

AP<sup>®</sup> Spanish Language  
and Culture

# POVERTY AND EFFECTS ON EDUCATION

Teaching Module



AP<sup>®</sup> with WE Service

## College Board

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

## AP® Equity and Access Policy Statement

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

## WE

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

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

## About the Partnership

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

AP<sup>®</sup> Spanish Language and Culture

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# Poverty and Effects on Education

Teaching Module



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 CollegeBoard

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# Using This Module

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AP<sup>®</sup> with WE Service provides a collection of resources to support your planning and implementation of the program. This teaching module, Poverty and Effects on Education, is one of two sample lesson guides for AP<sup>®</sup> Spanish Language and Culture. As you read through this module, refer to the AP<sup>®</sup> with WE Service Program Guide for additional activities that will support your students' learning throughout the program.

## Program Guide

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

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

## WE Resources

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

## Digital Portfolio

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

## How-To Videos

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

# Module Sections

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

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

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

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

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

PLAN

TEACH: PART 1

TEACH: PART 2

TEACH: PART 3

TEACH: PART 4

## **Teaching Module**

# **Poverty and Effects on Education**

"Just because a child's parents are poor or uneducated is no reason to deprive the child of basic human rights to health care, education and proper nutrition."

– MARIAN WRIGHT EDELMAN, AMERICAN CHILDREN'S RIGHTS ACTIVIST





# Getting to Know the Topic

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## Poverty and Effects on Education: Globally

Mahatma Gandhi once said, “Poverty is the worst form of violence.” Extreme poverty is defined by the World Bank as an average daily consumption of less than \$1.90 a day. For a family, living in poverty can mean choosing between food or clean water, school fees or hospital bills, emergencies or debt. For some, there is barely enough money to survive from one day to the next.

The effects of long-term poverty are damaging to health and development. Child poverty involves a significant lack of the basic requirements for healthy physical, mental, and emotional development.

### Fast facts

- ▶ 1 billion children worldwide are living in poverty. According to UNICEF, 22,000 children die each day due to poverty.
- ▶ Nearly 1/2 of the world’s population — more than 3 billion people — live on less than \$2.50 a day. More than 1.3 billion live in extreme poverty — less than \$1.90 a day.
- ▶ By 2030, an estimated 80% of the world’s extreme poor will live in fragile contexts.
- ▶ Sub-Saharan Africa has both the highest rate of children living in extreme poverty at 49% and the largest share of the world’s extremely poor children at 51%.

## Taking Action Globally

There are a number of ways that students can take action in their own school and community to help developing communities around the world combat poverty. Some ideas include:

- ▶ Volunteer at an organization that works for global poverty issues—many organizations offer ways to get involved on their websites and in their offices
- ▶ Collect supplies (in consultation with the organization) or raise funds for an organization that will share the outcomes of the donations
- ▶ Create a letter-writing campaign to the United Nations, government bodies, and other leaders to ask for added resources on the issue

Another option is to support and fundraise for WE Villages. Students can support this program by visiting [WE.org/we-schools/campaigns](https://www.wefund.org/we-schools/campaigns) to get ideas and resources for taking action on global poverty.



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**The poorest 1/2 of the world’s population has the same amount of combined wealth as the 8 richest people on the planet.**

# Getting to Know the Topic

## Poverty and Effects on Education: Locally

The United States Census Bureau uses an annual income of \$26,200 for a family of four as the threshold to determine poverty status. Thresholds go up or down depending on household size.

When families cannot afford basic necessities, they must make decisions about what to go without: groceries or electricity, diapers or school supplies, housing or medical care. Poverty has negative long-term effects on children's health, nutrition, and education. Compared to children whose parents have an income twice that of the poverty line, children who live in poverty are nearly three times more likely to have poor health and, on average, they complete two fewer years of school and earn less than half as much money over the long-term of their future careers.

## Fast facts

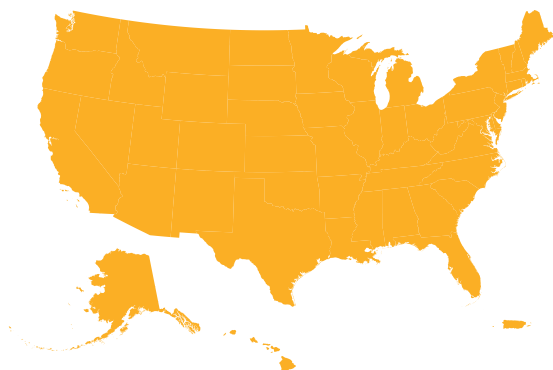
- ▶ The number of shared households (homes in which adults who are not related or married live together) was 20% of households in 2019, up from 17% in 2007.
- ▶ Poverty is not unique to cities. In fact, poverty rates are slightly higher in non-metropolitan areas.
- ▶ Poor children earn less than half as much in their future careers as their peers growing up at twice the poverty line.

## Taking Action Globally

Within their local or national community, students can:

- ▶ Work with a local organization addressing the topic
- ▶ Work with a community center that helps disadvantaged families develop employable skills and find work
- ▶ Create and deliver an educational workshop to raise awareness about poverty and its local impact with a strong call to action that leads to enacting change

With both their global and local actions, encourage students to be creative with the ideas they develop through their action plans.




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**29% of people with a disability live in poverty—that's more than 4 million Americans.**



# Taking Action

## Global and Local Service Projects

### WE Villages

For more than two decades, WE Villages has been engineering an international development model to end poverty. It works. It's proven. It's scalable.

We partner with developing communities around the world and collaborate on projects and programs that equip families with the tools they need to break the cycle of poverty through our five Pillars of Impact: Education, Water, Health, Food, and Opportunity. These pillars address the five primary causes of poverty with holistic and sustainable solutions that work in tandem to transform communities.

### Why Take Action on Poverty?

When communities have access to the economic opportunities they need to earn a livelihood, they have more than just a source of income; they have the means to take charge of their future and make gains in every sector of development.

- ▶ When families do not need to rely on their children's help to keep farms and businesses running, children can attend school and access all the benefits of education.
- ▶ With shared income-generating projects, communities have the funds they need to maintain public water and sanitation utilities over the long term.
- ▶ Having consistent access to weekly funds and long-term savings makes it more affordable for families to access preventive health care before serious situations develop.
- ▶ In agriculture-driven communities, alternative sources of income give farmers resources for staying resilient through times of drought and famine.

### Five Pillars of Impact



Education



Water



Health



Food  
Security



Opportunity

# Planning Your Instruction

## Poverty and Effects on Education

### Purpose

In this module, students will engage with service-oriented learning activities and opportunities as they build interpretive, interpersonal and presentational communicative competencies around the AP<sup>®</sup> Spanish Language and Culture course themes of Global Challenges (Economic Issues) and Contemporary Life (Education, Social Customs and Values, Lifestyles, and Volunteerism). Students will gain insights into the cultural perspectives of poverty and education in their own communities and in several Spanish-speaking communities. Ensure students are collecting evidence of their work as they go along. The following list includes pieces of work you may want to collect through out the year:

- ▶ Photos
- ▶ Interviews
- ▶ Scripts
- ▶ Screenshots
- ▶ Posters
- ▶ Maps
- ▶ Reflections
- ▶ Thank you notes
- ▶ Receipts

### Overview

As presented in the Introduction, this teaching module contains four parts. These are also the four rubric topics you will assess your students on in the digital portfolio:

**Part 1: Investigate and Learn:** Introduces students to the characteristics of poverty, as well as the impact of poverty and how it affects their community and communities in the Spanish-speaking world. These lessons also relate to a variety of service learning concepts, such as the necessity of research to understanding a topic and its effects, and the ways that a topic is connected between local and global levels.

**Part 2: Action Plan:** Guide students as they form teams, develop their action plans, and reflect on their ideas.

**Part 3: Take Action:** Provides students with suggestions for how to demonstrate effective teamwork, overcome conflicts, record actions, and reflect on their work.

**Part 4: Report and Celebrate:** Supports students as they create portfolios, celebrate their actions, and complete a final reflection on their experiences.

Throughout Parts 1–4, activities that are required for the Recognition Rubric are labeled with an icon (see Icon Legend on page 17). Optional activities that will help students design and complete their service projects, but are not required by the program, are listed in tables throughout each part. These optional activities are available in the AP<sup>®</sup> with WE Service Program Guide or on the WE website, as indicated in the tables.

# Goals

Based on the AP<sup>®</sup> Spanish Language and Culture Course and Exam Description, here are the particular learning concepts addressed in this module:

Ties to course themes and recommended contexts In this module we touch on the themes of Families and Communities, Personal and Public Identities, Global Challenges, and Contemporary Life, and to many of their underlying recommended contexts. The themes help to integrate language, content, and culture into activities that promote the use of the language in a variety of contexts.

Students will understand that...

- ▶ Poverty is a global challenge affecting quality of life in many contemporary societies
- ▶ Poverty affects individuals, families, and communities
- ▶ Poverty limits access to education and to employment
- ▶ There are many origins of poverty and possibly many solutions to it
- ▶ Education can be a solution to poverty both locally and globally

## AP<sup>®</sup> SPANISH LANGUAGE AND CULTURE CONCEPTS

<b>SKILLS</b>	<ul style="list-style-type: none"><li>• 1.A: Describe the literal meaning of the text.</li><li>• 1.B: Describe data.</li><li>• 2.A: Make cultural connections.</li><li>• 2.B: Make connections in and across disciplines.</li><li>• 3.A: Interpret the distinguishing features of a text.</li><li>• 3.B: Interpret the meaning of a text.</li><li>• 4.A: Determine the meaning of familiar and unfamiliar words.</li><li>• 4.B: Use words appropriate for a given context.</li><li>• 5.A: Understand and apply appropriate communication strategies in interpersonal speaking.</li><li>• 5.B: Understand and apply appropriate and varied syntactical expressions in interpersonal speaking.</li><li>• 6.A: Understand and apply appropriate communication strategies in interpersonal writing.</li><li>• 6.B: Understand and apply appropriate and varied syntactical expressions in interpersonal writing.</li><li>• 7.B Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.</li><li>• 7.C: Use appropriate language and vocabulary for the intended audience in presentational speaking.</li><li>• 7.D: Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.</li><li>• 8.B: Use appropriate writing strategies to communicate an idea in presentational writing.</li><li>• 8.C: Understand and apply appropriate and varied syntactical expressions in presentational writing.</li><li>• 8.D: Express a perspective with details and examples to illustrate an opinion or idea in written presentations.</li></ul>
<b>LEARNING OBJECTIVES</b>	<ul style="list-style-type: none"><li>• 1.A.1: Identify the main idea.</li><li>• 1.A.2: Identify supporting/relevant details.</li><li>• 1.A.3: Retell or summarize information in narrative form.</li><li>• 1.A.4: Use sources to enhance comprehension.</li><li>• 1.B.1: Identify and describe patterns and trends in data.</li><li>• 1.B.2: Describe data from a table, chart, graph, map, or infographic.</li><li>• 2.A.1: Identify and/or describe content and connections among cultural topics.</li><li>• 2.A.2: Explain how data from a graph or table illustrate cultural topics or phenomena.</li><li>• 2.A.3: Explain how information from a text connects or relates to the target cultural topics or phenomena.</li><li>• 2.A.4: Infer cultural information from a text.</li><li>• 2.B.1: Identify and/or describe content and connections among interdisciplinary topics.</li><li>• 2.B.2: Explain how data from a graph or table illustrate interdisciplinary topics or phenomena.</li><li>• 2.B.3: Explain how information from a text connects or relates to interdisciplinary topics or phenomena.</li><li>• 2.B.4: Infer interdisciplinary information from a text.</li><li>• 3.A.1: Identify the intended audience.</li><li>• 3.A.2: Identify the purpose.</li><li>• 3.A.3: Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.</li><li>• 3.A.4: Identify organizing and/or rhetorical structures and/or strategies.</li><li>• 3.B.1: Identify and/or describe similarities and/or differences among different types of texts.</li></ul>

## LEARNING OBJECTIVES

- 3.B.2: Infer implied meanings through context.
- 4.A.1: Determine the meaning of a variety of vocabulary.
- 4.A.2: Deduce the meaning of unfamiliar words or expressions.
- 4.B.1: Use a variety of vocabulary in written and spoken communication.
- 4.B.2: Explain and use idiomatic and culturally authentic expressions.
- 5.A.1: Initiate, maintain, and close spoken exchanges.
- 5.A.2: Comprehend an interlocutor's message in spoken exchanges.
- 5.A.3: Provide and obtain relevant information in spoken exchanges.
- 5.A.4: Use appropriate register and greeting for the intended target culture audience in spoken exchanges.
- 5.A.5: Use pronunciation that is comprehensible when interacting with speakers of the target language in spoken exchanges.
- 5.A.6: Use effective intonation patterns, pacing, and delivery when interacting with speakers of the target language in spoken exchanges.
- 5.A.7: Use communication strategies, such as circumlocution, requesting clarification, asking for repetition, and paraphrasing to maintain spoken exchanges.
- 5.B.1: Use a variety of grammar and syntax in spoken exchanges.
- 5.B.2: Use transitional expressions and cohesive devices in spoken exchanges.
- 5.B.3: Comprehend and produce simple, compound, and complex sentences in a variety of time frames in spoken exchanges.
- 5.B.4: Monitor language production; recognize errors and attempt self-correction in spoken exchanges.
- 6.A.1: Initiate, maintain, and close written exchanges.
- 6.A.2: Provide and obtain relevant information in written exchanges.
- 6.A.3: Use a variety of grammar and syntax in written exchanges.
- 6.A.4: Use register appropriate for the intended target culture audience in written exchanges.
- 6.A.5: Use communication strategies such as circumlocution, requesting clarification, and paraphrasing to maintain written exchanges.
- 6.B.1: Use transitional expressions and cohesive devices to create paragraph-length discourse in written exchanges.
- 6.B.2: Comprehend and produce simple, compound, and complex sentences in a variety of time frames in written exchanges.
- 6.B.3: Use standard conventions of the written language (e.g., capitalization, orthography, accents, punctuation) in written exchanges.
- 6.B.4: Monitor language production; recognize errors and attempt self-correction in written exchanges.
- 7.B.1: Produce spoken presentations in the appropriate register with an introduction, development of topic, and conclusion.
- 7.B.2: Use transitional expressions and cohesive devices to create paragraph-length discourse in spoken presentations.
- 7.B.3: Use pronunciation in spoken presentations that is comprehensible to speakers of the target language.
- 7.B.4: Use effective intonation patterns, pacing, and delivery in spoken presentations.
- 7.B.5: Use communication strategies such as circumlocution and paraphrasing to maintain spoken presentations.
- 7.C.1: Use a variety of grammar and syntax in spoken presentations.
- 7.C.2: Produce simple, compound, and complex sentences in a variety of time frames in spoken presentations.
- 7.C.3: Monitor language production; recognize errors and attempt self-correction in spoken presentations.
- 7.D.1: Explain ideas and opinions with examples in spoken presentations.
- 7.D.2: Compare features (including products, practices, and perspectives) of target cultural communities to those of the student's own community in spoken presentations.
- 8.B.1: Produce written presentations in the appropriate register with an introduction, development of topic, and conclusion.
- 8.B.2: Use communication strategies such as circumlocution and paraphrasing to maintain written presentations.
- 8.C.1: Use transitional expressions and cohesive devices to create paragraph-length discourse in written presentations.
- 8.C.2: Use a variety of grammar and syntax in written presentations.
- 8.C.3: Produce simple, compound, and complex sentences in a variety of time frames in written presentations.
- 8.C.4: Use standard conventions of the written language (e.g., capitalization, orthography, accents, punctuation) in written presentations.
- 8.C.5: Monitor language production; recognize errors and attempt self-correction in written presentations. (not assessed on Exam)
- 8.D.1: Explain ideas and opinions with examples in written presentations.
- 8.D.2: Integrate information from sources and cite them appropriately in written presentations.

# WE Service Concepts

Based on the WE Learning Framework, here are the particular WE Service concepts addressed in this module.

STUDENTS WILL UNDERSTAND THAT...	STUDENTS WILL BE SKILLED AT...	STUDENTS WILL KNOW THAT...
<ul style="list-style-type: none"> <li>• Social issues are complex and, therefore, research is essential to understanding them</li> <li>• Often times, local and global issues can be interconnected</li> <li>• Understanding the role of cultural, social, and economic factors is vital to the development of solutions</li> <li>• People have a civic identity, which provides opportunities for public action</li> <li>• Serving the greater community can be meaningful for the individual and the community</li> <li>• Creating social change happens through a set of skills, including creating action plans</li> <li>• Carrying out an action plan requires personal and group resilience</li> <li>• Individual behavior and decisions toward a social issue impact the larger global context of that issue</li> </ul>	<ul style="list-style-type: none"> <li>• Working collaboratively in teams</li> <li>• Working collaboratively with community partners (where applicable)</li> <li>• Researching an identified social issue on local and global levels</li> <li>• Creating an action plan</li> <li>• Successfully implementing an action plan</li> <li>• Educating others (classmates, community partners, school, etc.) about a social issue</li> <li>• Presenting actions and results to wider audiences</li> <li>• Applying critical thinking</li> <li>• Thinking entrepreneurially</li> <li>• Demonstrating leadership</li> <li>• Reflecting on learning about the social issue</li> <li>• Reflecting on working to create social change</li> </ul>	<ul style="list-style-type: none"> <li>• AP® course content is relevant to addressing social issues and topics, and provides knowledge toward creating working solutions</li> <li>• There are organizations working for social change on the social issue</li> <li>• They have an important role to play as students, employees, volunteers, and as citizens to have a positive impact on their local and global community</li> </ul>

See full WE Learning Framework and details at [WE.org/we-schools/program/learning-framework](https://we.org/we-schools/program/learning-framework).

## Connections to AP® Spanish Language and Culture Focus Areas

Some content from the AP® Spanish Language and Culture Course and Exam Description is identified as more challenging for students based on AP® Chief Reader commentary from previous AP® Spanish Language and Culture Exams. This content is referred to as a focus area. Activities that address the following focus areas are highlighted throughout the module:

- ▶ Develop presentational speaking skills
- ▶ Develop arguments with details and elaboration
- ▶ Integrate information from authentic sources into written and oral presentations to support arguments
- ▶ Create effective comparisons
- ▶ Enhance students' abilities to view, read, and listen critically so that they can better understand authors' perspectives, viewpoints, and bias
- ▶ Develop and use academic vocabulary



# Icon Legend

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



ARGUMENT  
FORMATION



INFORMATION  
LITERACY



LEADERSHIP  
SKILLS



ORGANIZATION



ACTION  
PLANNING



RESEARCH AND  
WRITING



CRITICAL  
THINKING



REFLECTION

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



### Teacher Tip:

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



### Focus Area Alert:

Opportunities for students to practice content and skills that are pivotal for improving student performance in the AP<sup>®</sup> course and on the AP<sup>®</sup> Exam (see page 16 for a description of the AP<sup>®</sup> European History Focus Areas addressed in this module).



### Check for Understanding:

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

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



### Recognition Checkmark:

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

# Part 1: Investigate and Learn

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

- ▶ Lesson 1: Local and Global Impacts of Poverty
- ▶ Lesson 2: Poverty and Access to Education
- ▶ Lesson 3: Poverty Around the World
- ▶ Lesson 4: Future Concerns and Solutions

## Every student in every AP® with Service course will do the following as part of their learning and investigation:

- ▶ Learn about the issue locally and globally within the context of the course
- ▶ Explore causes and effects locally and globally
- ▶ Analyze impacts for the future on their local community and the world

## WE Service Framework



# Overview for Part 1: Investigate and Learn

This module offers a series of lessons that will enable students to better understand the important role of education in helping to eradicate poverty at the local, national, and global level. Through the use of authentic resources, investigative practices, presentations, and written assessments, students will identify issues related to poverty in their community, as well as at the national and global level.

ACTIVITY	PG #
<b>LESSON 1: LOCAL AND GLOBAL IMPACTS OF POVERTY</b>	
Activity: Looking at Poverty	20
Activity: Focusing on Poverty in Spanish-Speaking Countries	21
Activity: Defining Characteristics of Poverty	22
Activity: Understanding Poverty Guidelines	23
Activity: Looking at Poverty Locally	24
<b>LESSON 2: POVERTY AND ACCESS TO EDUCATION</b>	
Activity: Making Connections Between Poverty and Education	25
Activity: Looking at the Effect of Poverty on Children	26
Activity: Building an Effective Written Argument	27
Activity: Taking a Closer Look at America's Farm Workers	30
Activity: Identifying Causes and Effects of Poverty	31
<b>LESSON 3: POVERTY AROUND THE WORLD</b>	
Activity: Analyzing Child Labor	34
Activity: Thinking about Education as a Human Right	36
<b>LESSON 4: FUTURE CONCERNS AND SOLUTIONS</b>	
Activity: Brainstorming Solutions	37
Activity: Researching Solutions	38
Activity: Reflecting on Investigate and Learn	41
Activity: Summarizing the Investigation	42
Activity: Working Independently	43

# Lesson 1: Local and Global Impacts of Poverty

In this lesson students will consider characteristics of poverty and the impact that it has in their own community as well as in communities in the Spanish-speaking world.

As students reflect on the topic, be sure that they consider ways to develop not only the three modes of communication—interpretive, interpersonal, and presentational— but also ways to develop critical-thinking skills that will help students to reflect and compare their own communities with those in the Spanish-speaking world.

## Activity: Looking at Poverty



### Guiding Question

¿Cómo se puede erradicar la pobreza en el mundo?

### Real World Application

As a homework assignment, ask students to complete the mind map, “La pobreza en el mundo y la importancia de la educación” or any type of graphic organizer that will help them to generate ideas on the topic of poverty. Students will then use some of the ideas generated by the mind-mapping activity to write a short paragraph that responds to the guiding question: ¿Cómo se puede erradicar la pobreza en el mundo?

The next day in class, working in small groups, have students share the ideas about poverty that they have generated through their mind maps and then discuss their responses to the guiding question, providing their thoughts on possible ways to eradicate poverty in the world. Following the small group work, bring the entire class together to generate a mind map representing ideas from the whole class. Follow this activity by having a representative from each of the small groups share one or more ideas that were provided by their group members as responses to the guiding question on how poverty could possibly be eradicated. Make a list of these ideas on the board to create a class list of several possible ways to eradicate poverty.

Then, select three students to help with the next activity, which will help students begin to explore their perceptions of education, poverty, and community. Have the three student volunteers each be in charge of one of these topics by having each of them create a column on the board where they will list ideas about their topic as generated by their classmates.

After students have generated their lists of perceptions on education, poverty, and community, ask them to make inferences about the responses. Some sample questions could include the following:

- ▶ ¿Qué se puede inferir de las ideas generadas de la clase?
- ▶ ¿Se repiten algunas ideas o palabras? ¿Cuáles?
- ▶ ¿Qué tienen en común las tres categorías?

These types of questions will help students to develop critical-thinking skills and reflect on the types of responses provided by their classmates.

As a culminating activity, ask students to consider how poverty has impacted their community and have them generate a list through discussion for future use. This will be very helpful when students need to consider ideas for their own service projects.



Have students use the La pobreza en el mundo y la importancia de la educación worksheet, found in the Student Workbook.

## Activity: Focusing on Poverty in Spanish-Speaking Countries



Divide students into groups of three to four and assign each group a different Spanish-speaking country.

### Paso 1: Close reading

Each student is to do a close reading activity; they will underline key ideas/phrases and highlight any new or unknown vocabulary words.

- ▶ “Los 10 países con más pobreza en América Latina”  
[www.hondurastierralibre.com/2013/05/los-10-paises-mas-pobres-de-america.html](http://www.hondurastierralibre.com/2013/05/los-10-paises-mas-pobres-de-america.html)

### Paso 2: Making observations

The next day in class have students view the following photos and read the captions.

- ▶ “La pobreza retratada en 14 países de América Latina”  
[www.bbc.com/mundo/video\\_fotos/2012/08/120801\\_galeria\\_asentamientos\\_latinoamerica\\_jr](http://www.bbc.com/mundo/video_fotos/2012/08/120801_galeria_asentamientos_latinoamerica_jr)

Lead a class discussion in which students share their observations about the topic and make inferences about why some of these countries appear on the list.

### Paso 3: Research a country

That evening for homework, assign each student a country from those listed in the article and photos used earlier. Have each student conduct some research and respond to the following about his/her assigned country:

- ▶ The current economic situation, for example: average per capita income, percentage of unemployment and underemployment, major industries that contribute to the economy, percentage of the literacy of the country, percentage of population who have completed primary, secondary, and higher education
- ▶ Current events that affect the economic, social, and political situation in the country

Students should make inferences based on the ranking of their country in the article and on what they have learned through their research, as to the reasons why their

country is listed among the poorest in Latin America. Students should be prepared to share their information in a small group to create a group report.

### Paso 4: Presentation of information

- ▶ Have students form groups with other students who researched the same country for homework. Group members will share the information about their assigned country that they gathered through their research and will share their ideas as to why their assigned country is among the poorest in Latin America. Each group will organize their collective information for an oral presentation to the class.
- ▶ Ask representatives from each group to present their group’s information. After all groups present, have students list the commonalities and differences among the countries. Then, have each group create five statements in which they compare and contrast aspects of poverty in the countries. Ask each group to share two to three of their comparisons with the class.

After completion of this task, ask the students to consider and then discuss the following question:

- ▶ ¿Los países más pobres de América Latina—tienen algo en común con la pobreza reflejada en tu comunidad? Compara la situación económica de uno de los países mencionados en el artículo con la situación económica de tu comunidad.

This activity helps students develop the *interpretive mode* of communication by reviewing the authentic texts, the *presentational mode* by presenting information based on research to the class, and also the *interpersonal mode* by sharing information and ideas with a partner, in small groups, or with the class through discussion involving the whole class. This activity also builds students’ skills in making comparisons between their own communities and communities in the Spanish-speaking world.



### Teacher Tip:

Extend this activity to further develop the presentational mode of communication by having each group write a summary of the discussion in class and add their own viewpoint and opinion.



### Focus Area Alert:

This discussion will require students to consider how poverty affects their own community and have them compare their own community to one of the countries on the list.

## Activity: Defining Characteristics of Poverty



Now have students respond to the following questions in writing. In preparation for this activity it is important to provide some ideas to guide the students. Create a simple chart such as the one below and provide an example or two for each question. Limit your examples to no more than two as you will want the students to generate as many of their own ideas as possible.

### Questions:

- ▶ ¿Cuáles son las características de la pobreza?
- ▶ ¿Cómo se manifiesta la pobreza en tu comunidad?

### Characteristics:

- ▶ Falta de recursos
- ▶ Alimentación inadecuada

### Examples of poverty in my community:

- ▶ Viviendas de baja calidad
- ▶ Falta de acceso a una variedad de alimentos frescos, y/o fondos limitados para comprarlos

Have students work with a partner, selected at random, to complete the next activity, as described in “Características de la pobreza.”

After completing the activity, capture the partners’ ideas on the board. As students present the information have a member of another group/pair paraphrase or summarize their response on the board. Select a different member from each group/pair of students as each different group presents.

Next, have students continue to work with a partner and respond to these additional questions:

- ▶ ¿Cómo impacta la falta de educación a una sociedad?
- ▶ ¿Cuál es la opinión de las personas de tu comunidad, con respecto a la importancia de la educación?

After about 20 minutes, have students share their answers to these questions with a new partner or in small groups. Students need to provide their ideas about how a lack of education impacts a society and the perspectives of their community regarding the importance of education.

Following the small group discussion, have each group share their ideas and summarize them on the board. Highlight any commonalities and ask the class why these appear to be the most important considerations.

As a homework assignment, have students respond to the following question, possibly in an online class discussion forum, if available:

- ▶ ¿Cuál es un impacto negativo de la pobreza en tu comunidad para los alumnos de tu colegio?



### Teacher Tip:

A discussion forum is an excellent way to have students share ideas, comment on one another’s ideas, and develop interpersonal writing skills. This question also brings to the forefront their own community and how poverty may impact people with whom they have contact or with whom they are friends. This is a way of getting students to reflect on the challenges that their own friends or classmates may face on a daily basis.



Have students use the Características de la pobreza worksheet, found in the Student Workbook.

## Activity: Understanding Poverty Guidelines



Present students with the following information regarding the poverty line and minimum wage standard in the United States:

### Current Poverty Guidelines

- ▶ <https://aspe.hhs.gov/poverty-guidelines>

### Minimum Wage Standard Chart

- ▶ [www.ncsl.org/research/labor-and-employment/state-minimum-wage-chart.aspx](http://www.ncsl.org/research/labor-and-employment/state-minimum-wage-chart.aspx)

Then, lead a class discussion using the following probing questions:

- ▶ ¿ Cuáles son las consecuencias de una presupuesto familiar basada en el salario mínimo?
- ▶ ¿ Cuáles son los desafíos de mantener a una familia con un salario mínimo?

Next, have students create a budget, based on the guidelines outlined in the chart. What changes would they need to make to their current lifestyle and how would this impact their families' cultural beliefs, values, and perspectives?

- ▶ Según el presupuesto indicado, ¿cuáles serían algunos cambios que tendrías que hacer para vivir bajo estas normas?
- ▶ ¿Cómo impactarían estos cambios tus perspectivas culturales hacia el nivel de vida que consideras necesario?



### Teacher Tip:

These types of questions will be valuable as students work with the next set of authentic resources and they consider living conditions of people who live in poverty in the U.S. and the Spanish-speaking world.

## Activity: Looking at Poverty Locally



In this activity, depending on the size of your class, students will work independently or in small groups to research the percentage of people in their state who live below the poverty line and compare that to a state that resembles their state demographically.

**Ask students to begin with statistical information about housing, food, level of education, and overall living conditions.**

- ▶ For this step, find a local news article that will provide information about your home state or community.
- ▶ For example, here is an article for the state of Arizona:  
[www.eastvalleytribune.com/arizona/article\\_edbb4014-c1d7-11df-a972-001cc4c03286.html](http://www.eastvalleytribune.com/arizona/article_edbb4014-c1d7-11df-a972-001cc4c03286.html)

**Next, have students research child labor practices in their state and compare them to child labor practices in a neighboring state.** Students should also research the income levels of students in their states and be able to provide information about the percentage of children from low income families.

- ▶ The following chart comes from the United States Department of Labor and provides excellent information regarding Child Labor Laws applicable to Agricultural Employment; an issue that many Arizona residents face on a daily basis. [www.dol.gov/whd/state/agriemp2.htm#Arizona](http://www.dol.gov/whd/state/agriemp2.htm#Arizona)

**Finally, have students present the information to the class both orally and in writing, using PowerPoint or Prezi.** As students present, ask them to discuss their inferences about how the lack of economic resources may influence child labor and limit educational opportunities.

**As a summative activity, have students individually create a public service announcement (PSA) in a video format or using Prezi or PowerPoint to educate their community about the issues that face families who currently live below the poverty line. In their PSAs, students should explore the effects of poverty: how it often results in higher rates of child labor, and how child labor can affect children's educational opportunities.**

- ▶ Before asking students to create their own PSA, show the following example of a professionally prepared PSA to the class. Ask them to analyze the way this PSA presents information and what kind of information is presented, so that they will include similar types of information in the PSAs they create.
- ▶ “Preguntas Trabajo Infantil,” [www.youtube.com/watch?v=5b0P4Ep71J8](http://www.youtube.com/watch?v=5b0P4Ep71J8)



### Check for Understanding:

As students work, circulate around the room to review their work and ask them to support their claims using specific evidence from the sources.



## Lesson 2: Poverty and Access to Education

The focus of this lesson is to help students better define the consequences of poverty. Students will be asked to connect what they learned in Lesson 1 about the characteristics of poverty and apply that to how poverty impacts the lives of young people, in particular children. Student will continue to develop their skills in interpretive, interpersonal, and presentational modes of communication as they work through the activities of this lesson.

### Activity: Making Connections Between Poverty and Education



Students are going to connect the work that they did in Lesson 1 with Lesson 2. Using the information provided by the students on the characteristics of poverty and how they would live on a budget based on the minimum wage in their state, students will now consider some of the consequences of poverty.

- ▶ Using *Relación entre la educación y la pobreza*, ask students to work individually and view the following four images. Make sure to print out the images in color and keep them on display throughout the activity. The images are of children in Spanish-speaking countries who live in poverty. While viewing the images, students should consider how poverty affects children in Spanish-speaking countries, what all the images have in common, and how the images represent the characteristics of poverty that the students defined in Lesson 1.
- ▶ Next to each image, students will identify key words that describe the characteristics of poverty that they began to identify back in Lesson 1 and add any additional characteristics of poverty they may find in the images. Students will work on this activity for approximately 10 minutes.
- ▶ Students will share their responses with a partner.
- ▶ After another 10 minutes, the teacher will select a student helper who will synthesize and record the responses shared by each pair. Common responses will then be discussed by the class as a whole.
- ▶ Students will then write a one to two paragraph response to this question: What are the consequences of poverty?

**Follow these steps in class with your students:**

**Paso #1:**

- ▶ Vas a considerar cómo viven algunos niños en el mundo y cómo les afecta la pobreza.
- ▶ Estudia las siguientes imágenes y considera cómo la pobreza afecta a los niños del mundo hispanohablante. ¿Qué tienen en común todas estas imágenes y cómo reflejan las imágenes las características que identificamos en la previa lección?

**Paso #2:**

- ▶ Comparte tus respuestas con el compañero a tu lado, y luego, respondan a esta pregunta: ¿Qué tienen en común y como se diferencian?

**Paso #3:**

- ▶ Comparte las respuestas de este intercambio con la clase. Analiza lo que tienen todos los alumnos en común. Explica por qué te parece que fueron éstas las respuestas.
- ▶ Responde a esta pregunta por escrito, con uno o dos párrafos: ¿Cuáles son las consecuencias de la pobreza?



Have students use the *Relación entre la educación y la pobreza* worksheet, found in the Student Workbook.

# Activity: Looking at the Effect of Poverty on Children



Have students watch two short news segments on the living conditions of children in the United States and respond to a set of questions. The goal of this activity is for students to better understand how poverty affects children in their own country and to learn what measures are being taken to rectify this situation.

Show the following videos to help students understand the effect of poverty on children:

- ▶ “Pobreza infantil en EEUU, al alza” [www.youtube.com/watch?v=uEBwMpqk5xk](http://www.youtube.com/watch?v=uEBwMpqk5xk)
- ▶ “La crisis económica aumenta el número de pobres en EEUU” [www.youtube.com/watch?v=YlekXg9v0Y0](http://www.youtube.com/watch?v=YlekXg9v0Y0)

Other possible videos include:

- ▶ “Cifras de pobreza extrema en EEUU no han logrado ser disminuidas” [www.youtube.com/watch?v=Ih9\\_4Azw65A](http://www.youtube.com/watch?v=Ih9_4Azw65A)

Ask students to respond to the following questions:

- ▶ ¿Cómo ayudan los videos a informar a la gente de los EEUU sobre la pobreza?
- ▶ ¿Qué información presentada en los videos te sorprendió acerca de la pobreza en EEUU?
- ▶ Según los videos, ¿por qué hay tanta pobreza infantil en los EEUU, un país tan rico y poderoso?

Now that students have a better understanding of how poverty impacts children in the U.S. and in their community, you may choose to show a trailer of the documentary: *The Harvest/La cosecha*, by director U. Roberto Romano.

- ▶ This trailer is available online: <https://vimeo.com/28403703>
- ▶ The film is also available online: <http://picamov.com/play.php?movie=tt1981703>

Synopsis of the Documentary: There are three separate segments in this documentary that illustrate the impact of poverty, not only on children but also on the family in general.

As students view the trailer or the full documentary, have them complete the worksheet, *The Harvest/La Cosecha*.

- ▶ The next day in class, ask students to share their ideas, thoughts, and perspectives about the documentary.



## Check for Understanding:

As an assessment, use the student handout in the Student Workbook to guide students as they write a letter to their state’s governor, or to some other public official in their state or in their community, explaining their concerns regarding the following:

- ▶ Poverty at the state and national level
- ▶ What they learned from their research
- ▶ Suggestions for improving the lives of impoverished children living in the state
- ▶ A recommendation for how to educate the public about poverty in the state
- ▶ Possible solutions to poverty and its effects on education

Students will include a link to their PSA from the previous lesson in their letter.



Have students use *The Harvest/La cosecha* worksheet, found in the Student Workbook.

## Activity: Building an Effective Written Argument



This activity draws the students' attention to the elements of **pathos**, **ethos**, and **logos** and guides students to use these concepts to build an effective persuasive argument.

The final written product will provide evidence of the degree to which students can:

- ▶ Understand information obtained by viewing video documentaries and news footage, and build an effective written argument in a letter to an elected official.

**“Pathos” refers to the need to connect with the audience for whom you are writing. Ask yourself: What will make my reader(s) care about the topic? How can I establish the importance of the topic to capture the audience’s attention?**

### Guiding questions for pathos:

- Piensa en todo lo que has aprendido sobre la pobreza en los Estados Unidos
- ¿Qué información y cuáles imágenes te han impactado más? ¿Por qué te sientes así?
- ¿Qué te motiva a ti a tomar acción? Compara tus ideas con un compañero/a. ¿Son similares o diferentes?

Help students connect this reflection with the concept of audience. How do our personal situations, values, and motivations affect how we receive messages? How can we craft our messages to make them resonate with our audience?

- ▶ Juntos vamos a identificar, a oficiales del gobierno con quienes podríamos comunicar sobre la importancia de tomar acciones relacionadas con el impacto de la pobreza en nuestro estado. Hagamos una lista de posibles destinatarios para un correo electrónico.
  - ¿Qué motivos o valores tiene cada uno de ellos?
  - ¿Qué tipo de información y argumentos podríamos usar para convencerles a tomar una acción?

Draw a table on the board or project one for the class. Guide students to research names of local and state leaders, such as mayors, city council representatives, state senators and representatives, the governor, state officials, etc. Encourage them to discover some of the main motivations and issues that define their public service. For example, a mayor might be concerned with bringing new businesses to the community, a state representative might want to get resources for the local district, and a governor might be concerned with balancing the state budget. Then work together to brainstorm the type of arguments that might resonate with them. Encourage students to go back to the videos on poverty in the USA and the research done in the activity: “Looking at Poverty Locally” to identify relevant facts.

Help students understand that by considering their audience’s concerns and needs before they write, they will be able to build a more effective argument.

TIPO DE LÍDER	NOMBRE Y POSICIÓN	MOTIVACIONES PRINCIPALES	ARGUMENTOS POSIBLES
Líderes estatales			
Líderes locales			

**“Ethos” refers to your credibility as a writer. To be persuaded, your audience needs to believe that you are trustworthy and knowledgeable. To achieve this, ask yourself: How can I present myself in writing in a way that will gain the reader’s trust?**

### Guiding questions for ethos:

- ▶ Como estudiante, ¿es fácil hacer que los adultos te escuchen? ¿Por qué sí o por qué no?
- ▶ ¿Qué puedes hacer al escribir para demostrar que tus palabras son dignas de confianza?

If students need help, read this list and ask students to give a “thumbs up” and “thumbs down” to indicate how each item either contributes to the credibility of their arguments or detracts from the credibility of their arguments.

	CONTRIBUYE A LA CREDIBILIDAD DE TUS ARGUMENTOS	RESTA CREDIBILIDAD A TUS ARGUMENTOS
Errores de ortografía		
Citas para explicar la fuente de tu información		
El uso un registro formal		
El uso de vocabulario preciso		
Errores gramaticales		
Sobregeneralizaciones y afirmaciones sensacionalistas		

**“Logos” refers to your ability to use your words to lead the audience to a logical conclusion. Stating an opinion or summarizing facts is not enough. To build an effective argument, ask yourself: How can I point out the relationships of cause and effect and provide strong evidence that my claim is correct? Do I need to acknowledge other points of view and confront contrary evidence to bring this person around to my point of view?**

### Guiding questions for logos:

- ▶ ¿Cómo se expresa la relación entre las causas y los efectos en español?
- ▶ ¿Cuáles son algunas objeciones que podrían impedir que se acepten tus argumentos? ¿El coste de implementar programas que ayudarían a los pobres en tu estado? ¿Dudas sobre la veracidad de lo que presentas sobre la pobreza en tu estado? ¿Cómo puedes reconocer y confrontar argumentos contrarios?

With the class, generate a list of logical connectors for cause and consequence, and for concessions, or add to the list provided. Practice forming sentences connecting ideas. Challenge students to see how many different ways they can combine the ideas using a variety of logical connectors.

CAUSA Y CONSECUENCIA	CONCESIÓN
porque	aunque
debido a	sin embargo
a causa de	a pesar de
entonces	pero
por eso	
esto demuestra que	

Hay más niños en pobreza hoy que hace diez años. La ayuda federal para escuelas con estudiantes pobres ha bajado.

- ▶ **Aunque** hay más niños en pobreza hoy que hace diez años, la ayuda federal para escuelas con estudiantes pobres ha bajado.
- ▶ Hay más niños en pobreza hoy que hace diez años, **pero** la ayuda federal para escuelas con estudiantes pobres ha bajado.
- ▶ La ayuda federal para escuelas con estudiantes pobres ha bajado, **a pesar del** aumento en el número de niños en pobreza.



Have students use the Pathos, ethos y logos worksheet, found in the Student Workbook.

Los maestros en escuelas con alto índice de pobreza reciben menos sueldo que maestros en escuelas con menos estudiantes pobres.

Estos maestros tienen, en promedio, menos experiencia y menos preparación.

- ▶ Los maestros en escuelas con muchos estudiantes pobres reciben menos sueldo porque tienen menos experiencia y menos preparación.
- ▶ Los maestros en escuelas con muchos estudiante pobres tienen menos experiencia y menos preparación que los maestros en otras escuelas. Por eso reciben un sueldo menor.

## UNA CARTA PERSUASIVA

La pobreza en nuestro estado y su impacto en los jóvenes

Instrucciones: Después de haber investigado la situación de la pobreza en tu estado, vas a escribir una carta al gobernador de tu estado o a otro oficial estatal o local para hablarle del impacto de la pobreza en los niños y los jóvenes en tu estado, y para motivarle a tomar acción para mejorar la situación. En tu carta, debes considerar los elementos de PATHOS, ETHOS y LOGOS para construir un argumento persuasivo.

Usa el organizador gráfico para planear tu argumento. Incluye detalles que has aprendido sobre la pobreza en tu estado y en los Estados Unidos.

- ▶ <http://www.readwritethink.org/classroom-resources/printouts/persuasion-a-30310.html>

Luego, escribe la carta, e incluye los elementos siguientes:

- ▶ Un breve resumen de la pobreza en tu estado, cómo la pobreza afecta a los niños, y el porcentaje de niños que viven en pobreza
- ▶ Las preocupaciones por la situación de los niños y los jóvenes en el estado con respecto al trabajo infantil y cómo la pobreza limita las oportunidades educativas para los jóvenes de tu estado
- ▶ Sugerencias para resolver y mejorar la situación
- ▶ Sugerencias para educar al público para que también ayude

Necesitas incluir un saludo y una despedida. Debes escribir de una manera formal. En tu carta puedes incluir un enlace a tu PSA de la lección anterior.



### Teacher Tips:

Talk to colleagues in the English and Social Studies departments to learn how they are approaching argumentation in their courses. The core skills of argument formation, critical thinking, research, and writing cross disciplinary boundaries. Do not assume, however, that all of your students have had the same experience with building effective arguments in their other classes.

Consider having students exchange their letters with their peers, and have them:

- ▶ Identify evidence of the writer's attention to PATHOS, ETHOS, and/or LOGOS, and
- ▶ Make suggestions to improve attention to at least one of the three aspects

Students then revise their work for your evaluation.



### Check for Understanding:

This sentence-combining activity will help you determine which students need additional practice to properly identify these logical relationships and express them precisely.



Have students use the La pobreza en nuestro estado y su impacto en los jóvenes worksheet, found in the Student Workbook.

# Activity: Taking a Closer Look at America's Farm Workers



To further examine the experiences of American farm workers, consider completing this activity based on the film *Harvest of Shame*. Although the film is in English, discussion and activities related to it can be done in Spanish.

▶ [www.youtube.com/watch?v=yJTVF\\_dya7E](http://www.youtube.com/watch?v=yJTVF_dya7E)

This 52-minute documentary, which aired on November 25, 1969, was presented by CBS and broadcast journalist Edward R. Murrow. It is considered “one of the most celebrated documentaries of all time” and exposed the plight of America’s farm workers.

**Actividad #1: Change over time: How has the situation of agricultural workers, in the United States, changed in the last 50 years?**

¿Cómo ha cambiado la situación del trabajador, en los EEUU, en el campo de agricultura, en los últimos 50 años?

The purpose of this activity is to inform students of the past and current issues facing American farm workers and to build their skills at making comparisons. Making effective comparisons is a skill that students need to demonstrate on the AP® Spanish Language and Culture exam.

Remind students that they learned about the current situation of farm workers, especially young farm workers, in the documentary *The Harvest/La Cosecha*. Tell them that they will now begin to explore the situation of farm workers in the U.S. during the 1960s. Ask them to form small groups to share ideas about what the situation for farm workers in the U.S. may have been 50 years ago. You will need to activate some prior knowledge or simply provide some brief facts about life in the 1960s. You may consider asking some of the following questions to stimulate ideas and conversation in the groups.

- ▶ ¿Cómo era la vida en general en los EEUU en los años 60? ¿Cuáles son tus impresiones de aquella época?
- ▶ ¿Cómo era la vida de los trabajadores en los años 60?
- ▶ ¿Cómo era la economía de los EEUU durante la época de los 60?

- ▶ ¿Cuáles fueron algunos temas polémicos de esta época en los EEUU y en el mundo?
- ▶ ¿Hubo algún acontecimiento que transformó la economía de los EEUU durante esta época?

After this brief exploration of the 1960s, show *Harvest of Shame*. Have the students take brief notes while they view the film. Following the film, have students share what they found most surprising and most disturbing about the situation of farm workers in the 1960s.

**Actividad #2: Una lluvia de ideas**

Once students have viewed the documentary, and have shared their ideas and thoughts in class, ask them to make a comparison based on what they have learned through *The Harvest/La Cosecha* and *Harvest of Shame* about the situation of farm workers now and in the past using a T-chart.

- ▶ What do the two groups represented in the two documentaries have in common?
- ▶ How is the situation in the 1960s different from the current situation?

**Now, ask students to organize the ideas on their T-charts and begin to build effective comparisons by tying their ideas together using effective transitional expressions and cohesive devices.**

**Actividad #3: Una comparación**

In the language lab, in class, or at home, ask students to record a 3–5 minute oral presentation using only brief notes based on the information gathered in their T-charts.

- ▶ Although this is not exactly like the cultural comparison task on the AP® Spanish and Language Culture Exam, this activity will provide practice in making effective comparisons and will help students learn to integrate information from a variety of sources, organize information in a logical manner, and use transitional expressions and cohesive devices.

## Activity: Identifying Causes and Effects of Poverty



Students can use various visual diagrams to explore the causes of poverty and its effects on access to education. Have students look at the **Árbol del problema graphic organizer**. This graphic organizer helps guide students beyond problem identification to breaking down the causes and effects of the problem, which is necessary before exploring steps needed to address the problem.

Display a larger version of this graphic organizer, perhaps projected on to a screen, and explain the three sections.

- ▶ **Problem:** The issue that is being studied. In this case, poverty and its effects on access to education.
- ▶ **Causes:** Issues, situations, or phenomena that have led to the problem. In this case, you might prompt exploration of causes by asking, “What are some of the factors hindering our ability to reduce poverty?” Encourage students to think about the “causes of causes.” For example, if students suggest a cause is that people can’t find high-paying jobs, ask students to then think further about what causes a lack of high-paying jobs. Then, repeat this exercise and think further about the causes of the next levels of causes.
- ▶ **Effects:** Results created by the problem. As with causes, encourage students to explore multi-layered effects, or “effects of effects.” For example, if one effect is that students drop out of school to work, ask them to identify the result of that effect, one of which could be that it will be more difficult for students without a high school diploma to get a higher paying job later in life. Next, they should ask what the effects are on these individuals and their families, currently and in the future. The more students drill, the more they will deepen their critical-thinking and analysis skills.

**Guide students through the process of cause and effect. Use a simplified non-issue related example first.** For example: So, for instance, if the problem is that I am late to school, what are some potential causes of that problem? Perhaps I didn’t hear my alarm or got distracted as I was getting ready. Next, what would be the impacts of my tardiness to school? I would miss instruction, feel behind and frustrated, etc.

**Shift the discussion to the issue at hand, poverty and its effects on education, and help the students brainstorm what they already know from previous lessons.**

**Model filling out the Árbol del problema and provide at least two levels for each root cause and visual effect in the graphic organizer.** Then, have students work with a partner to fill out the graphic organizer.

**Have students build their own Árbol del problema by using the graphic organizer and adding causes, starting from the base of the tree to the tips of the roots and moving from larger concepts to more specific sub-topics.** Make sure the students understand that their Árbol del problema should have a dual focus on both the local and global scope of the issue to poverty and education. Students should then do the same with impacts, starting from the base of branches to the tips of the leaves and moving from large impacts to more specific topics.

## Reflection

Ask students to answer the following question:

- ▶ What cause do you believe is most directly related to the core problem of poverty and how does it affect education? (In other words, if we just solved x, there would be a significant decrease in poverty.) Justify your response.



### Teacher Tips:

As part of this activity, you may wish to assign students to read articles or search for research on causes and effects of poverty, if you feel that they need additional information to supplement what they have already learned.

It is often easier for students to begin by exploring the effects first, and then to consider the causes second.



### Check for Understanding:

Help students develop their *Árbol del problema* by asking questions to prompt the exploration of root causes, such as “What hinders our ability to reduce the number of people living in poverty?” Then, ask them what causes those problems they’ve identified, encouraging them to document the “causes of causes.” Likewise, you can help them explore multi-layered effects by asking questions, such as “How does poverty affect education?” Then probe further. For instance, if a student says “people may drop out of school to work and support their family” encourage them to explore effects that flow from these effects, i.e., without a high school diploma it will be more difficult to find a higher-paying job later in life.



Have students use the *Árbol del problema* worksheet, found in the Student Workbook.





NOMBRE: \_\_\_\_\_

MIEMBROS DE TU EQUIPO: \_\_\_\_\_

## Árbol del problema

(1 of 1)

En tu organizador gráfico del árbol del problema, empieza por escribir el problema en el centro del árbol, y luego piensa en las causas y los efectos del problema. Sigue pensando para profundizar más en el problema y encontrar sus causas principales y sus raíces.

### HOJAS/RAMAS: Consecuencias

Estos son los resultados creados por el problema. Al principio, esta parte del problema parece fácil de afrontar, pero cuando las hojas y las ramas se recortan, vuelven a crecer rápidamente. Considera las diferentes capas de consecuencias, o las “consecuencias de consecuencias”, que pueden surgir cuando un problema no se aborda. Siempre pregunta: “¿Qué pasa después?” .

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### TRONCO: Problema

Este es el problema clave que se está estudiando. Porque no es tan aparente como las hojas, a veces se tarda un poco más en identificar el problema principal.

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### RAÍCES: Causas

Estas son las situaciones o los factores que han conducido al problema. Al explorar las causas raíces de un problema, pregúntate a ti mismo “¿Por qué existe este problema?” Profundiza más y considera las “causas de las causas”; las capas múltiples de factores que contribuyen al problema.

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# Lesson 3: Poverty Around the World

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The focus of this lesson is to help students learn and understand the consequences and effects of poverty worldwide. Students will learn about initiatives that the United Nations has taken to eradicate poverty, and what measures states and communities have in place to eliminate child labor and ensure that all children, between the ages of five and 16, are enrolled in school.

Students will engage with authentic sources and discover how different children from many countries, including countries in Latin America and Turkey, deal with the issue of poverty and the consequences of child labor. Students will explore and discuss the right of every child to have access to a quality education. Lastly, students will research several philanthropic organizations that also work to eradicate poverty and child labor worldwide to learn how they also support educational initiatives at a global level.

## Activity: Analyzing Child Labor



**Have students now focus on worldwide poverty and child labor as a consequence.** Have the students respond individually to the following questions in the discussion forum the night before you begin this part of the lesson.

- ▶ ¿Qué sabes acerca de la pobreza a nivel mundial, y cómo es el trabajo infantil una consecuencia de este grave problema?
- ▶ ¿Cuál es una consecuencia de la pobreza que afecta a todos los niños?

**Take a few moments at the beginning of class the next day to review some of the best and most original responses and point out some interesting and thought-provoking posts.** Hopefully, someone will have made a comment about the importance of education, and this post would be a good starting point for this discussion. If not, ask students to give some ideas about how poverty may affect education.

### El trabajo infantil

Share and discuss information from the following document, published by the Organización Internacional de Trabajo, titled Trabajo infantil y educación para todos. Focus on pages 8–17. [http://white.lim.ilo.org/ipec/documentos/educacion\\_todos.pdf](http://white.lim.ilo.org/ipec/documentos/educacion_todos.pdf)

The part of this document found on pages 8–17 is divided into four sections: 1.1, 1.2, 1.3, and 1.4. The most effective way to have students work with it would be to have them form groups. Assign each group a section of the document to read, discuss, and summarize. Then, have each group share the main points of their section with the rest of the class orally and perhaps supported by a PowerPoint presentation.

### El trabajo infantil en diferentes partes del mundo.

Students will now begin to learn about child labor and its impact on different areas of the world: Ecuador, Mexico, Nicaragua, and Turkey, by viewing several videos and reading some articles in class and/or at home. While watching and reading, encourage students to take brief notes on main points and significant details so they will be able to provide a brief written summary of each source. If you feel the need to limit the number of videos and documents that students engage with, you can ask students to examine documents related to just three countries. The important thing is that they use the documents to learn about the consequences of child labor in different areas of the world. Once they have explored and summarized all or selected sources, they will respond in writing to this question:

- ▶ ¿Cómo los videos y los artículos demuestran las consecuencias de la pobreza y el impacto en el trabajo infantil en el mundo?

### El trabajo infantil en Ecuador

“Los niños de la calle-Guayaquil” [www.youtube.com/watch?v=vR1PzUEkUKM](http://www.youtube.com/watch?v=vR1PzUEkUKM)

### El trabajo infantil en México

“Soluciones contra el Trabajo Infantil” [www.youtube.com/watch?v=44RNKxLeJ2kx](http://www.youtube.com/watch?v=44RNKxLeJ2kx)

### El trabajo infantil en Turquía

Students will first view the video “La carta de Zara” and then read the article in class.

- ▶ “La carta de Zara” [www.youtube.com/watch?v=i4ANvmphGwc](http://www.youtube.com/watch?v=i4ANvmphGwc)
- ▶ “No al trabajo infantil en los avellanales de Turquía,” UNICEF, <https://news.un.org/es/story/2006/11/1091221>

Now that students have viewed, read, and summarized all or selected sources on child labor in various parts of the world, ask them to write a short paragraph to answer this question:

- ▶ ¿Cómo los videos y los artículos demuestran las consecuencias de la pobreza y el impacto en el trabajo infantil en el mundo?

### Una comparación del trabajo infantil en tres países diferentes.

Have students now form groups of three to four to put together an oral presentation supported by visuals (such as a PowerPoint or a Prezi) in which they compare the problem of child labor in three of the countries that were presented in the videos and articles. Encourage them to include visual representations, such as charts and graphs, that were presented in the resources. Students may search for other sources of information, charts, graphs, or visuals to supplement their presentations, if they wish.

Groups will give their presentations to the class. If you have a large class, consider having some groups present to other groups instead of presenting to the whole class. This will save time and cut down on repetition of the information.



### Focus Area Alert:

These activities provide students the opportunity to engage with a variety of authentic resources, extract important information from them, and then use that information to compare how a real world issue manifests in different countries. These are key skills for success in AP<sup>®</sup> Spanish Language and Culture.

# Activity: Thinking About Education as a Human Right



## Paso 1: La pregunta esencial: “La pobreza, ¿cómo afecta el acceso a la educación?”

Have students respond to this question in the online class discussion forum the night before you begin this lesson. Prior to class the next day, take a few moments to review the initial postings and jot down some interesting and thought-provoking comments for further discussion in class the next day. This is an excellent warm-up activity for the day.

**Paso 2: Una encuesta:** After the initial consideration of the essential question, begin the study of whether or not education should be considered a human right by having students examine public opinion about the relative importance of education in their own communities.

**Las preguntas para hacer la encuesta:** Provide them with the following questions:

- ▶ ¿Qué valor tiene la educación en tu comunidad?
- ▶ ¿Cómo se apoya la educación en tu comunidad?
- ▶ ¿Qué opinas tú de la importancia de la educación y qué valor tiene en tu comunidad?
- ▶ En tu comunidad, ¿qué efectos tiene la pobreza en la educación?
- ▶ El acceso a la educación — ¿debe ser considerado como un derecho humano?
- ▶ ¿Qué papel juega la educación en tu comunidad en erradicar la pobreza? Da ejemplos precisos.
- ▶ En tu comunidad, ¿qué efectos tiene la pobreza en la educación?

**Ask each student to formulate their own answers to these questions and then use the questions to interview a minimum of 10 students and/or teachers in their school. Once students have completed their interviews, they will form small groups of three to four to compile their results.** Each group will prepare a short PowerPoint presentation explaining their results and their inferences, based on the perspectives of the people who participated in the survey.

**Paso 3: After reflecting on the responses to the survey regarding the importance of education at the community level, expand the students’ study of this question to the global level.** Have students view the following three video clips; the first one is a short clip about Malala Yousafzai and how the UN dedicated a day in her honor on her birthday. Here, Malala speaks of the importance of the rights of young women to an education.

- ▶ “Día de Malala: una educación para todos,” [www.un.org/content/es/\\_vidout/video1060.shtml](http://www.un.org/content/es/_vidout/video1060.shtml)

Move now to view the following two videos and ask students to take notes and determine what the three videos have in common.

When working with the second video ask students to consider what types of feelings these images provoke:

- ▶ “Derecho a la educación ¿qué provocan estas imágenes?” [www.youtube.com/watch?v=iBI6424B0nk](http://www.youtube.com/watch?v=iBI6424B0nk)
- ▶ “Campaña por el derecho de educación para todos” 0:00–2:45, [www.youtube.com/watch?v=zIB9NvXIAXY](http://www.youtube.com/watch?v=zIB9NvXIAXY)

## Paso 4: What is the definition of child labor? A quick review

Finally, have students form small groups and respond to the three questions below as a way to review before the next activity.

- ▶ ¿Cómo se define el trabajo infantil? ¿Cómo se aplica lo que hemos aprendido en la previa lección a este tema?
- ▶ ¿Dónde, en nuestra comunidad, y en nuestro país, experimentamos este grave problema?
- ▶ ¿Dónde existe este grave problema en el mundo hispanohablante?

Have groups select a spokesperson who will report out for each question. Have them select students to be note takers for this activity, then ask them to come to the board. Have the student note takers capture main points of what is reported out on the board. Have the students read all the comments and offer their opinions on the issue of child labor and offer possible solutions to it.

## Lesson 4: Future Concerns and Solutions

In the final phase of this module the objective is to help students better understand how they can be empowered to help eradicate poverty and reduce child labor in some way.

### Activity: Brainstorming Solutions



In preparation for the final lesson, have students, in groups of two, respond to the following question:

- ▶ ¿Cómo podemos ayudar a erradicar el trabajo infantil y fomentar la importancia de la educación para todos los niños del mundo?

After 8–10 minutes ask students to share their responses. Make a list of the most common suggestions and the most unique ideas and leave those on the board.

Next, begin to have students think about international organizations whose primary mission is to help the poor children of the world.

In groups of three or four, have students brainstorm a list of international organizations.

- ▶ As an example, identify two that have already been mentioned in the resources; Las Naciones Unidas and UNICEF.
- ▶ Other possibilities could include: The Salvation Army, Pies Descalzos, Mi Sangre, Feed My Starving Children.

After 8–10 minutes ask students to share their responses. Make a list of the organizations mentioned and leave them on the board for all to view.

## Activity: Researching Solutions



Have students consider the following guiding question and discuss it in small groups:

- ▶ ¿Cuáles son algunas organizaciones benéficas alrededor del mundo que apoyen a los niños y fomenten la importancia de la educación?

Students will now engage in an Internet search to begin developing an understanding of specific solutions related to poverty and its effects on education. This is best done by having students search for organizations that are working to combat this issue, such as Las Naciones Unidas and UNICEF. These organizations may be governmental or non governmental, and you may wish to guide students to search for organizations that are not-for-profit.

You may also wish to have students use the **Árbol del solución** graphic organizer to keep track of current solutions that are in use to combat the issues. Model how to go from the center of the proposed solution graphic organizer to the more specific details of the key elements to the solution and the possible outcomes of the solution.

Encourage students to revisit and work in parallel with their **Árbol del problema** cause-and-effect graphic organizer, which can help to ensure that their solutions are addressing actual problems. Students should develop four solutions and their accompanying key elements and possible outcomes. They should keep track of any sources they used to fill out the graphic organizer.

For homework, you may ask students to write a one-to-two-page report that describes their needs assessment findings on one organization. The report should include the following:

- ▶ A description of the topic at local and global levels
- ▶ An evaluation of two existing programs that are working to solve the topic
- ▶ Identified opportunities to address the topic in a new way
- ▶ Appropriately cited resources

Review the reports to ensure that students have:

- ▶ Correctly described local and global implications of the topic
- ▶ Understood how the existing programs are addressing the topic
- ▶ Identified a new or innovative way to address the topic
- ▶ Included citations of their resources



### Check for Understanding:

As students work, check to be sure that they are accurately analyzing each organization and determining ongoing needs to address the issue.



Have students use the Needs Assessment and **Árbol del solución** worksheets, found in the student workbook.



NOMBRE: \_\_\_\_\_

MIEMBROS DE TU EQUIPO: \_\_\_\_\_

## Needs Assessment

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

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

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

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

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

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

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

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NOMBRE: \_\_\_\_\_

MIEMBROS DE TU EQUIPO: \_\_\_\_\_

(1 of 1)

## Árbol del solución

En tu organizador gráfico del árbol de solución, empieza por reescribir el problema de tu Árbol de Problema, y sitúalo como un objetivo en el centro del árbol. Luego, considera las diferentes soluciones (las raíces) y los posibles resultados de las soluciones (las ramas).

### HOJAS/RAMAS: Resultados

Estos son los resultados creados por la solución. Los resultados pueden parecer haber cumplido con los objetivos, pero cuando tienes en cuenta una reacción en cadena y las consecuencias de los resultados sostenibles, el efecto puede llegar muy lejos. Siempre pregunta: “¿Qué pasa después?”

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### TRONCO: Problema

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### TRONCO: Objetivo

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### RAÍCES: Soluciones

Estas son las acciones necesarias para resolver el problema y cumplir con el objetivo enunciado en el árbol de solución. Al explorar soluciones, pregúntate a ti mismo “¿Cómo resolverá esto el problema?” Profundiza para pensar de forma holística, de esa manera mirarás más allá del corto plazo y no solo abordarás los síntomas del problema, sino también las causas

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## Activity: Reflecting on Investigate and Learn



Provide opportunities for students to think about and record their individual and collective learning as they progress through the activities. Students should answer the following reflection question to prepare for Part 2: Action Plan: *How can what you are learning in your AP® Spanish Language and Culture class support solutions that eradicate poverty and its effects on education locally and globally?*

As they write, the following questions can help students shape their reflections:

- ▶ ¿Cómo se puede reducir o eliminar la pobreza?
- ▶ ¿Es posible persuadir a otros que hagan cambios que tendrían un impacto positivo en aumentar el acceso a la educación y en reducir el nivel de la pobreza?
- ▶ ¿Cómo es diferente la percepción de la pobreza en tu comunidad comparada con la percepción de la pobreza en una comunidad hispanohablante?

### Reflexiona: Investiga y Aprende

Ahora que has investigado los problemas y las posibles soluciones asociados con la pobreza y la educación, reflexiona sobre lo que has aprendido: ¿Cómo puede lo que estás aprendiendo en tu clase de AP® Spanish Language and Culture apoyar las soluciones para reducir los efectos de la pobreza en la educación a nivel local y a nivel global?

Escribe tus ideas en las líneas a continuación. Si no tienes suficiente espacio en esta página, usa una hoja de papel adicional para escribir una respuesta más larga. Mientras escribas, piensa en las siguientes preguntas.



Have students use the Reflexiona: investiga y aprende worksheet, found in the Student Workbook.

## Activity: Summarizing the Investigation



As part of their service project, students should summarize their learning to educate their classmates on the issue they have identified and investigated related to poverty's effects on education. Select an appropriate format for students to complete their summary. For example, students may make class presentations, design posters to hang in the classroom, write blog posts to share with the class, etc. Summaries may be supported by multimedia or print materials that synthesize and analyze the issue on local and global levels.

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

- ▶ What are the key takeaways from your investigation?
- ▶ How are the problems you investigated similar at local and global levels? How are they different?
- ▶ How are the solutions you investigated similar at local and global levels? How are they different?
- ▶ Why may your investigation be important to other AP<sup>®</sup> Spanish Language and Culture students?



Have students use the Resumen de su investigación worksheet, found in the Student Workbook.

## Activity: Working Independently



Now have students independently complete a simulation of Free-Response Question 2 from the AP® Spanish Language and Culture exam. In this persuasive essay question, students will respond to a prompt that calls for them to give their own opinions on a topic and to clearly support their opinions by integrating information from three provided sources. This activity will give students a chance to work on all of the challenge areas mentioned in the Chief Reader report: employ effective persuasive skills, include more expansive academic vocabulary, develop a point of view, and integrate information from all three sources. In addition, it pulls together interpretive and presentational skills that have been developed and practiced throughout this module.

To begin, review the fundamental elements of pathos, ethos, and logos that were presented earlier in this module to remind students of how they contribute to the crafting of an effective argument. Next, have students complete the following pre-writing exercise by using the following graphic organizer:

► <http://www.readwritethink.org/classroom-resources/printouts/persuasion-a-30310.html>

Using the graphic organizer will enable students to focus their attention on the presentation of their argument, starting with the development of a clear thesis statement, selecting three main points to develop their point of view, supporting their point of view with relevant evidence from the three sources, and wrapping up with a conclusion. With this information already in hand, students will find that writing the actual essay will have the structure and fluency desired of a high-quality response.

Next, as described in the directions on the worksheet, students will have six minutes to read source one and view source two. Then they will listen to source three twice. Students are encouraged to take notes on all three sources. After reading and listening, students have 40 minutes to craft their essay.

Have students engage in peer evaluation. Upon completion of the essay, have students exchange their essays with a peer for evaluation. Guide students on what to look for in their peers' essays and have students use the accompanying peer evaluation report to direct them in giving feedback. After getting feedback from a peer, students should make corrections, as necessary, to address their partners' observations.

After making corrections, ask students to submit the essays to you for feedback. As you read the essays, provide observations to each student about how they have developed an effective argument by including elements of pathos, ethos, and logos and presented their own point of view and supported it by integrating information from the three sources. You should also comment on their use of academic vocabulary and their control of language structures. Students should then again have the opportunity to make corrections and submit a final draft. The final draft should be then graded using the AP® Spanish Language and Culture Scoring Guidelines found at <https://apcentral.collegeboard.org/>.



Have students use the Free Response Questions worksheet, found in the Student Workbook.



NOMBRE: \_\_\_\_\_

MIEMBROS DE TU EQUIPO: \_\_\_\_\_

## AP<sup>®</sup> Spanish Language and Culture Free-Response Question

Directions: You will write an argumentative essay to submit to a Spanish writing contest. The essay topic is based on three accompanying sources, which present different viewpoints on the topic and include both print and audio material. First, you will have 6 minutes to read the essay topic and the printed material. Afterward, you will hear the audio material twice; you should take notes while you listen. Then, you will have 40 minutes to prepare and write your essay. In your argumentative essay, you should present the sources' different viewpoints on the topic and also clearly indicate your own viewpoint and defend it thoroughly. Use information from all of the sources to support your essay. As you refer to the sources, identify them appropriately. Also, organize your essay into clear paragraphs.

### **Tema curricular: Los desafíos globales**

Primero tienes 6 minutos para leer el tema del ensayo, la fuente uno y la fuente dos.

### **Tema del ensayo:**

¿Cuáles son los efectos más importantes de la educación en la pobreza?

## Fuente 1: Introducción

Este texto trata de los beneficios de la educación. El artículo original fue escrito por Claudia Morales en su blog Aula Virtual y fue publicado el 29 de noviembre de 2013 en [e-consulta.com](http://e-consulta.com)

<http://archivo.e-consulta.com/blogs/educacion/?m=201311>

## La educación transforma la vida

La información que se publica, con datos estadísticos pretende demostrar que **la inversión en educación**, en particular la destinada a las **niñas**, **aminora los efectos de la pobreza extrema al garantizar beneficios considerables en materia de salud y productividad**, así como en lo tocante a la participación democrática y la autonomía de las mujeres.

Además enfatiza que si bien los beneficios de la educación son importantes, para que la educación logre su cometido será indispensable ampliar los nuevos objetivos de desarrollo para que aseguren no sólo la igualdad de **acceso a la instrucción primaria** para todos los niños, sino también una **enseñanza secundaria de calidad**.

**La Educación transforma la vida en varios ámbitos de la vida:**

salva la vida de las madres, la educación de las madres salva la vida de los hijos, mejora la nutrición del niño, la educación acrecienta las oportunidades de trabajo de mujeres y hombres, reduce el número de matrimonios de menores, reduce el número de partos de menores, las personas que han recibido educación son más tolerantes, una educación más igualitaria propicia un crecimiento más rápido y genera una mayor preocupación por el medio ambiente.

En cuanto a que **la educación mejora las oportunidades laborales**, ayudando a los hogares a escapar de la pobreza, se basa en la premisa de que las personas que han recibido educación tienen más probabilidades no solo de conseguir empleo sino también de ocupar puestos de trabajo que les ofrezcan seguridad, buenas condiciones laborales y una paga digna. Beneficiando en particular a las mujeres, la educación puede ayudar a disminuir las disparidades entre los sexos por lo que respecta a las oportunidades de empleo y los salarios. Así como ayuda a los hogares a salir definitivamente de la pobreza, la educación también los protege contra la posibilidad de caer o recaer en ella.

El estudio menciona que si todos los estudiantes de los países de ingresos bajos tuvieran al dejar la enseñanza competencias básicas en lectura, **171 millones de personas podrían salir de la pobreza, lo que equivaldría a una reducción del 12% de la pobreza mundial**.

La educación reduce el nivel de disparidad en el ingreso entre **hombres y mujeres**, como tendencia internacional, patrón que sigue México.

Si bien la educación es muy importante, sólo nos da la oportunidad de ser mejores; pero **desafortunadamente no nos saca de todos nuestros problemas**.

La educación posee la capacidad incomparable de **reducir la pobreza extrema** y potenciar objetivos de desarrollo de más amplio espectro, según datos preliminares del Informe de Seguimiento de la Educación para Todos en el Mundo que la **Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura (UNESCO)** ha dado a conocer este **2013**. Este análisis se ha hecho público con miras a los próximos debates de la Asamblea General de las Naciones Unidas sobre los programas de desarrollo posteriores a **2015**.

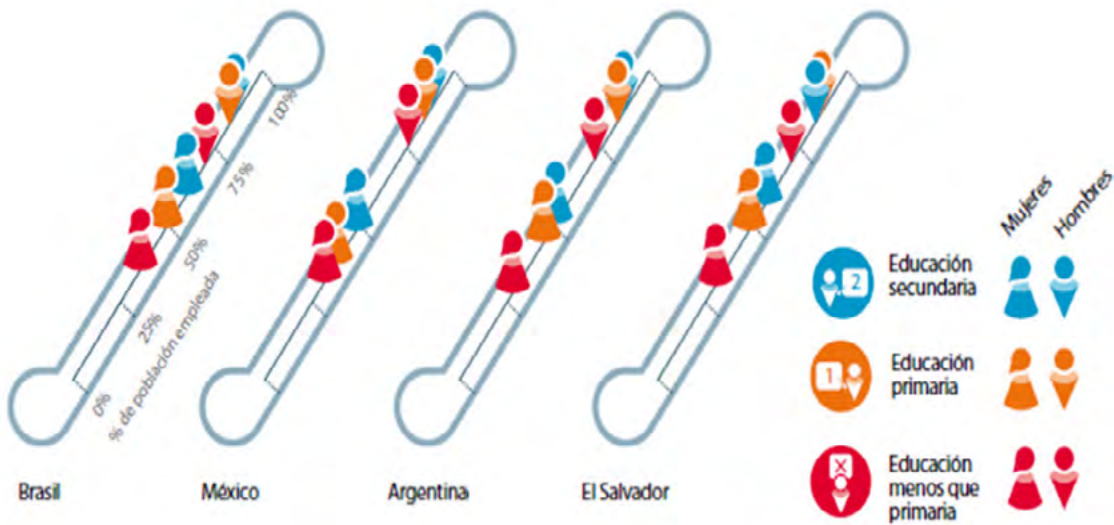


## Fuente 2: Introducción

Este gráfico señala los porcentajes de hombres y mujeres empleados en cuatro países latinoamericanos según sus niveles de educación.

Fue creado por Unesco y publicado el 29 de noviembre de 2013 en Aula Virtual de Claudia Morales en [e-consulta.com](http://e-consulta.com)

<http://archivo.e-consulta.com/blogs/educacion/?m=201311>



## Fuente 3: Introducción

La siguiente grabación proviene de IVOOX.

Título: Más educación para erradicar el trabajo infantil y la pobreza

[www.ivoox.com/mas-educacion-para-erradicar-trabajo-infantil-y-audios-mp3\\_rf\\_4630649\\_1.html](http://www.ivoox.com/mas-educacion-para-erradicar-trabajo-infantil-y-audios-mp3_rf_4630649_1.html)



Have students use the Observaciones de compañeros para la escritura argumentativa worksheet, found in the Student Workbook.





# Part 2: Action Plan

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

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

## WE Service Framework

INVESTIGATE AND LEARN ▶ ACTION PLAN ▶ TAKE ACTION ▶ REPORT AND CELEBRATE

RECORD AND REFLECT



# Overview for Part 2: Action Plan

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

## Key Takeaways

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

## This Section Contains:

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

# Connect Learning

## Activity: Determining Interests

As a class, discuss the following:

- ▶ What issues related to your topic do you hear about on the news or read in newspapers and online articles? Why do you think these stories are covered by the media?
- ▶ What issues related to your topic do you think the general public is not aware of? Why do you think they are unaware?
- ▶ What issues related to your topic really bother you, even if you do not know a lot about them? Why are you bothered by these issues?
- ▶ If you were a world leader, what kinds of problems related to your topic would you tackle?



### Teacher Tip:

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

# Form Teams

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It is recommended that students work in teams of four to six to plan and carry out their AP with WE Service projects. However, students may work individually or in any size group as approved by their teacher. Each team will decide on one local and one global action, and then create a plan that details how the actions will be achieved. Since each team will focus on a particular action, encourage students to form teams based on their interest in working on similar local and global issues. The more inspired and passionate students are about the issue they identify around the topic of access to clean water, the more creative they will be with the actions they develop. In order for students to pick teams, have students present the local and global issues they are interested in, then join forces with other students who are addressing similar issues.



## Teacher Tips:

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

## Resources to Support Forming and Working in Teams

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

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

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

## Resources to Support Collaborating as a Team

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

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

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

# Develop Action Plan

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After students have formed their teams, the next step is for teams to build out an action plan that:

- ▶ Identifies team goal(s)
- ▶ Establishes their metrics of success
- ▶ Identifies their network and required resources
- ▶ Creates a timeline for completing their actions by sequencing necessary tasks and identifying individual roles and responsibilities



## Teacher Tip:

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

## Activity: Goal Setting

Each team must create a goal for the team's action. This goal will need to:

- ▶ Be clear, measurable, and informed by the team member's needs assessment
- ▶ Incorporate one global and one local action
- ▶ Achieve direct service, indirect service, or advocacy.

Help students generate and decide on a team action goal using the following activities

## Activity: Understanding Approaches to Taking Action

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

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

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

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

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

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



# Approaches to Taking Action Information Sheet

(1 of 1)

DIRECT SERVICE		
<b>WHAT IS IT?</b>	Personally engaging with and providing hands-on service to those in need (usually in conjunction with an organization).	
<b>EXAMPLE GOAL</b>	By the end of the semester, we will support a local food bank and shelter by packing and serving food to people in the community. We will also visit our neighboring elementary school and teach a lesson on food insecurity in our community.	
<b>ACTIONS</b>	<ul style="list-style-type: none"> <li>Reach out to local shelters and food banks to arrange a day for the class to visit and provide hands-on support</li> <li>Once a date has been decided, make sure students all have permission to travel to the food bank (if during school hours)</li> </ul>	<ul style="list-style-type: none"> <li>Connect with teachers/administration at local elementary school and arrange to visit a classroom to teach a lesson to young students on food insecurity</li> <li>Create and print worksheets to use with younger students</li> </ul>
INDIRECT SERVICE		
<b>WHAT IS IT?</b>	Channeling resources to the needs of a community—locally, nationally, or internationally.	
<b>EXAMPLE GOAL</b>	By the end of the year, we will create a storage and donation system for local families in need, where they can access furniture and other household items. We will develop a system for donations, pick-ups, and inventory.	
<b>ACTIONS</b>	<ul style="list-style-type: none"> <li>Conduct research into which items are most needed by community members (e.g., bed frames, dining tables, household goods, etc.)</li> <li>Reach out to local businesses to try to get a storage space donated</li> <li>Connect with school social workers/administration to gain their support</li> <li>Put up flyers around school and in the community, asking for donations (list specific items needed), including instructions on how/where to donate</li> </ul>	<ul style="list-style-type: none"> <li>Develop an online database for tracking donations and pick-ups, and maintaining inventory</li> <li>Share pick-up information with local shelters, churches, community centers, etc.</li> <li>Share the donation system with school social workers, so that they can maintain the project in future years</li> </ul>
ADVOCACY		
<b>WHAT IS IT?</b>	Educating others about an issue to increase visibility and following up with an action that focuses on enacting change. Actions around advocacy often look like raising awareness, but without a strong call to action within the initiative as a whole. Educating others is not considered service in and of itself.	
<b>EXAMPLE GOAL</b>	Through an informative art piece, we will educate our school community about the waste created by single-use plastic water bottles, and the impact they have on the environment. Then, we will sell reusable water bottles at school, and the proceeds from the sale will go toward clean water projects in developing countries.	
<b>ACTIONS</b>	<ul style="list-style-type: none"> <li>Research the impact of single-use plastic water bottles around the school and in the local community</li> <li>Plan out and create a 3D sculpture that incorporates informative text on the issue of single-use plastics</li> <li>Seek permission from school administration to display the piece in a common area of the school</li> </ul>	<ul style="list-style-type: none"> <li>Design and order water bottles to sell at school</li> <li>Research and select an international organization that focuses on clean water projects</li> <li>Organize a selling schedule for the water bottles, donate profits</li> </ul>

## Activity: Determining Clarity and Relevance of Goals

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

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

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

## Activity: Measuring Success

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

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



### Teacher Tip:

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

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

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

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

### Resources on Goal Setting

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

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

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

### Resources and Ideas to Support Measurements of Success

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

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

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

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



## Activity: Identifying Resources and Creating a Network

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

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

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

## Activity: Developing a Timeline

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

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

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

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



#### Teacher Tip:

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

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



## Activity: Creating the Action Plan

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



### Teacher Tip:

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

Please keep in mind that there are no hours requirement that you need to meet, but this step will help students understand the time they invested in their projects.



- ▶ Have students use the Avoiding the Five Action Planning Pitfalls Tip Sheet, found in the Student Workbook, to review common mistakes made during action planning and to ensure these have been avoided.
- ▶ Have students use the Creating an Action Plan worksheet, found in the Student Workbook, to help build out their action plan.

# Reflect



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

## Activity: Reflecting on Action Plan

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

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



### Check for Understanding:

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



### Teacher Tips:

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

# Resources to Support Deeper Reflection and Educating Others

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

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

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



Use the Reflect: Action Plan worksheet in the Student Workbook to reflect on what you have learned.





# Part 3: Take Action

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The Take Action section is divided into two parts:

- ▶ Connect Learning
- ▶ Re-Inspire and Reflect

## WE Service Framework



# Overview for Part 3: Take Action

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

## Key Takeaways

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

## This Section Contains:

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

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

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

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

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

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



# Connect Learning

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## Activity: Student Log Sheet

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

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



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



# Re-Inspire and Reflect



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

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

## Activity: Reflecting on Take Action

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

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

## Resources on Re-Inspiration

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

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

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

# Part 4: Report & Celebrate

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**The Report and Celebrate section is divided into three parts:**

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

## **WE Service Framework**



# Overview for Part 4: Report and Celebrate

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

## Key Takeaways

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

### This Section Contains:

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



# Connect Learning

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## Activity: Understanding the Purpose of Showcasing Work

### Discuss the following:

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

## Activity: Collect Artifacts



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

## Putting Together a Portfolio of Artifacts

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

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



### Focus Area Alert:

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

# Celebrate



## Optional Activity

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

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

Do not forget to share and celebrate over social media:

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



### Teacher Tip:

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

## Resources on Celebrating...

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

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

## Celebrate with WE Day

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

### WE Day Connect

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

### WE Day Special

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

### WE DayX

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



### WE Day Webcast

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



### Earn Your Way

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

## Celebrate with Social Media

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

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

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

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

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

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

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

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

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

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

# Complete Final Summary and Reflection

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## Activity: Complete Final Executive Summary

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

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

## Activity: Reflect on the Overall Service Experience

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

## Activity: Record and Reflect

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

Overall, in this action project:

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





## Completed the module? Register to become a WE School!

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Congratulations on implementing and completing your service projects. Did you know that if students at your school complete at least one local and one global action, your school is eligible to become a WE School? Spread pride throughout your school and unlock unique opportunities by starting a WE Schools group! Check out [WE.org](https://www.weschools.org) and look for the WE Schools application.

# Resources

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