

AP<sup>®</sup> 2-D Art and Design

**ARTISTIC INVESTIGATIONS:  
HOME AND  
DISPLACEMENT**

Teaching Module



CollegeBoard

AP<sup>®</sup>

AP<sup>®</sup> with WE Service

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## AP<sup>®</sup> 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<sup>®</sup> 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<sup>®</sup> with WE's Learning Framework, AP<sup>®</sup> 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> 2-D Art and Design

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# Artistic Investigations: Home and Displacement

Teaching Module



MADE POSSIBLE BY THE GENEROUS SUPPORT OF  
Jolene McCaw



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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, Home and Displacement, is one of two lesson guides for AP 2-D Art and Design. As you read through this module, refer to the AP 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**

# Home And Displacement

### **Why Help the Displaced?**

When individuals and families are uprooted from their homes, whether by conflict, disaster, economic downturn, or issues of mental health, it becomes impossible for them to build a livelihood and a sense of security for themselves and their families. Holding down regular employment or running a small business is an immense challenge that only becomes more difficult without the foundation of a stable home.

Without a regular source of income, families have little hope of getting back on their feet, let alone securing daily necessities like food, water, and medicine.





# Getting to Know the Topic

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## Home and Displacement: Globally

Both refugees and Internally Displaced People (IDPs) are usually forcibly uprooted from their homes. Refugees are those who have crossed over the border of their state or country, and are protected by the 1951 Convention relating to the Status of Refugees. IDPs flee their homes and communities but remain within the borders of their nation, and may be especially vulnerable as they are not under similar protections.

The reasons for leaving their homes are often the same among refugees and IDPs: war, persecution, government policies, human rights violations, or natural disaster and other changes in the environment, such as drought or deforestation.

## Fast facts

- ▶ 70.8 million people around the world have been forced from their homes. 25.9 million of these are refugees.
- ▶ 5% of the world's displaced people are living in developing countries.
- ▶ 37,000 people a day are forced to flee their homes due to conflict and persecution. The top refugee-hosting countries are Germany, Sudan, Uganda, Pakistan, and Turkey.

## 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 struggling with displacement. Some ideas include:

- ▶ Volunteer at an organization that works to support refugees and internally displaced people
- ▶ Collect supplies (in consultation with the organization) or raise funds for an organization that will share the outcomes of the donations
- ▶ Create a campaign writing letters 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 the WE Villages program and help provide communities with the resources to become sustainable. Students can support this program by visiting [WE.org/we-schools/program/campaigns](https://www.we.org/we-schools/program/campaigns) to get ideas and resources for taking action.



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**Every two seconds, one person is forcibly displaced as a result of conflict persecution.**

# Getting to Know the Topic

## Home and Displacement: Locally

Homelessness is defined as a lack of permanent housing accompanied by instability or a non-permanent situation. There are three types of homelessness: chronic, where people are homeless for a long period of time; cyclical, where people move into and out of homelessness several times over a three-year period; and transitional, where people are homeless for a very short period of time. People can find themselves homeless for any number of reasons: they lose their job, their health deteriorates, or they are fleeing domestic violence, to name a few.

There are about 550,000 Americans who are homeless on any given night. Individuals and families in this situation are particularly vulnerable to violence and susceptible to disease. Some states, like Utah, have set an ambitious goal to end chronic homelessness by a model known as “Housing First,” which has reduced chronic homelessness by 91 percent.

## Fast facts

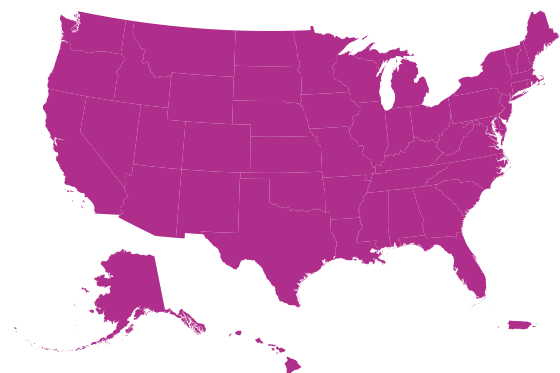
- ▶ 2 million Americans experience homelessness at some point over the course of a year.
- ▶ California is home to 53% of the nation’s homeless population.
- ▶ More than 25% of homeless adults are employed.

## Taking Action Locally

Within their local or national community, students can:

- ▶ Work with a local organization that serves the homeless
- ▶ Collect clothing, food, or personal care items for local shelters and organizations that support the homeless
- ▶ Create and deliver an educational workshop to raise awareness about the topic 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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**More than 550,000 people experience homelessness on any given night in the U.S.**

# Taking Action

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## 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.

### Global and Local Service Projects

As students develop their service projects with one local and one global action in their plan, they will look to local and global organizations and initiatives for their research and even as potential beneficiaries for their service actions. When selecting an organization—whether local or global—it is important for students to consider its credibility. Students may choose to partner with:

- ▶ Charitable or non-profit organizations
- ▶ State, national, or governmental departments or organizations (which may not be a traditional charity)
- ▶ Social enterprises
- ▶ Another person or group's campaign or grassroots initiative
- ▶ A combination of the above

When students develop service projects to support the homeless, they are not just providing relief for those facing challenges. They are helping put resources in the hands of society's most vulnerable people and supporting the organizations that create opportunities for the homeless and displaced.

### Five Pillars of Impact



Education



Water



Health



Food  
Security



Opportunity

# Planning Your Instruction

## Artistic Investigations: Home and Displacement

### Purpose

This module is intended to guide AP® 2-D Art and Design teachers in supporting students' development of two-dimensional design knowledge and skills by creating visual form guided by intent. AP Art and Design portfolio requirements are addressed through students' artistic responses in relation to concepts of home and affecting positive change on the topic of home and displacement. Students create work for their AP Art and Design portfolio, demonstrating understanding of 2-D design concepts and processes, and documenting their service related to home as they interpret it.

Art making and service learning are intended to be open-ended and student-centered, with students making decisions based on their personal inspirations, vision, and goals. Students collaborate with team members to plan, implement, document, and evaluate their service and to inform creation of artwork. Each student creates individual works of art for their AP Art and Design portfolio that demonstrate understanding of 2-D design and convey a concern with issues related to home and displacement.

Ensure students are collecting evidence of their work as they go along. Following list includes pieces of work you may want to collect throughout the year:

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

### Overview

As presented in the Introduction, this teaching module contains four parts. The parts within the module may be implemented at a variety of different times based on the preferences and needs of schools, teachers, and administrators. These are also the four rubric topics you will assess your students on in the digital portfolio:

**Part 1: Investigate and Learn:** Address ways that artists address their interests and concerns about the concepts of home and displacement. 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:** Provide students with suggestions for how to navigate obstacles, overcome conflicts, record actions, and reflect on their work.

**Part 4: Report and Celebrate:** Support students as they document their service learning in a Service Documentation, 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 16). 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® with WE Service Program Guide or on the WE website, as indicated in the tables.

# Goals

Based on the current AP<sup>®</sup> 2-D Art and Design Course and Exam Description, here are the particular learning concepts addressed in this module:

AP <sup>®</sup> 2-D ART AND DESIGN CONCEPTS	
<b>Essential Questions</b>	<ul style="list-style-type: none"><li>• What informs why, how, and what artists and designers make?</li><li>• How do artists and designers make works of art and design?</li><li>• Why and how do artists and designers present their work to viewers?</li></ul>
<b>Learning objectives</b>	<ul style="list-style-type: none"><li>• 1.B Document examples of how inquiry guides sustained investigation through art and design.</li><li>• 2.B Conduct a sustained investigation through art and design that demonstrates practice, experimentation, and revision guided by questions.</li><li>• 2.D Make works of art and design that demonstrate 2-D, 3-D, or drawing skills.</li><li>• 3.E Describe, in writing, how a sustained investigation through art and design shows evidence of practice, experimentation, and revision guided by questions.</li></ul>
<b>Essential knowledge</b>	<ul style="list-style-type: none"><li>• 2.D.1 2-D skills: use of two-dimensional elements and principles— point, line, shape, plane, layer, form, space, texture, color, value, opacity, transparency, time, unity, variety, rhythm, movement, proportion, scale, balance, emphasis, contrast, repetition, figure/ground relationship, connection, juxtaposition, hierarchy</li><li>• 1.A.4 Interpretation is understanding based on personal experiences and perspectives.</li><li>• 2.B.2 Experimentation is testing a material, process, or idea. An experiment can begin with a question as simple as What if . . . ? Experimenting involves trying something different. Results can be surprising, sparking new ways of thinking about and using components.</li><li>• 3.F.3 Showing work to viewers can build artists' and designers' understanding of how viewers interpret materials, processes, and ideas they used to make a work. It can inform thinking and making.</li></ul>

## Connections to AP<sup>®</sup> Art and Design Focus Areas

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

Active engagement with a broad range of design issues is a principal goal of the Breadth section. Creating a body of work unified by an underlying idea that has visual coherence is a primary goal of the Concentration section. Students whose portfolios exhibit successful solutions to a variety of design concerns and development of a body of work unified by a central topic or theme demonstrate achievement of these goals.

While students may be able to successfully create imagery using design elements and principles, they may not understand how to create compositions that clearly communicate a specific idea and engage viewers. Students may need support in identifying and expressing their own individual perspective and artistic vision.

Students may not possess the technical competence needed to create a composition that demonstrates ideas they want to convey, if they have not had ample opportunities to develop and practice such skills.

If students haven't been guided to conduct artistic research or to discover benefits of artistic risk-taking, they often struggle with conveying investigation and growth in their artworks.

# 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 local and global issues are 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 change on many social issues</li> <li>• They have an important role to play as students, employees, volunteers, and citizens making a positive impact on their local and global community</li> </ul>

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

# 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 14 for a description of the AP<sup>®</sup> 2-D Art and Design 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.



### AP<sup>®</sup> Art and Design Portfolio Exam:

Opportunities for students to create works of art to include in the AP Art and Design Portfolio. A student's AP score is based on the AP Art and Design Portfolio and not on the documentation, or Service Portfolio, created for AP with WE Service.

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>.

**IMPORTANT:** You must submit your AP<sup>®</sup> Art and Design Portfolio to receive your AP Art and Design Exam score. Your student's artifacts from their artistic investigations can be used for their AP 2-D Art and Design portfolio, but this is not required. Students who complete AP with WE Service will have their service project scored in the Digital Portfolio, which is different from the Art and Design portfolio on the ETS website.





# Part 1: Investigate and Learn

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

- ▶ Lesson 1: Pre/Post Assignment: Considering Change
- ▶ Lesson 2: Art for Change
- ▶ Lesson 3: Artistic Research
- ▶ Lesson 4: Artistic Vision
- ▶ Lesson 5: Artistic Reflection

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

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

## WE Service Framework



# Overview for Part 1: Investigate and Learn

The lessons in this section allow students to explore how artists use personal interests and research to produce works that are intended to convey ideas or produce particular audience responses. Through this exploration, students will be introduced to factors affecting home and displacement and be provided with opportunities to practice and apply 2-D design concepts and processes. Encourage students to retain all of their AP® with WE Service work.

## Key Takeaways

- ▶ 2-D design involves purposeful decision making about using 2-D design elements and principles in an integrative way to achieve artistic goals
- ▶ Art making involves ongoing creative and systematic investigation of formal and conceptual issues
- ▶ Artists contribute inventively and critically to their culture

ACTIVITY	PG #
<b>LESSON 1: PRE/POST ASSIGNMENT: CONSIDERING CHANGE</b>	
Activity: Considering Change	20
<b>LESSON 2: ART FOR CHANGE</b>	
Activity: Documenting Research	22
Activity: Problem Tree	23
<b>LESSON 3: ARTISTIC RESEARCH</b>	
Activity: Understanding Artistic Research	26
Activity: Identifying Causes and Effects Related to Displacement	27
Activity: Using Research to Inform Your Art	28
<b>LESSON 4: ARTISTIC VISION</b>	
Activity: Exploring Artistic Intent	32
Activity: Needs Assessment and Solution Tree	33
<b>LESSON 5: ARTISTIC REFLECTION</b>	
Activity: Using Reflection to Inform Art Making	35
Activity: Defining "Reflection"	36
Activity: Reflecting on Investigate and Learn	38
Activity: Summarizing the Investigation	39
Activity: Working Independently	40

# Lesson 1: Pre/Post Assignment: Considering Change

This activity is designed as a summer assignment to be completed before the school year starts. It is intended to help students begin thinking about issues and concerns about home and displacement that are important to them, to inspire research and reflection, and to produce imagery that documents their learning. (It also may be adapted to give to students as an assignment at the beginning of the school year.) It is highly recommended to do this activity during the summer to plan and prepare your students for AP<sup>®</sup> with WE Service in the upcoming year.

You can email the assignment to students who have registered for your AP 2-D Art and Design class for the coming year. You may also post it on the class website, and may want to prepare and share an audio or video file that introduces and explains the assignment.

## Activity: Considering Change



**Guiding Question:** How can art promote change?

**Real World Application:** Show the following video and ask students to add to or modify their thoughts about how art can promote change.

- ▶ WE Schools: [www.mediafire.com/watch/n21d8njcx8dzcl/WeSchools\\_D2.mov](http://www.mediafire.com/watch/n21d8njcx8dzcl/WeSchools_D2.mov)
- ▶ “How Art Creates Social Change in 5 TED Talks”: [cloudhead.org/2013/09/03/the-power-of-art-to-affect-social-change-shown-in-5-ted-talks](http://cloudhead.org/2013/09/03/the-power-of-art-to-affect-social-change-shown-in-5-ted-talks)
- ▶ “Combatting Homelessness with Art”: [www.youtube.com/watch?v=gp9NvrXUvko](http://www.youtube.com/watch?v=gp9NvrXUvko)

Provide students with the pre/post assignment worksheet and URLs for the videos.

- ▶ Ask students to watch the videos, read the questions on the handout, “Questions to Consider” on page 6 of the Student Workbook, and then respond in their sketchbooks to the handout questions using words, drawings, collage, photos, and any other media they would like to work with.
- ▶ Give students a check-in date and final due date for turning in their responses to you, as well as any formatting requirements.
- ▶ It’s helpful to include annotations of writing and images to explain your processes of thinking and creating as you work on your responses. You may even want to create something akin to journal entries, recording dates and times, to show students that responses should be developed over time (see Supplemental Resources at the end of lesson).

In your communications with students, continue to encourage them to build on their responses, revisiting their ideas and expanding on them through writing and image-making. Note that their research, evidence they are collecting to support their responses, the content of the responses, and documentation of thoughts and ideas throughout the process will be assessed, discussed with classmates, and will inform their art making throughout the year. Thoughtful, creative, detailed, in-depth responses that convey multiple perspectives will serve as powerful inspiration for making engaging and evocative works of art.

Have students start thinking about these questions:

- ▶ Is there something in the world that seems unfair or unjust to you? Why?
- ▶ What emotions do these issues evoke?
- ▶ How does the issue impact you, your family, your school, your community, or your world?
- ▶ What changes would you like to see in your school? Why?
- ▶ What changes would you like to see in your community? Why?
- ▶ What changes would you like to see in the world? Why?

## Reflection

Either as a pre-class individual written assignment, or as in introductory in-class discussion (partners, small groups, or whole-class), have students discuss the question below using their experiences working on the summer assignment to guide the discussion. You can summarize highlights of the writings or discussions to create a shared response that you provide to the class to motivate and guide their thinking and work.

- ▶ How does your concept of home affect your artistic representations of homes?
- ▶ How can art promote change?

## Supplemental Resources

- ▶ AP® Art and Design Rubric  
<https://apcentral.collegeboard.org/pdf/ap-art-and-design-portfolio-scoring-rubrics.pdf>
- ▶ Sketchbook Ideas [www.studentartguide.com/articles/art-sketchbook-ideas](http://www.studentartguide.com/articles/art-sketchbook-ideas)
- ▶ Research Journal Example  
<http://archive.teachfind.com/qcda/curriculum.qcda.gov.uk/key-stages-3-and-4/assessment/exemplification/standards-files/art-and-design/art-and-design-level6.html#scroll-tab-1821420>
- ▶ Playing at Home: The House in Contemporary Art  
<http://press.uchicago.edu/ucp/books/book/distributed/P/bo16823959.html>
- ▶ Andrea Zittel in Art in America [http://zittel.org/content/uploads/2014/06/2006\\_aia.pdf](http://zittel.org/content/uploads/2014/06/2006_aia.pdf)
- ▶ Maya Lin on Art21 <https://art21.org/artist/maya-lin/>
- ▶ Pepón Osorio “Home Visits” on Art21 <https://art21.org/read/pepon-osorio-home-visits/>
- ▶ Project Home <https://projecthome.org/artprogram>
- ▶ Art for a Change blog <http://art-for-a-change.com/blog>



### Check for Understanding:

Lead a discussion in which students describe their reactions about inequalities of housing existing around the world.



### AP® Art and Design Portfolio Exam:

Have students consider submitting artwork they created during this activity as part of their AP® 2-D Art and Design portfolio.



### Focus Area Alert:

This activity helps students recognize, analyze, and conduct artistic research.



Have students use the Questions to Consider worksheet, found in the Student Workbook to record their answers.

# Lesson 2: Art for Change

In this lesson, students apply and expand on their summer assignment. They investigate the concept of home and explore how artists' work can convey ideas and demonstrate action related to this topic. Students examine how service work can drive their artistic production. They create a composition that conveys their individual perspective on the concept of home using a form of text, and share compositions to identify classmates with similar interests and concerns with whom they will collaborate. Students begin to formulate possibilities for service projects and related art making and adopt processes for working with classmates.

## Activity: Documenting Research



### Guiding Question:

How do artists document research and action focused on concepts of home and displacement as part of their work?

### Real World Application:

Xu Bing's Phoenix Project video: [www.youtube.com/watch?v=hu4sD4c6yXA](http://www.youtube.com/watch?v=hu4sD4c6yXA) and MoMA resource: [www.moma.org/interactives/exhibitions/2007/art\\_of\\_writing](http://www.moma.org/interactives/exhibitions/2007/art_of_writing)

Show "Xu Bing and the Phoenix" video in class.

Lead a whole class discussion, challenging students to relate what they have discovered about Xu Bing's Phoenix Project to their summer assignment. Before students begin to respond to your challenge, ask them to have their worksheet responses about the artists and responses from their summer assignment in front of them, taking a few moments to review them and connect ideas.



### Focus Area Alert:

This activity helps students recognize, analyze, and conduct artistic research.



Have students use the Documenting Research worksheet, found in the Student Workbook, to record their responses.

## Activity: Making Connections to Concepts of Home and Displacement



Give students time to read more about “James Lee Byars: The Art of Writing” using the MOCA resource <http://massmoca.org/event/james-lee-byars-letters-from-the-worlds-most-famous-unknown-artist>, asking them to take notes in their sketchbook to summarize ideas they’ll use in their discussions.

Ask students to explain what “home” and “displacement” mean to them, requiring that they give you specific examples to support their explanations. As students brainstorm the meanings of home and displacement, record their ideas on paper or electronically, to be shared with the class as a resource when complete. While students are explaining their ideas, guide them to consider the following descriptors and examples:

### Concepts of home:

- ▶ Home can be defined as a place where someone flourishes, is usually found, or from which they originate *Oxford English Dictionary*.
- ▶ Home can be thought of as a social unit, or a place where one lives.
- ▶ Human dwellings were initially natural structures, such as caves, and then human-made huts (from Neolithic times).
- ▶ Home may be permanent, semi-permanent, portable, and/or transient.
- ▶ The concept of home differs among people and cultures and changes in response to social, economic, demographic, and technological factors.
- ▶ Home is associated with shelter and a safe living environment. Home situations are believed to influence physical and mental health.

### Concepts of displacement:

- ▶ Chronically displaced: People who have been living for more than one year on the street, in shelters, friends’ homes, abandoned buildings, mental health hospitals, rehabilitation centers, or jails.
- ▶ Cyclically displaced: People who lose their homes when some part of their daily life changes—for example, if they lose their job, have to go to the hospital, or move to a new city or town.
- ▶ Temporarily displaced: People who lose their homes for a short time. Victims of disasters like floods or fire are in this category, as well as some people who lose their job or experience a difficult divorce.
- ▶ Refugees: People who have been forced to leave their country in order to escape war, persecution, or natural disaster.
- ▶ Environmental refugees: People who have been forced to flee their home and community due to changes in the environment, such as drought.
- ▶ Internally displaced persons (IDP): People forced to flee their home but who remain within the country’s borders.

Explain to students they are going to apply their learning about how artists like Xu Bing document research and action focused on a notion of home, to create their own service learning project that will become the basis for their AP® portfolio. Let students know that they will need to work together to plan and implement their service learning projects, and that you are going to give them some suggestions for successful collaboration.

Direct students’ attention back to Xu Bing’s Phoenix Project. How does it relate to concepts of home or displacement? Encourage students to give specific examples.

## Alternative Approach

An alternative approach to teaching and learning about the various perspectives on the topic of home and displacement—both local and global—could include dividing students into groups to prepare an analysis and oral presentation on their perspectives of home and displacement (one per group) accompanied by images (sketches, photos, etc.) to illustrate the depth of students’ understanding of the topics. With each student presenting his/her own image, each perspective will have a gallery or exhibit of artwork, which can be displayed in the room as continued motivation for their action planning later on.

As part of this approach, students could consider the following:

- ▶ What is your perspective on home and displacement?
- ▶ What did you understand about the terms before you read more about them?
- ▶ What are some modern-day examples of how displacement is happening in our local/global community? Who is most affected?
- ▶ Who is one person/family that you read about and what is their story?
  - What creates their sense of home?
- ▶ What are common stereotypes about homelessness?
  - Did your experiences support the stereotypes or break them down

Explain to students that they are going to apply their learning to create works of art that may become the basis for their AP<sup>®</sup> 2-D Art and Design portfolio.

You may want to show students examples of related works from resources such as those below:

- ▶ Hyperallergic, “Art Between Image and Text” <http://hyperallergic.com/131344/art-between-image-and-text>
- ▶ MoMA Language and Art [www.moma.org/learn/moma\\_learning/themes/conceptual-art/language-and-art](http://www.moma.org/learn/moma_learning/themes/conceptual-art/language-and-art)
- ▶ Art=Text=Art <http://artequalstext.aboutdrawing.org>



### Focus Area Alert:

This activity helps students understand how to create compositions that clearly communicate a specific idea.

This activity helps supports students in identifying and expressing their own individual perspective and artistic vision.



### AP<sup>®</sup> Art and Design Portfolio Exam:

Have students consider submitting artwork they created during this activity as part of their AP<sup>®</sup> 2-D Art and Design portfolio.



## Reflection

Ask students to respond to the following questions in their sketchbook and/or in discussion (with responses recorded) with the group of classmates they have identified as having similar concerns:

- ▶ In what ways do your shared concerns and characteristics relate to concepts of home and displacement?
- ▶ What works of art might you create based on these shared ideas?
- ▶ How might these artworks affect your local or global community?
- ▶ How might these kinds of service projects inspire or become the artworks you create individually for your personal AP Art and Design portfolios?
- ▶ What are the possibilities for using the composition you created in your AP Art and Design portfolio?

## Supplemental Resources

- ▶ “The Power of Place” <http://inluseum.com/2015/05/29/the-power-of-place-a-collaboration-with-all-rise>
- ▶ “Andres Serrano Shows Us How Not to Help the Homeless” <http://hyperallergic.com/101311/andres-serrano-shows-us-how-not-to-help-the-homeless>
- ▶ “Definition of Home” [www.smithsonianmag.com/science-nature/the-definition-of-home-60692392/?no-ist](http://www.smithsonianmag.com/science-nature/the-definition-of-home-60692392/?no-ist)
- ▶ Barefoot Artists <https://barefootartists.org/about-1/>
- ▶ Café Art: Where Homelessness, Great Art & Coffee Meet <http://cafeart.org.uk>

## Other articles and links:

- ▶ <http://epd.sagepub.com/content/18/6/737.full.pdf+html>
- ▶ <https://www.independent.co.uk/arts-entertainment/art/news/100-homeless-people-were-given-disposable-cameras-this-is-what-they-shot-10476468.html>
- ▶ [www.theguardian.com/commentisfree/2013/dec/18/andres-serrano-signs-of-the-times-homeless](http://www.theguardian.com/commentisfree/2013/dec/18/andres-serrano-signs-of-the-times-homeless)

# Lesson 3: Artistic Research

Students will complete guided artistic research to inform both their collaborative service learning project that addresses a concept of home or displacement and their individual artwork for their 2-D Design portfolio. They will analyze, practice, and apply processes of artistic research to identify and refine their artistic vision, intent, and art making process.

Students' artistic research will culminate in production of a 2-D composition that demonstrates investigation and discovery, original form and content, application of design elements and principles in service of a clear artistic intent, and skill with media and techniques.

## Activity: Understanding Artistic Research



### Guiding Questions

- ▶ How and why do artists do research?
- ▶ How does research inform art making?
- ▶ How can artists be inspired by another's work and yet clearly express their own unique vision?

### Real World Application

Preview the following site to select videos and resources that are most relevant and applicable to students' work:

- ▶ [http://www.moma.org/learn/lectures\\_events/experiment#current](http://www.moma.org/learn/lectures_events/experiment#current)

After watching the MoMA video together in class, discuss with students how the artistic research presented in the video relates to the work of Xu Bing and other artists studied in the previous lesson. How is the traditional viewpoint of what a work of art is (or could be) changing?

Next, complete a write-around activity as presented in the resource site below.

- ▶ <https://theunquietlibrarian.wordpress.com/2015/09/16/artists-and-their-work-as-touchstone-texts-unpacking-craft-with-write-around-conversation-strategies>

Use a set of about five questions. Here are sample questions to choose from:

- ▶ How and why do artists do research?
- ▶ How does research inform art making?
- ▶ How can artists be inspired by another artist's work and still clearly express their own unique vision? How have you experienced this with your work?
- ▶ How are ideas about defining, creating, and experiencing art changing?
- ▶ How does art promote change? Give specific examples from art that you encounter directly, in-person.
- ▶ How might you work collaboratively within a group to brainstorm, plan, and produce work while creating your own individual work at the same time?



### Focus Area Alert:

This resource helps students discover the benefits of artistic experimentation and risk-taking.

## Activity: Problem Tree

Students will learn more about the issue they are tackling as they apply what they have learned, along with their critical thinking skills, to consider the causes and effects of the problem presented through the issue.

Have students look at the Problem Tree graphic organizer, which helps guide students in thinking about and articulating the issue as a problem, and then going further by breaking down the causes and effects of the problem. This is necessary before exploring steps needed to address the problem, as it allows students to consider the depth and even the breadth of an issue. Display a larger version of this graphic organizer, perhaps projected on to a screen, and explain the three sections.

**Begin at the center of the tree with the problem.**

**Problem:** The issue that is being examined. Because it is not as apparent as the effects, the core problem itself sometimes takes longer to identify. Then go to the roots, which is the investigation of the causes.

**Causes:** Issues, situations, factors, or phenomena that have led to the problem. Prompt exploration of causes by asking, “Why does the problem exist?” Encourage students to think about the “causes of causes”—the multiple layers of factors that contribute to a problem. Repeat this exercise and think further about the causes of the next levels of causes.

**And finally to the leaves, which explore the effects.**

**Effects:** Results created by the problem. As with causes, encourage students to explore multi-layered effects, or “effects of effects.” At first, this part of the issue may appear to be easy to tackle, but without addressing the root cause, only addressing the effects is like trimming leaves and branches—they grow back quickly. Students should also consider the multilayered effects, or “effects of effects” that can arise when a problem goes unaddressed. Students should always ask: “then what happens?” The more students drill into the effects, the more they will deepen their critical thinking and analysis.

**Now have students look at the Problem Tree graphic organizer. Guide students in thinking through the process of cause and effect. Use a simplified, non-issue related example first, such as:**

**Problem:** I am often late getting to school.

**Cause:** Perhaps I did not hear my alarm or got distracted as I was getting ready.

**Effect:** I am missing instruction, falling behind, and feeling frustrated, etc.

**Alternative Activity:** Have students create their own problem organizer.

## Reflection

Ask students to answer the following question:

- ▶ What cause do you believe is most directly related to the core problem of displacement? (In other words, if we just solved this problem, there would be a significant decrease in displacement.) Justify your response.



### Check for Understanding:

Help students develop their graphic organizer by asking questions to prompt the exploration of root causes, such as “What causes displacement?” 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 displacement affect communities?” Then probe further.



Have students use the Problem Organizer worksheet, found in the Student Workbook, to build their own graphic organizer.



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

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

## Problem Tree

(1 of 1)

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

### Leaves/branches: Effects

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

Ex. Species loss and polluted coastal communities..

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### Trunk: Problem

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

Ex. Plastic pollution in the world’s oceans.

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### Roots: Causes

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

Ex. A lack of sustainable substitutes and inadequate recycling efforts.

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## Activity: Using Research to Inform Your Art



Begin by introducing students to Krzysztof Wodiczko's Homeless Vehicle by projecting images via smart board, projector, or document camera, <https://culture.pl/en/work/homeless-vehicle-krzysztof-wodiczko> and playing the video <https://vimeo.com/108408764>. Ask students to record their first impressions of the Homeless Vehicle in their sketchbook as it is projected. These first impressions should be thoughts or feelings evoked by the work, and they should be supported by evidence from the work and its presentation. Also ask students to explain how Wodiczko uses design elements and principles to communicate his artistic vision.

While looking at Wodiczko's artwork, discuss composition in terms of design elements and principles, artistic intent, and meaning of the artwork.

When students have documented their impressions of Wodiczko's work in their sketchbook, ask them to write three to five descriptive sentences in their sketchbooks about the Homeless Vehicle. Have students partner to share what they have written, helping each other to understand the work and analyze ideas and details they may have missed.

Demonstrate the process of generating rigorous questions that serve to guide artistic research. Explain expectations and provide examples of strong questions.

As students take notes in their sketchbook, suggest that good questions begin with an open, curious attitude of wonder—don't take anything for granted. Ask them whether they think "why" and "how" questions are better than "who, what, where, and when," and to explain their responses. Advise students to give their questions a purpose and focus: to lead, to understand, questions should build on each other. Suggest that they go from general to specific—give examples. "Why did the artist choose to use these materials?" could be followed by "What if they had chosen other materials? What might they have used? How would that have changed their work?"

Recommend that students use their imagination to figure out ideas and possibilities to explore and investigate. Advise them to ask questions they truly are interested in and care about. Request that students add more descriptions of and techniques for creating strong questions to guide research.

Next, introduce students to the CRAP test (<https://libraries.mercer.edu/research-tools-help/citation-tools-help/images/PrintableCRAPtest.pdf>) for evaluating sources of information as they do research to answer the questions they formulate. CRAP stands for currency, reliability/relevance, authority, and purpose/point of view. In advance of your demonstration, find several online resources to compare and evaluate using the CRAP test—perhaps the artist's website, a museum site, a Wikipedia page, and an informal blog. Project each resource and guide students to evaluate it according to the categories of the test. Also encourage students to suggest other "tests" to determine the quality and usefulness of resources. Add their ideas to the "test" list in their sketchbooks

Ask each group to generate three to five questions that they have about Wodiczko, his work (the Homeless Vehicle and other works), and how it relates to the concept of home, displacement, service, and promoting change. These questions will direct students' research that they will conduct in their groups. Refer students to the earlier discussion about asking good questions, reminding them to reference their sketchbook notes.

Next, have groups transfer their questions to a large sheet of paper so they are easily readable when standing over them. Have students do a gallery walk, visiting, reading, and discussing each group's questions and recording ideas in their sketchbooks. You can provide sticky notes so students can give constructive feedback on other groups' questions. Ask students to consider which aspects of the questions are most likely to lead to productive research, and why? Which questions might be honed to be even more effective, and how? Are there any questions that aren't asked, that should be? How can these questions guide investigation and discovery?



### Teacher Tip:

Review the AP<sup>®</sup> 2-D Art and Design scoring guidelines before students view the artwork for this activity, including design elements and principles, to help students connect their work with work of the artists they are studying.

After the gallery walk, invite students to revisit the list of questions their group generated, using what they read and discussed to expand the potential of their own research queries. During this time, meet with each group individually, providing specific feedback on their questions to ensure they are likely to promote effective, productive research that informs art making and further development of the group's plan for their service learning project.

While they continue to be in their groups, ask students to begin their research to answer the questions they generated. Explain that research findings should be recorded in sketchbooks using images and writing, similar to the way they responded to their summer assignment. Encourage students to refer to and, when possible, connect with their summer work. Also let students know that their group recorder will be responsible for creating a group summary of research to share with you and with the rest of the group.

During the research process, check in with students to answer questions and offer guidance and support. Encourage students to:

- ▶ Use their research questions to guide their exploration and investigation of:
  - the topic and issues related to displacement
  - how artists bring an issue to life and effect change through their work

- ▶ Seek information from a variety of sources:
  - websites, including the artist's
  - books
  - critiques
  - scholarly articles
  - by emailing the artist directly
  - visiting (virtually and in person, if possible) museums and galleries where the artist's work is located
- ▶ Annotate their research
- ▶ Record sources of information
- ▶ Visually document information in their sketchbook

In response to each group's presentation and the class reaction, provide your own commentary to highlight and praise successful research outcomes, offer suggestions and advice for overcoming obstacles that were encountered, improving research, and sharing findings. Challenge students to think about (discussing in their groups and/or responding in sketchbooks):

- ▶ How can this process be expanded upon and applied as an approach to individual art making?
- ▶ To working on your group's service learning project related to "home"?



### Check for Understanding:

Have each group display their research questions and shared findings. As each group concludes their presentation to the class, ask students for new ideas or perspectives about Krzysztof Wodiczko, his work, how it relates to the concepts of home, service learning, and promoting change the group presented.

- ▶ Were any surprising or especially intriguing discoveries made?
- ▶ Did new questions arise?
- ▶ Were any questions unanswered?
- ▶ Which research processes and approaches were most effective?
- ▶ How could research be improved?



### Focus Area Alert:

This activity helps students with conveying artistic investigation and growth in their artworks.



Have students use the Using Research to Inform Your Art worksheet, found in the Student Workbook, to record their answers.

## Reflection

Ask students to respond to questions from the Artist Research worksheet. Responses should include specific evidence from experiences within this activity. Then, as students present their work to the class, have a classmate fill out the Partner Evaluation worksheet.

### Supplemental Resources

- ▶ Visual Art Research [www.visual-art-research.com/2014/08/new-pattern](http://www.visual-art-research.com/2014/08/new-pattern)
- ▶ Warren Berger’s A More Beautiful Question  
<http://blogs.wsj.com/speakeasy/2014/03/05/how-to-cultivate-the-art-of-asking-good-questions>
- ▶ “Self-Documenting Your Art Process”  
<https://sergiogomezart.wordpress.com/2013/03/28/self-documenting-your-art-process>
- ▶ “What Do You Strive to Capture When Documenting Your Work?”  
<https://artsake.massculturalcouncil.org/what-do-you-strive-to-capture-when-documenting-your-work/>
- ▶ Hunger Through My Lens [www.hungerfreecolorado.org/news/hunger-through-my-lens](http://www.hungerfreecolorado.org/news/hunger-through-my-lens)
- ▶ “The Machine Is Unheimlich: Krzysztof Wodiczko’s Homeless Vehicle Project”  
[www.walkerart.org/magazine/2012/krzysztof-wodiczkos-homeless-vehicle-project](http://www.walkerart.org/magazine/2012/krzysztof-wodiczkos-homeless-vehicle-project)



#### Teacher Tip:

Students can use sketchbook pages that document their research as the basis for additional Breadth or Concentration works.

# Lesson 4: Artistic Vision

## Activity: Exploring Artist Intent



### Guiding Questions

- ▶ How do artists generate, organize, and display ideas?

### Real World Application

Direct students to visit the Nick Cave Soundsuits video and ask them to read the online article about Nick Cave at the Cranbrook Art Museum outside of Detroit.

- ▶ Nick Cave Soundsuits Video: [www.jackshainman.com/artists/nick-cave](http://www.jackshainman.com/artists/nick-cave)
- ▶ Article about Nick Cave: <http://wwd.com/eye/design/nick-cave-soundsuits-detroit-10208995>
- ▶ Video and Statements from Nick Cave on The Art Biz Blog: [www.artbizblog.com/nick-cave/](http://www.artbizblog.com/nick-cave/)

Ask students to describe, in their sketchbook, the form and function of the Soundsuits. According to Cave, what inspired his creation of the Soundsuits? Why did he decide to bring the Soundsuit performance to Detroit? What is his artistic intent as it relates to displaying his work at the Cranbrook Art Museum? Help students see the connection between Nick Cave's statements about his work and their responses to the Sustained Investigation prompts of the AP<sup>®</sup> Art and Design Portfolio Exam. Encourage students to write about their ideas and work as they plan and create their portfolios.

Prompt students to use specific evidence from Cave's Soundsuits and the Cranbrook site that relate to his artistic intent and vision, and also encourage them to cite 2-D design elements and principles in their description. You may want to have students respond to prompts in their sketchbook initially, and then reference their responses in a whole-class discussion. You can also share images of additional Cave works (see resources at the end of this lesson).



### Focus Area Alert:

This activity helps supports students in identifying and expressing their own individual perspective and artistic vision.



For further activities on designing and creating wearable art, visit [WE.org/ap](http://WE.org/ap).



## Needs Assessment and Solution Tree



Have students carry out research to begin developing an understanding of specific issues and topics related to their broader issue. For example, home and displacement is a big umbrella for many sub-issues (that are equally large, but more focused) that ladder up to the issue of home and displacement.

This is best done by having student groups carry out research on organizations that are working to combat this issue.

Students should use the Needs Assessment Worksheet to carry out an analysis.

Have students use the solutions graphic organizer to keep track of current solutions that are in use to combat the issue of home and displacement. 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 Problem Tree 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.

Walk students through the Solution Tree, starting in the middle.

**Goal:** This is the problem from their Problem Tree, but re-framed as a goal.

Then go to the roots, which is the investigation of the solutions.

**Solutions:** These are the actions needed to solve the problem and achieve the goal stated at the center of the solution tree. When exploring solutions, students should ask, “How will this solve the problem?” Have them dig deeper to think holistically, so that they are looking beyond the short-term and addressing not only the symptoms of the problem but the root causes as well.

And finally to the leaves, which explore the outcomes.

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



Have students use the Needs Assessment and Solution Tree worksheets, found in the Student Workbook, to analyze and identify ongoing areas of need within organizations addressing their issue.

# Needs Assessment

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

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

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

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

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

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

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

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

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

## Solution Tree

(1 of 1)

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

### Leaves/branches: Outcomes

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

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### Trunk: Problem

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### Trunk: Goal

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### Roots: Solutions

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

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

## Reflection

Ask students to respond to the question below in their sketchbooks using words and images. Responses should include specific personal evidence from their experiences working on their concept maps and subsequent compositions. Challenge students to also describe other approaches to generating and organizing ideas, like idea webs, word clouds, story boards, contact sheets, flow charts, thumbnail sketches, and more!

- ▶ How do you generate and organize ideas?

## Supplemental Resources

- ▶ Nick Cave on Artsy [www.artsy.net/artist/nick-cave](http://www.artsy.net/artist/nick-cave)
- ▶ Nick Cave on Artspace [www.artspace.com/nick\\_cave](http://www.artspace.com/nick_cave)
- ▶ World of Wearable Art <http://worldofwearableart.com/about>
- ▶ Atsuko Tanaka's Electric Dress [www.medienkunstnetz.de/works/electric-dress/images/5](http://www.medienkunstnetz.de/works/electric-dress/images/5)
- ▶ Junk to Funk Trashion [www.oregonlive.com/living/index.ssf/2011/03/junk\\_to\\_funk\\_designs\\_on\\_recycl.html](http://www.oregonlive.com/living/index.ssf/2011/03/junk_to_funk_designs_on_recycl.html)

# Lesson 5: Artistic Reflection

Through the activities in this module, students have focused on concepts of home and displacement in relation to art making and service learning. They have created works of art based on research and on their personal vision, connected ideas and experiences from their investigations of issues and concerns about “home” and “displacement.” They have planned and perhaps implemented service projects in conjunction with their learning and art making. This activity provides students with opportunities to explore and convey how their artistic thinking, processes, and production changed as a result of these experiences. Students create a work of art that demonstrates reflection, producing a composition that conveys multiple perspectives on the meaning of home.

## Activity: Using Reflection to Inform Art Making



### Guiding Questions

- ▶ How do artists reflect on art making to inform subsequent work?

### Real World Application

For a pre-class assignment, have students respond to the question, “What does home mean to you?” in their sketchbook. Then ask students to read and respond to the resources below, using their sketchbook to summarize others’ ideas of home that are similar and different than their definition.

- ▶ Kristine DeNinno, What Does Home Mean? [www.kristinedeninno.com/#!/installations/utxb8](http://www.kristinedeninno.com/#!/installations/utxb8)
- ▶ “Home Exhibition Encourages Melburnians to Externalise What Home Means to Them” [www.smh.com.au/entertainment/home-exhibition-encourages-melburnians-to-externalise-what-home-means-to-them-20141226-12e1pa.html](http://www.smh.com.au/entertainment/home-exhibition-encourages-melburnians-to-externalise-what-home-means-to-them-20141226-12e1pa.html)
- ▶ Knowledge Network’s Take Me Home [www.knowledge.ca/program/take-me-home](http://www.knowledge.ca/program/take-me-home)
- ▶ “What Does ‘Home’ Even Mean?” [www.dailygood.org/story/835/what-does-home-even-mean-michell-burwell](http://www.dailygood.org/story/835/what-does-home-even-mean-michell-burwell)
- ▶ HOME: An Artists and Writers Project <http://wmuk.org/post/what-does-home-mean-you>

## Activity: Defining “Reflection”



In class, ask students to share their sketchbook summaries of what they learned about different meanings of and perspectives on the idea of home. Capture students’ ideas on a digital display or chart paper and post as a class resource.

Ask students what reflection means, in the context of art making. They might describe the literal meaning—an image reflected back from a shiny surface to the viewer—or a more conceptual interpretation—meditating, reviewing, considering ideas. Thinking of the more conceptual interpretation, ask students to describe benefits of artistic reflection. How does reviewing and considering one’s work—past, present, and future—benefit the artist? What are the advantages of reflection? Record students’ answers and ask students to record the ideas in their sketchbooks as well.

In advance of your discussion with students, prepare a description of a reflective process you use. You could be reflecting on your work as an artist, or reflecting on your teaching. Create a short but specific and detailed description of your reflective process. How, when, where, and with whom, do you reflect? What are the results of your reflection?

Ask students to now help you generate a list of questions and guidelines that encourage artistic reflection. Record their suggestions to serve as a class resource, and have students also record ideas in their sketchbook as they are discussed.

### Suggestions may include:

- ▶ Organize a collection of your artwork created over a period of time.
- ▶ Allocate time and space to look at your work.
- ▶ Identify some objectives you’d like to address through your reflection—what do you want to do or learn?
- ▶ Reference your sketchbook, journal, diary, memories, and other records of your ideas and experiences as you look at your work. Connect those ideas with the work you have created. Think about the relationship of your life experiences and your artistic ideas, processes, and products.

When considering your work, be honest and objective. Record the reflection process via notes, conversation, drawings, photos, collage, and/or video. Ask yourself questions about your work. Also consider asking a partner, or other people, questions about your work, using their responses as a component of your reflection process.

- ▶ What is your intent?
- ▶ What is your vision?
- ▶ What kinds of decisions did you make?
- ▶ Who are the audiences of your work?
- ▶ Why do you make art?
- ▶ How did you use design elements and principles to achieve your artistic goals? To convey an idea?  
To engage an audience?
- ▶ What has changed in your work over time? Why has it changed?
- ▶ What has remained consistent? Why?
- ▶ Have your ideas changed? Your processes? Materials? How and why?
- ▶ What have you investigated? Experimented with? Discovered? Learned?



### Focus Area Alert:

This activity helps students with conveying artistic investigation and growth in their artworks.

## Reflection

Ask students to respond to the following prompt in their sketchbooks and/or in a small group discussion:

- ▶ How do you plan to use the process of artistic reflection to continue to develop your ideas and work?

### Supplemental Resources

- ▶ “5 Representational Painters Reflect on Their Art in a Digital Age”  
[www.huffingtonpost.com/f-scott-hess/painters-reflect-on-their-art\\_b\\_5824282.html](http://www.huffingtonpost.com/f-scott-hess/painters-reflect-on-their-art_b_5824282.html)
- ▶ “‘Bullfight:’ Colombian artist Fernando Botero Reflects on His Career of Passion”  
[www.foxnews.com/lifestyle/2014/10/17/bullfight-colombian-artist-fernando-botero-reflects-on-his-career-passion.html](http://www.foxnews.com/lifestyle/2014/10/17/bullfight-colombian-artist-fernando-botero-reflects-on-his-career-passion.html)
- ▶ Blog article on Alfred Jaar’s work  
[www.marthagarzon.com/contemporary\\_art/2011/01/politics-in-contemporary-art-alfredo-jaar/](http://www.marthagarzon.com/contemporary_art/2011/01/politics-in-contemporary-art-alfredo-jaar/)
- ▶ Artist Art Hazelwood’s site [arthazelwood.com](http://arthazelwood.com)
- ▶ Homelessness and Home <http://homelessness.philosophy.uoregon.edu/art-and-photography>
- ▶ “Teaching About Poverty and Homelessness”  
<http://blog.art21.org/2011/06/29/teaching-about-poverty-and-homelessness/#.VdT7k5eOVaY>



### Check for Understanding:

Having explored and developed processes of artistic reflection together as a class, students will now apply their learning to reflect on the artwork they have created in response to the activities within this module. Ask students to organize all of their artwork, including their sketchbook, from the summer assignment to the last activity. Direct students to reflect on their work, using selected prompts and approaches from what they generated together, and responding specifically to these questions in their sketchbook.

Evaluate the body of work you have created that is related to concepts of home and displacement using descriptors from the 2-D design scoring guidelines, such as application of design elements and principles, experimentation, invention, investigation, integration, engagement, intent, vision, technique, range, and growth.

- ▶ To what extent does each work, and your body of work as whole, demonstrate these qualities?
- ▶ How does your artwork relate to the service project you are planning on doing? How does your work connect with home and displacement? Explain the connection between the issue you have chosen to address and your artistic intent.
- ▶ How has this process affected you as an individual? Discuss how your thoughts and opinions regarding the issue of home and displacement have changed? How has your intention changed?
- ▶ Describe and explain changes that have taken place as you’ve worked on these assignments. Has your thinking about art making changed? About home and displacement? About your service project? Has your view of your community changed? Of the world? Your ideas about the creative process? Your artistic intent? What caused these changes to occur? How are the changes evidenced?
- ▶ During your creative processes, what did you investigate, explore, experiment with, and discover?
- ▶ What worked? Why did it work? What didn’t work? Why didn’t it work? What did you learn?
- ▶ Identify strengths of your art making processes and of your artworks, and identify aspects you’d like to improve. Describe and explain these strengths and shortcomings. For example, a strength could be artistic research that inspired you to consider new ideas or techniques, resulting in an innovative and original work; a challenge might be generating a variety of ideas and composing a concept map before beginning a new piece.

## 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 questions on the next page to prepare for Part 2: Action Plan: How can what you are learning in your AP 2-D Art and Design class support solutions that reduce displacement locally and globally?

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

- ▶ What are the impacts of displacement, locally and globally?
- ▶ As you investigated existing programs addressing displacement, what did you feel these programs do well, and what did you feel they could do better?
- ▶ Who should be responsible for reducing displacement, locally and globally? What role do you think you could play in addressing displacement, locally and globally?
- ▶ Based on what you learned about home and displacement, and the actions others are already taking, what are five areas of need that you could address?
- ▶ What attracts you to these areas?
- ▶ What are some actions that your team could take to address these areas?
- ▶ What excites you about these actions and the impact you can have?
- ▶ How do you plan to use the process of artistic reflection to continue to develop your ideas and work?



Have students use the Reflect: Investigate and Learn worksheet, found in the Student Workbook, to record their thoughts.



## Activity: Summarizing the Investigation



As part of their service project, students should summarize their learning to educate their classmates on the issue they have identified and investigated related to the topic of home and displacement. 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 topic and 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 Art and Design students?



Have students use the Summary Investigation worksheet, found in the Student Workbook, to summarize what they have learned.

## Activity: Working Independently



Present students with an art making challenge: based on their reflection about their work, create a composition that summarizes their reflection by conveying multiple perspectives on the meaning of home. The content of their composition should include their own ideas about home, from their initial expressions at the beginning of this unit to their current conceptions of home. Their composition may also include other perspectives on the meaning of home, and can show how ideas about home may change over time. The challenge is to show multiple perspectives about “home” that are presented within a unified, holistic design.

Have students once again refer to their sketchbooks and previous work as they begin to decide on the varied perspectives of home they wish to convey in their work. Encourage students to consider aspects of style, concept, and approach as they plan their compositions. Will their style be realistic or abstract? Controlled or loose? Or a combination of both? Will their concept be informative, expressive, or both? Will their approach be subtle or bold? Which design elements and principles, media, and techniques will best support the multiple perspectives on “home” they want to present?

Explain that compositions are expected to clearly demonstrate:

- ▶ Reflection and artistic growth, by referencing form and/or content from their previous work
- ▶ Multiple perspectives on the meaning of home
- ▶ Application of elements and principles to achieve unity
- ▶ Skill with media and technique

Allow students the time they need to plan, create, and complete their compositions.

As students work, remind them to occasionally stop and reflect on their current piece, consulting with classmates and with you on how effectively they are responding to the challenges of the assignment. Encourage students to reference their sketchbooks and previous work to inform their current work.

Your evaluation should also be based on how effectively the work aligns with the parameters of the assignment. Feedback should help students recognize and understand the most successful features of their work and offer constructive suggestions on how to continue to develop ideas, form, content, and technique.

Use this year’s scoring guidelines posted on AP® Central:

<https://apcentral.collegeboard.org/courses/ap-2-d-art-and-design/portfolio>

Review Lesson 4 on page 32 (artistic vision) about students responding to the Sustained Investigation prompts of the AP® 2-D Art and Design Portfolio Exam. Ask students to reference their writing about their ideas and work to guide development of their Sustained Investigation statements.



### Focus Area Alert:

This activity helps students understand how to create compositions that clearly communicate a specific idea.

This activity supports students in identifying and expressing their own individual perspective and artistic vision.



# Part 2: Action Plan

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

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

## WE Service Framework



# Overview for Part 2: Action Plan

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

## Key Takeaways

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

## This Section Contains:

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

# Connect Learning

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## Activity: Determining Interests

As a class, discuss the following:

- ▶ What issues related to your topic do you 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
<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.	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.
<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.	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.
<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.	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.
<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.	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.
<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.	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.



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<sup>®</sup> 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<sup>®</sup> course through the service project

## Activity: Reflect on the Overall Service Experience

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

## Activity: Record and Reflect

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

Overall, in this action project:

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



## 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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