
- Handout Intro (b)—Kinds of Citizens 1 per group or copy the handout onto an overhead transparency
- Paper, pens, pencils
- Chart paper and markers



Tip: Facilitator should review "Brainstorming" in Training Methods (page 4).



Procedure

1. Ask members: "Who in your community do you consider to be an effective citizen? Why?" List answers on chart paper.

2. Tell members that today they are going to explore the notion of effective citizenship. Distribute a copy of Handout Intro (a) –What Is A Citizen? to each member. Tell them they are going to read an article about three citizenship categories. Ask members to read Part 1—Three Kinds of Citizens. To make the activity more lively, volunteers may read the selection aloud.

3. When they finish the reading, hold a discussion using the following questions:

- What are the three categories of an effective citizen described in the reading?
- In your opinion, which of these three categories would be most important in a democracy?
- Do you think that the three categories of citizens can work together in a democratic society? Why or why not?

4. Tell members that, in order to develop a better working knowledge of citizenship, they are going to work in small groups to break the concept of citizenship into separate qualities or traits. Divide them into small groups of 3–5 members. Review Part 2—Citizenship Brainstorm on their handouts. Pay particular attention to the brainstorming tips listed on the handout. Tell them to brainstorm answers to the four questions in Handout Step 1.

- What Knowledge does an effective citizen need?
- What Skills does an effective citizen need?
- What Attitudes does an effective citizen need?
- What Actions does an effective citizen need to take?



Have members use Handout Intro (b) –Kinds of Citizens as a resource to aid them in the Citizenship Brainstorm.

5. Have each group choose a best answer to each brainstorm question. Write "Knowledge," "Skills," "Attitudes," and "Actions" on a piece of chart paper. When groups finish choosing their best answer to each question, ask them to report their findings to the others. List them under the appropriate heading on the chart.

6. Debrief the activity by discussing or writing about the following questions:

- How does knowledge of citizenship traits promote effective citizenship?
- Which citizenship traits best apply to you?
- How can you apply these traits to your service experience? Be specific (*a citizen who has knowledge of the workings of local government could apply to the park and recreation department for permission and resources for a cleanup project. A citizen who has skills in communicating could persuade others to begin a petition drive to influence a local policy.*)



What is a Citizen?

PART 1—THREE KINDS OF CITIZENS

In order to consider notions of effective citizenship, we can begin by exploring the meaning of citizenship. This reading—written by professors Joseph Kahne, Mills College, and Joel Westheimer, University of Ottawa—charts the emergence of three differing categories of effective citizens: personally responsible citizens, participatory citizens, and justice-oriented citizens. These three categories represent different beliefs regarding the capacities (knowledge, skills, and attitudes) and commitments of effective citizenship.

The Personally Responsible Citizen acts responsibly in his or her community by, for example, picking up litter, giving blood, recycling, volunteering, and staying out of debt. The personally responsible citizen works and pays taxes, obeys laws, and helps those in need during crises such as snowstorms or floods. The personally responsible citizen contributes to food or clothing drives when asked and volunteers to help those less fortunate whether in a soup kitchen or a senior center. She or he might contribute time, money, or both to charitable causes.

The Participatory Citizen actively takes part in the civic affairs and the social life of the community at local, state, and national levels. This category of citizen gets involved in the planning and implementation of organized efforts to care for those in need. Skills associated with such efforts—



such as how to run a meeting—are also viewed as important. While the personally responsible citizen would contribute cans of food for the homeless, the participatory citizen might organize the food drive.

Participatory citizens believe that civic participation transcends particular community problems or opportunities. They see community as a place where, as Alexis de Tocqueville writes in *Democracy in America*, citizens “with competing but overlapping interests can contrive to live together communally.” Thomas Jefferson, Benjamin Franklin, and others viewed informed participation in civic life as a fundamental support for a democratic society.

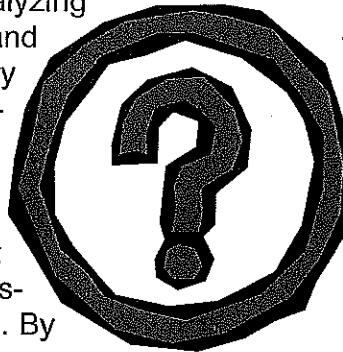
The Justice-Oriented Citizen calls attention to matters of injustice and to the importance of pursuing social justice. Justice-oriented citizens evaluate social, political, and economic structures and consider



What is a Citizen?

collective strategies for change that challenge injustice and, when possible, address root causes of problems. The justice-oriented citizen shares with the participatory citizen an emphasis on collective work related to the life and issues of the community.

The justice-oriented citizen differs from the participatory citizen by attempting to improve society by critically analyzing and addressing social issues and injustices. Whereas participatory citizens might choose to organize the collection of clothing for members of the community who can't afford it, justice-oriented citizens would search for root causes of poverty and devise possible responses to those causes. By comparison, if participatory citizens organize a food drive and personally responsible citizens donate food, justice-oriented citizens ask why people are hungry and act on what they discover.



Brainstorm answers to the four questions below. You will need a separate sheet of paper to list your brainstorm answers. Use these **Brainstorm Tips**:

- Say anything that comes to mind.
- Do not judge or criticize what others say.
- Build on each other's ideas.

Brainstorm as many ideas as you can in response to these four questions:

- What knowledge does an effective citizen need?
- What skills does an effective citizen need?
- What attitudes does an effective citizen need?
- What does an effective citizen need to do?

When you complete the brainstorm, choose the best answer to each brainstorm question. Be prepared to report your choice to the other groups.

PART 2—CITIZENSHIP BRAINSTORM

You have just read how citizenship can involve more than memorizing names and dates from a history book or spending a Saturday cleaning up a vacant lot. What is citizenship *really* about? How do you translate the principles of citizenship into practice? In order to develop a better working knowledge of citizenship, you are going to work in small groups to break the concept of citizenship into its separate traits.



Kinds of Citizens¹

	Personally Responsible Citizen	Participatory Citizen	Justice Oriented Citizen
DESCRIPTION	<p>Acts responsibly in his/her community</p> <p>Works and pays taxes</p> <p>Obeys laws</p> <p>Recycles, gives blood</p> <p>Volunteers to lend a hand in times of crisis</p>	<p>Active member of community organization and/or improvement efforts</p> <p>Organizes community efforts to care for those in need, promote economic development or clean-up environment</p> <p>Knows how government agencies work</p> <p>Knows strategies for accomplishing collective tasks</p>	<p>Critically assesses social, political, and economic structures to see beyond surface causes</p> <p>Seeks out and addresses areas of injustice</p> <p>Knows about social movements and how to effect systemic change</p>
SAMPLE ACTIONS	<p>Contributes food to a food drive</p>	<p>Helps to organize a food drive</p>	<p>Explores why people are hungry and acts to solve root causes</p>
CORE ASSUMPTIONS	<p>Have good character; they must be honest, responsible, and law-abiding members of the community.</p>	<p>Actively participate and take leadership positions within established systems and community structures.</p>	<p>Question and change established systems and structures when they reproduce patterns of injustice over time.</p>

TO SOLVE SOCIAL PROBLEMS AND IMPROVE SOCIETY CITIZENS MUST:

¹ From "What Kind of Citizen? The Politics of Educating for Democracy" by Joel Westheimer & Joseph Kahne

Summer at City Hall

Tuesday, June 23rd Agenda

7:30 am	Arrive and prep classroom
8:00 – 8:30 am	Breakfast
8:30 am	Program Start
8:30 – 9:00 am	Group check-in
	Questions/Comments/Concerns
	Review Agreements
	Introduce Topic for the Day – Rule of Law
9:00 am	Head to separate classrooms
9:00 – 10:00 am	Rule of Law
10:00 – 11:00 am	Speaker: Daniela Urban “Knowing Your Rights”
11:00 – 11:30 am	Ice Breakers (Returning Youth)
11:30 – 11:50 pm	Rule of Law/ Washington’s Farewell Address
11:50 – 12:00 pm	Debrief/Q&A
12:00 – 12:30 pm	Lunch

Learning Objectives:

- Ability to translate American principles of democracy into practice
- Recognize the responsibilities that accompany right and freedoms

Debrief Questions:

- Describe a quality of leadership you have, describe one you would like to learn.
- Is Washington’s words still relevant today? If so, why? If not, why?

Rule of Law

Our republic is based on the rule of law. It is often said that we have a “government of laws, not men.” On the local, state, and national levels, our democratically elected legislatures and executives pass and sign our laws. The judicial branch, which is supposed to be independent of political influence, interprets the laws and determines whether they are constitutional. What would be the consequences to the nation if the rule of law broke down?

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Rule of Law

LESSON 1.1: WHAT MAKES A GREAT LEADER?

LESSON OVERVIEW

In this lesson, members brainstorm definitions of leadership. Working in pairs, members identify leaders in their own community, identify qualities that make them leaders, and compile a list of leadership traits.

Optional: Historical Documents Activity—Members examine excerpts from Washington's Farewell Address to identify and analyze positions that he took as the nation's first leader.

Active Citizen 101 Objective

Participants will gain insight into the traits and characteristics of effective community leaders.

This lesson meets the following CNCS Citizenship Goals

Knowledge



- American history and government
- Local and national civic institutions

Skills



- The ability to translate American principles of democracy into practice
- The ability to negotiate between possibly conflicting rights and responsibilities

Attitudes



- Recognition of the responsibilities that accompany rights and freedoms

Time Required

1 hour

FACILITATOR'S CHECKLIST



- Handout 1.1 a—Understanding Leadership 1 per pair
- Paper, pens, pencils
- Chart paper and markers
- Optional: Historical Documents Activity

—Be prepared to provide one copy of George Washington's Farewell Address for each member.
http://www.ourdocuments.gov/print_friendly.php?page=transcript&doc=15

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Procedure

1. Hold a brief, focus discussion by asking members “What does leadership mean?” Accept various answers. Explain to members that today they are going to consider what it means to be a leader and determine what traits, or characteristics, we associate with leadership. You might want to provide the paragraph that describes Module One, and ask members their opinion of what “a government of laws not men” means to them?

2. Distribute a copy of Handout 1.1 (a)—Understanding Leadership to each member. Explain that, in order to become more effective leaders, they are going use leaders from their community to identify leadership traits. Ask them to brainstorm three people from their communities whom they consider to be leaders. What roles do they fulfill?

3. Divide the group into pairs. Have them read “Leadership Traits” from their handouts.

4. Working as individuals, ask members to choose TWO community leaders they are familiar with and list FIVE leadership traits they associate with each person. Working in pairs, have members draw from their list to consider why they believe each of the four people they identified is a leader. Ask them to:

- Identify leadership traits they AGREE upon.
- Identify leadership traits they DISAGREE upon.

5. Place chart paper up on two opposite walls. Write “Leadership Traits AGREE” at the top of one sheet of chart paper. Write “Leadership Traits DISAGREE” on the other sheet.

6. Ask one person from each pair to write one leadership trait from their AGREE list on the appropriate sheet. Ask the person to write one trait from his or her DIS-AGREE list on the other sheet. Continue this process until all AGREE and DIS-AGREE leadership traits have been listed. Place a check mark by any trait that gets additional votes. Hold a discussion with all members using the following questions:

- Did all members AGREE on traits associated with leaders?
- Were some traits listed very often? What were they?
- Did some traits appear on the AGREE and DIS-AGREE charts? What does that indicate?(Some pairs agreed on them as leadership characteristics while other pairs did not.) Have representatives argue the pros and cons of these traits.

7. From the two lists, have the group identify an agreed-upon set of leadership traits. Debrief the activity by asking:

- Do you feel leaders can be “made” as well as “born”? Why?
- What leadership traits do you believe you need to be an effective leader?
- What leadership traits can you apply to your own service experience?

Optional: Historical Documents Activity

Explain that President George Washington decided not to seek reelection for a third term and began drafting this farewell address to the American people. In the address, Washington urged Americans to consider themselves as part of a unified nation; to avoid political parties and special interests based on geography; and beware of long-term entanglements with other nations. Using George Washington’s Farewell Address, have members:

- Identify Washington’s statements that describe these warnings.
- Apply Washington’s warnings to current American ideas about diversity, political partisanship, geographical groups, and international policy. Are Washington’s warnings relevant today? Why or why not?

Friends and Fellow Citizens:

The period for a new election of a citizen to administer the executive government of the United States being not far distant, and the time actually arrived when your thoughts must be employed in designating the person who is to be clothed with that important trust, it appears to me proper, especially as it may conduce to a more distinct expression of the public voice, that I should now apprise you of the resolution I have formed, to decline being considered among the number of those out of whom a choice is to be made.

I beg you, at the same time, to do me the justice to be assured that this resolution has not been taken without a strict regard to all the considerations appertaining to the relation which binds a dutiful citizen to his country; and that in withdrawing the tender of service, which silence in my situation might imply, I am influenced by no diminution of zeal for your future interest, no deficiency of grateful respect for your past kindness, but am supported by a full conviction that the step is compatible with both.

The acceptance of, and continuance hitherto in, the office to which your suffrages have twice called me have been a uniform sacrifice of inclination to the opinion of duty and to a deference for what appeared to be your desire. I constantly hoped that it would have been much earlier in my power, consistently with motives which I was not at liberty to disregard, to return to that retirement from which I had been reluctantly drawn. The strength of my inclination to do this, previous to the last election, had even led to the preparation of an address to declare it to you; but mature reflection on the then perplexed and critical posture of our affairs with foreign nations, and the unanimous advice of persons entitled to my confidence, impelled me to abandon the idea.

I rejoice that the state of your concerns, external as well as internal, no longer renders the pursuit of inclination incompatible with the sentiment of duty or propriety, and am persuaded, whatever partiality may be retained for my services, that, in the present circumstances of our country, you will not disapprove my determination to retire.

The impressions with which I first undertook the arduous trust were explained on the proper occasion. In the discharge of this trust, I will only say that I have, with good intentions, contributed towards the organization and administration of the government the best exertions of which a very fallible judgment was capable. Not unconscious in the outset of the inferiority of my qualifications, experience in my own eyes, perhaps still more in the eyes of others, has strengthened the motives to diffidence of myself; and every day the increasing weight of years admonishes me more and more that the shade of retirement is as necessary to me as it will be welcome. Satisfied that if any circumstances have given peculiar value to my services, they were temporary, I have the consolation to believe that, while choice and prudence invite me to quit the political scene, patriotism does not forbid it.

In looking forward to the moment which is intended to terminate the career of my public life, my feelings do not permit me to suspend the deep acknowledgment of that debt of gratitude which I owe to my beloved country for the many honors it has conferred upon me; still more for the steadfast confidence with which it has supported me; and for the opportunities I have thence enjoyed of manifesting my inviolable attachment, by services faithful and persevering, though in usefulness unequal to my zeal. If benefits have resulted to our country from these services, let it always be remembered to your praise, and as an instructive example in our annals, that under circumstances in which the passions, agitated in every direction, were liable to mislead, amidst appearances sometimes dubious, vicissitudes of fortune often discouraging, in situations in which not unfrequently want of success has countenanced the spirit of criticism, the constancy of your support was the essential prop of the efforts, and a guarantee of the plans by which they were effected. Profoundly penetrated with this idea, I shall carry it with me to my grave, as a strong incitement to unceasing vows that heaven may continue to you the choicest tokens of its beneficence; that your union and brotherly affection may be perpetual; that the free Constitution, which is the work of your hands, may be sacredly maintained; that its administration in every department may be stamped with wisdom and virtue; that, in fine, the happiness of the people of these States, under the auspices of liberty, may be made complete by so careful a

essential advantage, whether derived from its own separate strength, or from an apostate and unnatural connection with any foreign power, must be intrinsically precarious.

While, then, every part of our country thus feels an immediate and particular interest in union, all the parts combined cannot fail to find in the united mass of means and efforts greater strength, greater resource, proportionably greater security from external danger, a less frequent interruption of their peace by foreign nations; and, what is of inestimable value, they must derive from union an exemption from those broils and wars between themselves, which so frequently afflict neighboring countries not tied together by the same governments, which their own rival ships alone would be sufficient to produce, but which opposite foreign alliances, attachments, and intrigues would stimulate and embitter. Hence, likewise, they will avoid the necessity of those overgrown military establishments which, under any form of government, are inauspicious to liberty, and which are to be regarded as particularly hostile to republican liberty. In this sense it is that your union ought to be considered as a main prop of your liberty, and that the love of the one ought to endear to you the preservation of the other.

These considerations speak a persuasive language to every reflecting and virtuous mind, and exhibit the continuance of the Union as a primary object of patriotic desire. Is there a doubt whether a common government can embrace so large a sphere? Let experience solve it. To listen to mere speculation in such a case were criminal. We are authorized to hope that a proper organization of the whole with the auxiliary agency of governments for the respective subdivisions, will afford a happy issue to the experiment. It is well worth a fair and full experiment. With such powerful and obvious motives to union, affecting all parts of our country, while experience shall not have demonstrated its impracticability, there will always be reason to distrust the patriotism of those who in any quarter may endeavor to weaken its bands.

In contemplating the causes which may disturb our Union, it occurs as matter of serious concern that any ground should have been furnished for characterizing parties by geographical discriminations, Northern and Southern, Atlantic and Western; whence designing men may endeavor to excite a belief that there is a real difference of local interests and views. One of the expedients of party to acquire influence within particular districts is to misrepresent the opinions and aims of other districts. You cannot shield yourselves too much against the jealousies and heartburnings which spring from these misrepresentations; they tend to render alien to each other those who ought to be bound together by fraternal affection. The inhabitants of our Western country have lately had a useful lesson on this head; they have seen, in the negotiation by the Executive, and in the unanimous ratification by the Senate, of the treaty with Spain, and in the universal satisfaction at that event, throughout the United States, a decisive proof how unfounded were the suspicions propagated among them of a policy in the General Government and in the Atlantic States unfriendly to their interests in regard to the Mississippi; they have been witnesses to the formation of two treaties, that with Great Britain, and that with Spain, which secure to them everything they could desire, in respect to our foreign relations, towards confirming their prosperity. Will it not be their wisdom to rely for the preservation of these advantages on the Union by which they were procured? Will they not henceforth be deaf to those advisers, if such there are, who would sever them from their brethren and connect them with aliens?

To the efficacy and permanency of your Union, a government for the whole is indispensable. No alliance, however strict, between the parts can be an adequate substitute; they must inevitably experience the infractions and interruptions which all alliances in all times have experienced. Sensible of this momentous truth, you have improved upon your first essay, by the adoption of a constitution of government better calculated than your former for an intimate union, and for the efficacious management of your common concerns. This government, the offspring of our own choice, uninfluenced and unawed, adopted upon full investigation and mature deliberation, completely free in its principles, in the distribution of its powers, uniting security with energy, and containing within itself a provision for its own amendment, has a just claim to your confidence and your support. Respect for its authority, compliance with its laws, acquiescence in its measures, are duties enjoined by the fundamental maxims of true liberty. The basis of our political systems is the right of the people to make and to alter their constitutions of government. But the Constitution which at any time exists, till changed by an explicit and authentic act of the whole people, is sacredly obligatory upon

It serves always to distract the public councils and enfeeble the public administration. It agitates the community with ill-founded jealousies and false alarms, kindles the animosity of one part against another, foment occasionally riot and insurrection. It opens the door to foreign influence and corruption, which finds a facilitated access to the government itself through the channels of party passions. Thus the policy and the will of one country are subjected to the policy and will of another.

There is an opinion that parties in free countries are useful checks upon the administration of the government and serve to keep alive the spirit of liberty. This within certain limits is probably true; and in governments of a monarchical cast, patriotism may look with indulgence, if not with favor, upon the spirit of party. But in those of the popular character, in governments purely elective, it is a spirit not to be encouraged. From their natural tendency, it is certain there will always be enough of that spirit for every salutary purpose. And there being constant danger of excess, the effort ought to be by force of public opinion, to mitigate and assuage it. A fire not to be quenched, it demands a uniform vigilance to prevent its bursting into a flame, lest, instead of warming, it should consume.

It is important, likewise, that the habits of thinking in a free country should inspire caution in those entrusted with its administration, to confine themselves within their respective constitutional spheres, avoiding in the exercise of the powers of one department to encroach upon another. The spirit of encroachment tends to consolidate the powers of all the departments in one, and thus to create, whatever the form of government, a real despotism. A just estimate of that love of power, and proneness to abuse it, which predominates in the human heart, is sufficient to satisfy us of the truth of this position. The necessity of reciprocal checks in the exercise of political power, by dividing and distributing it into different depositories, and constituting each the guardian of the public weal against invasions by the others, has been evinced by experiments ancient and modern; some of them in our country and under our own eyes. To preserve them must be as necessary as to institute them. If, in the opinion of the people, the distribution or modification of the constitutional powers be in any particular wrong, let it be corrected by an amendment in the way which the Constitution designates. But let there be no change by usurpation; for though this, in one instance, may be the instrument of good, it is the customary weapon by which free governments are destroyed. The precedent must always greatly overbalance in permanent evil any partial or transient benefit, which the use can at any time yield.

Of all the dispositions and habits which lead to political prosperity, religion and morality are indispensable supports. In vain would that man claim the tribute of patriotism, who should labor to subvert these great pillars of human happiness, these firmest props of the duties of men and citizens. The mere politician, equally with the pious man, ought to respect and to cherish them. A volume could not trace all their connections with private and public felicity. Let it simply be asked: Where is the security for property, for reputation, for life, if the sense of religious obligation desert the oaths which are the instruments of investigation in courts of justice? And let us with caution indulge the supposition that morality can be maintained without religion. Whatever may be conceded to the influence of refined education on minds of peculiar structure, reason and experience both forbid us to expect that national morality can prevail in exclusion of religious principle.

It is substantially true that virtue or morality is a necessary spring of popular government. The rule, indeed, extends with more or less force to every species of free government. Who that is a sincere friend to it can look with indifference upon attempts to shake the foundation of the fabric?

Promote then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened.

As a very important source of strength and security, cherish public credit. One method of preserving it is to use it as sparingly as possible, avoiding occasions of expense by cultivating peace, but remembering also that timely disbursements to prepare for danger frequently prevent much greater disbursements to repel it, avoiding likewise the accumulation of debt, not only by shunning occasions of expense, but by vigorous exertion in time of peace to discharge the debts which unavoidable wars may have occasioned, not ungenerously throwing upon posterity the burden which we ourselves ought to bear. The execution of these maxims belongs to your representatives, but it is

liable to become suspected and odious, while its tools and dupes usurp the applause and confidence of the people, to surrender their interests.

The great rule of conduct for us in regard to foreign nations is in extending our commercial relations, to have with them as little political connection as possible. So far as we have already formed engagements, let them be fulfilled with perfect good faith. Here let us stop. Europe has a set of primary interests which to us have none; or a very remote relation. Hence she must be engaged in frequent controversies, the causes of which are essentially foreign to our concerns. Hence, therefore, it must be unwise in us to implicate ourselves by artificial ties in the ordinary vicissitudes of her politics, or the ordinary combinations and collisions of her friendships or enmities.

Our detached and distant situation invites and enables us to pursue a different course. If we remain one people under an efficient government, the period is not far off when we may defy material injury from external annoyance; when we may take such an attitude as will cause the neutrality we may at any time resolve upon to be scrupulously respected; when belligerent nations, under the impossibility of making acquisitions upon us, will not lightly hazard the giving us provocation; when we may choose peace or war, as our interest, guided by justice, shall counsel.

Why forego the advantages of so peculiar a situation? Why quit our own to stand upon foreign ground? Why, by interweaving our destiny with that of any part of Europe, entangle our peace and prosperity in the toils of European ambition, rivalship, interest, humor or caprice?

It is our true policy to steer clear of permanent alliances with any portion of the foreign world; so far, I mean, as we are now at liberty to do it; for let me not be understood as capable of patronizing infidelity to existing engagements. I hold the maxim no less applicable to public than to private affairs, that honesty is always the best policy. I repeat it, therefore, let those engagements be observed in their genuine sense. But, in my opinion, it is unnecessary and would be unwise to extend them.

Taking care always to keep ourselves by suitable establishments on a respectable defensive posture, we may safely trust to temporary alliances for extraordinary emergencies.

Harmony, liberal intercourse with all nations, are recommended by policy, humanity, and interest. But even our commercial policy should hold an equal and impartial hand; neither seeking nor granting exclusive favors or preferences; consulting the natural course of things; diffusing and diversifying by gentle means the streams of commerce, but forcing nothing; establishing (with powers so disposed, in order to give trade a stable course, to define the rights of our merchants, and to enable the government to support them) conventional rules of intercourse, the best that present circumstances and mutual opinion will permit, but temporary, and liable to be from time to time abandoned or varied, as experience and circumstances shall dictate; constantly keeping in view that it is folly in one nation to look for disinterested favors from another; that it must pay with a portion of its independence for whatever it may accept under that character; that, by such acceptance, it may place itself in the condition of having given equivalents for nominal favors, and yet of being reproached with ingratitude for not giving more. There can be no greater error than to expect or calculate upon real favors from nation to nation. It is an illusion, which experience must cure, which a just pride ought to discard.

In offering to you, my countrymen, these counsels of an old and affectionate friend, I dare not hope they will make the strong and lasting impression I could wish; that they will control the usual current of the passions, or prevent our nation from running the course which has hitherto marked the destiny of nations. But, if I may even flatter myself that they may be productive of some partial benefit, some occasional good; that they may now and then recur to moderate the fury of party spirit, to warn against the mischiefs of foreign intrigue, to guard against the impostures of pretended patriotism; this hope will be a full recompense for the solicitude for your welfare, by which they have been dictated.

Rule of Law

HANDOUT 1.1A — UNDERSTANDING LEADERSHIP

You are going to work first as individuals and then in pairs to consider what it means to be a leader and what traits or characteristics we associate with leadership.

Brainstorm List—Community Leaders

Working individually, name three leaders from your community. What roles do they fulfill?

- 1.
- 2.
- 3.

Leadership Traits

Groups often agree that leaders are people who can inspire and motivate people. But different people consider different qualities to be leadership traits. For example, people often identify relationship, or “people” skills (such as good group conflict resolution abilities); communication skills (such as being an effective public speaker); or community-related skills (such as good organizing skills) as leadership characteristics or traits.

What leadership traits do you think people need to become effective leaders?

Leadership List

Working individually, choose TWO of the people you identified earlier as leaders, and consider why you believe each is a leader. Then write down FIVE leadership traits that you associate with each leader

- 1.
- 2.
- 3.
- 4.
- 5.

Working in pairs, discuss why you believe each of the people you identified is a leader.

Share your **Leadership List** with your partner. Notice which traits you both listed. Review all the traits you and your partner identified.

- Identify leadership traits that you **AGREE** upon.
- Identify leadership traits that you **DIS-AGREE** upon.
- Be prepared to explain your choices to the rest of the group.



Summer at City Hall

Wednesday, June 24th Agenda

7:30 am	Arrive and prep classroom
8:00 – 8:30 am	Breakfast
8:30 am	Program Start
8:30 – 9:00 am	Group check-in
	Questions/Comments/Concerns
	Review Agreements
	Introduce Topic for the Day – Service Day
9:00 am	Load Buses
9:00 – 11:30 am	Clean Park
11:30 –12:00 pm	Lunch
12:00-12:30 pm	Load Buses and Back to City Hall

Learning Objectives:

- Actively service the community
- Understand the importance of service
- Practice active citizenship by giving back to the community

Debrief Questions:

Summer at City Hall

Thursday, June 25th Agenda

7:30 am	Arrive and prep classroom
8:00 – 8:30 am	Breakfast
8:30 am	Program Start
8:30 – 9:00 am	Group check-in
	Questions/Comments/Concerns
	Review Agreements
	Introduce Topic for the Day – Consent of Governed/ Rights and Responsibilities
9:00 am	Head to separate classrooms
9:00 – 10:00 am	Consent of the Governed
10:00 – 10:30 am	Ice breaker/Teambuilding Activity (Facilitated by Returning Youth)
10:30 – 11:40 am	Rights and Responsibilities
11:40 – 12:00 pm	Debrief/Q&A
12:00 – 12:30 pm	Lunch

Learning Objectives:

- Develop respect for the principles and values that we hold in common
- Appreciate the significance of freedom and equality
- Develop tolerance for diversity of opinions

Debrief Questions:

- What is a privilege, what is a right? Are there basic human needs that are not rights?
- What does personal responsibility mean to you?
- Are there ways that democracy can support responsibility?

MODULE TWO

Consent of the Governed

An important principle of American political thought is that our republic is based on the consent of the governed. As Lincoln stated in the Gettysburg Address, our government is “of the people, by the people, and for the people.” Our government is based on majority rule with protections for the rights of minorities.

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Consent of the Governed

LESSON 2.2: TERM LIMITS

LESSON OVERVIEW

This lesson examines term limits as a policy that either supports or obstructs government "...for the people, of the people, and by the people." First, participants discuss the pros and cons of the AmeriCorps provisions as they relate to AmeriCorps term of service members. Then, they determine whether a hypothetical amendment favoring term limits should be added to the Constitution.

Active Citizen 101 Objective

Participants will develop an appreciation of how citizens put government leaders in place by examining the complexity of term limits.

This lesson meets the following CNCS Citizenship Goals:

Knowledge



- American history and government
- The rights and responsibilities of citizens
- Local and national civic institutions

Skills



- The ability to translate American principles of democracy into practice
- The ability to engage effectively in the democratic process
- The ability to use a variety of methods to critically evaluate public issues
- The ability to negotiate between possibly conflicting rights and responsibilities

Attitudes

- Recognition of the responsibilities that accompany rights and freedoms
- A sense of civic efficacy
- Tolerance for diversity of opinions.

Time Required

1 hour

FACILITATOR'S CHECKLIST



- Handout 2.2 (a)—AmeriCorps Provisions 1 per member
- Handout 2.2 (b)—Professional Politician?—The Pros and Cons of Term Limits 1 per member
- Paper, pens, pencils
- Chart paper and markers

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Procedure

1. On chart paper write "Term of Service." Ask the participants to think about these words, and to brainstorm words and ideas that come to mind when they hear "term of service." Record their responses on the chart paper.

2. Explain that today's session will focus on the controversy surrounding term limits.

3. Ask members to form three groups, give them Handout 2.2a, and instruct them to take a few moments and review it.

4. Instructions for each group: **Group One** should develop arguments supporting why a term of service for members is beneficial, and to whom. **Group Two** should develop arguments against terms of service, and why that could be better, and for whom. **Group Three** will review the provisions carefully, and serve as judges for this "debate" ultimately deciding which group was more persuasive. Allow about five minutes for each group to prepare, and about 10 minutes for the entire presentation and decision by the judges.

5. De-brief by asking members to indicate other places where term limits apply to government and other positions. Explain that in the following activity members will explore the pros and cons of term limits for people holding elected positions.

6. Write the following amendment terms on chart paper:

- Term-Limits Amendment to the U.S. Constitution:
 - a) No person shall serve in the House of Representatives for more than six, two-year terms.
 - b) No person shall serve in the Senate for more than two, six-year terms.
 - c) Term counting will begin at the first election after the amendment has been ratified.

7. Give participants Handout 2.2(b) Professional Politicians? and explain that in this next activity, members will use a short informational reading to debate the pros and cons of the constitutional amendment written on the chart paper.

8. Keep the room into three groups and explain that members of each group will take on the role of either (a) *supporter of term limits*, (b) *opponent of term limits*, or (c) *member of Congress*. You might consider swapping the groups roles from the earlier activity, so that the former "supporters" are now opponents, etc.

9. Have each group (a), (b), and (c), meet separately so they can consult within their group. Supporters and opponents should think up their best arguments, and members of Congress should think of questions at least 3 questions to ask each side. Allow about 10 minutes for groups to prepare.

- Once all groups are prepared, you should re-organize the room into triads. Each triad is to be made up of one member each representing groups a, b, and c. Begin the role-play.

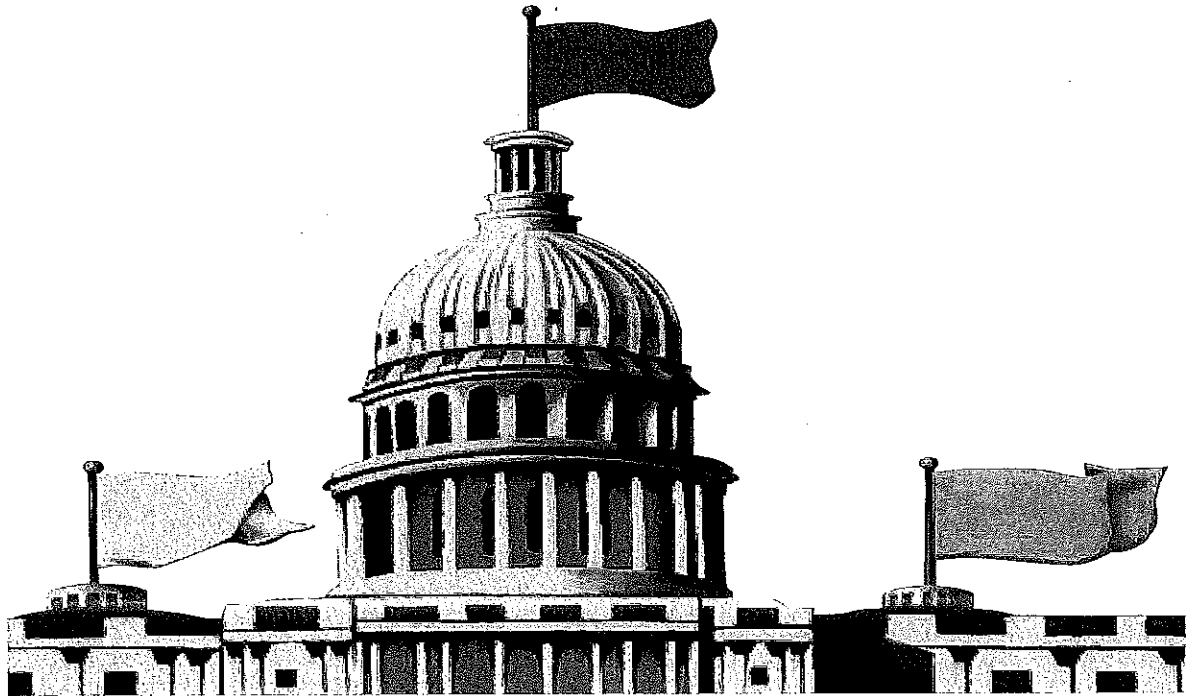


Procedure, cont.

- In each triad, supporters should present their case first. Opponents should present second. Each side will have two minutes to make its presentation. The member of Congress can interrupt to ask questions, and may want to take notes.
- After both sides present, all members of Congress should regroup and discuss the pro and con arguments made before them and vote with a “majority rules” on the term-limits amendment.
- Debrief the activity by asking whether members believe that term limits will strengthen or weaken the concept of “consent of the governed.”



Tip: Refer to the “Training Methods” section of this guide-“Handling Controversy” for some good facilitator pointers to make this lesson work effectively.



Consent of the Governed

HANDOUT 2.2 (A)—AMERICORPS PROVISIONS REGARDING TERM OF SERVICE

Post-Service Education Awards*

In order for a member to receive a post-service education award from the National Service Trust, the Grantee must certify to the National Service Trust that the member is eligible to receive the education benefit. The Grantee must notify the National Service Trust on a form provided by the Corporation (electronic submission via WBRS suffices) when it enrolls a member for a term of service, when the member completes the term, and whenever there is a change in the member's status during the term (e.g., release for compelling circumstances or suspension). A member may receive a post-service education award only for the first two terms of service. For example, one full-time and one half-time term of service count as two terms. If a member is released for reasons other than misconduct prior to completing 15% of a term of service, that term does not count as one of the two terms for which an education award may be provided. No Corporation or other federal funds

may be used to provide member support costs for a third or subsequent term of service in an AmeriCorps State or National Program.

In order to receive a full education award, a member must perform the minimum hours of service as required by the Corporation and successfully complete the program requirements as defined by the Program. For example, if successful completion of a full-time program requires 1,800 service hours, members in that particular program are not eligible for an education award simply upon completion of 1,700 hours. If a member is released from a Program for compelling personal circumstances, the member is eligible for a prorated education award based on the number of hours served, if it is at least 15% of the total required hours. Questions regarding authorized uses of the education award should be directed to the Trust at (202) 606-5000 ext. 347.

EDUCATION AWARDS TABLE

Title	Number of Hours	Education Award
Full-time	At least 1700	\$4,725.00
One Year Half-time	At least 900	\$2,362.50
Two Year Half-time	At least 900	\$2,362.50
Reduced Half-time	At least 675	\$1,800.00
Quarter-time	At least 450	\$1,250.00
Minimum-time	At least 300	\$1,000.00

* *AmeriCorps Provisions*, July 2003 p. 29

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Consent of the Governed, cont.

HANDOUT 2.2 (B)—PROFESSIONAL POLITICIAN?—THE PROS AND CONS OF TERM LIMITS

In recent years, professional politicians have been accused of corruption, favoring special-interest groups (factions), and being more concerned with getting re-elected than in working for the people. This criticism has led to demands for term limits—placing time limits on how long legislators can remain in office.

The first successful federal term limits were directed at a U.S. President. During the Depression and World War II, the people elected Franklin D. Roosevelt to four consecutive terms as President. In 1951, a majority of states ratified the 22nd Amendment, placing a two-term limit on the office of President.

During the 1994 congressional elections, House Republicans proposed a term-limit amendment on members of congress. Below are pros and cons from the congressional debate on the 1994 term-limits proposal.

For Term Limits

- The American people support congressional term limits. Opinion polls show 70–80 percent approval ratings.
- Since 1945, incumbent U.S. senators have been re-elected 75 percent of the time. In the U.S. House of Representatives, incumbents have been re-elected over 90 percent of the time. Term-limits would level the electoral playing field for newcomers.
- Elections would become more competitive; resulting in a Congress based more on merit than longevity.

- Short terms would make legislators more likely to make tough legislative choices and less likely to become dependent on special-interest groups for campaign contributions.
- Historically incumbent legislators (“career politicians”) have an advantage over new candidates. They have greater name recognition, an office staff paid by the taxpayers, and mailing privileges. An incumbent senator or representative may also find it easier to raise campaign money from special-interest groups.

Against Term Limits

- High re-election rates may indicate that voters are satisfied with their senators and representatives.
- Term limits would sweep out the good politicians with the bad ones.
- Term-limited legislators would tend to concentrate on immediate issues rather than what was best for the nation in the long run.
- The legislative process is complex. It takes time for newcomers to learn how Congress works. Inexperienced, term-limited politicians might become dependent on government bureaucrats and special-interest lobbyists about how to make important legislative decisions.
- In time of real crisis, it is important to have people of experience in the legislature.



MODULE THREE

Rights and Responsibilities

According to the Declaration of Independence, each of us has the inalienable rights of life, liberty, and happiness. The Bill of Rights spells out particular rights, which are protected by the Constitution. What are the rights and responsibilities of U.S. citizens? Which rights are most important?

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Rights and Responsibilities

LESSON 3.2: A VISITOR FROM OUTER SPACE

LESSON OVERVIEW

In this lesson, members decide which rights included in the Bill of Rights they value the most. First, members discuss the basic rights of all Americans. Next, they read a short story about a hypothetical alien creature that takes over the world. The creature is not totally hostile and will allow humans to keep five rights. Finally members work in small groups to prioritize the five basic rights they find important and report back their findings.

Active Citizen 101 Objective

Participants will enhance their understanding of how citizens value the rights expressed in the Bill of Rights.

This lesson meets the following CNCS Citizenship Goals

Knowledge



- American history and government
- The rights and responsibilities of citizens

Skills



- The ability to translate American principles of democracy into practice
- The ability to engage effectively in the democratic process
- The ability to negotiate between possibly conflicting rights and responsibilities

Attitudes



- Respect for the principles and values that we hold in common
- Recognition of the responsibilities that accompany rights and freedoms
- An appreciation for the significance of freedom and equality
- Tolerance for diversity of opinions.

Time Required

1 hour

FACILITATOR'S CHECKLIST



- Handout 3.2 (a)—A Visitor from Outer Space 1 per member
- Paper, pens, pencils
- Chart paper and markers

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Procedure

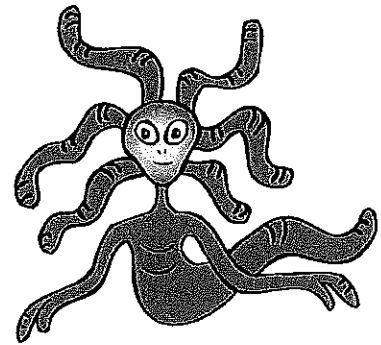
1. Hold a brief, focus discussion by asking:
 - Can you name a few basic rights that all Americans have?
 - In which document can these rights be found?

Explain to members that today they are going to evaluate which rights guaranteed by the *Bill of Rights* they consider to be the most important.

2. Divide members into small groups of 3–5. Distribute a copy of Handout 3.2—A Visitor from Outer Space to each group. Ask for volunteers to read aloud “Rights and Freedoms” and “Visitor From Outer Space” from the handout. Review the handout and explain that each group must:

- From the list of Rights on the handout, choose the five rights they consider the most important.
- Make a unanimous decision or they will lose *all* their rights.

TIP: It would be a good opportunity to explain the difference between unanimity and majority decision making. Unanimous decisions require a great deal of time for negotiating and consensus building, whereas majority decisions, although much speedier, do not reflect the opinions of all. This is an important lesson for folks working towards community building. Facilitator should consider this in the de-brief.



Note: Have each group select a Recorder (someone who will take notes) and a Reporter (someone who will share back to the larger group).

3. When they have completed the activity, ask Reporters to share each group’s choices. Record the number of votes for each right chosen from the List of Rights. Determine which rights have the most votes.

4. Debrief the activity by asking participants the following questions:

- Was it difficult to reach a unanimous decision? What are the pros and cons of reaching unanimous decision versus a majority vote?
- Would our society be different if we were limited to the five rights you chose? Why or why not?
- Did you find that some rights encompassed others?



Rights and Responsibilities

HANDOUT 3.2 (A)—A VISITOR FROM OUTER SPACE

Rights and Freedoms

As a U.S. citizen, you have individual freedoms guaranteed by the Bill of Rights. What would life be like if somebody took away your rights? Are some rights more important than others? How would you decide which rights were the most important? Think about these questions while you read the following story.

A Visitor From Outer Space

It is the year 2050. You are watching your wall-sized, super-plasma, interactive television monitor when a special news bulletin comes on. A strange, robot-like creature appears on the screen and informs you that he has taken over the United States. You rapidly flick through every channel, but find he is on every one.

"ATTENTION", he begins, "I am Sthgir from planet Noitutitsnoc. Just as I have taken over television, I will take over your lives but I come in peace. I realize that individual freedom means a great deal to American citizens. Consequently, I will not take away *all* of your rights. You will have a choice."

"From a list of fundamental rights, you may choose five that you want to keep. Think carefully before you vote, because all your rights as citizens will terminate *except* for the ones you select. Using your interactive televisions, you must decide which rights you will keep. Your decision must be *unanimous*. Failure to make a unanimous deci-

sion will result in the termination of *all* rights. The list of choices will now appear on your television screen. Remember, you may only choose five of the following list of rights to keep."

List of Rights

1. Right to have a state militia and bear arms.
2. Right to freedom of speech.
3. Right to a lawyer.
4. Right to protection from cruel and unusual punishment.
5. Right to freedom of the press.
6. Right to a jury trial.
7. Right to freedom of religion.
8. Right to peacefully assemble.
9. Right to privacy.
10. Right to protection from self-incrimination.

Note: Select a Recorder (someone who will take notes) and a Reporter (someone who will share back to the larger group).



Summer at City Hall

Friday, June 26th Agenda

7:30 am	Arrive and prep classroom
8:00 – 8:30 am	Breakfast
8:30 am	Program Start
8:30 – 9:00 am	Group check-in
	Questions/Comments/Concerns
	Review Agreements
	Introduce Topic for the Day – Equality & Liberty/ Social Capital & Democracy
9:00 am	Head to separate classrooms
9:00 – 10:00 am	Equality & Liberty
10:00 – 10:30 am	Ice breaker/Teambuilding Activity (Facilitated by Returning Youth)
10:30 – 11:40 am	Social Capital & Democracy
11:40 – 12:00 pm	Debrief/Q&A
12:00 – 12:30 pm	Lunch

Learning Objectives:

- Utilize various methods to critically evaluate public issues and public opinion polls
- Analyze the meaning and practice of equality and liberty

Debrief Questions:

- Are certain types of people more privileged in our country?
- What does privilege look like?
- In what ways can we create more equality?
- When you think of “liberty”, what does it look, sound, feel like?

MODULE FOUR

Equality and Liberty

These are two of the prime principles of American democracy. What does equality mean? Is it “equality of opportunity” (that is, everyone is equal before the law) or “equality of results” (that is, everyone should achieve roughly equal results)? What is liberty? Does liberty imply certain responsibilities?

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Equality and Liberty

LESSON 4.1: EQUAL PROTECTION

LESSON OVERVIEW

This lesson will introduce the concept of discrimination and the difference between reasonable and injurious discrimination.

Active Citizen 101 Objective


Participants will deepen their appreciation of diversity through discussing the history of how the Supreme Court interprets laws in response to social problems.

This lesson meets the following CNCS Citizenship Goals


Knowledge

-  American history and government
- Local and national civic institutions

Skills

-  The ability to engage effectively in the democratic process;
- The ability to use a variety of methods to critically evaluate public issues and public opinion polls; and
- The ability to negotiate between possibly conflicting rights and responsibilities.

Attitudes

-  Respect for the principles and values that we hold in common.

Time Required

1 Hour

FACILITATOR'S CHECKLIST



- Handout 4.1 (a)—Equal Protection 1 per member
- Handout 4.1 (b)—A History of Discrimination By Race 1 per member
- Handout 4.1 (c)—Civil Rights Laws 1 per member
- Paper, pens, pencils
- Chart paper and markers



Procedure

1. Hold a brief, focus discussion by asking members: *In what ways are people treated differently?* You can give suggestions and ask further questions: What makes a difference in how people are treated? Age? Occupation? Nationality? Income? Sex? Participants should give examples from their own experience and that of their families or friends. Record contributions as participants talk.

After some discussion, pull out the types of discrimination that affect basic civil rights and the right to equal opportunity in this country.

If the term "discrimination" doesn't come up, you can introduce it and have participants help you define it. Explain that while some kinds of discrimination might be necessary, other kinds are unfair.

Finally, ask what they know about the rules in this country about unfair discrimination. *What kind of protection can we get from the laws?* Tell them this lesson will look at the history of equal rights in the U.S. They will also learn what the laws and the Supreme Court say about equality today.

Although this lesson will present gains in equality of rights in the United States, in no way does it suggest that injurious discrimination does not exist today. Immigrants, for example, have often experienced this firsthand because of race, neighborhood, low family income, etc. Participants should feel free to express their ideas. Reading how changes came about in the past may give participants ideas about how they would like to shape the future.

2. Distribute Handout 4.1 (a) Equal Protection. Read the introduction and amplify it if there are questions. Government does classify people for legitimate interests of society. For example, children are not allowed to drive motor vehicles.

3. Pair participants up and have them read and discuss the four scenarios under "Paired Activity." They should answer the questions and try to come to a shared decision. If members of a pair disagree, each should have a reason for his/her decision. Ask participants to determine if the discrimination is reasonable or unreasonable. Is there a logical basis for the action, or does it deny equal opportunity?



Facilitator Answers:

In terms of U.S. law, number 1 reflects the driving experience of this group even though some males under 25 do not have accidents. The law does not forbid this discrimination. Number 2 is not legal under the Civil Rights Law of 1964, which forbids discrimination by national origin. The 1986 Immigration Reform and Control Act also has an anti-discrimination provision that includes employers not already covered by federal laws. Number 3 is obviously reasonable since good vision is necessary to safely and efficiently operate an airplane. Number 4 is also legal. An owner can refuse to rent or sell to persons who do not have the income to pay the monthly rent or mortgage payments.



Procedures, cont.

4. Distribute Handout 4.1 (b) A History of Discrimination. Ask participants to read this section only. Emphasize that the Fourteenth Amendment is critical to rights in the U.S. It established the principle that states, as well as the national government, may not deny equal protection under the law. No longer could states pass laws that treated some groups of people unfairly. Subsequent decisions of the Supreme Court have extended the Fourteenth Amendment to assure that the Bill of Rights protections against abuses by the national government also protect people against laws and actions of state governments. Mention the fact that the historical time and the philosophy of Justices on the Supreme Court influence how the Constitution is interpreted.

Debrief this section by asking: How did the Thirteenth Amendment affect African Americans? Which amendment said states had to respect everybody's rights? Why was Homer Plessy against segregation? What did the "separate but equal" rule mean?

You may want to supplement this section with further information—books, pictures, videos—on race discrimination in U.S. history (making this a two-day lesson). Some participants may have little understanding of the injustice that African Americans have endured in this country (it is interesting to note that Homer Plessy's resistance was not an isolated action. It was coordinated by a group of Louisiana blacks who hoped that this type of segregation would be held illegal under the Fourteenth Amendment).

5. Before reading the next section "The Supreme Court Thinks Again," ask participants how had times changed by 1954? Would there be different Justices? Times had changed: many African Americans had

moved north, President Truman had ordered the integration of the armed forces, the nation had over 50 years of segregation history to analyze, and knowledge of social sciences such as psychology and sociology had increased. Note also that many of the Justices in 1954 had been appointed at a time when people were winning new rights and benefits (union rights, social security for the old, minimum wage, etc.), and by a President more attuned to civil rights. As participants may realize, Presidents tend to appoint Justices who share their political point of view. Be sure participants know that Justices are appointed for life.



6. Ask participants to read "The Supreme Court Thinks Again." Examine the section on the doll test with participants. The Brown decision was the first time the Supreme Court footnoted social science data in giving an opinion. The Brown study was one of several cited to show that racism, of which segregation was a part, was damaging to American blacks. While there are criticisms both of Clark's study and of the Court's inclusion of such studies, they are part of one of the most important decisions in the Court's history. Most folks usually find the doll test illuminating and memorable. Remind participants that the test was made when segregation was common in many parts of the United States.

You can amplify the reaction of whites both in the South and in other parts of the country to the Brown decision and the strength and creativity of the black civil rights movement. Mention that the women's movement, Native American movement, and struggles of other minority groups owed much to the civil

Procedures, cont.

rights movement and used many of its tactics. Note that the Brown decision was important in opening the door for major changes. Ask participants to indicate what First Amendment freedoms were used in the struggle for equal rights.

7. Debrief this section by asking: Why did Linda Brown's parents go to court? How was the Brown decision different from the Plessy decision? What reasons did the Justices give for their decision in Brown?

While the Brown case was a landmark one in the movement for civil rights, it is also true that many school systems, particularly in large urban areas, are still quite segregated today. White flight to the suburbs, segregated housing patterns within cities, reluctance of the courts to mandate integration between city and suburbs, and the lack of national will to act on the issue are all factors. Jonathan Kozol's book, *Savage Inequalities*, examines this issue as well as another problem of school inequality: the large difference between rich and poor districts in dollars spent per child on education. Cases attempting to equalize school spending are pending in many state court systems.

8. Distribute Handout 4.1 (c) Civic Rights Laws and ask participants to read the first section.

9. Do the Each One Teach One activity to teach the important civil rights laws. You might choose to photocopy the laws and distribute one law to each participant. (An alternative would be to have two participants work together to learn a law.) Instruct participants to learn the laws first. Answer any questions they may have. Then have participants move around to teach their laws to others and learn laws from them. Remind them to question the person they are teaching to be sure s/he understands. Give them a time limit. When the time is up, all return to their seats and ask them to share what they learned.

10. Debrief the reading by asking: Which civil rights laws do you think are most important? Why? Does your town or city have local laws on human rights? Call your city or town government offices to find out. If so, ask them to send you information on the laws.

Procedures, cont.

11. Review the civil rights laws studied, divide participants into groups, and review the instructions for the activity on Handout 4.1 (c) Civic Rights Laws "Can They Do This?" Depending on your group, you can ask a participant from each group to summarize the problem and give the two-sentence decision, or you can do

a "jig-saw." To do this, have participants in each group count off from one to the total number of participants in the group. Then have all the "ones" form a group, the "twos," etc. Since participants in the new groups will have worked on different situations, each can now teach the group about their particular problem situation and explain how a civil rights law does or doesn't apply to the case. When you use the jig-saw, all participants hear all situations and the applicable laws, and all have an opportunity to make a short oral presentation.

Facilitator Answers:

(1) 1. "Equal pay for equal work for men and women." Ann and Joe do essentially the same work even though their titles are different. The Equal Pay Act of 1963 requires equal pay when the work is equal even if different job titles are given.

(2) 9. "No discrimination by sex in schools (sports, teachers, college loans, etc.)." Since these laws are summarized rather generally for students, choosing 4. "No discrimination by race, color, religion, sex or national origin



by state and local governments, public schools, and universities" is also logical. Title IX of the Education Act Amendments of 1972 requires school athletic programs to accommodate both sexes, although spending equal money on men's and women's sports is not required.

(3) 6. "No discrimination by race, color, religion or national origin in selling or renting most houses and apartments." It is true that landlords and sellers can require that a person have sufficient income to pay and good references. However, under the Fair Housing Act, landlords may not discriminate against people in the categories listed ("protected categories") if a housing unit is over four units. The 1968 Act was amended in 1988 to include families with children as well as the disabled in the protected categories. Restricting housing to a certain group is only allowed for the elderly.

(4) This example does not violate any of the civil rights laws; it is possible to specify an age of maturity, and 21 is an accepted measure.

(5) 4. "No discrimination by race, color, religion, sex or national origin by state and local governments, public schools, and universities." This example is modeled on an actual Supreme Court case, *Keyes v. Denver School District # 1*, 1973.

Equality and Liberty

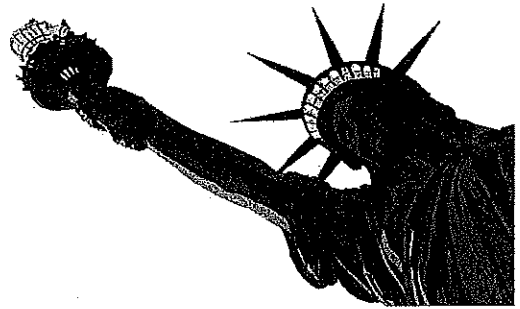
HANDOUT 4.1 (A)-EQUALITY AND LIBERTY

Introduction

The United States is sometimes called the land of equality—a place where people are treated in the same way, a place where people have an equal chance to succeed. Think about what you have seen in this country. Would you say that all people are treated the same? Always? Sometimes? Is it ever okay to treat people differently?

Discrimination means to treat some people differently from others. Sometimes there is a good reason for discrimination. Would you want 10-year-old children to drive cars? Other times discrimination hurts people. With a partner, determine which of the following examples of discrimination do you think are reasonable? Which examples would you want to change? Why?

1. Men under 25 years old have more car accidents than other people. They must pay more for car insurance.
2. Jones Candy Factory will not hire anyone with a foreign accent.
3. Alta Airlines will not hire a pilot who is blind.
4. Lee wants to rent a five-room apartment in Rosedale. The owner will not rent to Lee because Lee has no job and no money.



These examples show that it is not always easy to decide if discrimination is fair or unfair. When discrimination denies people equal opportunity for jobs and schools, it is unfair. History tells us there has been a long struggle for equal rights and fair treatment.



Equality and Liberty

HANDOUT 4.1 (B)-A HISTORY OF DISCRIMINATION BY RACE

Years ago, men brought people from Africa to the United States. They made the Africans work as slaves. These slaves were the property of their white masters.

It took a Civil War between the Northern and the Southern States to end slavery in the U.S. After this war, Congress and the States passed three amendments to the Constitution. These amendments said that African Americans were U.S. citizens and had the rights of citizens.

Separating the Races

African Americans were no longer slaves in the United States, however their lives were still controlled by powerful whites. Black people did the hardest work on farms and in factories for the lowest pay. Many states passed laws that said black people and white people could not use the same facilities, such as schools, restaurants, parks, and public bathrooms. Separating people, because of their race, color, sex, religion, or age is called segregation.

Many people said that segregation by race was against the Fourteenth Amendment. They said segregation did not give everyone "equal protection of the laws."

Three Important Amendments that Extended the Bill of Rights—The Civil War Amendments:

1865: Thirteenth Amendment—made slavery illegal in the United States

1868: Fourteenth Amendment—said that all states, not just the national government, must give "equal protection of the laws" to people. "Equal protection" means the law is the same for everyone; it should be applied in the same way to all people.

1870: Fifteenth Amendment—said that no state can stop a person from voting because of that person's race or color.

Separate But Equal

In 1896, a black man named Homer Plessy wanted to change the segregation laws. He tried to ride in a train car that was for white people only, and the police arrested him.

Plessy appealed his case to the Supreme Court. He argued that segregation laws did not let black people participate in U.S. society the way white people did. He also said segregation laws limited the freedom of black people. But Plessy lost the case.

The Supreme Court said that states *could* have segregation laws if the facilities for blacks were as good as those for whites. This became known as the "separate but equal" rule.

For the next 60 years, segregation continued. Usually, the facilities for African Americans were not as good as those for whites. Blacks had to sit at the back of the bus. They had to use the back doors to public buildings. Schools for black students usually didn't have enough books or equipment.



Equality and Liberty, cont.

HANDOUT 4.1 (B)-A HISTORY OF DISCRIMINATION BY RACE

PAGE 2

Some whites believed their race was superior. They would not give African Americans the same rights they had. This was an example of racism—unfair treatment of people based on race.

The Supreme Court Thinks Again

How would you feel if you couldn't go to a school you wanted to because of the color of your skin?

The parents of 8-year-old Linda Brown, an African American child, were angry. Linda had to travel 21 blocks to the school for black children. A school for white children was only six blocks away. The Browns said the school segregation law was wrong. The Supreme Court agreed to take their case. The Browns' lawyer was Thurgood Marshall.

The Court Makes a Different Decision

Fifty-eight years had passed since the *Plessy* decision. Different justices were on the Supreme Court. In 1954, these justices made a new decision. In *Brown v. Board of Education*, the justices said that segregated schools *could not* be equal. Separating students by race made black students feel inferior. It meant that black students were not as good as white students. It made white students feel they were superior to others.

The *Brown* decision changed the *Plessy* decision. It gave more equality to people of different races. It made an improvement in human rights in the United States. Thurgood Marshall later became the first African American Justice on the Supreme Court.

In another decision, the Court said that states must desegregate their schools. The schools must accept black and white children. Many white people did not want to do this. In some cities, President Eisenhower had to send U.S. soldiers to protect black students when they went to white schools.

Today, there is still controversy about school desegregation. Should children be bussed to other schools to integrate them? Should cities with large groups of urban minorities and white dominated suburbs be forced to desegregate? Should special inner-city schools be established to ensure that minority youth succeed academically?

The Doll Test and Brown v. Board of Education

The Supreme Court Justices wanted to understand the effect of racism on black children in the United States. The Justices studied the results of a "doll test" done by psychologist Kenneth Clark.

Sixteen black children between the ages of six and nine were tested. Clark asked them questions about a black doll and a white doll. Ten of the black children said they liked the white doll better than the black one. Eleven of them said the black doll looked "bad." Nine of them said the white doll was the "nice" one. Seven of them said the white doll looked like them.

Why do you think so many black children chose the white doll? How do you think they felt about themselves?

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Equality and Liberty, cont.

HANDOUT 4.1 (C)-CIVIL RIGHTS LAWS

Civil Rights Laws

What are some places in your community where you see people of different races together?

The Fourteenth Amendment forbids race discrimination by state and local governments. But before the 1960s, privately owned facilities like factories, hotels, and restaurants did not have to serve or hire blacks if they didn't want to. Discrimination was not against the law if it occurred on "private property."

African Americans wanted new laws to stop all discrimination. They wanted the

right to have jobs that paid well, to live in any community, and to go to any hotel or restaurant. Other Americans agreed and worked with blacks to fight racism. Together they asked people to sign petitions and write letters to Congress. They organized protest marches of thousands of people. Often the marchers were attacked by police or by white people who didn't want blacks to have equal rights.

Sometimes people wouldn't follow segregation rules that they thought were unjust. For example, blacks would sit down in a restaurant for whites only and ask to be

THE FOLLOWING ARE SOME OF THE MOST IMPORTANT PARTS OF TODAY'S FEDERAL CIVIL RIGHTS LAWS:

1. Equal pay for equal work for men and women.
2. No discrimination by race, color, religion or national origin in public places (hotels, restaurants, theaters, etc.).
3. Disabled people have the right to jobs, education, and business services.
4. No discrimination by race, color, religion, sex or national origin by state and local governments, public schools, and universities.
5. No discrimination by race, color, sex or national origin in programs that receive money from the federal government.
6. No discrimination by race, color, religion or national origin in selling or renting most houses and apartments.
7. Disabled children have a right to a good education.
8. No discrimination against people over 40 years old by businesses with 20 or more employees.
9. No discrimination by sex in schools (sports, teachers, college loans, etc.).
10. No discrimination by race, color, sex, religion or national origin in employment by businesses with more than 15 employees or by labor unions. If these laws are not obeyed, people can complain to a government agency or some-times take a case to court.

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Equality and Liberty, cont.

HANDOUT 4.1 (C)-CIVIL RIGHTS LAWS

PAGE 2

served. Often the owner called the police, who took the protesters to jail for civil disobedience.

Many Groups Wanted Equal Rights

Were African Americans the only group that protested discrimination? No. Women, disabled people, Latinos, Native Americans, older people, and other minority groups also organized and demanded equal rights.

Because of this pressure for change, Congress began to pass civil rights laws in the 1960s. These laws said facilities that serve people, like restaurants and hotels, must be integrated. Private employers and businesses could not discriminate unfairly against women and minorities.

For example, an employer could not say, "This is my factory. I don't want to hire people of color, so I won't."

Each One Teach One

You will be assigned to learn one of the laws below. After you review your law, teach it to someone else in the room. Be sure to allow someone to teach you a law. At the end of this activity, be ready to talk about two laws you learned from someone else.

Activity: Can They Do This?

In small groups, discuss one of the problems given below.

- First, read the problem.
- Read the civil rights laws above to see if

one of them applies to this problem.

- As a group, determine why you think the school or company is, or is not, violating the law; and
- Be ready to explain the problem and report your decision to group at large.

1. Ann Lewis and Joe Harris work for Mason Bank in the Loan Office. They have the same education and work experience. They both have good work evaluations. Ann writes reports, gives information on the phone, and organizes files for her supervisor. Her job title is Junior Secretary. She is paid \$19,000 a year. Joe writes reports, gives information on the phone, and organizes the files for his supervisor. His job title is Assistant to the Supervisor. The bank pays Joe \$22,000 a year. Does this violate the law?

2. Forest High School is a small public school with 200 students. The school does not have much money for their sports program. John Williams, the principal, wants to spend the money on football, basketball and baseball teams for the boys. If he does this, he won't have money for any girls' teams. Mr. Williams says the boys need to have the teams. Colleges will pay tuition for boys who are very good at sports. Colleges don't pay for many girls who are good at sports. Mr. Williams says it's better to use the money for the boys' teams. Does this violate the law?

3. Luis Garcia and his wife own a building with 10 apartments. One of the apartments

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Equality and Liberty, cont.

HANDOUT 4.1 (C)-CIVIL RIGHTS LAWS

PAGE 3

is for rent. All the other tenants are Latino, and they feel like a big family. They want Luis to keep the building all Latino. One day, Sam Jung, an immigrant from Korea, comes to see the apartment. He wants the apartment because it is close to his work. Luis doesn't know what to say to him. Then he tells Sam Jung that he rented the apartment to somebody else. "What I told Mr. Jung wasn't true, and I feel bad. But I can't rent to a Korean family," Luis tells his wife that night. "The other families wouldn't like it. Anyway, can't I decide? It's my building." Does this violate the law?

4. Southeast Electric Company has a fair hiring policy. They hire men and women and members of minority groups. But an employee must be 21 years old to work in the Control Room. Southeast says that the Control Room is dangerous. A person must know a lot about the computer and electrical systems and be very mature and responsible. Peter is 20 years old and has

three years of experience working with computer and electrical systems at Southeast. His supervisor says Peter is very good at his work. The supervisor says Peter knows how to do the work in the Control Room. Peter says that Southeast's rule discriminates against him. Is Southeast Electric Company violating the law?

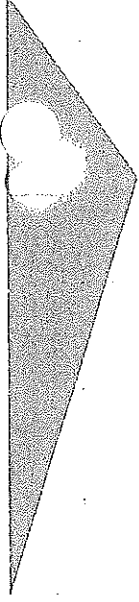
5. For many years, black students and white students went to segregated schools in the Parkwood School District. In the 1950s, the court told the school district it could not have separate schools for blacks and whites. So the school district changed its rules. It did not say some schools were only for white children and some schools were for blacks. But black people and white people in Parkwood lived in different parts of town. The district changed the attendance areas so all children in white areas went to the same schools and children in the black areas went to other schools. Does this violate the law?



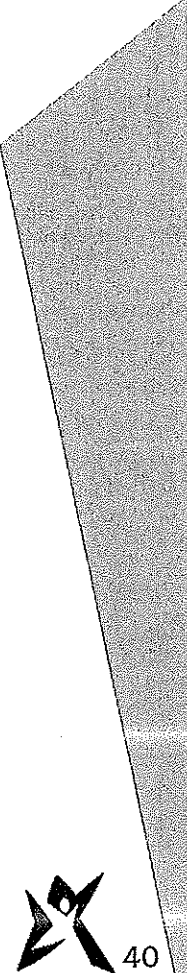


MODULE FIVE

Social Capital and Democracy



Our democracy is more than governmental institutions and politicians. A healthy democratic life depends on social capital, networks of individuals and groups working to help each other, the community, and the nation. The following lessons and activities should be useful as a guide for participants to explore social capital while planning and implementing a meaningful service project.



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Social Capital and Democracy

Civic Action Guide

MODULE FIVE: SUPPLEMENTAL LESSONS

DRAW YOUR COMMUNITY: IDENTIFYING NEEDS AND RESOURCES

Lesson Overview

This activity works best for national-service participants who will be planning and implementing a joint service project.

Active Citizen 101 Objective

Participants will develop a shared understanding of the important issues facing their communities.

Objectives:

Members will:

- Express their initial perceptions of the community;
- Identify elements common to all communities;
- Identify and describe community needs and resources; and
- Have fun!

Time Needed:

30 minutes to one hour (time will vary depending on the size of your group, and how long you allow for discussion).

Facilitator's Check List



- Easel pad, markers, masking tape.



Social Capital and Democracy

Civic Action Guide

MODULE FIVE: SUPPLEMENTAL LESSONS

DRAW YOUR COMMUNITY: IDENTIFYING NEEDS AND RESOURCES

CONTINUED

Procedure

1. Write the word "community" on board. Ask members to brainstorm what makes up a community. (The people, businesses, culture, schools, parks, and so on). List responses on the board or chart paper.

2. Explain to members that they will be doing a service project on a community problem. Hold a discussion on what they think their community is. Is it the school? The whole town or county? Opinions will differ.

3. Ask members to form groups of four or five. Distribute one piece of chart paper and set of markers to each group. Tell members to decide what their community is and to draw their impressions of it. Let members in the groups decide what kind of drawing they will make. Decide whether to make one drawing that includes everyone's perceptions or make separate drawings by dividing the paper into sections. Make sure they include in their drawings the things they see, hear and feel about their community. Be sure to include the different community elements they brainstormed.

4. Ask one or two volunteers from each group to display and explain their drawing(s) to the rest of the group. As groups

present make a running list of "Needs" and "Resources" that come up. This list can be useful later on as you plan your project.

Ask members:

- What surprised you most about the impressions of the group and why?
 - Why do you think people have different impression of the same thing?
 - What are some of the positive things (resources) you included in your community drawing? *Family, parks, schools, etc.*
 - What are some of the negative things (needs) you included in your community drawing? *Litter, traffic, gangs, drugs, etc.*
 - Record list of positive things under a "Resources" column; record negative things under a "Needs" column.
5. Debrief by asking the following:
- Are there problems or needs that you believe only affect your community? Why or why not?
 - Are there needs or problems that you think affect most communities?
 - Are there items in the "Resources" column that you think can help address some of the items in the "Problems" column?



Social Capital and Democracy

Civic Action Guide

MODULE FIVE: SUPPLEMENTAL LESSONS

WHAT'S YOUR PROBLEM?

This lesson is one way to decide which community issue participants should identify and address in order to implement an effective service project. It's a good idea to focus on one community issue, as it allows participants to conduct more focused and in-depth research. This community issue will be refined as participants select and develop an appropriate project.

As facilitator you have two options, you can simply provide members with the handout at the back of this section "*Narrowing Down the Problem.*" Or, you can lead your members through the engaging and worthwhile (though time consuming—allow for about 90 minutes) activity that follows.

Activity

First, in a forced-choice activity, the facilitator presents participants with six broad problems, and participants group themselves according to the problem they believe is most serious. They present three arguments supporting their position. Then, in groups, participants chart the problems' causes and effects. Next they take a vote on which problems they want to work on and whether to work on one of its causes, effects, or subproblems. The process is repeated until a refined problem selection is made.

Active Citizen 101 Objective

Participants will enhance their analytical skills by identifying the causes and effects of an important community problem in order to plan an effective service project.

Materials and Prep:

Easel pad, markers.

Facilitator and participants read *Handout: "Narrowing Down the Problem."*

Objectives

Participants will be able to:

1. Identify problems currently facing their community.
2. Rank and select problems on the basis of importance to them as individuals and as a group.
3. Identify causes and effects of problems.
4. Select one problem.
5. Further refine the problem.
6. Understand the interconnectedness of problems.

Time Needed

1.5 Hours



Social Capital and Democracy

Civic Action Guide

MODULE FIVE: SUPPLEMENTAL LESSONS

WHAT'S YOUR PROBLEM?

CONTINUED

Forced-Choice Activity

1. Write six broad problems on paper and display around the room—"education," "public safety/ crime," "health," "environment," "economy," and "other social problems." Tell participants that today they are going to decide which of these problems to focus on for their service project.

2. Ask participants to move to different parts of the room depending on which problem they think is the most important. For example, "How many think public safety is the most crucial problem facing the community? Okay, go over to that part of the room."

3. Once the team is in six groups, tell each group to develop three arguments supporting why its problem is the most crucial. Distribute chart paper and markers and have participants write down these arguments. Tell each group to prepare a presentation. Give participants about ten minutes to prepare.

4. When each group presents, have them hang up their chart paper. Leave all the charts on the wall so members can compare them.

5. Have participants take a vote on which problem is the most crucial. Have them move again to different parts of the room depending on the problem they have

selected (emphasize that it is all right if a problem area is eliminated or some groups get rather large).

6. Have members remain in their newly selected groups. If you need to take a break, now is a good time to do so.

Explain to members that they will now delve further into the issue areas they have selected.

Cause and Effect

1. Conduct a brief discussion of the meaning of cause and effect if necessary, providing some definitions (for example, some of the possible causes of crime are drugs, alcohol, and mental illness and possible effects of crime are injury, death, and increased insurance rates).

2. Explain that this time you want participants to create a chart showing the causes and effects of their problem. Tell them to look at the example of such a chart (on the problem of crime) in *Handout: "Narrowing Down the Problem."*

3. Distribute chart paper and markers. Instruct participants to write the name of the problem in the middle of a sheet of chart paper. Have them brainstorm the causes of this problem on one side, the effects on another side. Give them about twenty minutes to complete this task.

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Social Capital and Democracy

Civic Action Guide

MODULE FIVE: SUPPLEMENTAL LESSONS

WHAT'S YOUR PROBLEM?

CONTINUED

4. Have each group present its charts. Hang up each chart and, after all the presentations, give members time to go up and look at all of the charts.

Selecting A Problem

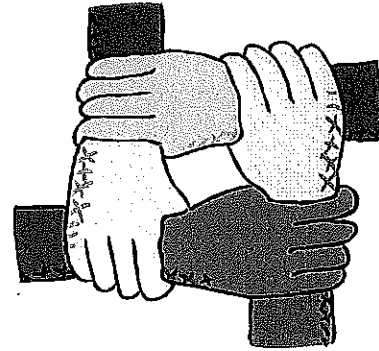
1. Regroup and explain that it is now time to select the problem. Participants should determine which problem they want to work on through a vote or show of hands.

2. Once decided, write this problem on this board and review its causes and effects. Ask for any additional causes and effects from the group as a whole.

3. Participants now need to refine the selection to a workable aspect of the problem. The selection at this point should be narrowed to a cause, effect, or smaller piece of the problem (subproblem). Have participants brainstorm a list of sub-problems to add to the list of causes and effects that has already been generated.

4. You may choose to have members repeat step 3 (under Cause and Effect); to further identify causes and effects for each subproblem.

5. Have participants vote on which subproblem is most important. This vote determines the final problem selection.



Cognitive Reflection

Select one or more of the following ideas for cognitive reflection activities with participants.

1. During the forced-choice activity, which of the arguments you heard were the most convincing and why? Have participants discuss this.

2. Is it more important to address a cause or effect of a problem? Defend your position. This can be either a group discussion or a journal entry.

3. Ask others (friends, parents, children, community members) which problem they think is the most important to work on and why.

Follow-up Suggestions

Participants should start researching the problem using the techniques spelled out in Handout: "Narrowing Down the Problem."



Social Capital and Democracy

HANDOUT: NARROWING DOWN THE PROBLEM

This is a crucial step. You may have already taken it. If you have decided, for example to work on solving the litter problem at the corner park, then you have already narrowed your problem down. But if you have chosen to work on crime generally, then your problem may still be too broad. You will need to narrow your focus.

You may want to find out more about your problem before you narrow it down. But you need to know about this step so that you can come back to it. You may want to come back to it several times.

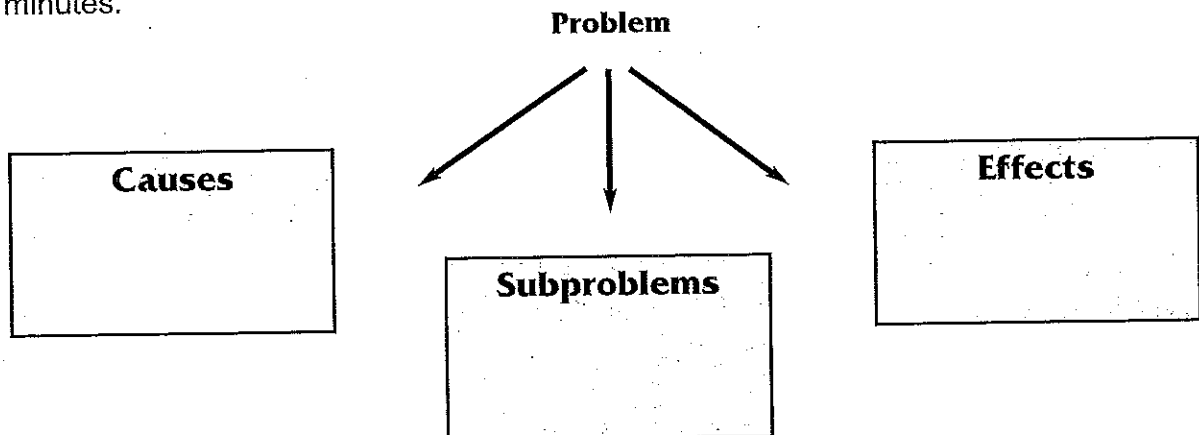
A good way to narrow down the problem is to do more brainstorming. Take a sheet of paper and write your problem in the middle of it. Create a diagram like the one below.

Take five minutes and brainstorm the causes of your problem. You probably have some ideas about its causes. Come up with as many causes as you can in five minutes.

After you've taken five minutes to brainstorm the causes of your problem, take another five minutes and brainstorm its effects. What does your problem do to people? What does it do to the community? Come up with as many effects as you can in five minutes.

When you're done with the effects, take another five minutes and brainstorm subproblems. This can be done in several ways. The problem may occur at different places, e.g. at the corner park. Or the problem may encompass various component problems, e.g. there are many different types of crime. The purpose of this brainstorm is to break the problem down into smaller pieces. Break your problem into as many subproblems as you can in five minutes.

We've done a sample brainstorm on crime on the next page.



Social Capital and Democracy

HANDOUT: NARROWING DOWN THE PROBLEM

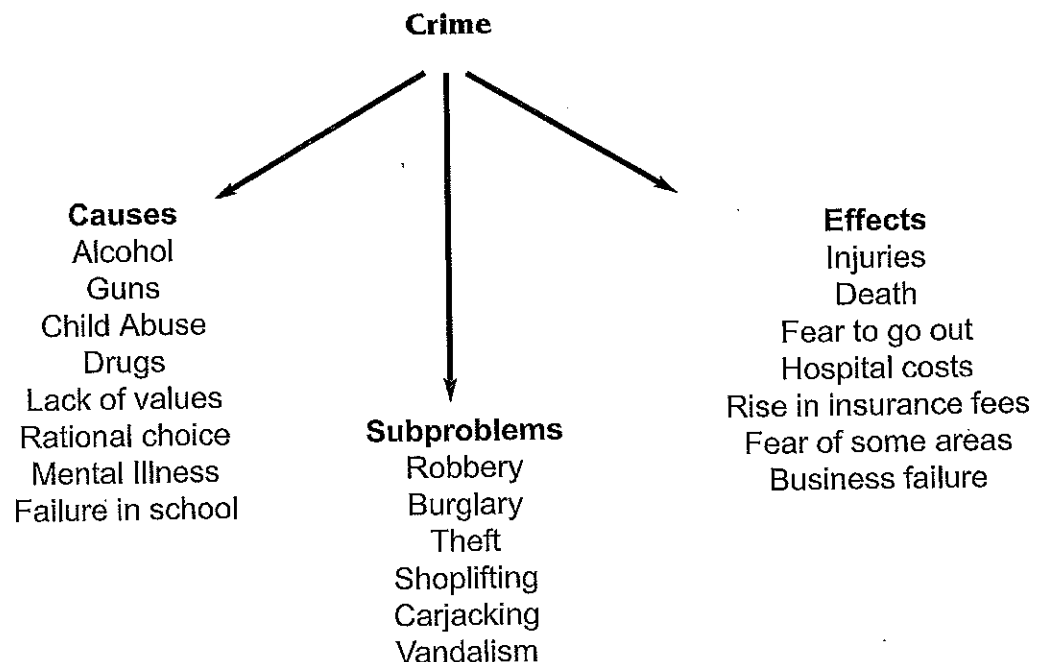
PAGE 2

The brainstorm may help you isolate a more specific area of concern—it could be a cause, effect or subproblem of your original problem. Or you may want to narrow your problem down further. To do this, simply pick a cause, effect, or subproblem of your original problem. Or you may want to narrow your problem down further. To do this, simply pick a cause, effect, or subproblem of the original prob-

lem, and put it in the middle of a sheet of paper and go through the process again.

The remaining steps in this chapter will help you investigate the problem further. When you learn more about its causes and effects, you might want to return to this step.

SAMPLE BRAINSTORM



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Resource Directory

THIS RESOURCE DIRECTORY PROVIDES ACCESS TO CITIZENSHIP LESSONS, THEORIES, SAMPLE PROJECTS, AND ADDITIONAL TECHNICAL SUPPORT.

The information below was organized in an effort to provide you with greater resources in developing your own citizenship training program. Below you will find links to existing curriculum, lesson plans, programs and research available, and a variety of other links.

For more extensive resource links, please visit the Citizenship Toolkit, located online at the National Service Resource Center: <http://www.etr.org/nsrc>

- I. Assessment/Evaluation
- II. Historic American Documents
- III. Historic American Documents (Recommended)
- IV. Historic American Documents (Online Libraries)
- V. Lesson Plans Related to Historic American Documents
- VI. Organizations Related to Civic Education
- VII. Research
- VIII. Suggested Readings and Bibliographies

I. ASSESSMENT/EVALUATION

A Practical Guide for Integrating Civic Responsibility into the Curriculum (PDF)

This curriculum guide from the American Association of Community Colleges (AACC) includes useful tools and examples for assessing civic outcomes according to a range of stated objectives.

National Center for Education Statistics Civic Education Study

<http://nces.ed.gov/surveys/cived/>

View the entire report or highlights of the results from an assessment of the civic knowledge and skills of 14-year old students across 28 countries and their attitudes toward civic issues. The Civic Education Study assessment was conducted by the International Association for the Evaluation of Educational Achievement (IEA) in 1999.

Online Evaluation Resource Library (OERL)

<http://www.oerl.sri.com>

Funded by the National Science Foundation, this library provides a range of assistance for professionals seeking to design, conduct, document, or review project evaluations.

Project Star

<http://www.projectstar.org>

As the Corporation's training and technical assistance provider in the area of evaluation, Project Star houses countless assessment resources for Corporation-funded programs.

W.K. Kellogg Foundation Evaluation Handbook (PDF)

<http://www.wkkf.org/pubs/Pub770.pdf>

A tremendous resource for integrating evaluation into program planning and delivery. Includes instructions for preparing, designing, and conducting effective assessment.

II. HISTORIC AMERICAN DOCUMENTS

The following links will connect you to complete versions of these historical American documents:

Declaration of Independence (<http://memory.loc.gov/const/declar.html>)

Constitution of the United States

(http://www.crf-usa.org/links/cja/US_Constitution.htm)

Federalist Papers #10 and #51

(<http://lcweb2.loc.gov/const/fed/fedpapers.html>)

Washington's Farewell Address

(<http://www.yale.edu/lawweb/avalon/washing.htm>)

Lincoln's Second Inaugural Address

(http://douglassarchives.org/linc_a74.htm)

Gettysburg Address

(<http://www.loc.gov/exhibits/gadd/4403.html>)

III. HISTORIC AMERICAN DOCUMENTS (RECOMMENDED)

The following links will connect you to complete versions of other recommended historical American documents:

On American Democracy:

Alexis de Toqueville, Democracy in America, Volume One (<http://authorsdirectory.com/b/1dina10.htm>)

Alexis de Toqueville, Democracy in America, Volume Two (<http://authorsdirectory.com/b/2dina10.htm>)



Resource Directory, cont.

On Declaration of Independence:

Frederick Douglass, "What to the Slave is the Fourth of July?" (http://douglassarchives.org/doug_a10.htm)

On the Rule of Law:

Lincoln, Address before the Young Men's Lyceum of Springfield, Illinois (http://douglassarchives.org/linc_a69.htm)
Martin Luther King, Jr. "Letter from a Birmingham Jail" (<http://almaz.com/nobel/peace/MLK-jail.html>)
Thoreau, "On Civil Disobedience" (<http://sunsite.berkeley.edu/Literature/Thoreau/CivilDisobedience.html>)

Case study worth pondering:

Marbury v. Madison (1803) (<http://usinfo.state.gov/usa/infousa/facts/democrac/9.htm>)

IV. HISTORIC AMERICAN DOCUMENTS (ONLINE LIBRARIES)

American Memory (Library of Congress)

<http://memory.loc.gov/>
American Memory is a gateway to rich primary source materials relating to the history and culture of the United States. The site offers more than 7 million digital items from more than 100 historical collections.

Dirksen Congressional Center Historical Materials

<http://www.congresslink.org/HistoricalMaterialsIntro.htm>
The materials listed below have been assembled to assist teachers in developing lesson plans related to Congress and the federal government. They include historical documents and photographs, narrative descriptions, and a glossary and historical notes.

Douglass Archives of American Historical Address

<http://www.douglassarchives.org/>
Douglass is an electronic archive of American oratory and related documents. It is intended to serve general scholarship and courses in American rhetorical history at Northwestern University.

Historical Documents and Speeches

http://www.civnet.org/resources/greatdoc_2002.htm
Civitas International offers an extensive list of documents and speeches addressing the history of constitutionalism, American constitutional and political history, human rights, history of voting, treaties, and other resources.

Our Documents Project

<http://www.ourdocuments.gov/>
View milestone documents, find teaching aids and other resources for this national initiative.

V. LESSON PLANS RELATED TO HISTORIC AMERICAN DOCUMENTS

Bill of Rights in Action

<http://www.crf-usa.org/lessons.htm#BRIA>
Many lessons on U.S. history, world history, and government from Bill of Rights in Action, Constitutional Rights Foundation's quarterly curricular newsletter. We have published this extensive resource since 1967, and we continually add to the archive.

Civitas International Lesson Plan Resources

http://www.civnet.org/resources/res_teach_frameset.htm
A compilation of constitution and democracy-related lesson plans from organizations including Streetlaw and the Center for Civic Education.

Dirksen Congressional Center

<http://www.congresslink.org/LessonPlanIntro.htm>
Unit and lesson plans prepared by teachers using CongressLink resources and features. This section also includes simulations. The plans are organized by subject.

Educational Resources Information Center (ERIC)

http://www.askeric.org/cgi-bin/lessons.cgi/Social_Studies/Civics
Civic lesson plans by topic.

Institute for Civic Values

<http://www.libertynet.org/edcivic/civlitf.html>
This organization offers lesson plans, discussion guides, and resources for improving adult civic literacy.

Library of Congress Lesson Plans

<http://memory.loc.gov/learn/lessons/theme.html>
Lessons organized by theme, discipline, and era. Includes the following lessons on civics and government:

All History Is Local

Conservation at a Crossroads
The Constitution: Counter Revolution or National Salvation?
Explorations
In Congress Assembled
Indian Boarding Schools: Civilizing the Native Spirit
Our Changing Voices
Reservation Controversies



Resource Directory, cont.

National Archives

<http://www.archives.gov/>

A variety of resources including online documents, instructional support, and "teaching with documents" lesson plans.

Exhibit Hall (http://www.archives.gov/exhibit_hall/index.html)

Publications and Teaching Aids

(http://www.archives.gov/publications/teaching_aids.html)

Lesson Plans (http://www.archives.gov/digital_classroom/teaching_with_documents.html)

New York Times Learning Network Daily Lesson Plan Archive

<http://www.nytimes.com/learning/teachers/lessons/archive.html>

The archive contains hundreds of free lesson plans. You may perform a keyword search to retrieve a lesson, browse the archive by subject, or scroll down the page to view the most recently published lessons.

New York Times Learning Network: Civics Lessons

(<http://www.nytimes.com/learning/teachers/lessons/civics.html>)

New York Times Learning Network: American History Lessons

(<http://www.nytimes.com/learning/teachers/lessons/americanhistory.html>)

New York Times Learning Network: Social Studies Lessons

(<http://www.nytimes.com/learning/teachers/lessons/socialstudies.html>).

PBS Teacher Source

<http://www.pbs.org/teachersource>

Over 3,500 lesson plans and activities from the Public Broadcasting System, including lessons on:

The Development of Democratic Institutions

(<http://www.pbs.org/weta/forcemorepowerful/classroom/>)

Civics: Voting and Campaigns

(http://www.pbs.org/teachersource/social_studies/high_civics_campaign.shtm)

Civics: Government

(http://www.pbs.org/teachersource/social_studies/high_civics_government.shtm)

Civics: State and Local Issues

(http://www.pbs.org/teachersource/social_studies/high_civics_local.shtm)

VI. ORGANIZATIONS RELATED TO CIVIC EDUCATION

American Federation of Teachers Database

<http://edid.aft.org/Main.asp>

Search the user-friendly American Federation of Teachers database for civic education organizations by region, subject area, or audience type. The ED/I database is developed and maintained by the American Federation of Teachers Educational Foundation with the support of the National Endowment for Democracy. Since 1989, the Foundation has promoted educational activities that improve the teaching of democracy and civic education worldwide through its Education for Democracy/International (ED/I) project.

APSA Civic Education Network

<http://www.apsanet.org/CENnet/organizations/index.cfm>

The American Political Science Association maintains a comprehensive, alphabetical list of civics-related organizations.

VII. RESEARCH

Center for Information & Research on Civic Learning & Engagement

<http://www.civicyouth.org>

The Center for Information and Research on Civic Learning and Engagement (CIRCLE) promotes research on citizenship by Americans between the ages of 15 and 25. CIRCLE is also a clearinghouse for relevant information and scholarship. CIRCLE was founded in 2001 with a generous grant from The Pew Charitable Trusts and is based in the University of Maryland's School of Public Affairs.

Citizens in Service: The Challenge of Delivering Civic Engagement Training To National Service Programs

<http://nsrc.etr.org/filemanager/download/457/diller.pdf>

Findings from a National Service Fellows research project that offers a baseline of information about citizenship issues and training in national service programs.

Constitutional Rights Foundation Research Links

<http://www.crf-usa.org/links/research1.html>

Easy access to a range of search engines, quotations, statistics, think tanks, and other general research information.



Resource Directory, cont.

Educational Resources Information Center Database
<http://www.askeric.org/Eric/>

ERIC is the world's largest source of education information, with more than 1 million abstracts of documents and journal articles on education research and practice.

National Archives Research Room
http://www.archives.gov/research_room/index.html
For assistance with historical documents.

National Center for Education Statistics Civic Education Study

<http://nces.ed.gov/surveys/cived/>
View the entire report or highlights of the results from an assessment of the civic knowledge and skills of 14-year old students across 28 countries and their attitudes toward civic issues. The Civic Education Study assessment was conducted by the International Association for the Evaluation of Educational Achievement (IEA) in 1999.

The Ready, Willing, and Able: Citizens Working for Change
http://www.pew-partnership.org/pubs/rwa/summary/table_of_contents
A benchmark study on civic life in America.

The Social Capital Community Benchmark Survey
<http://www.ksg.harvard.edu/saguaro/communitysurvey/index.html>
Three dozen community foundations, other funders, and the Saguaro Seminar of the John F. Kennedy School of Government at Harvard University joined together to interview nearly 30,000 people in the largest-ever survey on the citizenship of Americans. View the data.

VIII. SUGGESTED READINGS AND BIBLIOGRAPHIES

Adult Civic Education
http://www.ed.gov/databases/ERIC_Digests/ed350489.html
This installment of the ERIC (Educational Resources Information Center) Digest examines the "significance and substance" of adult civic education.

APSA Booklist
<http://www.apsanet.org/CENnet/booklist.cfm>
Selected references in the study of civic education.

Bowling Alone
<http://www.bowlingalone.com/>

Robert D. Putnam describes the concept of "social capital" and the need to reconnect with family, friends, community associations, and democratic structures. Included is a helpful bibliography (Word doc).

Civic Dictionary
<http://www.cpn.org/cpn/sections/tools/dictionary/dictionary.html>
A helpful list of terms related to democratic practices and civic work developed by the Civic Practices Network.

CivNet Journals and Papers
http://www.civnet.org/journal/journal_frameset.htm
An archive of journal articles, speeches, papers, and research from Civitas International.

Historical Maps
<http://www.lib.utexas.edu/maps/histus.html>
A large collection of United States historical and territorial maps from the University of Texas at Austin.

Manuals and Guides
<http://www.cpn.org/cpn/sections/tools/manuals/manuals.html>
An organized compilation of manual and guides from the Civic Practices Network.

National Archives
ALIC http://www.archives.gov/research_room/alic/research_tools/bibliographies_pathfinders.html
Pathfinders to holdings on selected subjects, including published materials that reference government records in the National Archives.

Resource Guide to Civic Engagement (PDF)
This inventory, prepared in support of CityCares Citizen Academy, is designed to provide intellectual resources to those interested in thinking more about effective citizenry and work in community-based organizations.

Week 3: Local Government

Introduction to City of Sacramento's Local Government

Activity 1

Local Government Pre-Assessment Test

Students will demonstrate what they already know about local government.

Activity 2

Why Local Government Matters Quote Walk

Students will be introduced to local government and given a starting point for understanding how constitutional principles are expressed at the local level. Students will analyze how public policy, domestic and foreign is developed at the local, state, and national levels and compare how policy making occurs in other forms of government.

Activity 3

Who runs the City?

Students will explore what they think they know about how our City functions in small groups, participate in a classroom discussion around common findings, and learn about the City's actual organization.

Fill out blank City Organization Chart with their idea of our local government structure, and present in small groups. Come to a group consensus on the best organization chart and have students give a brief description. Present students with actual City of Sacramento Organization Chart; discuss what they got right, what they didn't know.

Activity 4

Local Government Scavenger Hunt

Students will delve into their local government online. This 2-day activity will enable student to search various websites and find out information about people, places, ideas, and facts about their surrounding government. They can use this information for the future lesson(s).

Activity 5

Letter to Councilmember

Begin this assignment by having students take an active role in investigating what is happening in their neighborhood. Students will complete the Mapping my Block worksheet by mapping the block they live on. Encouraged students to ask parents,

Summer at City Hall

Monday, June 29th Agenda

7:30 am	Arrive and prep classroom
8:00 – 8:30 am	Breakfast
8:30 am	Program Start
8:30 – 9:00 am	Group check-in
	Questions/Comments/Concerns
	Review Agreements
	Introduce Topic for the Day – Local Government
9:00 am	Head to separate classrooms
9:00 – 10:00 am	Pre-assessment / Quote Walk
10:00 – 10:30 am	Ice breaker/Teambuilding Activity (Facilitated by Returning Youth)
10:30 – 11:40 am	Discussion: KWL
11:40 – 12:00 pm	Debrief/Q&A
12:00 – 12:30 pm	Lunch

Learning Objectives:

- Understand basic structure of local government
- Explore opinion on governance

Debrief Questions:

- What kind of services does the City provide?
- What is the role of the City Manager vs. the Mayor?
- Who is your City Councilmember?
- What do you think the day to day of a Councilmember looks like?

Activity 2

Title: Quote Walk: Why Local Government Matters

Level: High School

Overview: This is an introduction to local government. The goal of this lesson is to engage students in the unit and to be used as a starting point for understanding how constitutional principles are expressed at the local level.

Length: 1 class period

Standard: 3- Analyze how public policy- domestic and foreign- is developed at the local, state, and national levels and compare how policymaking occurs in other forms of government.

Evidence outcome: a. discuss multiple perspectives on local issues and options for participating in civic life, f. compare and contrast how different systems of government function

Activities

1. Quote Walk (See Document 2, 3 attachments). Place all of the quotes on large posters around the room. Have students stand up, walk around, and read each quote. After reading the quotes, have students return to their desks and respond to two to three quotes.
2. As a class, discuss the quotes using the following questions as a guide: What do they tell us about our government? What is the responsibility of government?
3. Read and respond to a current local issue: vandalism, gangs, curfew, free speech, teen jobs, police relationships, schools, recreation, etc. These topics are often in the news. Search local news sources for articles and discuss them highlighting the types of local government involved.
4. Ask students to summarize the issue, describe local government's role in the issue, and explain their own opinion.
5. Challenge: Ask students to use one or more quotes to connect to their opinion and government action.

Key Vocabulary

- Civic Virtue, Common Good, Democracy, Federalism, Separation of Powers

Enlarge these quotes and place them around the room, so students can walk around and react to them.

“Local government is the foundation of democracy; if it fails, democracy will fail.” - Robert W. Flack

“Sure there are dishonest men in local government. But there are dishonest men in national government, too.” - Richard M. Nixon

“I mean, just because you're a musician doesn't mean all your ideas are about music. So every once in a while I get an idea about plumbing, I get an idea about city government, and they come the way they come.” - Jerry Garcia

“City government can and must help San Franciscans prepare for emergencies in order to avoid tragedy where possible and minimize loss of life and property when emergencies occur.” - Gavin Newsom

“All politics is local.” – Thomas P. “Tip” O’Neil

“Public instruction should be the first object of government.” - Napoleon Bonaparte

“The best government is that which teaches us to govern ourselves.”
– Johann von Goethe

“All good government must begin at home.” – H.R. Haweis

“To be free, one must be chained.”

“I believe burning the American flag is political protest, not treason.”

“There is nothing wrong with America that cannot be cured with what is right in America” –William J. Clinton

“To announce that there must be no criticism of the President, right or wrong, is not only unpatriotic and servile, but is morally treasonable to the American public.” –Teddy Roosevelt

Summer at City Hall

Tuesday, June 30th Agenda

7:30 am	Arrive and prep classroom
8:00 – 8:30 am	Breakfast
8:30 am	Program Start
8:30 – 9:00 am	Group check-in
	Questions/Comments/Concerns
	Review Agreements
	Introduce Topic for the Day – Structure and Roles
9:00 am	Head to separate classrooms
9:00 – 10:00 am	Who runs the City?
10:00 – 10:30 am	Ice breaker/Teambuilding Activity (Facilitated by Returning Youth)
10:30 – 11:40 am	Who runs the City? / Role Playing Local Government
11:40 – 12:00 pm	Debrief/Q&A
12:00 – 12:30 pm	Lunch

Learning Objectives:

- Understand Sacramento City Government structure and roles
- Practice leadership and team work by role playing real-life decisions

Debrief Questions:

- What kind of thought process is involved in making a big decision for a large number of people?
- Explain a different form of municipal government than the City of Sacramento.
- What have you learned about governing you weren't aware of before?

Source: National League of Cities

Article Link: <http://goo.gl/eJn5Vz>

Forms of Municipal Government

A municipal charter is the legal document that defines the organization, powers, functions, and essential procedures of the city government. The charter also details the form of municipal government, of which there are historically five forms: council-manager, mayor-council, commission, town meeting and representative town meeting.

Council-Manager

Characteristics include:

- City council oversees the general administration, makes policy, sets budget
- Council appoints a professional city manager to carry out day-to-day administrative operations
- Often the mayor is chosen from among the council on a rotating basis

This is the most common form of government. According to surveys by the International City/County Management Association (ICMA), this form of government has grown from 48% usage in 1996 to 55% usage in 2006. It is most popular in cities with populations over 10,000, mainly in the Southeast and Pacific coast areas. Some examples are Phoenix, Arizona; Topeka, Kansas; Salt Lake City, Utah and Rockville, Maryland.

Mayor-Council

Characteristics include:

- Mayor is elected separately from the council, is often full-time and paid, with significant administrative and budgetary authority
- Depending on the municipal charter, the mayor could have weak or strong powers
- Council is elected and maintains legislative powers
- Some cities appoint a professional manager who maintains limited administrative authority

Occurring in 34% of cities surveyed by International City/County Management Association (ICMA), this is the second most common form of government. It is found mostly in older, larger cities, or in very small cities, and is most popular in the Mid-Atlantic and Midwest. Cities with variations in the mayor-council form of government are New York, New York; Houston, Texas; and Minneapolis, Minnesota.

Commission

Characteristics include:

- Voters elect individual commissioners to a small governing board
- Each commissioner is responsible for one specific aspect, such as fire, police, public works, health, finance
- One commissioner is designated as chairman or mayor, who presides over meetings
- The commission has both legislative and executive functions

The commission form of city government is the oldest form of government in the U.S., but exists today in less than 1% of cities. It typically occurs in cities with populations below 100,000, such as Sunrise, Florida and Fairview, Tennessee.

Town Meeting

Characteristics include:

- All voters meet to decide basic policy and elect officials to carry out those policies

Although the town meeting form of government is generally viewed as the purest form of democracy, because it allows all eligible voters a voice in local policy decisions, it is practiced in only 5% of municipalities.

Town meeting government is found in Marblehead, Massachusetts.

Representative Town Meeting

Characteristics include:

- Voters select a large number of citizens to represent them at town meetings, where only they can vote
- Each town meeting must be announced with a warrant that provides the date, time and location of the meeting and specifies the items to be discussed
- The selectmen are responsible for implementing policy

This form of government is found in fewer than 1% of cities, almost exclusively in small, New England municipalities, such as Bowdoin, Maine and Lexington, Massachusetts.

Current Trends

Recent examinations of government structure indicate that these forms of government are less distinct than they once were. This is due, in part, to the common practice of incorporating structural features from other forms into one's current form. This mixing is also attributed to local responses to socioeconomic, demographic, and political changes. The most common mixing occurs across the two most prevalent forms, mayor-council and the council-manager. Among all cities proposing a change to their structure of government, the most common proposal was to add the position of chief administration officer/city manager. This professionalization of government administration also had the highest percentage of voter approval. Among other proposed changes, 50% or more respondents of ICMA's 2006 survey reported voter approval to increase or decrease the number of council members, to modify the method of electing the mayor and to decrease the power or authority of the mayor.

The Form of Government in the Thirty Most Populous Cities

Listed below is the form of government for the thirty most populous cities in the United States, based on the 2010 U.S. Census figures. The forms of government are informed by the member database at the National League of Cities.

Rank	City Name	State	Form Of Government
1	New York	NY	Mayor-Council
2	Los Angeles	CA	Mayor-Council
3	Chicago	IL	Mayor-Council
4	Houston	TX	Mayor-Council
5	Philadelphia	PA	Mayor-Council
6	Phoenix	AZ	Council-Manager
7	San Antonio	TX	Council-Manager
8	San Diego	CA	Mayor-Council
9	Dallas	TX	Council-Manager
10	San Jose	CA	Council-Manager
11	Indianapolis	IN	Mayor-Council
12	Jacksonville	FL	Mayor-Council
13	San Francisco	CA	Mayor-Council
14	Austin	TX	Council-Manager
15	Columbus	OH	Mayor-Council
16	Fort Worth	TX	Council-Manager
17	Louisville-Jefferson County	KY	Mayor-Council
18	Charlotte	NC	Council-Manager
19	Detroit	MI	Mayor-Council

20	El Paso	TX	Council-Manager
21	Memphis	TN	Mayor-Council
22	Nashville-Davidson	TN	Mayor-Council
23	Baltimore	MD	Mayor-Council
24	Boston	MA	Mayor-Council
25	Seattle	WA	Mayor-Council
26	Washington	DC	Mayor-Council
27	Denver	CO	Mayor-Council
28	Milwaukee	WI	Mayor-Council
29	Portland	OR	Commission
30	Las Vegas	NV	Council-Manager

Sources

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DeSantis, Victor S. and Tari Renner. "City Government Structures: an Attempt at Classification." *State and Local Government Review*, 34(2) (Spring 2002).

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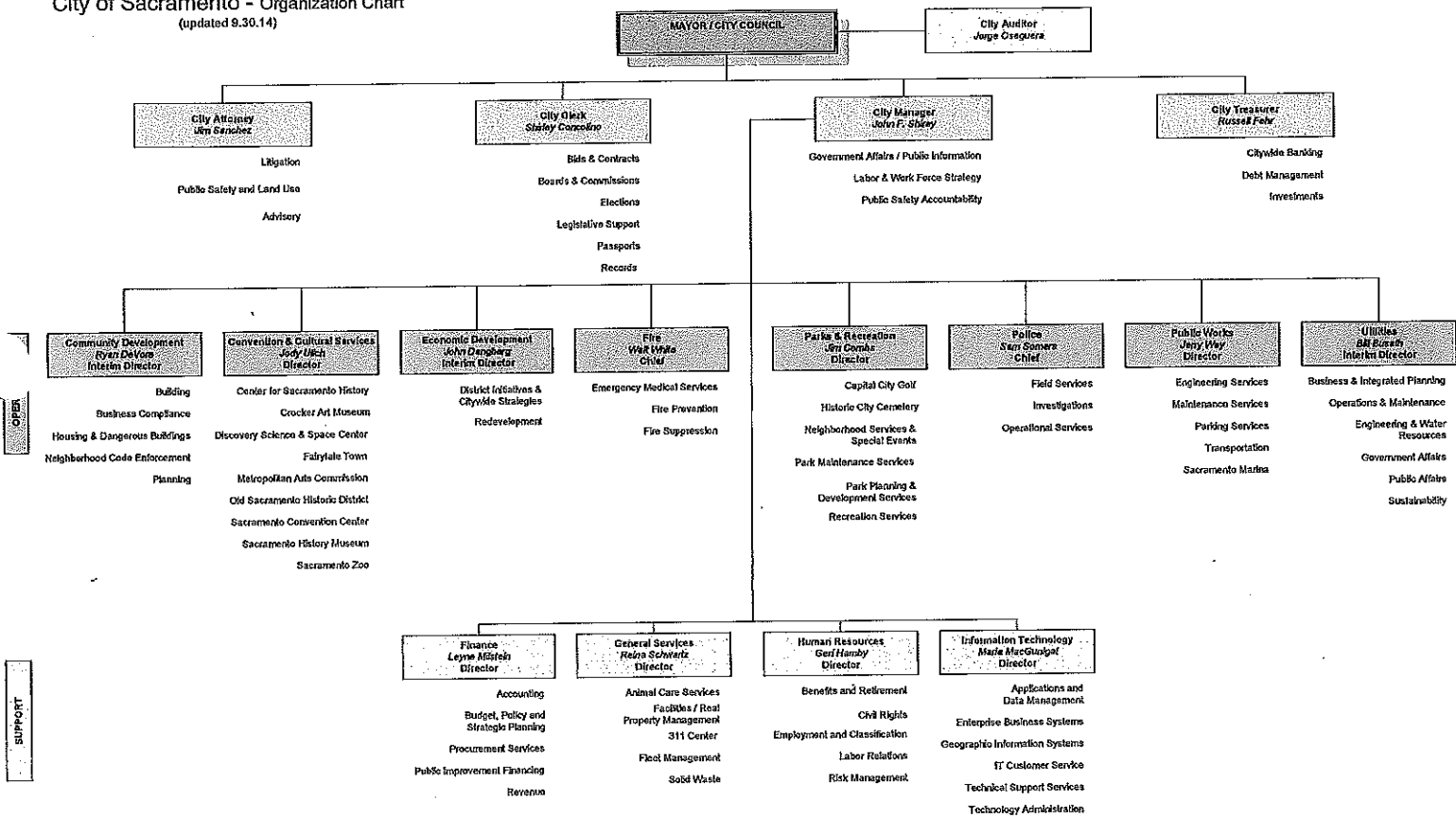
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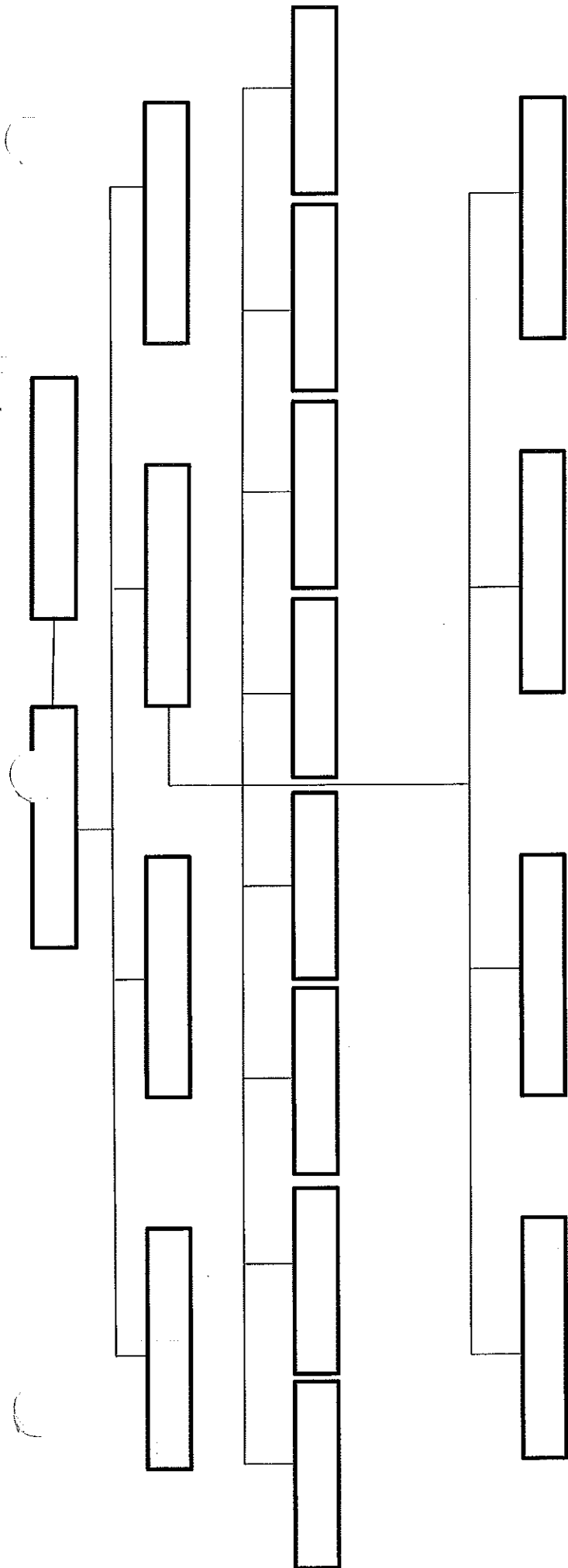
National League of Cities. *Choices of the Citizenry: Forms of Municipal Government*. Washington, DC: National League of Cities, May 1989.

Svara, James H. "The Shifting Boundary Between Elected Officials and City Managers in Large Council-Manager Cities" *Public Administration Review* 59(1) (January-February 1999).

Svara, James H. *Two Decades of Continuity and Change in American City Councils*. Washington, D.C.: National League of Cities, September 2003.

City of Sacramento - Organization Chart
(updated 9.30.14)





<p>Mayor</p> <p>Shall be recognized as the official head of the city for the performance of all duties lawfully delegated to the mayor by this Charter, by action of the council or by other laws. Shall provide leadership within the community in the sense that the mayor shall have the primary, but not exclusive, responsibility of interpreting the policies, programs and needs of city government to the people, and as the occasion requires, may inform the people of any change in policy or program; Shall have the right but not the exclusive power to make recommendations to the city council on matters of policy and program that require council decisions; Shall be a member of the city council and shall be entitled to make and second motions on matters before the city council and vote on city council actions, but shall possess no veto power over actions of the city council;</p>	<p>City Councilmember District 1</p> <p>All powers of the city shall be vested in the city council except as otherwise provided in this Charter</p>	<p>City Councilmember District 2</p> <p>All powers of the city shall be vested in the city council except as otherwise provided in this Charter</p>	<p>City Councilmember District 3</p> <p>All powers of the city shall be vested in the city council except as otherwise provided in this Charter</p>
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<p>City Councilmember District 4 All powers of the city shall be vested in the city council except as otherwise provided in this Charter</p>	<p>City Councilmember District 5 All powers of the city shall be vested in the city council except as otherwise provided in this Charter</p>	<p>City Councilmember District 6 All powers of the city shall be vested in the city council except as otherwise provided in this Charter</p>	<p>City Councilmember District 7 All powers of the city shall be vested in the city council except as otherwise provided in this Charter</p>
<p>City Councilmember District 8 All powers of the city shall be vested in the city council except as otherwise provided in this Charter</p>			

City Auditor

The City Auditor plans, directs and oversees the operations of the Office of the City Auditor; safeguards City assets and strengthens fiscal accountability of all City departments; directs auditing activities including financial, performance compliance, contract and grant audits; develops, prepares and monitors the department's annual budget; performs duties which involve the exercise of considerable discretion and latitude of judgment in the formulation and development of policies and procedures; trains, supervises and evaluates assigned personnel and work teams.

City Attorney

Under legislative authority and executive-level policy direction, the City Attorney performs executive management duties by overseeing the activities and functions of the City Attorney's Office and supervises staff; performs highly advanced administrative and legal management work by providing legal advice, opinions, and services to the City Council, City Boards and Commissions and full time city staff; plans, directs, manages and oversees the activities and operations of the City Attorney's Office including civil counsel, criminal prosecution, and administrative proceedings.

City Clerk

Under legislative authority and executive-level policy direction from the City Council, the City Clerk performs executive management duties by overseeing the activities and functions of the Office of the City Clerk including supervision of staff; performing highly advanced administrative tasks as prescribed by the City Charter, City Code, State Law, and various ordinances and resolutions; initiates, develops, and implements policies and procedures to execute the laws and administer the work of the Office of the City Clerk; maintains and disseminates records of action of governing bodies, municipal ordinances, resolutions, codes and other government documents; provides highly responsible and complex administrative support to the members of the City Council.

City Manager

Under broad policy direction from the Mayor and City Council, the City Manager serves as chief administrative officer for a full-service urban municipality; provides highly responsible and complex policy support to an elected Mayor and Council; coordinates regional issues and activities with other governmental agencies and private sector organizations; directs the work of executive managers and reviews overall operational performance; and exercises budgetary and contractual control over revenue and expense for the City.

City Treasurer

Under legislative authority and executive-level policy direction, the City Treasurer performs executive management duties by overseeing the activities and functions of the Office of the Treasurer and supervising staff; performs highly advanced administrative and financial management work by overseeing a wide range of Treasury investment, financing, and banking/operations programs; provides recommendations and advice to the City Council regarding Treasury issues; coordinates City financial matters with City officials, executives, managers, and others; plans, directs, reviews and assures City compliance with Treasury-related laws, ordinances, codes, and policies.

Community Development Director

Under executive direction, the Director of Community Development serves as the principal administrator of the Department of Community Development; plans, organizes, and directs all the activities of the divisions that comprise the Department of Community Development; interfaces with City officials, division managers, City Council, and others on Community Development Services; provides professional and technical staff assistance; manages and supervises staff; serves as a member of the City's Executive Team.

Convention and Cultural Services Director

Under executive direction, the Director Convention, Culture and Leisure plans, organizes, and directs the activities of the Convention, Culture and Leisure Department; develops, implements, and monitors division and department mission, vision, goals, objectives, and priorities; meets and works with a wide variety of officials, businesses, organizations, and individuals, both public and private, concerning the work and goals of the Department; provides assignments and responsibilities for department employees, and guidance and direction to management; and directs and participates in budget preparation and implementation; and serves as a member of the management team.

Economic Development Director

Under executive direction, the Director of Economic Development plans, organizes, and directs the activities of the Economic Development Department; carries out the Citywide Economic Development Strategy; selects, assigns, directs, and reviews work of staff; meets with a wide variety of officials, business, organizations, and individuals, both public and private, concerning the work and goals of the Department; serves as a member of the City's Executive Team.

Fire Chief

Under executive direction, the Fire Chief serves as the principal administrative officer for the Fire Department; plans, directs, reviews, and manages Department activities and operations encompassing a wide range of fire service-related functions including fire prevention, public information, emergency planning, fire suppression, training/fitness, communications, hazmat response, and related administrative services; assures Department compliance with and enforcement of applicable Federal, State, and local laws, ordinances, and codes; manages and supervises staff; serves as a member of the City's Executive Team.

Parks and Recreation Director

Under executive direction, the Director of Parks and Recreation serves as the principal administrative officer for the Parks and Recreation Department; plans, directs, reviews, and manages Department activities and operations focused on providing a wide range of public services involving park operations/management, recreational programs/activities, human services, and educational programs; assures Department compliance with and enforcement of applicable Federal, State, and local laws, ordinances, and codes; serves as a member of the City's Executive Team.

Police Chief

Under City Manager, the Police Chief serves as the principal administrative officer for the Police Department; plans, directs, reviews, and manages Department activities and operations encompassing a wide range of law enforcement-related functions including neighborhood policing, patrol services, traffic services, court services, special forces, investigations, crime prevention, emergency preparedness, public information, staff training, and related administrative/technical services; assures Department compliance with and enforcement of applicable Federal, State, and local laws, ordinances, and codes; manages and supervises staff; serves as a member of the City's Executive Team.

Public Works Director

Under executive direction, the Director of Public Works serves as the principal administrator of the Public Works Department; plans, organizes, directs and reviews all the activities of the divisions that comprise the Public Works Department; interfaces with City officials, division managers, City Council, and others on transportation matters; provides professional and technical staff assistance; manages and supervises staff; serves as a member of the City's Executive Team.

<p>Utilities Director</p> <p>Under executive direction, the Director of Utilities supervises and administers the Department of Utilities operations; plans, directs, and reviews the activities of the Department of Utilities and provides professional and technical staff assistance; represents the City on water supply, sewer, flood protection, and drainage issues; coordinates with other departments and outside agencies; serves as member of the city's Executive Team.</p>	<p>General Services Director</p> <p>Under executive direction, the Director of General Services serves as the principal administrator of the General Services Department; plans, organizes, and directs all the activities of the divisions that comprise the General Services Department; interfaces with City officials, division managers, City Council, and others on general services matters; provides professional and technical staff assistance; manages and supervises staff; serves as a member of the City's Executive Team.</p>	<p>Human Services Director</p> <p>Under executive direction, the Director of Human Resources plans, organizes, administers, directs, and reviews the activities of the Human Resources Department; provides human resources policy direction and oversight; develops programs and recommendations; resolves disputes concerning application or interpretation of policies and procedures; coordinates human resources activities with other City departments; serves as secretary and advisor to the Civil Service Board; and serves as a member of the City's Executive Team.</p>	<p>Information Technology Director</p> <p>Under limited direction, an Information Technology Manager plan, directs organizes, and manages either one of the major program divisions of the Information Technology Department or a large, complex departmental technology unit; develops division policies, procedures, goals, and budgets; interprets and applies existing policies; represents the department on issues concerning the various programs managed.</p>
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Summer at City Hall

Wednesday, July 1st Agenda

7:30 am	Arrive and prep classroom
8:00 – 8:30 am	Breakfast
8:30 am	Program Start
8:30 – 9:00 am	Group check-in
	Questions/Comments/Concerns
	Review Agreements
	Introduce Topic for the Day – Representatives
9:00 am	Head to separate classrooms
9:00 – 10:00 am	Scavenger Hunt
10:00 – 10:30 am	Ice breaker/Teambuilding Activity (Facilitated by Returning Youth)
10:30 – 11:40 am	Peer Lectures
11:40 – 12:00 pm	Debrief/Q&A
12:00 – 12:30 pm	Lunch

Learning Objectives:

- Research local government structure using the internet
- Practice public speaking by sharing knowledge in groups

Debrief Questions:

- Now that you know more about your representatives, could you see yourself running for office? Why or why not?
- What have you noticed about who represents us?

Local Government Scavenger Hunt

Overview: Students will delve into their local government online. This two day activity will enable student to search various web sites and find out information about people, places, ideas, and facts about their surrounding government. They can use this information for the future lesson(s).

Length: 2-5 days

Standard: Purposes of and limitations of the foundations, structures, and functions of government.

Evidence outcome: Identify the structure, function, and roles of members of government and their relationship to democratic values. Use media literacy skills to locate multiple valid sources of information regarding the foundations, structures, and functions of government.

Keywords: Federalism, state vs. local, school board, special districts, county board, city council

Activities

1. Warm-up, ask students what they know about their state and local government and what they want to know. Have students break up into small groups with a sheet of poster paper, creating a KWL Chart, **K** What We Already Know, **W** What We Want to Know, **L** What We Have Learned.
2. Give groups a blank copy of the City's Organizational Chart, have them fill it out to the best of their knowledge, guessing is acceptable! Once each group has completed their chart, have each group present their City structure. Come to a class consensus around what they all believe to be correct, after discussion review the actual City Organizational Chart, star positions that were correctly placed, and edits others with the correct position.
3. Inform students they will be given the opportunity to explore our local structure even more through an online scavenger hunt. The goal of the scavenger hunt is to gain a better understanding of federalism and our local government.

City of Sacramento

Go to your city website. Go to your county website. Go to www.ca.gov, below the links on the top of page click the link titled About CA, click Government, and click City Government, type in Sacramento. Surf around and find the following and fill in the chart.

Subject	2 Things I Learned	My Reaction Is...
Leaders Who is your City Councilmember?		
Department/Services		
Meeting Agenda		
Budget		

Define City Council

Thursday

Summer at City Hall

Thursday, July 2nd Agenda

7:30 am	Arrive and prep classroom
8:00 – 8:30 am	Breakfast
8:30 am	Program Start
8:30 – 9:00 am	Group check-in
	Questions/Comments/Concerns
	Review Agreements
	Introduce Topic for the Day – Representatives
9:00 am	Head to separate classrooms
9:00 – 10:00 am	Scavenger Hunt
10:00 – 10:30 am	Ice breaker/Teambuilding Activity (Facilitated by Returning Youth)
10:30 – 11:40 am	Peer Lectures – Mapping your community
11:40 – 12:00 pm	Debrief/Q&A
12:00 – 12:30 pm	Lunch

Learning Objectives:

- Research local government structure using the internet
- Practice public speaking by sharing knowledge in groups

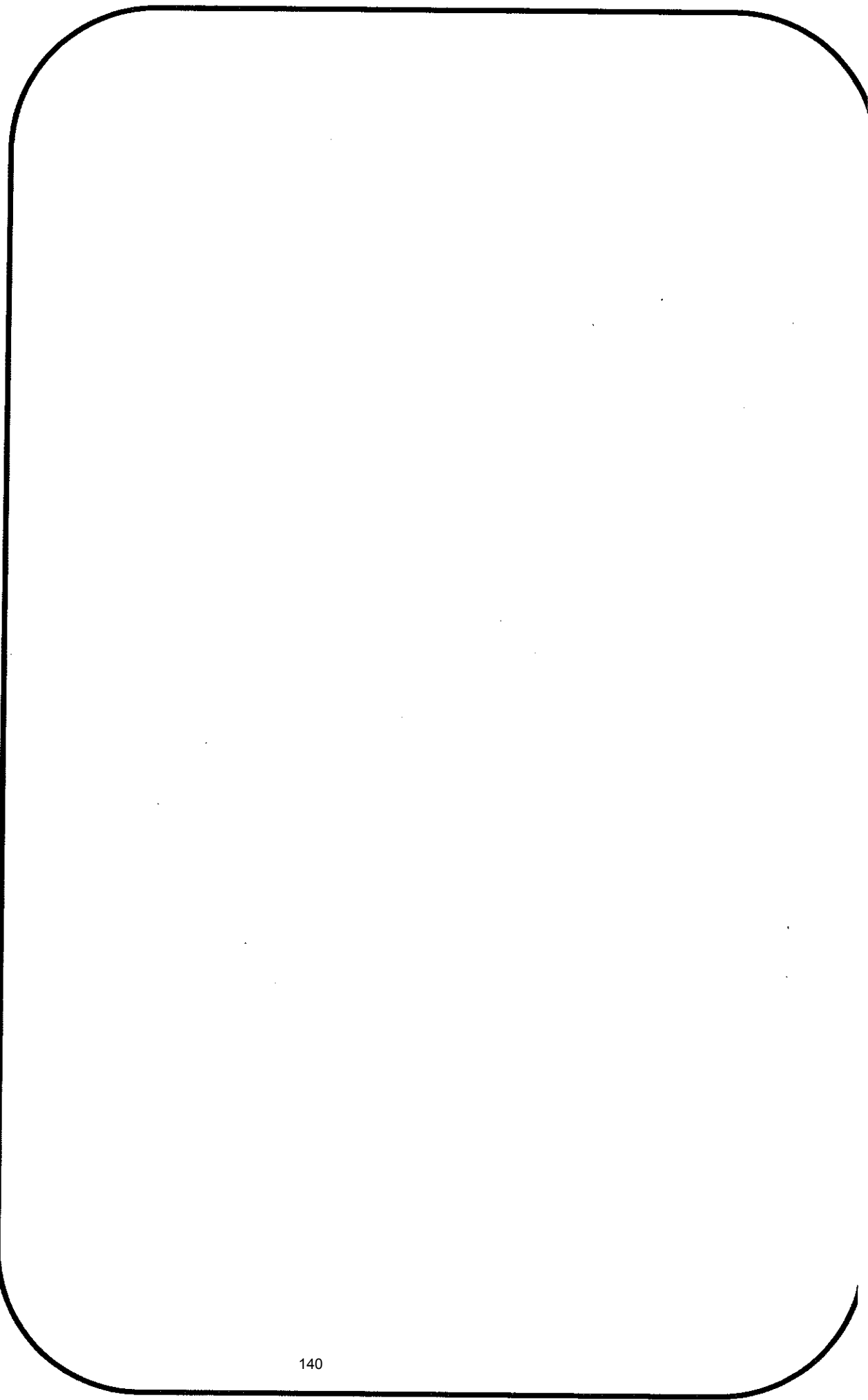
Debrief Questions:

- What needs are being addressed by your representatives?
- What needs or issues are not?
- How could you have a voice in these matters?
- If you could change one thing in your community, what would it be and why?

Name: _____ Class: _____ Date: _____

Mapping My Block

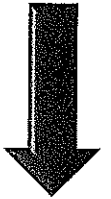
Take a walk around your block, and observe. What do the houses look like, what kind of landscaping do you see, do neighbors have pets, are there any businesses, where are the street lights, are there enough, do they work? If you can, talk to some neighbors, your family, and friends to see what they say about the neighborhood. Are there any needs? Are there any issues? Map your block, and take notes of things you observe. You will be using this information to write a letter to your Councilmember.



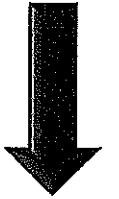
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Government All Around Me

Insert Text for Question Category 1 – 20 Points



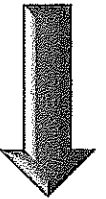
Insert Text for Question Category 2 – 10 Points



Insert Text for Question Category 2 – 50 Points



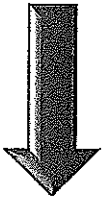
Insert Text for Question Category 3 – 40 Points



Insert Text for Question Category 4 – 30 Points



Insert Text for Question Category 5 – 20 Points



Week 4: Research & Action

Unit 3

RESEARCH AND ACTION

"One of the most difficult problems we face is to make it possible for young people to participate in the great tasks of their time."

- John W. Gardner, Self Renewal

"Part of what YELL is about is going out there and researching and exposing all that you find - there will always be an issue that people want to gather around and address."

- Anahi Aguilar, YELL participant and mentor 2001-2006

TIPS FOR UNIT 3*Facilitation Tips: Research and Action*

- *Provide each student or team with a project binder that includes all of their work. This binder can help participants stay organized and provide project leaders with a tool for portfolio assessment.*
- *Develop a visual roadmap on butcher paper or poster board that outlines each of the steps in the inquiry process. Ask youth to take turns reading the steps on the roadmap aloud. This will help them develop a clear picture of the project and where they are going. You can also copy the **Steps to the Inquiry Process**, white out the step numbers, cut the steps into strips, and hand out the individual steps. Then have the youth organize themselves in a line according to which step they think should go first, second, third, and so on. Write the steps on the roadmap after everyone agrees on the order.*
- *Before students begin their research, it is critical that group norms and processes are in place. Please refer to the following session agendas prior to beginning a research and action project.*
 - *Agreements and Contracts (Unit 1, Session 5)*
 - *Decision-Making Structures (Unit 1, Session 7)*



Summer at City Hall

Monday, July 6th Agenda

7:30 am	Arrive and prep classroom
8:00 – 8:30 am	Breakfast
8:30 am	Program Start
8:30 – 9:00 am	Group check-in
	Questions/Comments/Concerns
	Review Agreements
	Introduce Topic for the Day – Power of Research
9:00 am	Head to separate classrooms
9:00 – 10:00 am	Knowledge is Power
10:00 – 10:30 am	Ice breaker/Teambuilding Activity (Facilitated by Returning Youth)
10:30 – 11:40 am	Problem Solving and Critical Thinking
11:40 – 12:00 pm	Debrief/Q&A
12:00 – 12:30 pm	Lunch

Learning Objectives:

- Define social science and understand the power of social science research to make change happen
- Understand the importance of problem solving and critical thinking in order to face challenges and issues that arise on the job

Debrief Questions:

- Has your perspective on the phrase, “Knowledge is power” changed?
- How does it make you feel when other criticize the work that you do?
- Are you able to respond to feedback differently?

UNDERSTAND THE POWER OF RESEARCH

Session 1

90 minutes

OBJECTIVES:

Youth define social science and understand the power of social science research to make change happen.

MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Copy and cut out the *Knowledge is Power Role Play Scenarios* (Master Copy 3.1).

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

Opening Circle Statement (Around the World): Name a subject that you have researched.

II. WARM UP: NAME ORIGINS (10 MINUTES)

Have youth go around and say how they got their name or what its origin is. Allow one or two follow-up questions to each person if others would like to know more.

III. DEFINING RESEARCH BRAINSTORM (20 MINUTES)

Step 1: Think. Give participants a piece of paper and a pen, and ask them to spend a few minutes silently brainstorming all of the research they have ever done. What subjects have they researched? How did they collect information about their subject (e.g., read, search the Internet, interview people)?

Step 2: Pair. In pairs, have youth share what they wrote, and then together come up with a definition of research.

Step 3: Share. As a group, have youth share their definitions of research. Also have youth give examples of research from their experience. Record answers on butcher paper.

Step 4: What is social science? As a group, ask youth what social science is (the study of human society and relationships in and to society), ask for some examples of social science disciplines (e.g., anthropology, sociology, economics, psychology, history, and political science). Ask youth to identify the examples and definitions from steps 1-3 that are related to a social science.

Knowledge is Power



IV. KNOWLEDGE IS POWER: ROLE PLAY (30 MINUTES)

Step 1: Split youth into two groups. Have each group plan out a skit using scenarios in which research is used to make an argument. Use the *Knowledge is Power Role Play Scenarios* for students to work from, or you can make up your own scenarios.

Step 2: Give youth 5-10 minutes to prepare their skit. Each skit has to answer the questions:

1. What is the problem being addressed?
2. What is the solution?
3. How is research used to advocate for a solution?

Step 3: Have youth present their skit to the entire group.

Problem Solving and Critical Thinking

Everyone experiences problems from time to time. Some of our problems are big and complicated, while others may be more easily solved. There is no shortage of challenges and issues that can arise on the job. Whether in an office or on a construction site, experiencing difficulties with the tasks at hand or with co-workers, the workplace presents ongoing challenges on a daily basis. Whether these problems are large or small, they need to be dealt with constructively and fairly. Having the necessary skills to identify solutions to problems is one of the skills that employers look for in employees.

Problem solving and critical thinking refers to the ability to use knowledge, facts, and data to effectively solve problems. This doesn't mean you need to have an immediate answer, it means you have to be able to think on your feet, assess problems and find solutions. The ability to develop a well thought out solution within a reasonable time frame, however, is a skill that employers value greatly.

Employers say they need a workforce fully equipped with skills beyond the basics of reading, writing, and arithmetic to grow their businesses. These skills include critical thinking and problem solving, according to a 2010 Critical Skills Survey by the American Management Association and others.

Employers want employees who can work through problems on their own or as an effective member of a team. Ideal employees can think critically and creatively, share thoughts and opinions, use good judgment, and make decisions. As a new employee, you may question why an organization follows certain steps to complete a task. It may seem to you that one of the steps could be eliminated saving time, effort, and money. But you may be hesitant to voice your opinion. Don't be; employers are usually appreciative when new employees are able to offer insight and fresh perspective into better and more efficient ways of doing things. It is important to remember, however, that as someone new to the organization, you may not always have the full picture, and thus there may be factors you are unaware of that dictate that things be done in a particular way. Another important thing to remember is that when you are tasked with solving a problem, you don't always need to answer immediately.

The activities in this section focus on learning how to solve problems in a variety of ways in the workplace. Participants will hear about how to properly tell the difference among criticism, praise, and feedback and reacting appropriately. The section will also review strategies for making ethical decisions, solving problems on a team with others, and learning how to take into account others' perceptions when assessing actions or statements in the workplace.

A note to facilitators: Building self-determination skills, such as goal setting, decision-making, self-advocacy, and problem solving should be included in career planning for all youth. Youth with disabilities and/or other (perceived) barriers to employment and/or disconnected youth will tend to have a resiliency not always experienced by their same aged peers - and not always easily seen or understood by themselves or by adults. You are encouraged to use the activities in this section to help young people explore how the obstacles they (or those they know) may face in life can pose an opportunity for developing and demonstrating maturity, responsibility, and wisdom. Providing young people with safe opportunities to explore how their personal resiliency can be used to develop enhanced problem solving and conflict resolutions skills is a opportunity many adults may shy away from, but one that may ultimately be a gift.

21. Praise, Criticism, or Feedback

JUST THE FACTS: In a work setting, we give and receive many different types of information. The purpose of this activity is to help participants determine the differences between criticism, praise, and feedback - not only how to offer it, but how to receive it as well.



Time

20 minutes



Materials

- One set of “Praise | Criticism | Feedback” cards for each group. Alternatively, you might choose to hang three pieces of chart paper - each with one of the words on it. Slips of paper could be made with the statements below.



Directions

Discuss the difference between praise, criticism, and feedback and ask participants for examples of each.

- **Praise:** an expression of approval
- **Criticism:** an expression of disapproval based on perceived mistakes or faults
- **Feedback:** information about a person’s performance of a task - used primarily as a basis for improvement

Divide the group into pairs of two. Read the following statements aloud - one at a time. It is suggested that the facilitator use different voice tones to truly help participants differentiate the intended meaning of each sentence (which, by the way, can certainly vary). After each statement, give each pair 10 seconds to decide whether the statement is criticism, praise, or feedback. Someone from each team should hold up the card that represents a collective decision. If chart paper and sentence strips were used, participants could move around the room to match each statement to what they believe to be the correct match.

1. Mr. Jones told me how much he appreciated your thank you note after the job interview. He thought it was a great personal touch.
2. Your desk is such a mess. Are you sure you are not trying to grow your own paper?
3. I noticed that you’ve been coming in late the last couple of days.
4. How many times do I have to tell you how to file these documents?
5. You look great today.
6. It would work better for me if I could explain my version of the story out loud before you ask questions.

7. You've improved a lot this week.
8. I found it difficult to evaluate this resume because it was messy.
9. I liked it much better when we got to choose the projects instead of being assigned to one.

With the larger group, discuss the different ways people may react or respond differently to praise, criticism, and feedback. It is inevitable that we will all receive criticism at some point on the job, and the way in which we respond can impact our own attitude and the attitudes of those with whom we work. Discuss with the group how they, personally, respond differently to praise vs. feedback vs. criticism.



Conclusion

Take the opportunity to rephrase the way in which any of the above statements were made. How might rephrasing get a different response or reaction? If you had to make a rule for how you would like to receive feedback and criticism, what would that rule be?



Journaling Activity

How does it make you feel when others criticize the work you do? Are you able to respond to feedback differently? Think about a time when you criticized someone else. What happened? How did that situation ultimately make you feel?



Extension Activity

Often times, the inability to give and/or receive criticism and feedback might cause conflict in the workplace. Reach out to the National Institute for Advanced Conflict Resolution (<http://www.niacr.org/pages/about.htm>) to find local, no-cost training opportunities or workshops for participants. You might also try your state or county's mediation center (often connected to juvenile services) to see what programs are offered.

PRAISE

CRITICISM

FEEDBACK

Summer at City Hall

Tuesday, July 7th Agenda

7:30 am	Arrive and prep classroom
8:00 – 8:30 am	Breakfast
8:30 am	Program Start
8:30 – 9:00 am	Group check-in
	Questions/Comments/Concerns
	Review Agreements
	Introduce Topic for the Day – Issues and Assets
9:00 am	Head to separate classrooms
9:00 – 10:00 am	Active Listening Review
10:00 – 10:30 am	Ice breaker/Teambuilding Activity (Facilitated by Returning Youth)
10:30 – 11:40 am	Identify Issues and Assets
11:40 – 12:00 pm	Debrief/Q&A
12:00 – 12:30 pm	Lunch

Learning Objectives:

- Identify key issues that concern them and key assets that support them in their community
- Review active listening, ensure there is an understanding of what active listening is, why active listening is important, and the role of active listening in leadership

Debrief Questions:

- How does it feel when someone is actively listening to you?
- How does it feel when they are not?
- In the Issues and Assets exercise, how did active listening support the group?
- What is an asset?

ACTIVE LISTENING

Session 1

60 minutes

OBJECTIVES:

Youth will understand what active listening is, why active listening is important, and the role of active listening in leadership.

MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Copy the *Active Listening Guidelines* (Master Copy 1.1a) before session: one copy for each participant or copy them as a poster.
- Copy *Confidentiality Guidelines* (Master Copy 1.1b) before the session: one copy for each participant.
- Paper or cloth bag. Make a "feeling bag": Cut out the feelings from the *Feeling Bag Activity* (Master Copy 1.1c), or create your own list of 20-25 words that denote feelings. Put all of the words into a paper or cloth bag.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (15 MINUTES)

Opening Circle Statement (Around the World): Think about a time you had something to say and no one would listen to you. How did you feel, or what did you do?

Introduction to Active Listening



II. WARM UP: LISTENING LINES (10 MINUTES)

Have each youth stand and face a partner. Explain that each partner will have one minute to share an experience they had of not being listened to. What was the situation? What was it like? How could you tell you were not being heard? While one partner is talking, the other partner listens silently (no talking, commenting, agreeing or disagreeing with the experience). Time the youth and tell them when to switch speaker and listener roles. When the activity is completed, ask the youth to name some of the experiences that came up.

Variation: When it is time to switch roles, ask the new listener to turn his or her back on the speaker as the speaker shares his or her experience. With this variation, ask (both listeners and talkers in turn) what it was like to be in that situation.

Facilitation Tip:

Set up seating in a circle and have adult staff or volunteers sit in the circle with the youth.

At the beginning of this session, establish some basic group norms or agreements. Ask participants "what do we all need to agree to do so that we all feel respected and willing to participate?" This list might include: One person talks at a time, no put-downs, stay open to different opinions. You will develop a more detailed set of agreements in Sessions 4 and 5.

Learning Strategy for a classroom setting:

Use the closing section of each agenda to prompt journaling assignments for students.

Session 4

IDENTIFY ISSUES AND ASSETS

90 minutes

OBJECTIVES:

Youth will identify key issues that concern them and key assets that support them in their community.

MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Paper, pens, and clipboards.
- As a reminder, provide copies of the *Active Listening Guidelines* (Master Copy 1.1a).
- Butcher paper prep: two columns labeled with the name of your school and neighborhood or city/town.

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

Opening Circle Statement (Around the World): Name a community of which you are a part.

II. WARM UP: GROUP SCULPTURES (15 MINUTES)

Have participants walk freely in the center of the room until the facilitator says stop. Participants must quickly make groups of three or four. Each small group then has three minutes to select an object and devise a plan to create the object using the bodies of all group members. For example: Youth can make a telephone by having two people on their knees with their hands out as the numbers, another person as the receiver; the final member can "make a call." Each group has a chance to show their object to the other teams, and everyone tries

Identify Issues and Assets



to guess what they are. Repeat the process for two or three rounds as time allows. Alternatives: Participants stay in the same group while the facilitator names specific categories (e.g., common household items, appliances, something you would find at an amusement park, a type of food). Debrief: What were the different approaches taken by different groups to decide which object to create? How did you decide what role each group member would take? Did the decision-making process change from round to round?

III. IDENTIFYING PROBLEMS (20 MINUTES)

Step 1: Divide participants into small groups and give each group a piece of paper and pens. Have them create two columns on the paper, and label the columns with the name of your school and the neighborhood or city/town. Have adult staff and leaders do the activity as well.

Step 2: Ask participants to brainstorm as many problems they can that exist in these places. Encourage students to think about what really bugs them, or if they could change something, what would they change?

Step 3: After brainstorming, come back to the full group and record all of the issues on chart paper. Compare participants' responses and recall the importance of different perspectives in understanding their community.

Facilitation Tip: Identifying Strengths

Walk around the room as youth work, offering additional prompts such as: What do you like about living here? What is unique or special about this place? Who or what supports you or helps you? People? Places? Programs?

Be sure to refer to the role of personal assets in bringing strength to a community (and vice versa!).

Refer to the Community Webs that youth created as part of Session 2 earlier in this Unit.

Summer at City Hall

Wednesday, July 8th Agenda

7:30 am	Arrive and prep classroom
8:00 – 8:30 am	Breakfast
8:30 am	Program Start
8:30 – 9:00 am	Group check-in
	Questions/Comments/Concerns
	Review Agreements
	Introduce Topic for the Day – Community Webs – Picking Topic for Project
9:00 am	Head to separate classrooms
9:00 – 10:00 am	Community Webs
10:00 – 10:30 am	Ice breaker/Teambuilding Activity (Facilitated by Returning Youth)
10:30 – 11:40 am	Picking a Topic
11:40 – 12:00 pm	Debrief/Q&A
12:00 – 12:30 pm	Lunch

Learning Objectives:

- Define what community means to them and understand the interdependency of the people and places within their community
- Map resources and needs they see in their community and identify the diverse perspectives that group members bring to the community
- Select a topic(s) for their research and action project

Debrief Questions:

- What is one thing about your community you learned, that you were not aware of before?
- Were there any disagreements in your group; if not why, and if so, on what?
- What are some issues in the community that your group discussed?
- What topic did you choose to research, and why?

Session 2

IDENTIFY ISSUES AND ASSETS

90 minutes

OBJECTIVES:

Youth will define what community means to them and understand the interdependency of the people and places within their community. Youth will begin to map the resources and needs they see in their community and identify the diverse perspectives that group members bring to the community.

MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Paper, pens, and clipboards.
- Prior to session, refer to the *Community Web* example (Master Copy 3.2a).
- Map of your city or town (hand drawn or large wall map).
- Push pins and string.
- Optional: *Neighborhood Mapping Assignment* (Master Copy 3.2b).

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

Opening Circle Statement (Around the World): What one word would you use to describe your neighborhood? If you have time, hand out pens and index cards so that youth can write their word before sharing out. This will allow more variety in answers.

II. WARM UP: MAPPING YOUR HOME (15 MINUTES)

Using a large map of your city or town, mark your school or program location with a large push pin. Ask youth to come up one at a time and put a pin where they live and

**Facilitation Tip:**

This session youth will explore the benefits and challenges of living in their community and think critically about causes of important issues that impact them. This process positions youth to select a topic for research.

If you assigned the take-home task in the previous session, have participants share their thinking from the assignment during the debrief section. Write all of the student ideas on easel paper or the board.

Community Webs and Maps

then connect a piece of colored string from their home to the meeting place. After everyone is done, ask youth if they see a pattern. Hint: Label the pins with their names so they can know which pin is theirs in relation to the others in the group.

III. COMMUNITY WEB (15 MINUTES)

Step 1: Think, Pair, Share. Ask each youth to consider their definition of community. They should think (or write) for at least one minute. Then divide participants into pairs to discuss their definitions, compare ideas, and create a definition of community that incorporates both sets of ideas. Have each pair share their definition with the full group. Have one of the youth or adult leaders write the definitions on chart paper or the board. In the center of the definitions, write the word "community."

Step 2: On the butcher paper or board, draw one large circle around both the word "community" and the youth's definitions. Ask participants to name specific places and people that make up a community and write these on the perimeter of the circle. Connect these to the center circle, making a web. See the *Community Web* example for category ideas.

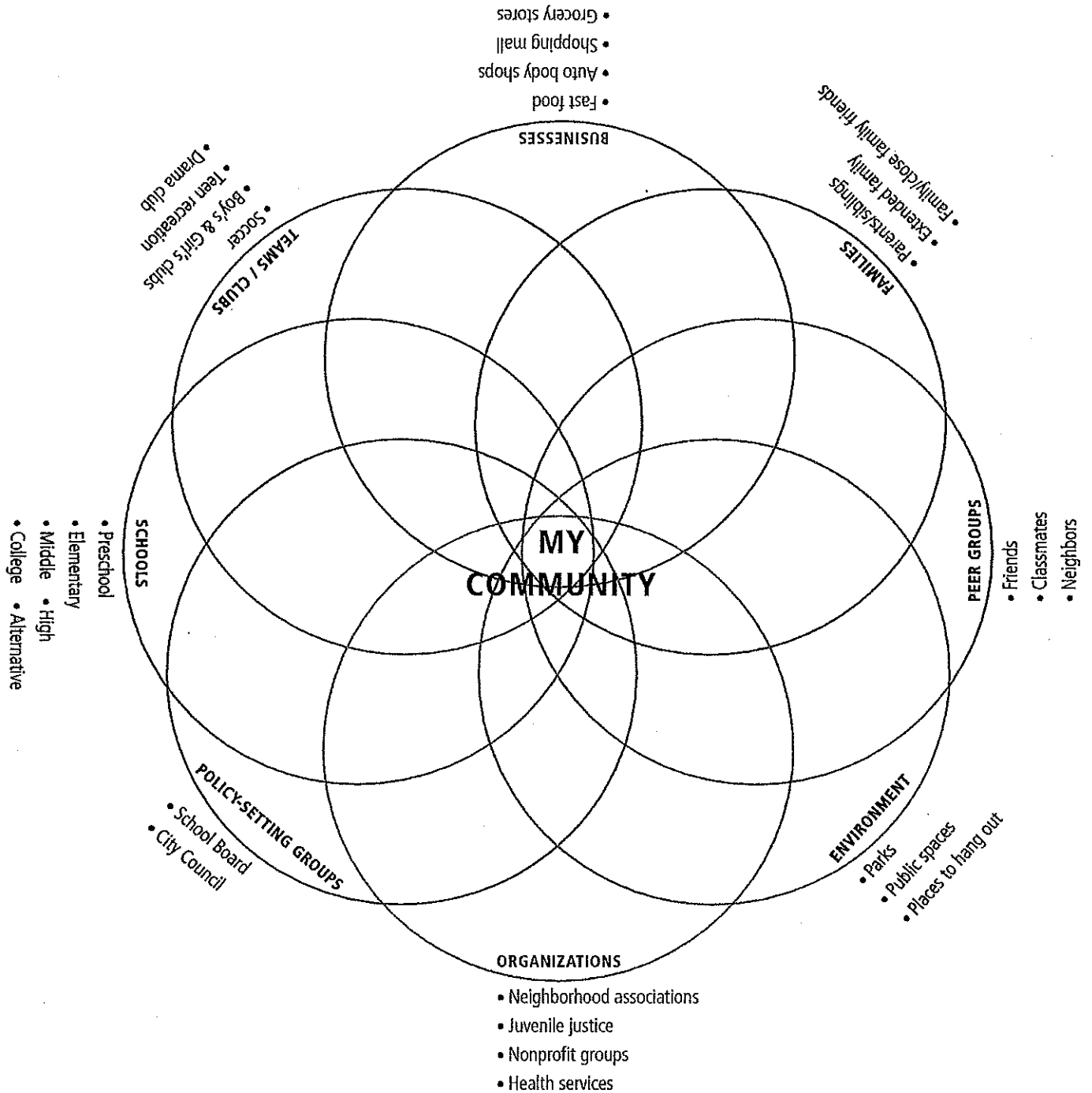
IV. CREATE A MAP (40 MINUTES)

Step 1: Create small groups of three to four people. Preferably, youth should be divided according to their neighborhoods, the places with which they most identify, or where they spend the most time. You can also have youth do this as an individual activity or take-home task.

Step 2: Ask youth to draw a picture of their community according to the criteria below:

- What are the boundaries of your neighborhood – where does it begin and end? What markers tell you when you are entering or leaving this neighborhood?
- Draw this area to the best of your memory. Add in streets, particular houses, stores, businesses, parks, restaurants, landscapes, and other physical features.

Community Web - Example



Session 5

IDENTIFY ISSUES AND ASSETS

90 minutes

OBJECTIVE:

Youth will select a topic(s) for their research and action project.

MATERIALS AND PREPARATION:

- Index cards.
- Sticker dots.
- Paper, pens, and clipboards.
- Butcher paper, tape, and markers for writing possible topics (include space for pros and cons of each topic).
- List of characteristics of a good research topic that could contribute to social change (see Topic Brainstorm below).
- Copy *Research Topic Budget Activity* (Master Copy 3.5a) and the *Research Topic Debate Preparation* (3.5b) before the session: one copy of each for each participant.

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

Opening Circle Statement (Around the World): Name a political or social issue that you feel strongly about or are passionate about one way or another. (e.g., racial equality, gender equity, environmental conservation, death penalty, access to health care, military recruitment)

II. WARM UP: QUESTION GAME (5 MINUTES)

The group must sit or stand in a circle. Have someone volunteer to start by asking a question (any question, just not personal or derogatory) to the person to their left or right. The person DOES NOT ANSWER, but asks another

Pick a Topic



question. Whoever is asked a question must then ask the person to their left or right another question. If someone repeats a question or hesitates with his or her question, that person is disqualified. The goal is to keep going with new questions. The questions don't need to make sense – they just need to be questions!

III. TOPIC BRAINSTORM (25 MINUTES)

Step 1: List some characteristics of a good research topic:

- Specific and focused
- Affects people in your school and community
- Easy to understand and explain
- Important to other youth
- Could use more examination
- Has realistic or possible solutions

Ask if youth have anything to add to the list based on their experience. Write down any additions.

Step 2: Have youth brainstorm possible topics to research based on what they have identified as issues or concerns in their community (in previous sessions). List all topics mentioned on a piece of butcher paper. Remind everyone that this is a time to get all ideas out, not to make decisions or evaluate options.

Step 3: Brainstorm and record the pros and cons of each topic.

Facilitation Tip:

Be open to all issues that youth raise even issues that, on the surface, may seem relevant only to a small or specific group (a minority). For example: Some youth might think that homophobia only affects a small group. Challenge youth to think about the issue more deeply, and refer to the community webs.

Research Topic Budget

Instructions: Pretend you are the mayor, and you have to decide how to spend your budget for the year based on the issues that you think are most important for your community. Basically you are voting for a research topic, but your vote is in the form of how much money you will give to each topic.

Using the form below, list the possible research topics from your brainstorm and decide how much money you want to give each one. (You don't have to give money to each one.)

You have \$256 total.

You can distribute your money any way you want, but it should reflect how important you think that issue is.

Think about two factors as you are making your decisions:

1. How interesting is this topic? How passionate are you about it?
2. How important is this to your school or community in general?

ISSUE OR TOPIC	\$ AMOUNT \$
TOTAL	\$256



- Does your group have a collection of different backgrounds? How does this help?

Summer at City Hall

Thursday, July 9th Agenda

7:30 am	Arrive and prep classroom
8:00 – 8:30 am	Breakfast
8:30 am	Program Start
8:30 – 9:00 am	Group check-in
	Questions/Comments/Concerns
	Review Agreements
	Introduce Topic for the Day – Getting to the Root
9:00 am	Head to separate classrooms
9:00 – 10:00 am	Complete Pick a Topic – Getting to the Root of the Problem
10:00 – 10:30 am	Ice breaker/Teambuilding Activity (Facilitated by Returning Youth)
10:30 – 11:40 am	Getting to the Root
11:40 – 12:00 pm	Debrief/Q&A
12:00 – 12:30 pm	Lunch

Learning Objectives:

- Complete Pick a Topic activity so that all students are in a group, and have a topic
- Identify the causes and effects of their selected community issue

Debrief Questions:

- Did any of you decide to change your topic from yesterday, if so why?
- How can the process of identifying causes and effects help you in your own life?

Session 6

IDENTIFY ISSUES AND ASSETS

90 minutes

OBJECTIVE:

Youth will identify the causes and effects of their selected community issue.

MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Paper, pens, and clipboards.
- Refer to the *Cause and Effect Concept Map Example* (Master Copy 3.6a).
- Copy the *Cause and Effect Concept Map* (Master Copy 3.6b) before the session: one copy for each participant. Another option: Provide each student with blank paper and pens to create a Cause and Effect Tree — each roots drawn represents a cause of problem and each branch represents a symptom.

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

Opening Circle Statement (Around the World): Something I have done that made a difference (e.g., can be large or small — smiled at a friend, raised money for a cause, worked out).

II. WARM UP: FREE ASSOCIATION (5 MINUTES)

In a circle, have someone start by saying a word, and go around with each person saying the first thing that comes to mind. Remind them to keep it appropriate!

III. BUT WHY? (45 MINUTES)

Review the community issues and assets that youth identified in the previous sessions, including the final issue(s) or topic(s) that youth selected. Explain that today you will try to identify the roots of this issue(s). Stress that the way to create change is to get to the root of the problem. Start with an example that explains the difference between a cause and an effect. (The flu is a good example: have youth identify what might cause someone to get the flu, and what are its effects or symptoms.)

Getting to the Root of the Problem



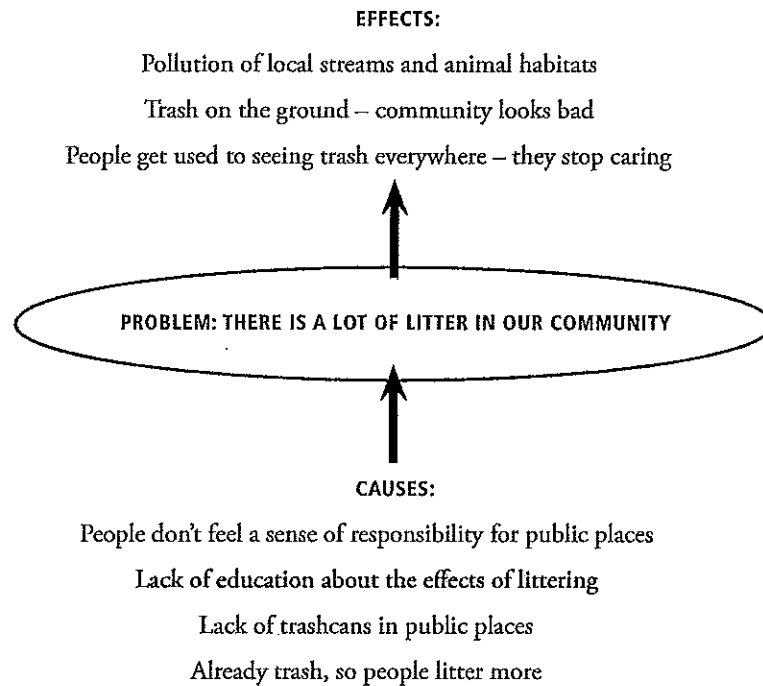
Step 1: Write a key issue or problem on the board or butcher paper. Now ask the students to say why this is a problem. Once they have brainstormed a list, pick one of the most salient causes they raised and then repeat the process for that particular cause. Do this at least one more time.

Step 2: Divide into pairs. Have each pair pick one of the causes from the last But Why? list you generated in the Step 1 brainstorm. Have one partner ask "Why" and have the other partner respond. This should continue until the root of the problem is reached. (Example: Girl is in the hospital. Why? She broke her leg. Why? She was fooling around on her bike. Why? Her friends told her she should try some new tricks. Why?) Have partners switch roles and switch causes from the list.

Step 3: Debrief with participants.

- How hard was it to get to the root of the problem? When did they know they had reached it? How can you tell a symptom from a cause? Are some things both causes and effects?
- What were some of the root causes that the pairs generated? Any similarities?

 Concept Map: Identifying Causes and Effects - Example

**DIRECTIONS FOR STUDENTS:**

- Choose an issue or problem and write it in the middle of the paper.
- Above the problem or issue, write down all the things that happen as a result of this problem (**EFFECTS**).
- Below the problem or issue, write down all the things that lead to this problem or issue (**CAUSES**).
- Once you have written as many causes and effects as you can think of, underline the effect that you would **MOST** want to reduce or solve, and then underline the cause that you would **MOST** want to address.



Week 4 Activity 4.2

Kids Today Are Changing Bike Advocacy

<http://nextcity.org/daily/entry/kids-biking-cities-bike-advocacy>

Kids Today Are Changing Bike Advocacy

BY JOSH COHEN | FEBRUARY 23, 2015

When Jamal Triggs was a kid, his mother wouldn't let him out of the house much. They lived in Chicago's Woodlawn neighborhood, and she worried he would get caught up in the persistent gang and police violence. His father, a Marine, would take the kids out when he was home on leave, but that was only so often. In his absence, Triggs' uncle would take the kids out to the Lakefront Trail to ride. Uncle Bobby was a passionate cyclist and when Triggs was 14, he pushed him toward the youth bike programs at Blackstone Bicycle Works, a nonprofit community bike shop and youth education center dedicated to "empowering youth, teaching mechanical skills, job skills and business literacy."

Triggs had long been mechanically inclined — "I was one of those kids who took everything apart and put it back together," he says — and he rose rapidly through Blackstone's programs to become a master mechanic. Along the way, he says his grades improved and his self-confidence grew.

"Blackstone changed my whole mindset of how I view the world," says Triggs. "You have these positive people telling me I'm the future and that what I do right now will impact my kids and the next generation. I just went along and came hard at it."

Now 24, Triggs helps run the show at Blackstone as a youth mentor and instructor, a personification of the empowerment and education work at the heart of youth bike programs. He was in Seattle on February 14th — along with 428 people from 28 states and Mexico — for the annual Youth Bike Summit. This was the Summit's fifth iteration (and first held outside of New York City). The weekend draws bike advocates, educators, industry leaders and, of course, young people. They gather to share ideas and learn from workshops and speeches.

"You hear people say 'young people are our future,'" says Pasqualina Azzarello, director of Youth Bike, the nonprofit behind the Summit. "That's true, but they're also very much the present. This is about the value that engaging youth can bring to the movement, to traditional advocacy itself."

The event's TED Talk-ish keynotes featured Seattle's Mayor Ed Murray, advocates such as Oboi Reed of Slow Roll Chicago, Giant Bicycle General Manager Elysa Walk, Olympic track cyclist Jennie Reed, and Brook Negussie and Kahlil Brewer, teenagers who say their lives were changed by the programs they'd done with Cascade Bicycle Club and Bike Works, respectively.

The crowd at the Rainier Valley Cultural Center in Seattle's Columbia City neighborhood was more diverse than any other bike event I've seen. The Summit was filled with young and old, black, Latino, Asian, white and more. Given that youth bike programs such as Bikes Not Bombs, Major Taylor Project, Frogtown Crew and Neighborhood Bike Works all work primarily in communities of color and in low-income neighborhoods, that should come as no surprise. Given that the bike advocacy world trends so white, it did.

When the emcee announced that this year marked the first time kids outnumbered adults at the Summit, the already buzzing crowd exploded into cheers. The energy only swelled as the radical marching band Chaotic Noise Marching Corps filed into the room to lead a parade of attendees to the nearby Interagency School where the day's workshops were taking place.

The Youth Bike Summit grew out of the 2010 National Bike Summit in Washington, D.C. At the time, Azzarello was executive director of Recycle-a-Bicycle (RAB), a nonprofit community bike shop in New York City centered on youth empowerment. She and two teenagers from the program, Kim and Kristi, headed down to D.C. to attend the National Summit. When they arrived, they discovered that Kim and Kristi were not only the youngest people in the room by about 20 years, everyone wanted to talk to them and find out what young people had to say about advocacy. Coupled with a pivotal talk by industry and advocacy leaders, the experience changed how Azzarello thought about youth bike education.

"I began to understand that Recycle-a-Bicycle is providing services that communities want, that mayors want, that the President wants. We're doing really serious community engagement work through biking," she explains.

Azzarello, Kim and Kristi spent the bus ride back to New York talking about young peoples' role in advocacy and the need for a better space for youth voices. By the time they rolled into the city, they'd hashed out rough plans for the Youth Bike Summit. Azzarello says from the get-go, there was a huge demand. Though they only had five weeks between locking in their venue and holding the Summit, 175 people from 13 states and Canada attended that first event in January 2011.

It's clear the enthusiasm hasn't slowed. As I floated around workshops about job skills training, developing bike education curriculum, youth-centered advocacy, transit justice and bike-share equity, I heard time and again how inspired people were by their peers.

“I know for a fact we’re doing great work at Bikes Not Bombs, but knowing people are doing the same stuff outside of Boston makes me want to push harder for social justice, feminism, youth empowerment,” said Mykala Jordan, a high-school senior who learned bike mechanic skills through Bikes Not Bomb’s Earn-a-Bike program.

Thomas Nelson, an 18-year-old with Cycles for Change in St. Paul, was attending his third Summit. He echoed Jordan’s sentiments. “I care about making sure transportation systems give access to everyone. It’s exciting to learn about what other cities are doing and share what we know.”

Bikes — riding them, fixing them, advocating for them — are the thread that draws everyone to the summit. But it’s about so much more than bikes.

“A bike can be a tool for empowerment. It can be transportation. For some people it’s a good social way to make friends. Some people are just really into the mechanics. For some people it’s a career. It doesn’t mean one thing to any one person and that’s what I love about cycling,” says Karen Overton, executive director and founder of RAB in New York and a longtime youth bike education leader.

Overton says the Summit is creating a stronger national network of youth bike educators that’s helping them get noticed outside of their traditional grassroots circles. “We’re connecting with the industry. They’re paying attention. I think we’re creating the leaders of the movement, industry and advocacy.”

It was remarkable to hear young people connect their experience with bike education to fighting for better access to transit in the Portland area, organizing actions in Boston around youth unemployment, bucking gender stereotypes as mechanics, finding support networks that helped them do better in school and find jobs and so much more.

When Brook Negussie, the keynote speaker who’d done Cascade Bicycle Club’s Major Taylor Project, encountered what he thought was an impossible hill, he says the ride leader told him, “don’t focus on the top of the hill. Just take it one pedal stroke at a time.” Negussie took the message to heart, worked hard to graduate top of his class, and is now in an engineering program at University of Washington.

“When I think of what biking and the Major Taylor Project mean to me,” he says, “it’s endless possibility.”

The Works is made possible with the support of the Surdna Foundation.

Summer at City Hall

Friday, July 10th Agenda

7:30 am	Arrive and prep classroom
8:00 – 8:30 am	Breakfast
8:30 am	Program Start
8:30 – 9:00 am	Group check-in
	Questions/Comments/Concerns
	Review Agreements
	Introduce Topic for the Day – Research Questions
9:00 am	Head to separate classrooms
9:00 – 10:00 am	Complete Getting to the Root – Research Questions
10:00 – 10:30 am	Ice breaker/Teambuilding Activity (Facilitated by Returning Youth)
10:30 – 11:40 am	Research Questions
11:40 – 12:00 pm	Debrief/Q&A
12:00 – 12:30 pm	Lunch

Learning Objectives:

- Complete Getting to the Root
- Students will come up with research questions related to their chosen topic

Debrief Questions:

- Did you make any discoveries or gain insight into your topic?
- What kind of research questions did your team create?
- How will you begin your research?

Session 8

DEVELOP RESEARCH QUESTIONS

90 minutes

OBJECTIVE:

Youth will come up with research questions related to their chosen topic.

MATERIALS AND PREPARATION:

- Sticky notes.
- Butcher paper, tape, and markers.
- Butcher paper labeled with the research topic(s) youth selected in Session 5.
- Copy the *Topics and Questions – Examples from YELL Projects* (Master Copy 3.8) before the session: one copy for each participant.

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

Opening Circle Statement (Around the World): I wonder... (fill in the blank). It may be useful to give youth several moments to think about or to write down something that they wonder about to increase the variety of answers.

II. WARM-UP: PUSH ME – PULL ME'S (adapted from *National 4-H Council*) (10 MINUTES)

The purpose of this activity is to promote trust in the group and to demonstrate how cooperation can be used to achieve a goal. Have the group form a circle and hook elbows. Ask one person at a time to keep his or her feet in the same spot and lean forward. Instruct the people on each side of this person to lower themselves slowly, each with the knee closest to the person on the floor, while they lower the middle person until his or her nose

**Facilitation Tip:**

This session begins Step 3 of the inquiry process, in which youth will choose a final topic for their project, and transform that topic into a series of questions to investigate and analyze.

Decide on Your Research Questions



touches the floor. Next have them raise him or her to a standing position. The whole group will feel the weight and therefore will need to assist at all times. Debrief: Ask participants to identify how the group worked together during this activity.

III. DECIDING ON VISION AND MISSION (35 MINUTES)

On the board or butcher paper, write the selected research topic or topics. Youth should think of themselves as teaching others in their community about youth experience as related to this topic (refer to *Topics and Questions – Examples from YELL Projects* sheet to assist with the following section). As you move through this exercise, encourage youth to think about how they will get other people excited about their topic.

Step 1: What is your guiding vision?

This is what youth would like to see happen in an ideal world if their problem or issue was completely solved. For example: "We envision a community free from violence, where all youth feel safe and supported." The vision needs to be clear and motivating. It does NOT need to be attainable.

 Topics and Questions - Examples from YELL Projects

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?

Week 5: Leadership

Unit 2

LEADERSHIP

"When I think of a leader not only do important legendary figures come to mind, but also normal everyday people like you or me. Everyone complains, but only a handful of people do anything about their complaints. I have decided that I will be one of those in the handful."

- Cynthia Cruz, YELL Alumna

Summer at City Hall

Monday, July 13th Agenda

7:30 am	Arrive and prep classroom
8:00 – 8:30 am	Breakfast
8:30 am	Program Start
8:30 – 9:00 am	Group check-in
	Questions/Comments/Concerns
	Review Agreements
	Introduce Topic for the Day – Qualities of Leadership
9:00 am	Head to separate classrooms
9:00 – 10:00 am	Qualities of Leadership
10:00 – 10:30 am	Ice breaker/Teambuilding Activity (Facilitated by Returning Youth)
10:30 – 11:40 am	Workplace Ethics
11:40 – 12:00 pm	Debrief/Q&A
12:00 – 12:30 pm	Lunch

Learning Objectives:

- Explore definition and characteristics of leadership and begin to apply definitions to themselves and their community
- Build awareness around personal values or standards of behavior
- Practice steps on how to make ethical decisions on the job


Debrief Questions:

- What is a value that you hold? Where or when was it formed?
- How do you like to make decisions? By yourself or with a group, what is the upside and downside both of these methods?

LEADERSHIP

Session 2

90 minutes

Mirror Image Warm Up adapted from The Wilderdom Store:  www.wilderdom.com/games/descriptions/MirrorImage.html. Content on this site has been placed in the public domain and, unless otherwise indicated, is subject to the principles of copyleft. For legalistic purposes, please refer to the Creative Commons Attribution 2.5 License.

Qualities of Leadership

OBJECTIVE:

Students will explore definitions and characteristics of leadership and begin to apply definitions to themselves and their community.

MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers (including *Leadership Definitions* from Session 1).
- Art supplies for leadership portraits (markers, colored pencils, or collage materials).

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

Opening Circle Statement (Around the World): A leader is someone who...

II. WARM UP: MIRROR IMAGE (15 MINUTES)

Invite a volunteer to stand facing you about two or three feet away. Instruct the volunteer to "mirror" as exactly as possible, everything that you do as if her or she were your real reflection. Make your movements interesting and slow enough for the other person to follow. Be silly, or include a task like brushing your teeth.

The demonstration helps to loosen up inhibitions. After youth understand the activity, ask them to get into pairs, and take turns mirroring the actions and movements of the other person.



III. IDEAL LEADER PORTRAITS (40 MINUTES)

Explain that youth will now create an ideal leader. Refer to the brainstorm posters and leadership definitions from the previous session.

Step 1: Divide youth into pairs and give each pair a large piece of paper and pens, collage materials, or other art supplies. Each pair will draw a caricature of their ideal leader, giving their leader some of the characteristics that were discussed in the previous session's brainstorm and that they think are important. Ask each pair to generate a list of characteristics of good leaders and have them draw a leader, assigning characteristics to different body parts. Encourage exaggeration of features: For example, draw a large hands to represent helping others, or large ears for listening, a big heart for compassion.

- Have youth think about the space around their leader – what is in it? Colors, images, words?
- Ask youth to pick a name for their leader, and an issue that their leader is working to change.
- Ask youth to identify their leader's biggest strength and the thing that he or she needs to improve.

Step 2: Have each pair share their ideal leader with the rest of the group.

Facilitation Tip:

Post the portraits on the walls of the room.

As youth share their portraits, keep a list of all the characteristics on one piece of butcher paper. Post this in the room where everyone can see it throughout the year.



 Leadership Definitions and Quotes (page 1)

Leadership is the ability of an individual to set an example for others and lead from the front. It is an attitude that influences the environment around us.

— en.wikipedia.org/wiki/Leadership

"My definition of a leader... is a man who can persuade people to do what they don't want to do, or do what they're too lazy to do, and like it."

— Harry S. Truman, President of the United States 1945 (1884-1972)

"...Leaders are people who do the right thing."

— Warren Bennis, university president, leadership author (1925-)

"The time is always right to do what is right."

— Martin Luther King Jr., civil-rights leader, minister (1929-1968)

"Leadership at one time meant muscle. Today it means getting along with people."

— Indira Gandhi, prime minister of India 1966 and 1980 (1917-1984)

"If I have seen farther than others, it is because I was standing on the shoulders of giants."

— Isaac Newton, physicist, mathematician, astronomer, inventor (1643-1727)

"If your actions inspire others to dream more, learn more, do more, and become more, you are a leader."

— John Quincy Adams, President of the United States 1817 (1767-1848)

"The price of greatness is responsibility."

— Winston Churchill, British prime minister 1940 and 1951 (1874-1965)

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

— Anne Frank, diarist (1929-1945)

"Leaders are visionaries with a poorly developed sense of fear and no concept of the odds against them."

— Robert Jarvik, heart surgeon, inventor (1946-)



 Leadership Definitions and Quotes (page 3)

"A leader takes people where they want to go. A great leader takes people where they don't necessarily want to go but ought to be."
 — Rosalynn Carter, First Lady of the United States 1977 (1927-)

"I think a major act of leadership right now, call it a radical act, is to create the places and processes so people can actually learn together, using our experiences."

— Margaret J. Wheatley, writer and management consultant who studies organizational behavior

"The art of leadership is saying no, not yes. It is very easy to say yes."

— Tony Blair, British prime minister 1997 (1953-)

"The secret of a leader lies in the tests he has faced over the whole course of his life and the habit of action he develops in meeting those tests."

— Gail Sheehy, journalist (1937-)

"...Leaders can conceive and articulate goals that lift people out of their petty preoccupations and unite them in pursuit of objectives worthy of their best efforts."

— John W. Gardner, Secretary of Health, Education, and Welfare 1965 (1912-2002)

"It's the little things citizens do. That's what will make the difference."

— Wangari Maathai, Nobel Peace Prize winner 2004 (1940-)

"It is better to lead from behind and to put others in front, especially when you celebrate victory when nice things occur. You take the front line when there is danger. Then people will appreciate your leadership."

— Nelson Mandela, President of South Africa 1994 and Nobel Peace Prize winner 1993 (1918-)

"We must become the change we want to see in the world."

— Mahatma Gandhi, political and spiritual leader (1896-1948)

"Leadership has a harder job to do than just choose sides. It must bring sides together."

— Jesse Jackson, politician and civil rights leader (1941-)

"If one is lucky, a solitary fantasy can totally transform one million realities."

— Maya Angelou, poet (1928-)

"We cannot seek achievement for ourselves and forget about the progress and prosperity for our community. Our ambitions must be broad enough to include the aspirations and needs of others, for their sakes and for our own."

— César Chávez, labor leader and civil rights activist (1927-1993)

22. Workplace Ethics

JUST THE FACTS: We all have our own set of values or standards of behavior that we operate by on a daily basis. However, we may not always feel we can apply these same principles or standards while at work. The purpose of this lesson is to help participants learn some of the steps necessary to make ethical decisions on the job.



Time

30 minutes



Materials

- Activity 22 - one copy for each participant (or group). *These materials were adapted from Lesson Planet: Tools For Success: A Study in Employer/Personnel Issues, Ethics, and Professional Behavior (Alabama Learning Exchange)*



Directions

Ask participants the following questions - and discuss answers with the group: How do you make decisions? Is decision-making a skill that was taught to you? Do you have personal rules for decision-making? If you have rules, do these rules change if you are making decisions at home, at school, with friends, or at work?

Now, let's discuss ethics. What are ethics? [Possible answer to be discussed: a set of (often unspoken - and generally understood) moral principles relating to a specified group, field, or form of conduct; a group of moral principles, standards of behavior, or set of values regarding proper conduct in the workplace].

Ethics on the job often deal with a code of conduct or a set of principles for BOTH the employer and the employee. Ask for and offer some examples of workplace ethics from both the EMPLOYER and the EMPLOYEE. For example:

A list of work ethics for an employer or a company might be:

- To provide a safe work environment for staff and employees
- To treat employees with dignity and respect
- To provide a fair wage for the services rendered
- To handle all business transactions with integrity and honesty

Activity 22. Workplace Ethics: Case Studies

For each of the following case studies, assume you are employed by a large computer company, with approximately 1,000 employees. The company is located in your town. Read each case study and follow the four steps for making ethical decisions. You will be discussing your decision-making process (and your ultimate decision) with the group.

Case 1: LaKeisha is an administrative assistant in the Human Resources Department. Her good friend Michael is applying for a job with the company and has agreed to be a reference for him. Michael asks for advice on preparing for the interview. LaKeisha has the actual interview questions asked of all applicants and considers making him a copy of the list so he can prepare.

Case 2: Emily works in the Quality Control Department. Once a year, her supervisor gives away the company's used computers to the local elementary school. The company does not keep records of these computer donations. Emily really needs a computer. Her supervisor asks her to deliver 12 computers to the school.

Case 3: Marvin is an assistant in the Building Services Department. He has just received a new work computer and is excited to try it out. His supervisor has a strict policy about computer usage (for business purposes only), but Marvin wants to learn the email software. He figures one good way to do this is to send emails to his friends and relatives until he gets the hang of it. He has finished all of his work for the day and has 30 minutes left until his shift is over. His supervisor left early.

Case 4: Jennie was recently hired to work as a receptionist for the front lobby. As receptionist, she is responsible for making copies for the people in her office. Her son, Jason, comes in and needs some copies for a school project. He brought his own paper and needs 300 copies for his class. If he doesn't bring the copies with him, he will fail the project. The company copier does not require a security key, nor do they keep track of copies made by departments.

Case 5: Nonye works in the Customer Service Support Department and spends a lot of his day responding to email. One day he got a message from an email address he didn't recognize. It said, "I'd like to get to know you better, outside of work." Nonye had no idea who sent it, so he deleted it. A few days later, he received another message from the same source. Nonye ignored the message again, thinking they would stop. He mentioned these emails to one of his co-workers, who responded, "You're lucky to have a fan." The messages continue to come every few days and he's feeling pretty weirded out.

Summer at City Hall

Tuesday, July 14th Agenda

7:30 am	Arrive and prep classroom
8:00 – 8:30 am	Breakfast
8:30 am	Program Start
8:30 – 9:00 am	Group check-in
	Questions/Comments/Concerns
	Review Agreements
	Introduce Topic for the Day – Community Leader
9:00 am	Head to separate classrooms
9:00 – 10:00 am	Leadership in the community context
10:00 – 10:30 am	Ice breaker/Teambuilding Activity (Facilitated by Returning Youth)
10:30 – 11:40 am	Will of a Leader
11:40 – 12:00 pm	Debrief/Q&A
12:00 – 12:30 pm	Lunch

Learning Objectives:

- Apply their definitions of leadership to their community context
- Explore of the pros and cons of comparing themselves to other
- Recognize their own value and potential

Debrief Questions:

- How can you “rewire” your own thinking to support your potential rather than your critic?
- Is there a leader you admire? Who, and why do you look up to them?
- What natural ability do you poses that you can build on this summer?

Session 3

LEADERSHIP

90 minutes

OBJECTIVE:

Youth will apply their definitions of leadership to their community context.

MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Paper, pens, and clipboards.
- Copy the *Circles of Influence Chart* (Master Copy 2.3a) before the session: one copy for each participant.
- Draw a large version of the *Circles of Influence Chart* (Master Copy 2.3a) at the front of the room to fill in during the discussion (see also Master Copy 2.3b – *Circles of Influence Chart Example*).

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (15 MINUTES)

Opening Circle Statement (Around the World): My community needs a leader who...

II. COMMUNITY BUILDER: HUMAN SCAVENGER HUNT (15 MINUTES)

Divide the group in half and send each half to a different side of the room. Stand in the center and call out the categories listed below (or others). Each group has to figure out which combination of people in their group fits the category, and then send those people to the center of the room. The group who gets their representatives to the center first wins a point.

Sample categories:

- Two people who have the same first and last initial.
- The person in your group who was born the farthest away from here and the person born closest.
- Two people with the same middle name.
- A group whose ages add up to 50.
- A group whose shoe sizes add up to 30.

Leadership in Community Context



- A group who have attended school for a total of 38 years.
- Two people with the same birthday (or birthday month).
- A group who can spell a word by putting together the first letters of their first names.
- A group of at least three people who have different colored eyes.

Debrief: Did anything surprise you? What was the most difficult category for your group? Did someone in your group take the lead? How did you figure out each answer?

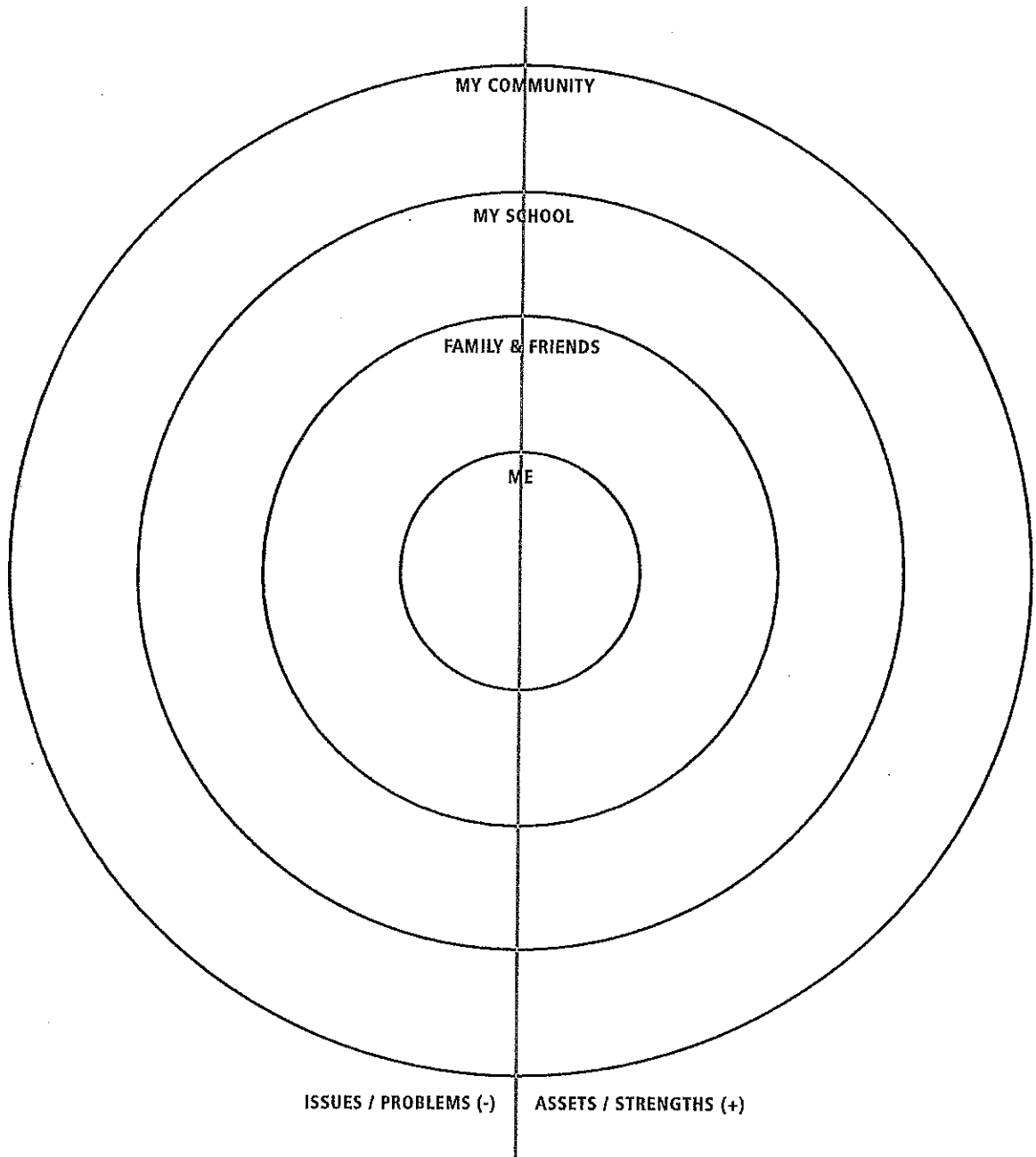
III. CIRCLES OF INFLUENCE (30 MINUTES)

Draw a *Circles of Influence* chart on the board or hand out copies for a pair or individual activity.

Step 1: Brainstorm strengths and assets in each of the areas – and problems or negatives in each area. Start by having youth do this individually for a few minutes and then opening up to a group brainstorm. This exercise will allow you to generate diverse ideas from the group.

Circle of Influence

What are the strengths/assets and challenges/issues that exist in your community, school, friendship circles, and within yourself?



Will of a Leader

Objective: Youth will reflect on a time when they have compared themselves to others, and recognize the value of their own potential.

Time: 15-20 Minutes

Read the following statement to students:

Having the will of a leader would mean developing a unique appreciation for who you are and recognizing your own strengths and qualifications. You can then concentrate on acquiring additional skills that contribute to the achievement of your goals. Many people often compare themselves to others without realizing the value of their own potential. They envy careers or successes that appear to be more attractive than their own. This negative comparison is damaging. Don't do it. Instead, concentrate on being the best you possible. You are somebody, an important person and a unique individual with great abilities and versatility. Unfortunately, many people don't realize what they have and never come close to taking full advantage of their gifts and resources. The real challenge, and the real reward, is to take who you are and what you are capable of doing, and create the means to achieve your dreams. Having the will of a leader is to discover self-reliance, to acquire the stamina to persevere, and to develop the vital qualities necessary for success.

Small group discussion: Ask students to reflect in small groups, about a time when they compared themselves to another, how did those thoughts make them feel?

After the first part of the discussion is complete ask the students to reflect about a time when they had to persevere, or rely on themselves, how did this act make them feel?

Wednesday

Field Trip

Summer at City Hall

Thursday, July 16th Agenda

7:30 am	Arrive and prep classroom
8:00 – 8:30 am	Breakfast
8:30 am	Program Start
8:30 – 9:00 am	Group check-in
	Questions/Comments/Concerns
	Review Agreements
	Introduce Topic for the Day – Values and Identity
9:00 am	Head to separate classrooms
9:00 – 10:00 am	Values and Identity
10:00 – 10:30 am	Ice breaker/Teambuilding Activity (Facilitated by Returning Youth)
10:30 – 11:40 am	Crossing the Line
11:40 – 12:00 pm	Debrief/Q&A
12:00 – 12:30 pm	Lunch

Learning Objectives:

- Understand how personal values affect leadership
- Understand the importance of encouraging diversity rather than suppress it

Debrief Questions:

- How can you be supportive with your fellow classmates?
- What does tolerance look, sound, and feel like?
- Did you recognize yourself in others today?

LEADERSHIP

Session 7

90 minutes

Identity Cards Activity adapted from an activity by Maria Kelly, Academic Dean at the Saint Paul Conservatory for Performing Arts

OBJECTIVES:

Participants will understand how personal values affect leadership. They also will learn why it is important for groups to encourage diversity rather than suppress it.

 Values and Identity

MATERIALS AND PREPARATION:

- Index cards.
- Prepare categories on the People Bingo template and then copy enough *People Bingo Cards* (Master Copy 2.7a and 2.7b) for each participant.
- Prepare the room for Crossing the Line by clearing a space big enough for the entire group to stand and move around. In the middle of the space, draw or tape a line for participants to cross.
- Copy the *Crossing the Line Statements* (Master Copy 2.7c) for a reference or make your own list of statements.
- Review *Active Listening Guidelines* (Master Copy 1.1a) and *Confidentiality Guidelines* (Master Copy 1.1b) from Unit 1.

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

Opening Circle Statement (Around the World): Name one word you would use to describe yourself when meeting someone for the first time.

**II. COMMUNITY BUILDER: PEOPLE BINGO
(10 MINUTES)**

This activity is designed to help youth get to know each other and to demonstrate the diversity within the group. Pass out *People Bingo Cards* and a pen to each participant. Give them time to fill up their cards. The person to fill up his or her card first wins. To encourage participation rather than competition, consider altering the goal: Try instead to see how quickly the entire group can fill their cards.

III. CROSSING THE LINE (45 MINUTES)

Crossing the Line allows youth to think about their values, backgrounds, and experiences. Although the participants may appear to come from similar situations, it is likely that the group is comprised of much diversity. This activity will involve naming and personalizing some of this diversity (along with some similarities!). Make sure to review the *Confidentiality Guidelines* before starting this activity.

Step 1: Explain the group rules and expectations.

1. **No one is required to cross the line – or to participate at all.** However, ask those participants to reflect on what makes it difficult to cross the line or on why they do not want to participate – this will also reflect values!
2. Participants must use respectful listening and communication skills. They should remain silent throughout the activity, and nonverbal signals like giggling and eye rolling are not permitted. Make sure everyone agrees to the rules before you do the activity.
3. Finally, it is important to respect the dignity of each person involved in the activity. All that is shared must remain confidential, and no one should feel or offer any judgment.

Step 2: Have youth find a partner, and then have all partners sit facing each other in a circle format (one circle inside the other, so that the people inside the circle face their partners in the outside circle). This is an active listening exercise: If necessary, remind youth of the *Active Listening Guidelines*. Let youth know that they will each have one minute to share their


Facilitation Tip: Crossing the Line

Make sure there is an established level of trust and comfort in your group before doing this activity.

This can be an emotional activity. Don't rush through it. Allow plenty of time to discuss. If you are worried about time, cut the community builder short.

If you have extra time, let the participants digest what they have experienced by journaling or drawing.

 People Bingo - Example

Someone who plays basketball	Someone who likes chocolate ice cream	Someone who was born in another state or country	Someone who will whistle "Mary had a little lamb" for you	Someone who will do 10 jumping jacks for you
Someone who loves to read	Someone who is wearing black socks	Someone who has been to Washington, DC	Someone who has a pet dog	Someone who has at least two sisters or brothers
Someone who plays an instrument	Someone who knows how to skip	FREE	Someone who has freckles	Someone who wears glasses
Someone who watched a movie last night	Someone who has been to Oregon	Someone who will sing the "ABC Song" for you	Someone who is wearing a necklace	Someone who speaks two or more languages
Someone who likes to cook	Someone who had a sandwich for lunch	Someone who knows how to skateboard	Someone who has painted fingernails	Someone who is wearing a hat

This is a sample. Use the Template to make up a People Bingo card that is challenging and relevant for your group composition and community context.

Crossing the Line Statements

Important: Have all youth read and agree to the *Confidentiality Guidelines* prior to starting this activity (see Master 1.1b on page 70).

BEFORE STARTING THE ACTIVITY, PLEASE SELECT STATEMENTS CAREFULLY.

Add or subtract from the list according to the nature of your group, using statements that are relevant and appropriate for your process. The statements below are recommended for most groups: **Anyone who (fill in from below) cross the line.**

- was born in this state
- was born in another county
- is female
- prefers day to night
- has never flown
- is a person of color
- is proud of their heritage
- feels that he or she knows very little about his or her cultural heritage
- is the oldest in the family
- is the youngest in the family
- is an only child
- considers him or herself a Democrat/Republican/Socialist
- does not connect with any one political party
- considers him or herself religious
- is atheist or agnostic
- is proud to live in their neighborhood or community
- feels stressed by school
- feels stressed by home life
- helps take care of other family members (siblings, etc.)

THESE STATEMENTS ARE RECOMMENDED FOR ESTABLISHED GROUPS WITH ONGOING ADULT SUPPORT. ANYONE WHO...

- has been in love and been hurt
- would describe his or her family as blue collar or working class
- would describe his or her family as middle class
- would describe his or her family as upper class
- sometimes has low self confidence
- sometimes feels lonely
- has ever been in a fight to prove he or she was tough
- has earned all A's in a semester
- has earned all A's and B's
- grades are usually lower than B's
- is adopted
- parents or caregivers have divorced
- has had one or more of their parents pass away
- believes it is OK for someone to have a date of the same gender at a social event
- has a family member who is gay, lesbian, bisexual, or transgender
- is choosing to abstain from sex until marriage
- has experienced the effects of alcoholism in their family
- has experienced the effects of drug addiction in their family
- has a friend or relative who has been sexually assaulted or abused
- has not yet crossed the line

Summer at City Hall

Friday, July 17th Agenda

7:30 am	Arrive and prep classroom
8:00 – 8:30 am	Breakfast
8:30 am	Program Start
8:30 – 9:00 am	Group check-in
	Questions/Comments/Concerns
	Review Agreements
	Introduce Topic for the Day – Advocacy Project
9:00 am	Head to separate classrooms
9:00 – 10:00 am	Key Steps in the Inquiry Process
10:00 – 10:30 am	Ice breaker/Teambuilding Activity (Facilitated by Returning Youth)
10:30 – 11:40 am	Work on project
11:40 – 12:00 pm	Debrief/Q&A
12:00 – 12:30 pm	Lunch

Learning Objectives:

- Support students in their next steps in developing an advocacy project

Debrief Questions:

- Where are your teams at?
- What do you need support on?
- What are you exceling at?
- What are you having trouble with?

KEY STEPS TO THE INQUIRY PROCESS

STEP 1 UNDERSTAND THE POWER OF RESEARCH

What is social science research and how is it useful in creating change?

STEP 2 IDENTIFY COMMUNITY PROBLEMS AND ASSETS

What is our community like? What are the advantages or challenges of living in our community?

What are the most important issues for youth in our community?

STEP 3 CHOOSE A TOPIC AND DEVELOP RESEARCH QUESTIONS

What is the problem or issue that you want to address and/or change in your school or community?

What are your goals for addressing this issue?

STEP 4 IDENTIFY POTENTIAL SOURCES OF INFORMATION

What specific kind of information might you need to solve or address the problem?

Whose ideas, perspectives, and knowledge do you need to better understand this issue?

STEP 5 DECIDE ON RESEARCH METHODS AND DEVELOP RESEARCH TOOLS

How are you going to get this information? What tools will you use to collect it?

How are you going to get people to answer your questions and be involved?

STEP 6 COLLECT DATA

How will you make sure your research is complete?

Who is responsible for doing what? By when?

STEP 7 ORGANIZE AND ANALYZE DATA

What are the major trends or themes that your data show?

STEP 8 DECIDE ON RECOMMENDATIONS AND PRODUCTS

What are your main recommendations based on the evidence you gathered?

What types of products will make these recommendations accessible?

STEP 9 TAKE ACTION

Who should know about these findings and recommendations?

How are you going to share the information and get your message out?

STEP 10 CELEBRATE

What have you achieved? What successes do you want to celebrate?

Who do you want to include in your celebration?



Week 6: Financial Literacy

Summer at City Hall

Monday, July 20th Agenda

7:30 am	Arrive and prep classroom
8:00 – 8:30 am	Breakfast
8:30 am	Program Start
8:30 – 9:00 am	Group check-in
	Questions/Comments/Concerns
	Review Agreements
	Introduce Topic for the Day – Basics of Banking
9:00 am	Head to separate classrooms
9:00 – 10:30 am	Class 1: Basics of Banking
	Class 2: Work on Advocacy Project
10:30 – 10:40 am	Break & Switch Classes
10:30 – 11:40 am	Class 1: Work on Advocacy Project
	Class 2: Basics of Banking
11:40 – 12:00 pm	Debrief/Q&A
12:00 – 12:30 pm	Lunch

Learning Objectives:

- Understand the basics of personal banking

Debrief Questions:

- What did you learning about banking you didn't know before?



Hands on Banking – Adults and Young Adults Test Packet

ATTENTION: *Hands on Banking* Instructors
SUBJECT: Pre- and Post-tests for Adults and Young Adults

If you use the *Hands on Banking* Adults or Young Adults courses with a group, we invite you to use the attached Pre- and Post-tests and report your results to us.

- The Pre-test will help you to determine what topics to emphasize with your group.
- The Post-test will help you to assess participant progress.
- Informing us of the anonymous results will help us continue to improve the *Hands on Banking* program.

Here are the simple steps to take:

1. On the first day of your class, administer the Pre-test. Make sure each participant signs his/her name. Tally the scores.
2. Teach the Hands on Banking Adults or Young Adults course to the group, according to your own schedule.
3. On the last day of your class, administer the Post-test. Again, make sure each participant signs his/her name. Tally the scores.
4. Match up the Pre- and Post-tests for every participant who took both tests. Note how many participants who took both tests improved their scores on the Post-test.
5. Send an email to hobinfo@handsonbanking.org. In your email, list three items: which course you taught, how many participants took both the Pre- and Post-tests, and how many improved their scores.

Here's an example:

To: hobinfo@handsonbanking.org
Subject: Test results

1. Hands on Banking course: Young Adults
2. # participants who took both Pre- and Post- tests: 20
3. # participants whose Pre-test score improved on the Post-test: 18

Thank you very much for making use of the Pre-and Post-tests and reporting your results to us. Please include any other suggestions and comments about Hands on Banking – we value your feedback!



Hands on Banking Pre-test

Name _____

Correct: _____ of 10

1. Your take-home pay, or net income, is _____.
 the amount you receive after benefits, such as vacation pay and health insurance, have been added
 the amount you receive after taxes, insurance, or other costs have been subtracted
 The total amount you earn

2. The *amount* of interest you earn on money in your savings account will depend a lot on which three factors?
 The interest rate, how *often* you make deposits, and *how* the financial institution invests your money.
 The interest rate, how long you keep the money in your account, and how the financial institution pays the interest.
 The prime rate, your credit rating, and *how* you make the deposits (cash, check, or direct deposit).

3. All of the following are good ways to establish a good credit record *except*:
 don't write a check for more money than you have in your account
 pay your bills in full and on time
 use your credit card to buy something you can't really afford
 always keep your promises to repay the money you borrow

4. Charging on a credit card is essentially taking out a loan.
 True False

5. Companies that keep track of everyone's credit history are called _____.
 collection agencies credit bureaus credit unions Big Brother

6. Which one of the following statements is true about a credit card's "minimum payment"?
 It is all you ever have to pay.
 Minimum payments are really just a guideline and it's okay to pay less, but only once in a while.
 It is the minimum to keep your account in good standing. You should always pay the minimum, but it's much better to pay the entire balance if possible; that will help you avoid interest charges too.

7. A good general guideline is to avoid having credit card debt that exceeds:
 10% of your monthly net income.
 The amount of your school loans.
 The amount you save on a monthly basis.
 20% of your monthly gross income.

8. What's the significance of being pre-approved for a loan?
 You'll get higher interest rates.
 You'll know the amount that will be available to you to make the purchase.
 You'll get a longer term for payment.
 You won't need a down payment.

9. What is APR?
 A way to estimate the time or interest rate you would need to double your money on an investment.
 A type of credit that is repaid to the lender in equal amounts, over a fixed period of time.
 A measurement used to compare different loans, that takes into account the interest rate, term, and fees to illustrate the total cost of the loan.

10. A good general guideline is to not borrow more than _____ percent of your annual net income.
 10 20 30 40



Name _____

Hands on Banking Post-test

Correct: _____ of 10

1. Your take-home pay, or net income, is _____.
 - the amount you receive after benefits, such as vacation pay and health insurance, have been added
 - the amount you receive after taxes, insurance, or other costs have been subtracted
 - The total amount you earn

2. The *amount* of interest you earn on money in your savings account will depend a lot on which three factors?
 - The interest rate, how *often* you make deposits, and *how* the financial institution invests your money.
 - The interest rate, how long you keep the money in your account, and how the financial institution pays the interest.
 - The prime rate, your credit rating, and *how* you make the deposits (cash, check, or direct deposit).

3. All of the following are good ways to establish a good credit record *except*:
 - don't write a check for more money than you have in your account
 - pay your bills in full and on time
 - use your credit card to buy something you can't really afford
 - always keep your promises to repay the money you borrow

4. Charging on a credit card is essentially taking out a loan.
 - True
 - False

5. Companies that keep track of everyone's credit history are called _____.
 - collection agencies
 - credit bureaus
 - credit unions
 - Big Brother

6. Which one of the following statements is true about a credit card's "minimum payment"?
 - It is all you ever have to pay.
 - Minimum payments are really just a guideline and it's okay to pay less, but only once in a while.
 - It is the minimum to keep your account in good standing. You should always pay the minimum, but it's much better to pay the entire balance if possible; that will help you avoid interest charges too.

7. A good general guideline is to avoid having credit card debt that exceeds:
 - 10% of your monthly net income.
 - The amount of your school loans.
 - The amount you save on a monthly basis.
 - 20% of your monthly gross income.

8. What's the significance of being pre-approved for a loan?
 - You'll get higher interest rates.
 - You'll know the amount that will be available to you to make the purchase.
 - You'll get a longer term for payment.
 - You won't need a down payment.

9. What is APR?
 - A way to estimate the time or interest rate you would need to double your money on an investment.
 - A type of credit that is repaid to the lender in equal amounts, over a fixed period of time.
 - A measurement used to compare different loans, that takes into account the interest rate, term, and fees to illustrate the total cost of the loan.

10. A good general guideline is to not borrow more than _____ percent of your annual net income.
 - 10
 - 20
 - 30
 - 40



Hands on Banking Pre-test Instructor Answer Key

Correct: _____ of 10

- Your take-home pay, or net income, is _____.
 - the amount you receive after benefits, such as vacation pay and health insurance, have been added
 - the amount you receive after taxes, insurance, or other costs have been subtracted**
 - The total amount you earn
- The *amount* of interest you earn on money in your savings account will depend a lot on which three factors?
 - The interest rate, how *often* you make deposits, and *how* the financial institution invests your money.
 - The interest rate, how long you keep the money in your account, and how the financial institution pays the interest.**
 - The prime rate, your credit rating, and *how* you make the deposits (cash, check, or direct deposit).
- All of the following are good ways to establish a good credit record *except*:
 - don't write a check for more money than you have in your account
 - pay your bills in full and on time
 - use your credit card to buy something you can't really afford**
 - always keep your promises to repay the money you borrow
- Charging on a credit card is essentially taking out a loan.
 - True**
 - False
- Companies that keep track of everyone's credit history are called _____.
 - collection agencies
 - credit bureaus**
 - credit unions
 - Big Brother
- Which one of the following statements is true about a credit card's "minimum payment"?
 - It is all you ever have to pay.
 - Minimum payments are really just a guideline and it's okay to pay less, but only once in a while.
 - It is the minimum to keep your account in good standing. You should always pay the minimum, but it's much better to pay the entire balance if possible; that will help you avoid interest charges too.**
- A good general guideline is to avoid having credit card debt that exceeds:
 - 10% of your monthly net income.**
 - The amount of your school loans.
 - The amount you save on a monthly basis.
 - 20% of your monthly gross income.
- What's the significance of being pre-approved for a loan?
 - You'll get higher interest rates.
 - You'll know the amount that will be available to you to make the purchase.**
 - You'll get a longer term for payment.
 - You won't need a down payment.
- What is APR?
 - A way to estimate the time or interest rate you would need to double your money on an investment.
 - A type of credit that is repaid to the lender in equal amounts, over a fixed period of time.
 - A measurement used to compare different loans, that takes into account the interest rate, term, and fees to illustrate the total cost of the loan.**
- A good general guideline is to not borrow more than _____ percent of your annual net income.
 - 10
 - 20**
 - 30
 - 40



Instructor Answer Key

Hands on Banking Post-test

Correct: _____ of 10

1. Your take-home pay, or net income, is _____.
 - the amount you receive after benefits, such as vacation pay and health insurance, have been added
 - the amount you receive after taxes, insurance, or other costs have been subtracted**
 - The total amount you earn

2. The *amount* of interest you earn on money in your savings account will depend a lot on which three factors?
 - The interest rate, how *often* you make deposits, and *how* the financial institution invests your money.
 - The interest rate, how long you keep the money in your account, and how the financial institution pays the interest.**
 - The prime rate, your credit rating, and *how* you make the deposits (cash, check, or direct deposit).

3. All of the following are good ways to establish a good credit record *except*:
 - don't write a check for more money than you have in your account
 - pay your bills in full and on time
 - use your credit card to buy something you can't really afford**
 - always keep your promises to repay the money you borrow

4. Charging on a credit card is essentially taking out a loan.
 - True**
 - False

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 - The amount of your school loans.
 - The amount you save on a monthly basis.
 - 20% of your monthly gross income.

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 - A type of credit that is repaid to the lender in equal amounts, over a fixed period of time.
 - A measurement used to compare different loans, that takes into account the interest rate, term, and fees to illustrate the total cost of the loan.**

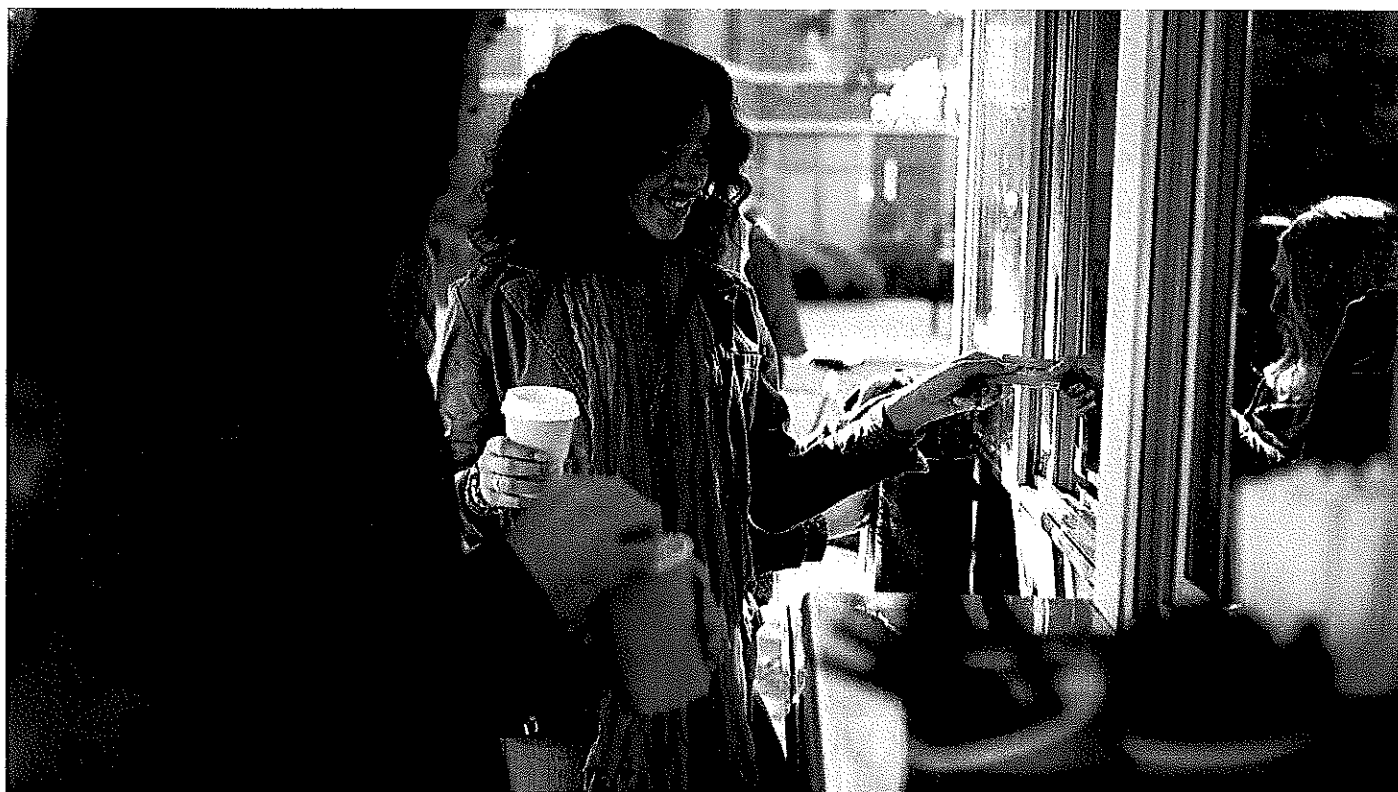
10. A good general guideline is to not borrow more than _____ percent of your annual net income.
 - 10
 - 20**
 - 30
 - 40

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Hands on Banking Young Adults Mini-Lesson

Topic: Budgeting



Hands on Banking Young Adults Mini-Lesson

Topic: Budgeting

An important part of Wells Fargo's commitment to help our communities is helping families, parents, and children succeed financially. Our goal with this lesson is to help students learn the importance of making smart financial decisions now and in the future. As a Wells Fargo team member you can have a positive impact on these students and their families by sharing this classroom lesson.

All the resources you need for this lesson are included plus additional support can be found on the [Hands on Banking Resource Center](#) on Teamworks.

Lesson concept	Creating and using a personal budget
Lesson objective	Students will become familiar with creating and using a monthly budget and will understand the earning power of higher education.
Materials needed	<p>For you</p> <ul style="list-style-type: none"> ▪ Business card to give to the teacher <p>For each student</p> <ul style="list-style-type: none"> ▪ Copy of the Create a Spending Plan Worksheet (see Student Handout Section) ▪ Copy of the Cost of Living Worksheet (see Student Handout Section) ▪ Copy of the Education and Income handout (see Student Handout Section) ▪ Copy of the Easy Steps to Money Success Handout (see Student Handout Section) ▪ Calculator (optional) ▪ <i>Hands on Banking</i> or Wells Fargo giveaway items (optional)
Coaching tip	<ul style="list-style-type: none"> ▪ Review the Young Adults Instructor Guide.
Resources	<ul style="list-style-type: none"> ▪ Hands on Banking Resource Center on Teamworks ▪ HOB Materials & Premiums Order Form to order optional giveaway items
Timing	<p>Introduction: 10–15 minutes Practice: 20 minutes Wrap-up: 5–10 minutes Total: 35–45 minutes</p>

Hands on Banking

Young Adults Mini-Lesson

Topic: Budgeting

Introduction

1. Introduce yourself to the class. Share with them a brief description of your role at Wells Fargo.
2. Start the lesson with these opening questions:
 - Do any of you currently keep a monthly budget?
 - Why do you think you should have a written plan for how you will spend your money?
 - Do you see a plan or budget as a hindrance or a guide? Why?
 - What things do you seem never to have enough money to purchase? How do you think a plan could help you with that?
3. Provide background information and an overview of the lesson.
 - A spending plan can help you make the most of your money and reach your financial goals. It is your personal strategy.
 - A spending plan or personal budget is easy to create. On a piece of paper, write down the money you have coming in—your **income**—and what you spend—your **expenses**—in an average month. Putting it down on paper helps you see where you can improve and make better money decisions.

Gross Income vs. Net Income

- There is a difference between your gross income (the total amount you earn) and your net income or take-home pay (the amount of money earned after taxes, insurance, or other costs have been subtracted)
- Base your spending plan on your take-home pay.
- There are three types of expenses.

Fixed Expenses:

- » Regular amounts that generally don't change much.
- » Monthly expenses like rent or car payments.

Flexible Expenses:

- » Occur on a regular basis and are also for necessities.
- » You have more control over how much you spend like groceries and utility bills.

Discretionary Expenses:

- » Money you choose to spend, but don't necessarily have to spend.
 - » Could include clothes, movies, and dining out.
 - » Savings is a discretionary expense—it's up to you to decide how much of your money you're going to set aside for your future. Don't forget to "pay yourself" by saving.
- A spending plan can help you live within your means.
 - Now, let's practice creating a personal budget.

Hands on Banking
Young Adults Mini-Lesson
Topic: Budgeting

Practice

1. Distribute the Create a Spending Plan Worksheet and the Cost of Living Worksheet to each student.
2. Divide the class into two random groups by using the birth month of the students. Have them imagine that they live in "Anytown, USA," a large metropolitan area, and give them the scenarios below.
 - **January through June birthdays:**
Imagine you are a junior-level manager at a large company. You completed a Bachelor's degree at a 4-year university and have a few years of work experience under your belt. Your monthly take-home pay is \$3,200.
 - **July through December birthdays:**
Imagine you are currently a college student. You still do not have the skills for a high paying salary, but it is your goal to increase your earning power so you are going to college. You work part-time and have additional monthly income from financial aid. Your monthly net income is \$1,800.
3. Instruct the students to use the Create a Spending Plan Worksheet to create a personal budget based on the information in the Cost of Living Worksheet and the scenarios described to them.
4. As students are working on this, walk around the classroom and check their progress.
5. Distribute the Education and Income handout to each student.

Hands on Banking

Young Adults Mini-Lesson

Topic: Budgeting



Teacher's Copy of Create a Spending Plan Worksheet and Cost of Living Worksheet

Create a Spending Plan Worksheet

Use the worksheet below to create a monthly spending plan and track your actual spending. If you have an expense that is not paid monthly, convert it to a monthly amount. For example, if you pay your car insurance bill every six months, divide the amount of the bill by six.

Monthly Income	
Salary	\$
Other Income	\$
Total Monthly Income	\$
Fixed Expenses	
Rent	\$
Car Loan Payment	\$
Car Insurance	\$
Bus Pass	\$
Monthly Flexible Expenses	
Utilities	\$
Internet	\$
Cable TV	\$
Cell Phone	\$
Gas for the Car	\$
Groceries	\$
Monthly Discretionary Expenses	
Dining Out	\$
Clothing	\$
Entertainment	\$
Savings	\$
Total Monthly Expenses	\$
Total Monthly Income	\$
Minus Total Monthly Expenses	\$
Left Over	\$

Cost of Living Worksheet

Fixed Expenses	
Rent*	A 1-bedroom apartment is \$1,300 a month, and a 2-bedroom apartment is \$1,500 a month. Choose where you will live. Divide the rent by the number of people who will share the apartment to determine your portion. Will you have a roommate? _____ If yes, how many roommates will you have? _____ What is your portion of rent? _____
Car Loan Payment	A new car is \$450 a month, a used car is \$250 a month, or you can travel by bus, which means you don't have a car loan payment or car insurance.
Car Insurance	Insurance for a new car is \$180 a month and for a used car it is \$120 a month.
Bus pass	A bus pass is \$75 a month.
Flexible Expenses	
Utilities*	Utilities for the apartment is \$100 total. What is your portion?
Internet	If you choose to have Internet at home, budget \$25 a month for your portion.
Cable TV	If you choose to have cable TV, budget \$25 a month for your portion.
Cell Phone	A smartphone is \$100 a month, a basic cell is \$40 a month.
Gas for the Car	If you plan to drive often budget \$150; if you seldom plan to drive budget \$100.
Groceries	If you pack your lunch and cook at home frequently, budget \$160 a month. If you prefer to dine out, budget \$100 for groceries.
Discretionary Expenses	
Dining Out	If you spend \$100 on groceries, budget \$300 on dining out. If you choose to spend \$160 on groceries, budget \$100 on dining out.
Clothing	If you shop for clothes often, budget \$300 a month. If you only shop occasionally, budget \$200. If you rarely shop for clothes, budget \$100.
Entertainment	Think about what you like to do for fun (concerts, movies, shows, etc.). If you want to go out often, budget \$400 a month. If you only go out occasionally, budget \$200. If you rarely go out, budget \$100 a month.
Savings	Save at least 10% of your income. Try to save more if you can.

*If you choose to have roommates, divide the amount by the number of people in the apartment to calculate your portion.

Note to the teacher:

- Encourage the students to create a budget within their means that still allows them to save some money for the future.
- Walk around the classroom to ensure students clearly understand the assignment. As you visit students, encourage discussion by asking questions such as:
 - » Did you have to make some tough decisions when creating your budget? What tradeoffs did you make?
 - » Are you being realistic about how much you would spend on entertainment? Think about how many times a year you go to concerts or how often you see a movie.
 - » Think about what purchases you might be saving for if you're a college student or a working professional. How much can you afford to save to reach your goals? Will it take a long time?

Hands on Banking

Young Adults Mini-Lesson

Topic: Budgeting



Teacher's Copy of Education and Income Handout

This chart shows an estimate of the pre-tax yearly earnings of full-time workers ages 25 and older who have these levels of education:

Amount of Education	Pre-tax Earnings
Doctoral degree	\$91,000
Master's degree	\$70,000
Bachelor's degree	\$56,500
Associate degree	\$44,000
Some college, no degree	\$40,400
High school graduate	\$35,400
Not a high school graduate	\$25,100

[Source: The College Board, *Education Pays*, 2013]

Note to the teacher:

Go over the information in the handout and cover the following key points:

More education = more job options

- For some jobs, you don't need specialized education or training beyond what you learned in high school. But lots of jobs *do* require it. And there are lots of options for getting it: trade school, technical school, or college.
- Education beyond high school can give you the kind of knowledge and skills that can lead to more job and career options.

More education = more earning power

- The level of education you achieve can make a huge difference in how much money you're able to earn.
- During a 40-year full-time working life, the median earnings of bachelor's degree recipients without an advanced degree are 65% higher than the median earnings of high school graduates. [Source: *The College Board, Education Pays*, 2013]

Hands on Banking
Young Adults Mini-Lesson
Topic: Budgeting

Wrap-up

1. Review some key points about creating a personal budget:
 - It's simple to create a spending plan—write down how much money comes in during an average month and then decide how you're going to spend it.
 - Create a personal budget you can live with. Be realistic and flexible. The trick is to live within your income so you can pay expenses but still have some money left over for your own flexibility.
 - It's also important to note that going to college or receiving education beyond high school can potentially lead to more job options and increase your income or earning power.
 - The right spending plan can help you set aside enough to pay your bills, have some savings for emergencies, and some money left over in your pocket. It is a good idea to save up to 6 to 8 months of expenses in your emergency fund. Remember, if you tap into it, you have to replenish it.
 - Savings is a discretionary expense. Don't forget to pay yourself by saving.
 - Review your plan every month. Adjust it as your income and expenses change.
2. Ask if there are any questions about what was covered today or any other questions about how they can manage their money.
3. Distribute the Easy Steps to Money Success handout.
4. Remind students that they can learn more about what was covered today—plus much more about all aspects of managing their money—by visiting www.handsonbanking.org.
5. Thank the participants for allowing you to spend time with them today.

And remember...follow-up with the teacher or program director.

- Take a few minutes to ask the teacher or program director how they thought the lesson went. Ask if there are other materials or information you could provide them.
- Consider writing a thank you note or email as a follow-up to your visit.



Hands on Banking

Young Adults Mini-Lesson

Student Handout Section

Topic: Budgeting

Hands on Banking

Young Adults Mini-Lesson

Topic: Budgeting



Create a Spending Plan Worksheet

Use the worksheet below to create a monthly budget. If you have an expense that is not paid monthly, convert it to a monthly amount. For example, if you pay your car insurance bill every six months, divide the amount of the bill by six.

Monthly Fixed Expenses	
Rent	\$
Car Loan Payment	\$
Car Insurance	\$
Bus Pass	\$
Monthly Flexible Expenses	
Utilities	\$
Internet	\$
Cable TV	\$
Cell Phone	\$
Gas for the Car	\$
Groceries	\$
Monthly Discretionary Expenses	
Dining Out	\$
Clothing	\$
Entertainment	\$
Savings	\$
Total Monthly Expenses	\$
Total Monthly Income	\$
Minus Total Monthly Expenses	\$
Left Over	\$

Hands on Banking

Young Adults Mini-Lesson

Topic: Budgeting



Cost of Living Worksheet

Fixed Expenses	
Rent	A 1-bedroom apartment is \$1,300 a month, and a 2-bedroom apartment is \$1,500 a month. Choose where you will live. If you have roommates, divide the rent by the number of people in the apartment to calculate your portion. Will you have a roommate? _____ If yes, how many roommates will you have? _____ What is your portion of rent? _____
Car Loan Payment	A new car is \$450 a month, a used car is \$250 a month, or you can travel by bus, which means you don't have to budget for car payment, car insurance, and gas for the car.
Car Insurance	Insurance for a new car is \$180 a month and for a used car it is \$120 a month.
Bus Pass	A bus pass is \$75 a month.
Flexible Expenses	
Utilities	Utilities for the apartment is \$100 total. What is your portion?
Internet	Internet service costs \$50 a month. What is your portion?
Cable TV	If you choose to have cable TV, it costs \$70. What is your portion?
Cell Phone	A smartphone is \$100 a month, a basic cell is \$40 a month.
Gas for the Car	If you plan to drive often budget \$150; if you seldom plan to drive budget \$100.
Groceries	If you pack your lunch and cook at home frequently, budget \$160 a month. If you prefer to dine out, budget \$100 for groceries.
Discretionary Expenses	
Dining Out	If you spend \$100 on groceries, budget \$300 on dining out. If you choose to spend \$160 on groceries, budget \$100 on dining out.
Clothing	If you shop for clothes often, budget \$300 a month. If you only shop occasionally, budget \$200. If you rarely shop for clothes, budget \$100.
Entertainment	Think about what you like to do for fun (concerts, movies, shows, etc.). If you like to go out often, budget \$400 a month. If you only go out occasionally, budget \$200. If you rarely go out, budget \$100 a month.
Savings	Save at least 10% of your income. Try to save more if you can.

* If you choose to have roommates, divide the amount by the number of people in the apartment to calculate your portion.

Hands on Banking

Young Adults Mini-Lesson

Topic: Budgeting



Education and Income

This chart shows an estimate of the pre-tax yearly earnings of full-time workers ages 25 and older who have these levels of education:

Amount of Education	Pre-tax Earnings
Doctoral degree	\$91,000
Master's degree	\$70,000
Bachelor's degree	\$56,500
Associate degree	\$44,000
Some college, no degree	\$40,400
High school graduate	\$35,400
Not a high school graduate	\$25,100

[Source: The College Board, *Education Pays*, 2013]



Five Easy Steps for Financial Success



1. Use credit to your advantage

As an adult, building good credit and having a good credit score is important. So, while a credit card might make it easier to purchase things you want today, remember that how you manage your credit now will affect your options later. Landlords and employers may also use credit scores as a decision-making factor. So, rather than thinking of a credit card as simply a payment method, use your credit card as a tool to build good credit.

Here's how:

- Stay below your credit limit—this shows you can control your use of credit
- Pay at least the minimum amount due—better to pay off the entire balance if you can
- Pay on time—not only does this help build good credit, you avoid late fees as well

2. Before you sign on the dotted line, do research

- Find a financial institution that will provide you the best rate, terms, and fees on the financial tools you need (checking, savings, loans, credit card, etc.)
- Compare student loan repayment plans—give yourself some flexibility
- Borrow money only after you have a clear understanding of the “real cost” of repayment

3. Consider ways to make your money go further

- Start a savings account now—compound interest allows your money to grow
- Think about getting a part-time job
- Buy groceries and eat at home—eating out too often is expensive
- Take advantage of student discounts
- Look for deals—buy used books, pre-owned dorm furniture, and secondhand clothes

4. Create a budget—spend smart

- Use your budget plan to see exactly where your money goes
- Use online tools and resources to track expenses and monitor your accounts
- Pay your bills on time—avoid costly fees and finance charges
- Before you spend, ask yourself, “Can I really afford this?” If not...wait till you can
- A plan puts you in control your money

5. Use the *Hands on Banking* program

The Hands on Banking program is designed to help make you an excellent money manager. Study all the lessons carefully, and you could be on your way to a money-bright future!

Summer at City Hall

Tuesday, July 21st Agenda

7:30 am	Arrive and prep classroom
8:00 – 8:30 am	Breakfast
8:30 am	Program Start
8:30 – 9:00 am	Group check-in
	Questions/Comments/Concerns
	Review Agreements
	Introduce Topic for the Day – Spending Smart
9:00 am	Head to separate classrooms
9:00 – 10:30 am	Class 1: Spending Smart
	Class 2: Work on Advocacy Project
10:30 – 10:40 am	Break & Switch Classes
10:30 – 11:40 am	Class 1: Work on Advocacy Project
	Class 2: Spending Smart
11:40 – 12:00 pm	Debrief/Q&A
12:00 – 12:30 pm	Lunch

Learning Objectives:

- Learn how to set a personal budget.

Debrief Questions:

- What is the importance of budgeting?

Summer at City Hall

Wednesday, July 22nd Agenda

7:30 am	Arrive and prep classroom
8:00 – 8:30 am	Breakfast
8:30 am	Program Start
8:30 – 9:00 am	Group check-in
	Questions/Comments/Concerns
	Review Agreements
	Introduce Topic for the Day – Saving to buy a car
9:00 am	Head to separate classrooms
9:00 – 10:30 am	Class 1: Saving to buy a car
	Class 2: Work on Advocacy Project
10:30 – 10:40 am	Break & Switch Classes
10:30 – 11:40 am	Class 1: Work on Advocacy Project
	Class 2: Saving to buy a car
11:40 – 12:00 pm	Debrief/Q&A
12:00 – 12:30 pm	Lunch

Learning Objectives:

- Understand how to save for your first car.

Debrief Questions:

- Share the differences between your desires and reality?

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provided by



Hands on Banking High School Mini-Lesson

Topic: Saving to Buy a Car



Hands on Banking High School Mini-Lesson

Topic: Saving to Buy a Car



Auto Loan Worksheet

Name _____

Auto Loan Payment and Interest Costs (does not include tax and license fees)

4-Door Sedan	36 months @ 5% APR	48 months @ 6% APR	60 months @ 7% APR	Loan Amount \$ 27,488
Monthly Payment	\$ 895.89	\$ 702.30	\$ 592.39	Down Payment \$ 2,000
Total Interest	\$ 2,422.06	\$ 3,880.42	\$ 5,713.00	Sticker Price \$ 29,488
Total Cost	\$ 31,910.06	\$ 33,368.42	\$ 35,201.00	

2-Door Coupe	36 months @ 5% APR	48 months @ 6% APR	60 months @ 7% APR	Loan Amount \$ 13,588
Monthly Payment	\$ 448.38	\$ 348.36	\$ 293.84	Down Payment \$ 1,500
Total Interest	\$ 1,201.20	\$ 1,924.80	\$ 2,833.92	Sticker Price \$ 15,088
Total Cost	\$ 16,289.20	\$ 17,012.80	\$ 17,921.92	

Truck	36 months @ 5% APR	48 months @ 6% APR	60 months @ 7% APR	Loan Amount \$ 14,988
Monthly Payment	\$ 489.85	\$ 384.00	\$ 323.90	Down Payment \$ 1,000
Total Interest	\$ 1,324.12	\$ 2,121.52	\$ 3,123.52	Sticker Price \$ 15,988
Total Cost	\$ 17,312.12	\$ 18,109.52	\$ 19,111.52	

Motorcycle	36 months @ 5% APR	48 months @ 6% APR	60 months @ 7% APR	Loan Amount \$ 8,755
Monthly Payment	\$ 287.41	\$ 225.31	\$ 190.05	Down Payment \$ 1,000
Total Interest	\$ 776.76	\$ 1,244.88	\$ 1,833.00	Sticker Price \$ 9,755
Total Cost	\$ 10,531.76	\$ 10,999.88	\$ 11,588.00	

Hands on Banking High School Mini-Lesson

Topic: Saving to Buy a Car

An important part of Wells Fargo's commitment to help our communities is helping families, parents, and children succeed financially. Our goal with this lesson is to help students learn the importance about making smart financial decisions now and in the future. As a Wells Fargo team member you can have a positive impact on these students and their families by sharing this classroom lesson.

All the resources you need for this lesson are included plus additional support can be found on the [Hands on Banking Resource Center](#) on Teamworks.

Lesson concept	The financial considerations of buying a car
Lesson objective	Students will become familiar with a financially sound, step-by-step approach to saving for and purchasing a car.
Materials needed	<p>For you</p> <ul style="list-style-type: none"> ▪ LCD projector if using PowerPoint (Corresponding PowerPoint can be found on the <i>Hands on Banking</i> Resource Center) <p>For each student</p> <ul style="list-style-type: none"> ▪ Copy of the Auto Loan Worksheet (see Student Handout Section) ▪ Copy of the <i>Hands on Banking</i> Library Article: Smart Car Shopping (see Student Handout Section) ▪ High School handout (see Student Handout section) ▪ <i>Hands on Banking</i> or Wells Fargo giveaway items (optional)
Coaching tip	<ul style="list-style-type: none"> ▪ Review the Young Adults Instructor Guide. ▪ Before class—check with the teacher to see if students should work in pairs or on their own for this lesson.
Resources	<ul style="list-style-type: none"> ▪ Hands on Banking Resource Center on Teamworks ▪ HOB Materials & Premiums Order Form for optional giveaway items
Timing	<p>Introduction: 10–15 minutes</p> <p>Practice: 20 minutes</p> <p>Wrap-up: 5–10 minutes</p> <p>Total: 35–45 minutes</p>

Hands on Banking

High School Mini-Lesson

Topic: Saving to Buy a Car

Introduction

1. Introduce yourself to the class. Share with them a brief description of your role at Wells Fargo.
2. Start the lesson with these opening questions:
 - Is anyone here currently saving money for something you want or need? Describe how you're managing to save.
 - Who here has opened a savings account at a bank? Why would you recommend opening a savings account to someone who doesn't have one yet?
 - Is anyone here saving to buy a car? How much money do you figure you'll need to save? How did you arrive at that number?
 - Let's say you were considering getting a \$10,000 bank loan to buy a car. How would you determine whether you could repay this loan?
 - Besides paying back the principal (\$10,000), what other kinds of charges might you have to pay to the lender?
 - What other kinds of costs do car owners have to pay?
3. Provide background information and an overview of the lesson.

Saving and Savings Accounts

- Managing your money means taking personal responsibility for it. Savings accounts are a safe place to keep your money until you need it for large purchases or emergency needs in the future.
- Using the services of a bank can help you keep your money safe, convenient, and easy to track.
- To learn more about savings accounts, visit your local bank and talk with a financial professional. Many banks offer websites to help you choose the account that's best for you. Some banks offer special accounts for students.
- Savings accounts are also a way to help your money grow by earning interest. What does it mean to "earn interest"? If you deposit money at a financial institution, like a bank, they'll often reward you by adding a small amount of extra money called interest on a regular schedule. Not all bank accounts pay interest, but many do.
- The amount of interest you'll earn depends on three factors:
 - » The first factor is the interest rate. This is the number the financial institution uses to calculate the amount of interest they're going to pay you for having your money in the bank. The higher the interest rate, the more your money grows.
 - » The second factor is how long you keep the money deposited in your account.
 - » The third factor is how the bank pays the interest. Almost all banks compound interest. Compounding means a financial institution pays you interest not only on the amount you originally deposited, but also on the interest your deposit has earned over time. Each time, you're paid interest on the new, total amount you have in your account.
- Compound interest can really add up over time. If you want your money to grow, remember that as a young person you have the opportunity to start saving early and use time to your advantage. So start saving and earning interest now!

Hands on Banking High School Mini-Lesson

Topic: Saving to Buy a Car

Saving to Buy a Car

- Some of you are thinking of using some of your savings to buy a car. Before you do, seriously ask yourself whether owning a car is really worth all the extra expense. A car can be fun and a major convenience, but to save money, think about whether you could manage to live without one.
- If after some careful consideration, you decide to get a car of your own, be sure to do some research and really think it through. Be realistic. Buying a car is a huge expense and a major responsibility. Take the process step-by-step and you'll be fine. Start by asking yourself these questions:
 - » What kind of car do you need? Based on your situation, what type of vehicle will fill your transportation needs now and in the next few years? Will a 2-door coupe do the job, or do you need a 4-door car, a 4-wheel drive, or maybe a pick-up truck? Are safety and fuel economy important to you? Options such as a sunroof, leather seats, fancy wheels, and a sound system can be great, but they can really add to the price of the car.
 - » How much can you afford? What's your budget? You'll probably need some significant cash upfront just to acquire the car. Then you'll need more money to pay for gas, insurance, maintenance, registration, parking, and other expenses. Remember, over the years you own the car, there may be times when your income drops or you're unemployed. Try to keep your car expenses within a range you can consistently afford through the ups and downs.
 - » Should the car be new or used? Remember, almost all cars depreciate, or go down in value, over time. The value of a new car can drop hundreds or even thousands of dollars the day you drive it off the car dealer's lot. You may be able to save a substantial amount by finding a used car in good mechanical condition.
 - » How should you shop for a car? There's a lot to consider including safety records, gas mileage, maintenance, and insurance costs, plus negotiating with the seller. The Internet offers lots of helpful websites.
 - » How should you handle the financial transaction? If a buyer has enough cash, he or she can pay for the car and own it right away. But since new cars and many used cars can have high price tags, most people get a car loan. In this scenario, you frequently pay something upfront for the vehicle. This is called your down payment. The rest of the money you owe is split up into even monthly payments over the next three, four, or five years depending on the loan you choose. This time period is called the term of the loan. You make monthly car payments to the lender to pay back the money you borrowed plus interest. Interest is the amount of money the lender charges you for giving you the loan.

The lender owns the car until you've made your final payment, and then the car belongs to you. No more monthly car payments for as long as you keep that car!

But keep in mind that there are other expenses that go along with car ownership such as insurance, gas, maintenance, and repairs.

- So to recap, before you buy a car you need to consider:
 - » how much cash you have available for a down payment;
 - » how much of a monthly payment you can afford; and
 - » whether you're ready to pay all of the other expenses—insurance, gas, maintenance, and repairs—that come with car ownership.
- Now let's look at some sample auto loans.

Hands on Banking **High School Mini-Lesson**

Topic: Saving to Buy a Car

Practice

1. Distribute the Auto Loan Worksheet to each student.
2. Explain to the students how to read the chart. Ask them to imagine that they are going to buy a truck then ask the following questions:

- How much is the sticker price of the truck?

Answer: **\$15,988**

- According to the chart, how much of a down payment are you making?

Answer: **\$1,000**

- Therefore how much are you going to borrow? What is the loan amount?

Answer: **\$14,988**

- What are the three different options for the term of the loan? How long will you have to pay the loan back?

Answer: **36, 48, or 60 months**

- Let's say you get a 36 month loan for the truck.

- » What will your monthly payment be?

Answer: **\$489.85**

- » How much interest will you end up paying to the lender?

Answer: **1,324.12**

- » What will be the total amount you will have paid for the truck at the end of the 36 months?

Answer: **\$17,312.12**

3. Choose one of the following formats for having students work the problems:

A. Each student writes responses on their own worksheet or

B. Students work in pairs and discuss the questions. Each student then writes responses on their own worksheet.

Whichever format you choose, finish with a whole class discussion of the answers. As students are working on this, walk around the classroom and check in on their progress.

4. Now review the questions and answers with the students.

Hands on Banking
High School Mini-Lesson
 Topic: Saving to Buy a Car



Teacher's Copy of Auto Loan Worksheet

Name _____

Auto Loan Payment and Interest Costs
 (does not include tax and license fees)

4-Door Sedan	36 months @ 5% APR	48 months @ 6% APR	60 months @ 7% APR	Loan Amount \$ 27,488
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Hands on Banking

High School Mini-Lesson

Topic: Saving to Buy a Car



Teacher's Copy of Auto Loan Worksheet (cont'd)

Based on the chart, answer these questions:

1. Why are the Total Cost numbers all higher than Sticker Price of each vehicle?

Answer: Because the buyer has to repay the loan plus interest.

2. Notice that if the buyer chooses a loan that must be paid back in 36 months, the interest rate on the loan will be 5%; with the 48-month loan, the interest rate is 6%; and with the 60-month loan, the interest rate is 7%. Why do you think the interest rate goes up as the number of months increases?

Answer: Lenders generally charge higher interest rates for longer term loans because they are allowing the borrower to keep the money for a longer period of time.

3. Which vehicle and which loan have the highest monthly payment? Why is this the highest monthly payment on the chart?

Answer: If you buy the 4-door sedan with the 36-month loan you will have the highest monthly payment: \$895.89. This is the highest monthly payment because you're buying the vehicle with the highest sticker price and taking the fewest number of months to pay off the loan.

4. Which vehicle and which loan have the least amount of total interest? Why is this the least amount of interest on the chart?

Answer: If you buy the motorcycle with the 36-month loan you will pay the least amount of total interest: \$776.76. This is the least amount of interest because the motorcycle has the least expensive sticker price, you are borrowing the least, and the 36-month loan offers the most favorable interest rate.

5. Devin and Danielle decide to buy the truck. They get a 60-month loan.

- a. By the time they have paid off their loan, how much more will they have paid than they would have if they had taken a 36-month loan?

Answer: \$1799.40 ($\$19,111.52 - \$17,312.12 = \1799.40)

- b. Even though their total price will be higher, why might they have made this decision to get the 60-month loan?

Answer: One reason they may have chosen the 60-month loan is to get a lower, more affordable monthly payment.

Hands on Banking
High School Mini-Lesson
Topic: Saving to Buy a Car

Wrap-up

1. Review some key points about buying a car:
 - Before you think about getting a car, consider whether you really need one and whether it's worth all the extra expenses. Owning a car is a major responsibility.
 - Consider how much savings you have and your monthly budget. How much do you have available for a down payment and how much of a monthly loan payment can you afford?
 - If you decide to get a car loan, be sure to shop for your loan. In fact, it makes sense to shop for your loan before you shop for your car. Research a number of financing sources including banks. Some car dealers also offer financing. Compare the interest rates they offer. Find out what your monthly payment would be for different loan amounts.
 - By the way, watch out for lenders who advertise "No credit? No problem!" While you may be able to get a car loan from these lenders, your interest rate might be higher which can increase your monthly payment.
 - Finally, consider asking for pre-approval of your loan. If you're pre-approved, it means you can shop for a car in your price range with the confidence that you're more likely to get the loan you need.
 - In addition to making sure you have a monthly payment you can afford, you need to consider the other expenses that go along with new car ownership such as insurance, gas, maintenance, and repairs. Remember to add these to your monthly budget.
2. Ask if there are any questions about what was covered today or any other questions about how they can manage their money.
3. Distribute the *Hands on Banking* Library Article: Smart Car Shopping
4. Distribute the High School Leave Behind
5. Remind students that they can learn more about what was covered today—plus much more about all aspects of managing their money—by visiting www.handsonbanking.org.
6. Thank the participants for allowing you to spend time with them today.

And remember...follow-up with the teacher or program director.

- Take a few minutes to ask the teacher or program director how they thought the lesson went. Ask if there are other materials or information you could provide them.
- Consider writing a thank you note or email as a follow-up to your visit.



Hands on Banking
High School Mini-Lesson
Student Handout Section
Topic: Saving to Buy a Car

Hands on Banking

High School Mini-Lesson

Topic: Saving to Buy a Car



Auto Loan Worksheet (cont'd)

Based on the chart, answer these questions:

1. Why are the Total Cost numbers all higher than Sticker Price of each vehicle?
2. Notice that if the buyer chooses a loan that must be paid back in 36 months, the interest rate on the loan will be 5%; with the 48-month loan, the interest rate is 6%; and with the 60-month loan, the interest rate is 7%. Why do you think the interest rate goes up as the number of months increases?
3. Which vehicle and which loan have the highest monthly payment? Why is this the highest monthly payment on the chart?
4. Which vehicle and which loan have the least amount of total interest? Why is this the least amount of interest on the chart?
5. Devin and Danielle decide to buy the truck. They get a 60-month loan.
 - a. By the time they have paid off their loan, how much more will they have paid than they would have if they had taken a 36-month loan?
 - b. Even though their total price will be higher, why might they have made this decision to get the 60-month loan?



Smart Car Shopping

For many consumers, a new car is second only to a home as their most expensive purchase. It pays to get the most value possible for the money you spend. Review these tips before you begin the process of buying a car or other vehicle:

Shop for your car loan

- Consider how much you're willing to spend. Will you pay cash for the vehicle, or make a down payment and finance the rest? If you plan to finance the purchase, shop for your loan before you shop for your car.
- Research a number of financing sources including banks, credit unions, and online lenders. Some car dealers also offer financing. Compare the Annual Percentage Rates (APR), interest rates, terms, and fees of the loans they offer. Find out what your monthly payment would be for different loan amounts and the total cost of each loan.
- Consider asking for pre-approval of your loan. If you're pre-approved, it means you can shop for a car in your price range with the confidence that you'll get the loan you need.
- Know your credit history and credit score before you negotiate an auto loan. At the Web site www.annualcreditreport.com, you can receive one free copy of your credit report once a year from each of the three largest credit bureaus in the United States. You can also purchase a credit score through this Web site.

Do some advance research

- By doing some advance research, you'll be less likely make an impulsive or expensive purchase decision and more likely to be a satisfied buyer.
- Consider the kind of vehicle that will meet your transportation needs. Will the car you want now be the car you'll still want in a couple of years?
- Use the Web, consumer and auto magazines, and other publications to research the possibilities. Look at ratings and evaluations by automotive professionals and road tests, especially those performed over thousands of miles to evaluate a car's gas mileage, durability, and maintenance issues. Research safety records.
- Before heading out to the dealerships, go online to sites like Kelly Bluebook (kbb.com) and NADA (nada.com) to learn more about the car(s) you're interested in and what they cost.
- Remember, almost all cars depreciate (go down in value) due to wear and tear over time. The value of a new car can drop hundreds or even thousands of dollars the day you drive it off the car dealer's lot. You may be able to save a substantial amount by finding a used car in good mechanical condition.
- Narrow your choices to a few specific cars. Compare models and prices in ads and dealer showrooms. Consider contacting car-buying services and broker-buying services to make comparisons.

Hands on Banking

Library Article: Smart Car Shopping

Do some advance research (continued)

- Check with your insurance agent to compare the cost of insuring each car. Remember that insurance will be part of your cost of ownership.
- Based on your research, compare the total costs of each car you're considering. Does the amount fit your budget?

Choose where, when, and how to shop

- Nowadays, an increasing number of people are buying cars over the Web. Even if you consider this option, it makes sense to visit local dealerships if you can. This will give you the opportunity to see the cars first-hand, take test drives, and ask questions. It will also give you the opportunity to evaluate the service quality of dealerships you may use for parts and service.
- Some dealers have adopted a "one-price" policy on new cars, meaning that every car is offered at a fixed price with no negotiating between the dealership and the customer. While this system may make your transaction faster and easier, keep in mind that the price you pay might be higher than what you might pay by negotiating.
- You may be able to get the best price on a car in the last two weeks of December, because business is often slow at the end of the year.
- From July through October, some dealers may offer good deals on current year cars because they're eager to make space for next year's models.
- Go car shopping with an objective friend who can point out possible concerns and stop you from making a hasty decision.

Make your choice

- As you shop, retain some flexibility about make, model, year and color. As you comparison shop, you may find a car you like better and/or a better deal.
- Narrow your choice. Decide on specifics such as the color and options you want. Remember to take resale value into account. If it comes time to sell the car, you will want a color and options that appeal to prospective buyers.
- If the dealer doesn't have the car you want, consider ordering a new car. Although you'll have to wait for delivery, you could avoid paying more for options you don't want.
- Cars that need to be ordered should not cost more than the cars on the lot. On the other hand, a dealer may be willing to make a deal for a car on their lot if they're eager to sell current inventory.
- Be careful about extra options the dealer may offer you, such as undercoating, fabric protection, and paint sealant. These are often unnecessary add-ons that are significantly overpriced.
- If you're buying a used car, point out any flaws or problems with the car to the seller. Before you agree to buy it, be sure to have it inspected by a certified mechanic.
- Don't feel pressured to make a decision. Take your time and evaluate your options.

Plan your buying strategy

- Consider whether you want to buy the car or lease it. Buying it means paying for it with cash and/or a loan. After you finish making the payments, you own the vehicle and can sell or trade it. With leasing, you sign a contract and make monthly payments to have use of the car for a specific length of time. After making all your lease payments, you return the car to the dealer. You own nothing and may even owe the dealer more money for any excess mileage or damage. However, monthly lease payments are often lower than loan payments.
- Don't leave your drivers license or social security number with a dealer. Dealers cannot run a credit check or an application for credit without your permission.
- Be prepared to cancel the deal. If something doesn't feel right, or you have a "gut feeling" that your purchase will be a mistake: walk away! Remember, you can always find another car.

Tips for negotiating

- Negotiating can be challenging. To minimize the potential stress, make up your mind to be pleasant, friendly and non-combative throughout the process. This attitude will show the seller that you're a person who cannot be intimidated, rushed, pushed, or panicked into a decision.
- Be patient and persistent. The key to finding a good deal is being in the right place at the right time. If you're more anxious to buy than the seller is to sell, you'll reduce your chances of getting the best price you can.
- Plan to negotiate on price. Some dealers may be willing to bargain on their profit margin, which is often between 10 and 20 percent.
- Decide on your top price, a number you feel is fair for the vehicle, with monthly payments you can afford. Keep in mind that the dealer needs to make some profit. Then begin your negotiation at least 20% below what you're willing to pay. Remember, the dealer is likely to make a high counteroffer.
- Know your amount of "cash on hand." If you have the resources to write a check for a significant amount on the spot it will probably get the seller's attention and may strengthen your ability to negotiate the price.
- To increase your control of the negotiation, don't let the seller know exactly what you're thinking. Don't divulge the top amount you're willing to pay or the monthly payment you can afford. These are none of the seller's business.
- If the seller pressures you, simply smile politely and say something such as: "You have my offer. I appreciate your time and effort, but this is my budget limit."
- Beware of dealers who may bring another salesperson or manager into the negotiation in an effort to wear you down. Reach a deal with the original salesperson or walk out.
- Always be ready to walk away—but walk slowly. Chances are the seller will make one last attempt to find a price you can agree on.
- Leave on good terms. Even if you don't buy today, you might be back again later.

Trading in your old car

The Federal Trade Commission (FTC) recommends that you discuss the possibility of a trade-in only *after* you've negotiated the best possible price for your new car and researched the value of your old car—online, in reference books, or magazines. Having this information may help you get a better price from the dealer. Selling your old car yourself may take more time, but generally you'll get more money for it than trading-in.

Carefully consider add-ons

- If your dealer or lender asks you to buy credit insurance (to pay off your loan if you should die or become disabled), consider whether it's worth the cost. Check to see if you have an existing policy that offers this benefit. Credit insurance is not required by federal law. Check with your state Insurance Commissioner or consumer protection agency to find out about possible credit insurance requirements in your state.
- If you're offered a service contract by the dealer, manufacturer, or an independent company, review it carefully, and consider these questions:
 - What does the service contract cover compared to what's already covered by the manufacturer's warranty?
 - What repairs are covered? Is routine maintenance covered?
 - Who pays for parts and labor?
 - Who is authorized to make repairs?
 - What's the length of the contract?
 - What are the cancellation and refund policies?
- An extended warranty is a way to protect yourself from costly repairs that may be required after the manufacturer's warranty expires. Typically, neither manufacturer warranties nor extended warranties cover everything. Normal wear and tear (such as brake pads and batteries) and vehicle interior items (such as fabric and lights) are usually not covered. However, if you plan to keep the vehicle a long time, an extended warranty might be worth the cost. It can give you greater peace of mind and might also increase your vehicle's resale value. Before you buy, be sure you know exactly what's covered.
- If you purchase an extended warranty from the dealer when you buy your car, you may be able to add the cost of the warranty into your vehicle financing rather than paying for it in cash. If you don't purchase an extended warranty when you purchase the car, you may be able to purchase one later. However the closer you get to the expiration date of your manufacturer's warranty, the more the extended warranty is likely to cost.

Before you sign

- Review the contract carefully. Make sure it reflects everything that was agreed on.
- Beware of any unnecessary or overpriced extras the dealer may attempt to tack on.
- Don't pay for "dealer prep!" It's already been paid for by the manufacturer.
- Examine extended warranties carefully. You may not need one, or may be able to get a better deal later.
- Never sign a contract with any blank spaces.
- Immediately get a copy of the contract that both you and the dealer have signed.

We invite you to contact Wells Fargo for further information and assistance. Visit our Web site at wellsfargo.com or any Wells Fargo store.



WELLS
FARGO

Easy Steps to Money Success



Create a budget

Spending without a budget is like driving with your eyes closed. A budget, also called a spending plan, can help you see where you're going with money so you don't spend it recklessly. Just write down how much money you have coming in either weekly or monthly and how you're spending it now. This will help you see what you need to buy, and where you could cut back to afford things you want.

Reward yourself: save, save, save

Think of saving as giving a gift, or paying a reward, to you! Whenever you receive money, put some of it into your savings right away. That way you won't be tempted to spend it. Making saving an automatic habit will make it easier to afford the things you want, whether it's a concert or a car.

Keep your money safe...and growing

Don't stash your cash in your closet. You can keep your money safe by opening savings and checking accounts at an FDIC insured bank or other financial institution. In a savings account, your money will grow with interest. A checking account will give you a safe and convenient way to pay for things and keep track of what you spend.

Try the *Hands on Banking* program

The *Hands on Banking* program is designed to help make you the best money manager on the planet. It's a blast to study the lessons and see how quickly you'll be on your way to a money-bright future!

www.handsonbanking.org · www.elfuturoentusmanos.org

Hey, is this on sale?

Shop wisely. Before you go out to buy something, ask yourself:

- Is it something you need or something you want?
- Does it cost less at another store?
- Is there something similar that's less expensive and that you can live with instead?
- Is there a better way to spend your money?

Use credit to your advantage

A credit card might seem fun because it makes it easy to purchase things you want today. But remember, purchases made on credit are loans that must be paid back. Showing you can pay back your loans is important in order to build a good credit history and credit score—which is important when you're ready to buy a car, rent an apartment, find a job, or eventually buy a house.

So, think about a credit card as a tool to build good credit and show you're reliable by only spending what you can pay back and always paying on time!

Summer at City Hall

Thursday, July 23rd Agenda

7:30 am	Arrive and prep classroom
8:00 – 8:30 am	Breakfast
8:30 am	Program Start
8:30 – 9:00 am	Group check-in
	Questions/Comments/Concerns
	Review Agreements
	Introduce Topic for the Day – Get Smart About Credit
9:00 am	Head to separate classrooms
9:00 – 10:30 am	Class 1: Get Smart About Credit
	Class 2: Work on Advocacy Project
10:30 – 10:40 am	Break & Switch Classes
10:30 – 11:40 am	Class 1: Work on Advocacy Project
	Class 2: Get Smart About Credit
11:40 – 12:00 pm	Debrief/Q&A
12:00 – 12:30 pm	Lunch

Learning Objectives:

- Understand the benefits and common pitfalls when utilizing credit.

Debrief Questions:

- When do you think it is wise to use a credit card?

Summer at City Hall

Friday, July 24th Agenda

7:30 am	Arrive and prep classroom
8:00 – 8:30 am	Breakfast
8:30 am	Program Start
8:30 – 9:00 am	Group check-in
	Questions/Comments/Concerns
	Review Agreements
	Introduce Topic for the Day – Funding your Future
9:00 am	Head to separate classrooms
9:00 – 10:30 am	Class 1: Funding your Future
	Class 2: Work on Advocacy Project
10:30 – 10:40 am	Break & Switch Classes
10:30 – 11:40 am	Class 1: Work on Advocacy Project
	Class 2: Funding your Future
11:40 – 12:00 pm	Debrief/Q&A
12:00 – 12:30 pm	Lunch

Learning Objectives:

- Understand common financial aid opportunities, and how to apply for them.

Debrief Questions:

- Has funding been a barrier for you to attend college? Why or why not?

Week 7: Finalize Advocacy Project

Summer at City Hall

Week 7 Agenda

7:30 am	Arrive and prep classroom
8:00 – 8:30 am	Breakfast
8:30 am	Program Start
8:30 – 9:00 am	Group check-in
	Questions/Comments/Concerns
	Review Agreements
	Introduce Topic for the Day – Complete Advocacy Projects
9:00 am	Head to separate classrooms
9:00 – 10:30 am	Complete Advocacy Projects
10:30 – 10:40 am	Break
10:30 – 11:40 am	Complete Advocacy Projects
11:40 – 12:00 pm	Debrief/Q&A
12:00 – 12:30 pm	Lunch

Learning Objectives:

- Complete Advocacy Projects

Debrief Questions:

- Check-in regarding challenges, needs, and progress on projects.