

AP[®] WITH WE SERVICE

Program Guide



AP[®] with WE Service

The College Board

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

AP® College Board's Equity and Access Policy Statement

The College Board strongly encourages educators to make equitable access a guiding principle for their AP® programs by giving all willing and academically prepared students the opportunity to participate in AP®. We encourage the elimination of barriers that restrict access to AP® for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented. Schools should make every effort to ensure their AP® classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work 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. WE is engaging a new generation of service leaders and providing resources for a growing network of educators.

Our free and comprehensive library of lesson plans is designed to be adapted to meet the needs of any partner school, regardless of students' grades, socioeconomic backgrounds, or learning challenges. Skills development through the program also increases academic engagement and improves college and workplace readiness.

Third-party impact studies show that alumni of the program are more likely to vote, volunteer, and be socially engaged. Learn more at [WE.org](https://we.org).

About the Partnership

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

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AP® with WE Service Program Guide

Service Learning for AP® Courses



CollegeBoard

AP®

A Note From The AP® with WE Service Team

The AP® with WE partnership provides an opportunity for students to consider their classroom work and how it applies to the real world, while working closely with their peers to address actionable topics. Students experience AP® course content through real-world civic engagement. WE’s service learning approach allows students to develop new skills and apply knowledge they are acquiring in their AP® courses to local and global contexts through innovation, creativity, and critical thinking.

Service learning is based on a structured academic foundation that goes beyond volunteering or doing community service. Through this module, you will:

- ▶ Connect the rigor of the AP® experience with service learning opportunities.
- ▶ Foster broader academic discussions via the interactive and problem-based nature of service learning.
- ▶ Access relevant tools and resources to help students make the most of their service learning experience.
- ▶ Enable students to learn about local, national, and global issues, engage with communities, and become agents for change.

Students who successfully complete the program will be empowered to:

- ▶ Apply academic learning to real-life settings and situations.
- ▶ Enhance their leadership and social skills, critical thinking abilities, and civic engagement.
- ▶ Understand the role they can play in making a positive impact.

On behalf of the AP® Program and WE, thank you for being a part of this exciting project. Immersing students in their course work through service will provide an opportunity to strengthen college readiness of students across the country while empowering them to be active and engaged citizens. We look forward to hearing more about the exciting projects that both enhance your students’ understanding of AP® course topics and engage them in civic initiatives.

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AP[®] with WE Service Program

“How exciting to bring service learning to AP! Students can use skills gained in their course to become contributing members of their school community, their local community, and the global community.”

– KATIE CAMPBELL,
AP[®] Studio Art Teacher, Alta High School, UT

Introduction

The AP® with WE Service program provides opportunities, tools, and resources for you and your school to implement service learning in your classroom. This program guide supports you in incorporating applied and experiential learning opportunities of demanding academic content through service learning projects, which will encourage and nurture students' curiosity and empathy.

The AP® with WE Service program also empowers students to:

- ▶ Identify and investigate local and global issues, engage with communities, and become active citizens.
- ▶ Enact service initiatives that connect AP® content with opportunities and challenges in their own or others' communities.

Service Learning

Service learning is a pedagogy that combines classroom instruction with meaningful service to enrich the learning experience, teach civic responsibility, and strengthen communities. Research shows a consistent set of positive outcomes for students participating in service learning including:

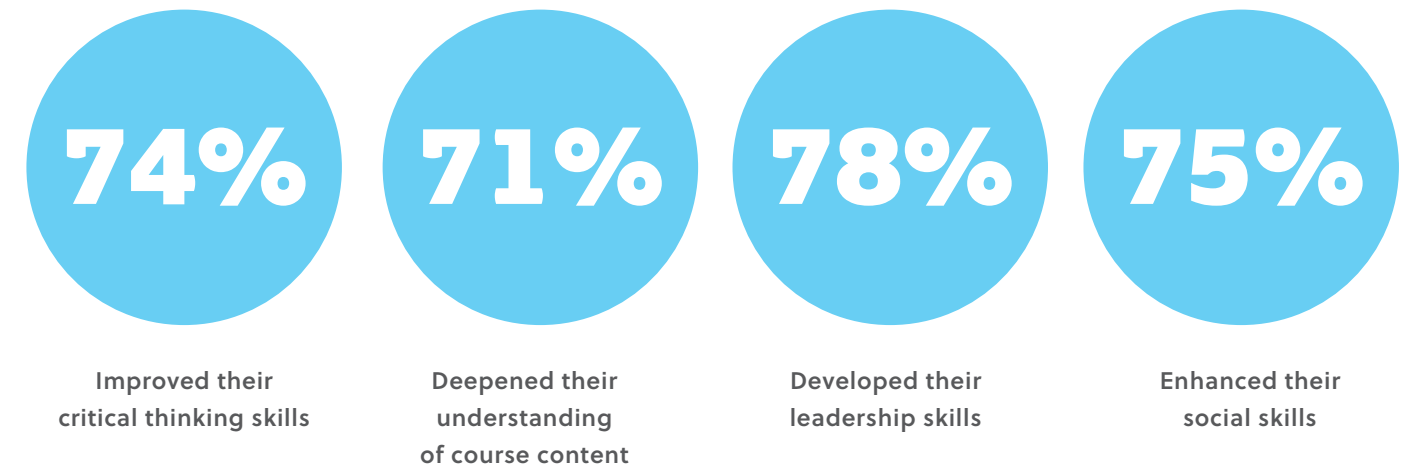
- ENHANCED CIVIC RESPONSIBILITY** (Icon: Hand holding globe)
- IMPROVED PERSONAL OUTCOMES** (Icon: Lightbulb above two people)
- IMPROVED SOCIAL SKILLS** (Icon: Two hands shaking)
- POSITIVE FEELINGS TOWARD SCHOOL** (Icon: School building with heart above)
- IMPROVED LEARNING OUTCOMES** (Icon: Line graph with upward arrow)
- ENHANCED CAREER DEVELOPMENT** (Icon: Clipboard with thumbs up)
- ENHANCED LEARNING AND PERSONAL OUTCOMES FOR DISADVANTAGED STUDENTS** (Icon: Graduation cap)

Collaboration Between AP® and WE

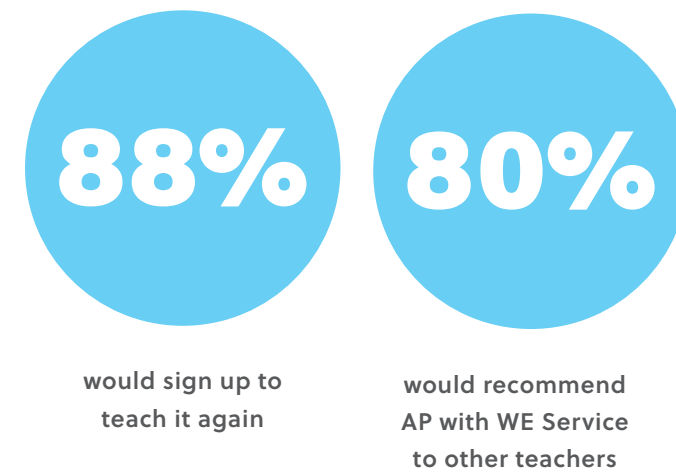
The College Board and WE share a passion for enriching students' learning experiences and developing well-rounded citizens. By combining the academic challenge and rigor of AP® with the WE education and citizenship model, AP® with WE Service creates an opportunity for students to consider their classroom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

WE's service-based learning program, called WE Schools, was designed to deepen students' engagement with social issues while creating positive outcomes for society. More than curriculum, educational resources, and action campaigns, the program is a movement of students and educators who believe that some of the most powerful learning experiences happen when you make a meaningful difference in your communities and for the world. By taking at least one local and one global action, the program helps students gain diverse skills and perspectives that challenge apathy and encourage active citizenship.

Student Success:



Educators are overwhelmingly pleased with their participation in the program.



See full impact report on [WE.org](https://www.collegeboard.org/we).

*All facts are sourced from a third-party Mission Measurement study.

Connections to the WE Learning Framework

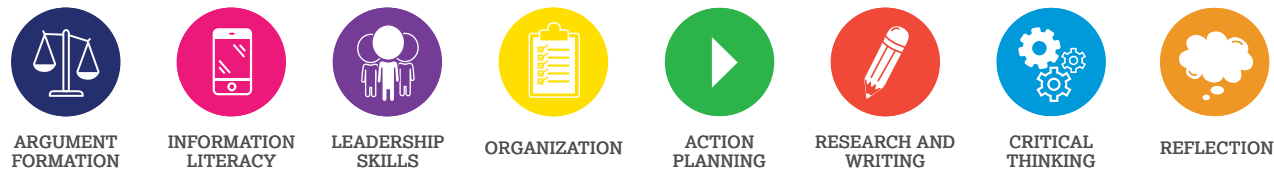
Through the foundation and outcomes of the WE Learning Framework, students explore the root causes of pressing issues like hunger, poverty, and lack of education. They also plan at least one local and one global action to improve their community and the world.

Programming developed through the WE Learning Framework enables students to develop core skills, designed to increase students' academic engagement, active citizenship, and university and workplace readiness through diverse learning tools and resources.

WE Learning Framework

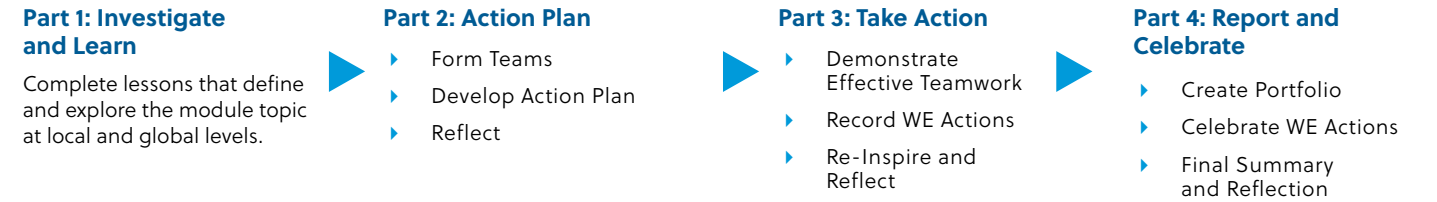


Learning Skills Icon Legend



AP® with WE Service Program Model

Working with the WE Service Framework, each AP® with WE Service module will require up to 10 hours of in-class instruction and 20 hours of student work outside of the classroom.



Record and Reflect

Student Experience and Recognition Requirements

Through existing topics within your curriculum and activities included in the AP with WE Service for All module, students explore local and global challenges affecting certain communities. Students can work in groups or individually and complete the following criteria to be eligible for the recognition on their score report:

Investigate and Learn: Undertake an investigation of an issue, locally and globally, and evaluate existing programs that take action on the topic, making clear connections to the AP course content.

Action Plan: Develop an achievable plan to carry out one global and one local action in the form of direct service, indirect service, or advocacy, which includes clear tasks, responsibilities, resources needed, and timeline.

Take Action: Participate in a project that has local and global significance, involving direct service, indirect service, and/or advocacy. It is possible for one service project to fulfill both the local and global requirement.

Report and Celebrate: Showcase the service project, the overall experience, and its impact and significance. Optionally, students may choose to celebrate their hard work. It is important to take time to recognize as a student group the accomplishments and impact you make.

Record and Reflect: Maintain a log of activities related to the project and complete written reflections throughout.

The AP® with WE Service model focuses on the following topics, which you may want to consider as you and your students explore topics to investigate and determine which service projects to pursue.

Educators must report student performance to the College Board using the digital portfolio.

Program Rubrics

Look for the Recognition Rubric on page 146 for more details.

Program Roadmap

All of the materials needed to implement the AP® with WE Service module are provided within each teaching module, this Program Guide, and on the program website: www.collegeboard.org/APWE. Follow this roadmap to learn, plan, teach, and assess the AP® with WE Service program.

Start

PLAN

1. Watch Online Videos

- ▶ Video 1: [An Overview of the AP® with WE Service Program](#)
- ▶ Video 2: [Your Guide to Implementing the Program](#)

2. Select a Teaching Module

Select one module for your AP® course to complete in your classroom:

Module 1: AP with WE Service for All

or

Module 2: Course specific module that contains lessons, activities, and videos specific to an AP course

3. Prepare to Teach

The lessons in Part 1: Investigate and Learn were designed to fit within, or replace, some of what you may already be teaching.

Review the Plan section of the module for details about how the lessons align to AP® course content and skills. Then, decide how you will incorporate the module lessons into your curriculum.

4. Log into Digital Platform

Set up your class and enroll students in the digital platform.

Visit WE.org/wvlc for additional resources and optional ways to enhance your instruction.

TEACH

5. Teach Lesson

Select one module for your AP® course to complete in your classroom:

Use the provided lessons to guide students through the service learning module

- ▶ Visit WE.org/wvlc for additional resources and optional ways to enhance your instruction.
- ▶ Visit the AP® with WE Service Teacher Community to ask questions and share your experiences.

TEACH

Part 1: Investigate and Learn

Complete lessons that define and explore the module topic at local and global levels.

Part 2: Action Plan

- ▶ Form Teams
- ▶ Develop Action Plan
- ▶ Reflect

Part 3: Take Action

- ▶ Demonstrate Effective Teamwork
- ▶ Record WE Actions
- ▶ Re-Inspire and Reflect

Part 4: Report and Celebrate

- ▶ Create Portfolio
- ▶ Celebrate WE Actions
- ▶ Final Summary and Reflection

Record and Reflect

ASSESS

6. Assess Student Performance

Use the Recognition Rubric to evaluate student performance and to determine that they are eligible to receive the recognition. (See pages 146–149 for more details.)

7. Recognition Announcements

The College Board notifies higher education institutions of students who received the recognition.

- ▶ Students must meet the AP® with WE Service requirements on the Recognition Rubric and take the AP® exam for the course in order to be eligible for the recognition.

Note: Students will be eligible to receive the recognition regardless of their exam score.

Program Resources

Educator Resources for AP with WE Service

All of the materials needed to implement the AP® with WE Service module are provided within the teaching modules and on the program website: www.collegeboard.org/APWE. Supplementary activities are available in this Program Guide.

Online Teacher Community

Communicate and collaborate with your colleagues across the program through the AP® with WE Service Teacher Community at <https://apcommunity.collegeboard.org/web/apwithweorg>



Part 1: Investigate and Learn

In each module:

- ▶ The Investigate and Learn lessons are divided into a series of activities that explore social topics and issues through AP® course content.
- ▶ Students work through the problem and the solutions to encourage critical thinking and student-led brainstorming on related issues at a local and global level.
- ▶ Students understand that the work that's already being done is an important part of knowing how they can make a meaningful contribution.

WE Service Framework



Overview for Part 1: Investigate and Learn



Students will strengthen their understanding of the AP® course content through the modules, each of which explores a specific topic, which includes:

Education:

- ▶ Access to Education

Social Vulnerability:

- ▶ Poverty
- ▶ Food Insecurity and Hunger

Environment:

- ▶ Environmental Campaigns

Equity and Accessibility:

- ▶ Home and Displacement
- ▶ Access to Clean Water

This Section Contains:

For reference, below is a sampling of the issues explored in the course-specific modules—a full list can be found at collegeboard.org/apwe-modules. An overview of each issue at a local and global level can be found in each respective module and in our [Program Guide](#). We also have videos that feature how current AP® with WE Service teachers incorporated these issues into their courses.

AP® 2-D Art and Design	Home and Displacement Natural Environments Teaching Module
AP® Chemistry	Access to Clean Water Incorporating Green Chemistry
AP® Computer Science A	Access to Education Access to Health Care
AP® Computer Science Principles	Accessibility Teaching Module Food Insecurity and Hunger Module Adaptation for Computer Science Principles
AP® Environmental Science	Access to Clean Water Loss of Biodiversity
AP® European History	Access to Education Comparing Causes and Effects of Poverty Over Time
AP® Human Geography	Access to Health Care Food Insecurity and Hunger
AP® Spanish Language and Culture	Changes in the Natural Environment Poverty and Effects on Education
AP® U.S. Government and Politics	Using Politics to Improve Participation in Elections Using Politics to Address Topics in Federalism

What Criteria Will Be Assessed in This Section?

As described in the Recognition Rubric (see page 146-149), students must complete the following group and individual activities in order to be eligible for AP® with WE Service Recognition.

Investigate and Learn

Working in a group, executes an investigation that DOES all of the following:

- ▶ Analyzes a topic at local and global levels
- ▶ Evaluates existing programs working to take action on the topic and identifies areas of unmet need (needs assessment)
- ▶ Lists sources and resources related to learning about the topic
- ▶ Summarizes learning from investigation of topic and demonstrates analysis of topic at local and global levels

AND

Individually, DOES all of the following:

- ▶ Explains connections between the topic and AP® course content
- ▶ Participates in group investigation and presentation

Getting to Know the Topic

Access to Education: Globally

In 2015, through the Sustainable Development Goals, the United Nations established SDG 4 which aims to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” While there has been progress toward achieving this goal, approximately 262 million children and youth were out of school in 2017. Poverty, lack of access to quality health care, geography, gender, child labor, and food insecurity are some factors that prevent children from attending school.

Fast Facts

- ▶ An estimated 40% of people are taught in a language they don’t speak or fully understand.
- ▶ In 2016, approximately 750 million adults were illiterate—two thirds of them women.
- ▶ Globally, only 85% of primary school teachers are trained to educate students.

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 improve their access to education. Some ideas include:

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



In 2015, 617 million students across the world were not achieving minimum proficiency levels in reading and mathematics.

Getting to Know the Topic

Access to Education: Locally

In the United States, despite a doubling in spending since the mid-1970s, average educational attainment has stagnated. Education is also highly correlated with employment and workforce participation. High school dropouts today have 3.5 times the unemployment rate of college graduates. More than 50 percent of high school dropouts are not in the labor force and an additional 19 percent are looking for work. Male high school dropouts are 47 times more likely to be incarcerated than a college graduate.

The issues are highlighted even further when comparing educational statistics and outcomes of other industrialized nations with those of the United States. American 15-year-olds trail nearly all other OECD countries in math and science. The U.S. ranks 27 out of 29 wealthy countries in the proportion of college students with degrees in science or engineering.

Fast Facts

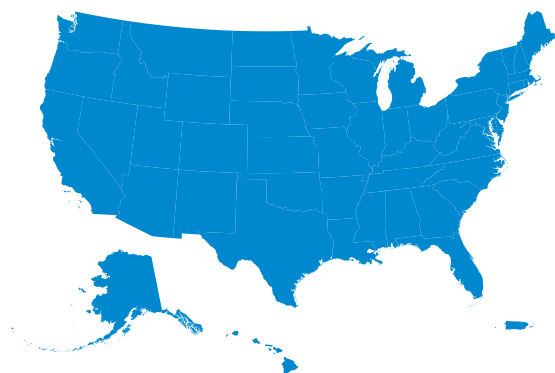
- ▶ According to the National Assessment of Educational Programming (NAEP), only 25% of 12th grade students are “proficient” or “advanced” in math.
- ▶ As of 2019, the United States was experiencing a 307,000 job shortfall in public education, according to the Economic Policy Institute.
- ▶ Only 37% of high school dropouts indicated their school tried to talk them into staying.

Taking Action Locally

Within their local or national community, students can:

- ▶ Work with a local organization addressing the topic.
- ▶ Collect educational resources—like books, notepads, pens, and backpacks—and donate them for distribution to benefit students in need.
- ▶ Create and deliver an educational workshop to raise awareness about educational topics and their 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.



Of high-poverty schools, 45% receive state & local funds below what is typical for other schools in their district.

Getting to Know the Topic

Access to Health Care: Globally

Health care provides the stability every community needs for development. Parents who have access to health care can run their farms and businesses with peace of mind, ensuring that their families are fed and their children can go to school.

Simple preventative health measures, like vaccinations for newborns and check-ups and vitamins for expecting mothers, could save up to 6.6 million lives every year, and yet in so many regions around the world, families go without even the most basic health care. Without treatment, many kids end up chronically sick and miss too much to progress in school.

Fast Facts

- ▶ Immunization prevents between two and three million deaths every year, making it one of the world’s most successful and cost-effective health interventions.
- ▶ 45% of deaths among children under five occur in the first month of life, most of which are preventable.
- ▶ All UN Member States have agreed to try to achieve universal health coverage by 2030.

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 gain access to basic health care. Some ideas include:

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



Half of the world’s population lacks access to health services.

Getting to Know the Topic

Access to Health Care: Locally

According to a 2017 report by The Commonwealth Fund, a health care think tank, “The United States spends far more on health care than other high-income countries, with spending levels that rose continuously over the past three decades. Yet the U.S. population has poorer health than other countries. According to a report from the National Research Council and Institute of Medicine, there are many factors for America’s poor health—lack of health insurance, high rates of poverty and income inequality, reduced physical activity because of environments designed around automobiles, and unhealthy behaviors, such as consumption of high calories, to name a few.”

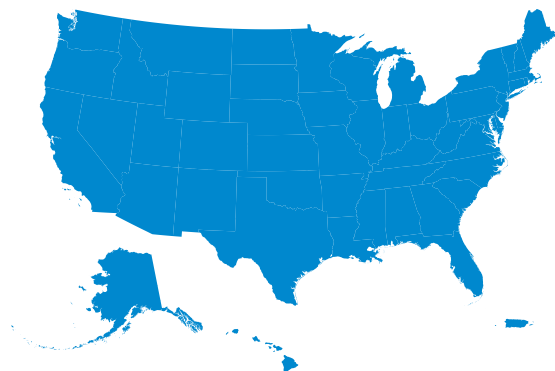
Fast Facts

- ▶ Nearly 1 in 4 Americans skip medical treatments due to cost.
- ▶ In 2018, 27.5 million Americans did not have health insurance.
- ▶ National health expenditure (in 2018) was \$3.6 trillion or \$11,172 per person. That represents 17.7% of the national Gross Domestic Product (GDP) for the year.

Taking Action Locally

Within their local or national community, students can:

- ▶ Work with a local organization addressing the topic of community health.
- ▶ Collect goods and items that support good health—like toothpaste, toothbrushes, bandages, and vitamins—for a local homeless shelter.
- ▶ 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.



Among 11 high-income countries surveyed, the U.S. ranks last overall on five key health issues and is the only one without universal health insurance coverage.

Getting to Know the Topic

Loss of Biodiversity: Globally

Research shows that human activity can lead to rising overall global temperatures, causing sea levels to rise, glaciers to melt, and creating frequent and extreme weather events like hurricanes, floods, and tsunamis. Changing climate affects the air we breathe, the safety of drinking water, food production, shelter for the more than half of the world’s population that lives within 37 miles of the sea or ocean, and loss of biodiversity. Further human actions, such as deforestation, deep-ocean fishing, overharvesting of plant and animal species, as well as war and conflicts, also contribute to biodiversity loss.

Fast Facts

- ▶ By 2025, half of the world’s population will be living in water-stressed areas.
- ▶ 17 of the 18 warmest years on record have occurred since 2001.
- ▶ Populations of freshwater species declined by 81% between 1970 and 2012.

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 restore their natural resources or become more resilient to climate change.

Some ideas include:

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



More than 8 million tons of plastics leak into the ocean each year. That’s the same as one garbage truck every single minute.

Getting to Know the Topic

Loss of Biodiversity: Locally

Our everyday choices can have an environmental impact. The average American residence uses over 100,000 gallons of water a year, and in 2013, 254 million tons of trash was discarded in landfills or through other disposal methods. In addition, species are dying off at a rate 1,000 to 10,000 times higher than the natural extinction rate—mostly due to pollution, overexploitation, and deforestation. Reducing our use of natural resources by recycling, conserving water and energy, and reducing fuel consumption can directly impact our future and the future of our planet.

Fast Facts

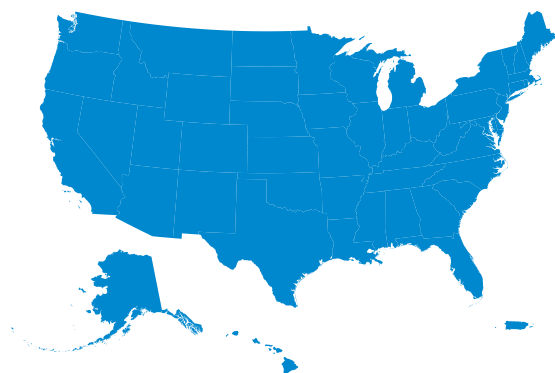
- ▶ Approximately 24 million U.S. homes are powered by wind energy.
- ▶ More than 125 million people in the U.S. live in counties where there are unhealthy levels of air pollution, including ozone and particle pollution.
- ▶ Temperatures in the Southwest have increased by almost 2° Fahrenheit in the last century.

Taking Action Locally

Within their local or national community, students can:

- ▶ Work with a local organization working on environmental-preservation issues.
- ▶ Organize a clean-up or restoration project at a local environmental site.
- ▶ 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.



Americans produce 4.4 pounds of trash every day—that's more than 700,000 tons of garbage daily.

Getting to Know the Topic

Access to Clean Water: Globally

In 2010, the UN declared access to clean water to be a universal human right. There are more than 780 million people who live without access to clean water. And without access to sanitation facilities, diseases like cholera, typhoid, and dysentery spread quickly.

Many students—most often girls—miss school due to illness, or because they spend their days hauling water from distant sources rather than attending class. When drought strikes, farms fail and entire villages can go hungry. In times like these, access to clean water can mean the difference between life and death.

Fast Facts

- ▶ In many developing countries, up to 70% of industrial waste materials are disposed of in untreated water, making the water supply polluted.
- ▶ Almost 900 children die every day from diarrhoeal diseases caused by unsafe water and poor sanitation.
- ▶ Approximately 70% of water taken from rivers, lakes, and aquifers is used for farming and irrigation.

Taking Action Globally

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

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



More than 840 million people do not have a basic drinking water service.

Getting to Know the Topic

Access to Clean Water: Locally

Water scarcity and water sustainability issues affect millions of Americans. There is a water crisis in the U.S. Southwest, where water regulators have mandated conservation and enforced restrictions on how individuals, farms, and businesses can use water due to a persisting record-breaking drought.

Low rainfalls mean that aboveground lakes are falling to low levels and even drying up. One resource that is affected is the Colorado River Basin, which is essential to the daily lives of people in urban and rural areas, as well as for agriculture and economies in seven states: Arizona, California, Colorado, New Mexico, Nevada, Utah, and Wyoming. With the continuing drought, these states are in danger of exhausting their groundwater reserves which, once depleted, cannot be replenished.

Fast Facts

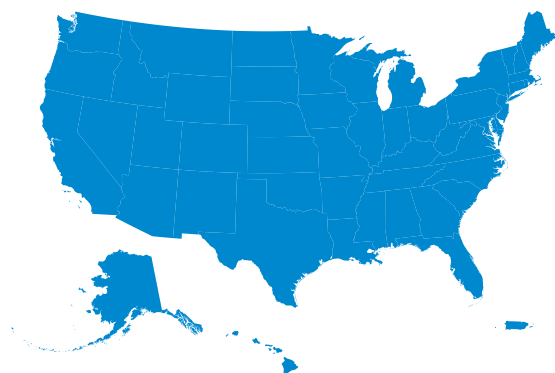
- ▶ The Colorado River Basin lost 65 cubic kilometers—or 17.3 trillion gallons—of water from 2004–2013.
- ▶ This river supplies water to 40 million people and irrigates 4 million acres of farmland in 7 U.S. states.
- ▶ In California, farms account for 80% of water use (cities are 20%).

Taking Action Locally

Within their local or national community, students can:

- ▶ Work with a local organization addressing the topic.
- ▶ Collect goods and items that support the needs of organizations and their local beneficiaries (e.g., non-perishable items for food banks, warm clothes and personal hygiene products for the local homeless shelter, etc.).
- ▶ 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.



Forty out of 50 states have at least one region that is expected to face some kind of water shortage in the next 10 years.

Getting to Know the Topic

Poverty and Effects on Education: Globally

Mahatma Gandhi once said, “Poverty is the worst form of violence.” Extreme poverty is defined by the World Bank as an average daily consumption of less than \$1.25 a day. For a family, living in poverty can mean choosing between food or clean water, school fees or hospital bills, emergencies, or debt. For some, there is barely enough money to survive from one day to the next.

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

Fast Facts

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

Taking Action Globally

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

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



The poorest half of the world’s population has the same amount of combined wealth as the eight richest people on the planet.

Getting to Know the Topic

Poverty and Effects on Education: Locally

The United States Census Bureau uses an annual income of \$24,447 for a family of four as the threshold to determine poverty status. Thresholds go up or down depending on household size.

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

Fast Facts

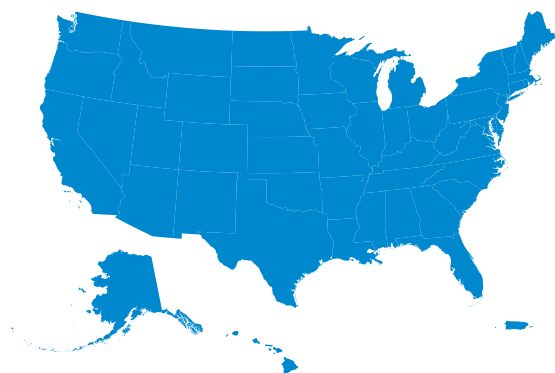
- ▶ The number of shared households (homes in which adults who are not related or married live together) was 20% of households in 2019, up from 17% in 2007.
- ▶ Poverty is not unique to cities. In fact, poverty rates are slightly higher in non-metropolitan areas.
- ▶ Poor children earn less than half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

Taking Action Locally

Within their local or national community, students can:

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

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



Twenty-nine percent of people with a disability live in poverty—that's more than 4 million Americans.

Getting to Know the Topic

Food Insecurity and Hunger: Globally

People are considered food secure when they have availability and adequate access at all times to sufficient, safe, and nutritious food to maintain a healthy and active life. Food security is a complex sustainable development issue, linked to health through malnutrition, but also to sustainable economic development, environment, and trade.

Food insecurity can occur when the cost of food is too high in certain regions, or a family is struggling to make ends meet. At times, the challenges are related to a community's geography. A community located in a dry climate may have difficulties with farming, while others can be affected by natural disasters like floods or drought, which might destroy an entire season's crops.

Fast Facts

- ▶ If female farmers had the same resources as male farmers, up to 150 million more people would be fed—that's nearly the same population as Russia.
- ▶ Agriculture provides jobs for around 40% of the world's population, making it the single largest employer in the world.
- ▶ The world would need an additional \$267 billion per year to end world hunger by 2030.

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 improve their food security. Some ideas include:

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



Eight hundred fifteen million people do not have enough food to lead a healthy, active, productive life.

Getting to Know the Topic

Food Insecurity and Hunger: Locally

Over the past decade, reliance on supplemental nutrition programs has more than doubled, and the strain to afford healthy, nutritious food has been felt in communities across America.

Hunger is an issue that can affect people in different situations. Some people need support over longer periods, but most require help only occasionally or for a short period of time. For those who cannot find support, hunger leads to long-term health conditions, especially in young children.

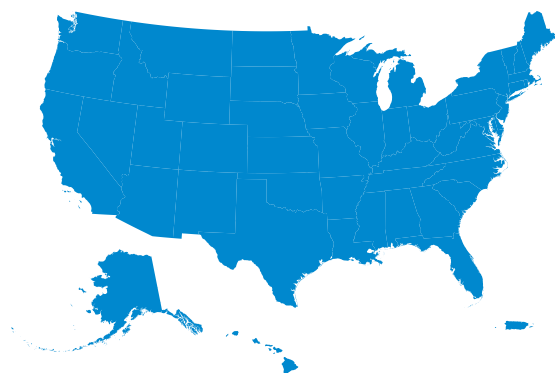
Fast Facts

- ▶ Each year, over 40 million Americans turn to food banks for help, including 12 million children.
- ▶ Approximately 25 million individuals who access food banks in the U.S. are from working households, and most report having to depend on the food bank as a regular part of their survival.
- ▶ More than 70 billion pounds of food from manufacturers, growers, and retailers goes to waste—more than enough food to feed the 42 million people struggling with hunger in the U.S.

Taking Action Locally

Within their local community, students can:

- ▶ Work with a local organization addressing the topic.
- ▶ Collect goods and items that support the needs of organizations and their local beneficiaries (e.g., non-perishable items for food banks, warm clothes, and personal hygiene products for the local homeless shelter, etc.).
- ▶ 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.



Thirteen percent of American households live in a state of food insecurity.

Getting to Know the Topic

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.



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

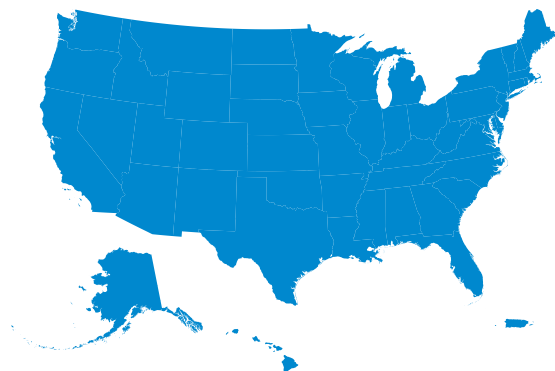
- ▶ 2 million Americans experience homelessness at some point over the course of a year.
- ▶ California is home to 53% of the nation’s homeless population.
- ▶ More than 25% of homeless adults are employed.

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.



More than 500,000 people experience homelessness on any given night in the U.S.

Getting to Know the Topic

Pollution: Globally

Pollution occurs when harmful materials are introduced into the environment. The top five pollutants are ground-level ozone, particle pollution (or particulate matter), carbon monoxide, sulfur dioxide, and nitrogen dioxide. There are also other dangerous contaminants such as soot, cigarette smoke, volatile organic compounds (VOCs), formaldehyde, asbestos, and methane. These pollutants seep into our daily lives, impacting our planet and the humans and animals that live on it.

Poor air quality is one of the biggest global killers, affecting more than 100 million people around the world. It’s been connected to higher rates of diseases such as cancer, heart disease, and asthma. Pollution also contributes to climate change and is one factor in the frequency of heat waves and the occurrence of other extreme weather conditions. It contaminates our water supplies, depletes nutrients in the soil for agriculture, and harms forests and crops, among other effects.

Fast Facts

- ▶ Every year, about 8 million tons of plastic waste escapes into the oceans from coastal nations. That’s the equivalent of setting five garbage bags full of trash on every foot of coastline around the world.
- ▶ 91% of the world’s population lives in places where air quality does not meet World Health Organization guideline limits.
- ▶ Pollution kills more than 1 million seabirds and 100 million mammals every year.

Taking Action Globally

Pollution is an issue that impacts everyone around the world, and there are a number of ways students can support reducing pollution on a global level. Some ideas include:

- ▶ Research global organizations that are taking action against pollution and find one to support by volunteering or fundraising.
- ▶ Spread the word about pollution and climate change by setting up assemblies or speaking events.
- ▶ Attend an event with expert speakers to learn more about the issue.



Humans have pumped enough carbon dioxide into the atmosphere over the past 150 years to raise its levels higher than they have been for hundreds of thousands of years.

Getting to Know the Topic

Pollution: Locally

In the U.S., pollution is a major issue. Despite making up only 5 percent of the world’s population, Americans use up 25 percent of the world’s resources, contributing to poor air quality. The U.S. burns up nearly 25 percent of the world’s coal, 26 percent of its oil, and 27 percent of its natural gas. Burning these fuels releases contaminants into the atmosphere, affecting health, water supply, agriculture, and more. Approximately 88 percent of U.S. national parks have high levels of air pollution that are directly impacting the environment, such as suppressing tree growth and altering soil and water chemistry.

Fast Facts

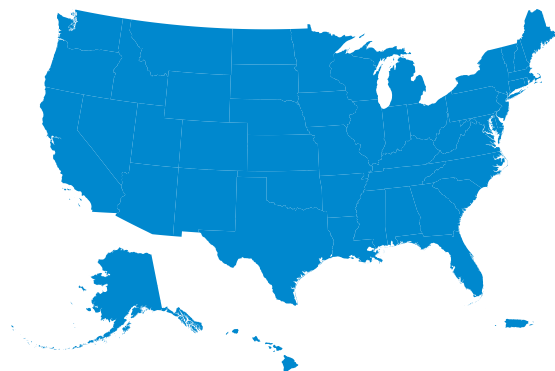
- ▶ Plastic pollution is an environmental issue that has increased exponentially, from 2.3 million tons in 1950 to 448 million tons in 2015. Plastic production is expected to double by 2050.
- ▶ The Mississippi River carries an estimated 1.5 million metric tons of nitrogen pollution into the Gulf of Mexico each year, creating a “dead zone” about the size of New Jersey in the Gulf each summer.
- ▶ Approximately 40% of the lakes in America are too polluted for fishing, aquatic life, or swimming.

Taking Action Locally

Within the local community, there are many ways for students to take action, such as:

- ▶ Working with a local organization that is taking action against pollution and climate change through volunteering, fundraising, or raising awareness.
- ▶ Create a proposal or petition to change a local law or decision around pollution.
- ▶ Take part in the WE Go Green campaign and encourage behavioral changes that will positively impact the environment.

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



An estimated 82 million people nationwide live in counties with air pollution above U.S. standards.

Getting to Know the Topic

Accessibility: Globally

Approximately 15 percent of the world’s population lives with some form of disability. Creating an inclusive and accessible society is important to making sure everyone, no matter their ability, has the same opportunities to live a healthy and productive life. Globally, people with disabilities are more likely to face barriers to social integration. Those living in less-developed countries are more heavily impacted because they do not have the same protections and resources as those in many of the world’s wealthiest countries. Technological innovations have the potential to improve the lives of people with disabilities who live in areas that lack accessible social infrastructure.

Computer science is the engine that powers the technology, productivity, and innovation that will positively impact the world around us. It plays a key role in developing affordable and scalable solutions that can be deployed to people with disabilities and countries in need. Advocating for these solutions is also a vital component of creating a more accessible world.

Fast Facts

- ▶ According to the World Bank, one billion people live with some form of disability.
- ▶ The UN Convention on the Rights of Persons with Disabilities was adopted in 2006 to protect the human rights and freedoms of persons with disabilities, with more than 170 countries having signed on. Nonetheless, comparative studies on disabilities legislation shows that only 45 countries have anti-discrimination and any other disability-specific laws, according to the United Nations.
- ▶ According to UNESCO, students with disabilities in developing countries are at higher risk of being excluded from primary and secondary education—up to 50 percent of students with disabilities may be missing school in some nations.

Taking Action Globally

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

- ▶ Identify globally available applications that are inaccessible to people with disabilities and advocate to those companies for more inclusive products.
- ▶ Develop computational solutions to broaden access and remove barriers for people with disabilities.
- ▶ Creating apps or web pages to raise awareness for global organizations that support inclusive and accessible spaces for all.



According to the World Health Organization, 80 percent of people with disabilities around the world live in developing countries.

Getting to Know the Topic

Accessibility: Locally

Nearly one in four Americans lives with some form of disability. In the United States, the Americans with Disabilities Act (ADA) was created in 1990 to protect the rights of individuals with disabilities and support accessible resources, services, accommodations, employment, and more.

Universally designed technology, accessible transportation, and access to educational supports, play an important role in achieving the full participation of people with disabilities in America. Designing with accessibility in mind helps to ensure that people with disabilities are given equal opportunities. Additionally, technology can be used to develop tools specifically for people with disabilities with the aim of enhancing independence and making daily living easier. When more citizens are able to achieve full participation, we all benefit and can achieve a more productive society.

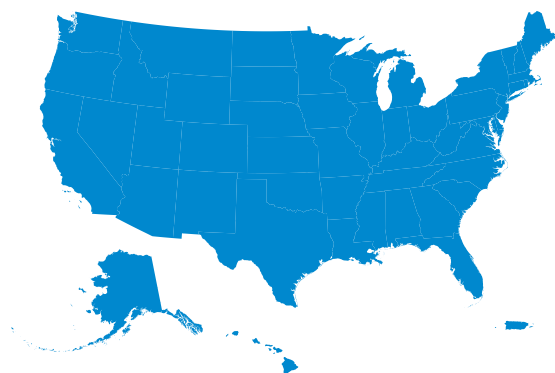
Fast Facts

- ▶ In the United States, almost 61 million people have a disability.
- ▶ According to the Institute on Disability, “If people with disabilities were a formally recognized minority group, at 19% of the population, they would be the largest minority group in the United States.”
- ▶ In 1990, the Americans with Disabilities Act was implemented, prohibiting discrimination against people with disabilities.
- ▶ According to the National Center for Education Statistics, “In 2018–19, the number of students ages 3–21 who received special education services under the Individuals with Disabilities Education Act (IDEA) was 7.1 million, or 14 percent of all public school students.”

Taking Action Locally

Within their local or national community, students can:

- ▶ Develop a campaign to advocate for more accessible solutions in your local community.
- ▶ Create a website or application that showcases inclusive spaces in your neighborhood and educates others on how to make spaces less inclusive.
- ▶ Volunteer with a local organization that serves individuals with disabilities, and possibly work directly with these individuals.
- ▶ Develop an educational game to teach others about disabilities and the importance of access for all people.



Sixty-one million adults in the United States live with a disability, according to the CDC.

Getting to Know the Topic

Local and National Control: Globally

Most countries allow only citizens to vote. Some countries allow noncitizens to vote in some local or national elections. For example, in Denmark, noncitizens who have lived in Denmark for at least three years can vote in local elections, and European Union citizens living there can vote in local elections without having to wait the three years.

Additionally, voting age varies by country. In the majority of states, the legal voting age is 18, but it varies from 16 to 25 years old. For example, the voting age in Austria is 16 and the voting age in United Arab Emirates is 25.

Fast Facts

- ▶ New Zealand was among the first countries to allow women to vote in national elections in 1893. Women in the United States gained the right to vote in both state and federal elections with the ratification of the Nineteenth Amendment in 1920. Saudi Arabian women gained the right to vote in local elections in 2015.
- ▶ In the United Kingdom, Parliamentary elections are scheduled every five years, but an early election can be called if two thirds of the members of the House of Commons agree to it.
- ▶ In Brazil, the president and members of the lower legislative house, the Chamber of Deputies, are elected to four-year terms, but members of the upper house serve eight-year terms.

Taking Action Globally

There are a number of ways that elections in the United States differ from those held in other countries. Choose another country and research whether voting is compulsory or non-compulsory, the frequency of elections, who gets to vote, and at what age can you vote, terms of office, etc.

Extended Learning

To get further inspiration, ideas and resources to take action on global issues, visit www.WE.org/wv1c.



New Zealand was among the first countries to allow women to vote in national elections in 1893.

Getting to Know the Topic

Local and National Control: Locally and Nationally

Where is your polling location? What issues are currently on the ballot in your voting area? When is the next election? Becoming educated in local voting logistics and issues is an important part of being an informed and active citizen. Whether or not you are eligible to vote now, you can get to know your local issues and election schedule.

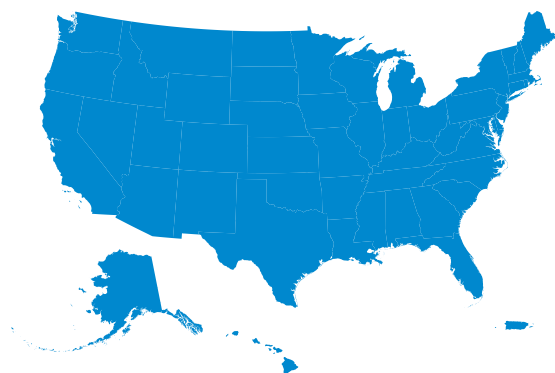
Fast Facts

- ▶ Students who attend college in a different location than their family home may not be able to vote during the academic year because they are technically residents of another municipality.
- ▶ Many states offer voter registration when applying for a driver's license.
- ▶ Non-national elections often have a low voter turnout. Many local or state issues and elections are held at times different from the presidential or congressional elections.
- ▶ According to our initial, post-election estimate, approximately 50% of eligible young people—about 24 million youth, ages 18-29—voted in the 2016 general election.

Taking Action Locally

Within their local or national community, students can:

- ▶ Participate in a voter registration drive.
- ▶ Educate themselves about local ballot issues and create a nonpartisan voting guide.
- ▶ Take a poll to determine how members of their community feel about a local or state ballot issue.
- ▶ Research civic learning and engagement amongst youth to better understand why voting matters, the effects of youth voting, and more.



Becoming educated in local voting logistics and issues is an important part of being an informed and active citizen.

Lesson 2: Causes and Effects



Students will continue to learn about the issue they are tackling as they break down the causes and effects of the problem, which is necessary before exploring steps to address the problem.

Have students look at the Problem Tree graphic organizer on the next page. This organizer allows students to consider the depth and breadth of an issue.

Explain the three sections. Guide students in thinking through the process of cause and effect. Model the process, using 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.

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. 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. You may ask:

- ▶ Why does this problem exist?
- ▶ What are some of the factors, both locally and globally, that lead to this problem?

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 topic 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 always ask: “Then what happens?” The more students drill into the effects, the more they will deepen their thinking and analysis.

- ▶ What are the results or problems, both locally and globally, created by this issue?
- ▶ What can arise when a problem goes unaddressed?
- ▶ If students find themselves in a debate about an issue, ask them to offer evidence, not opinion, to give students the opportunity to dive deeper.

Optional:

- ▶ Show a video related to this effect. It is important for students to realize that these issues exist both in their country and in others.
- ▶ Where applicable, explore the causes and effects of your issue using course-specific terminology and processes. Guide students with questions:
 - What terms, processes, or diagrams do we study that can be linked to our issue?
 - How do those who are tackling this issue use the words, process, or diagrams we use in our course?
- ▶ Provide extra practice for students:
 - If your course exam has free-response questions, we encourage you to look at old exams and pose a free-response question as independent work.
 - If your course exam does not have free-response questions, provide opportunities to practice through course performance tasks, etc.



NAME: _____

TEAM MEMBERS: _____

Problem Tree

(1 of 1)

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.

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 multilayered effects, or “effects of effects,” that can arise when a problem goes unaddressed. Always ask: “Then what happens?” (E.g., I am missing instruction, falling behind, and feeling frustrated, etc.)

Trunk: Problem

This is the key issue that’s being studied. Because it’s not as apparent as the leaves, the core problem itself sometimes takes a little longer to identify. (E.g., I am often late getting to school.)

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. In your Problem Tree graphic organizer, start by writing the problem at the center 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. (E.g., Perhaps I did not hear my alarm or got distracted as I was getting ready.)

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

Lesson 3: Future Concerns and Solutions



Needs Assessment

This lesson has students move beyond the past and present to the future. Students will begin to examine the magnitude of the issues they are investigating and look at potential solutions.

Have students carry out research to begin developing an understanding of specific challenges related to the issue being explored.

For example, access to clean water is a broad issue that covers many sub-topics such as water pollution, sanitation, and scarcity. This research is best done by having student groups investigate organizations that are working to combat the issue in different ways. Students should use the Needs Assessment worksheet to carry out this analysis.

Solution Tree

Students use the Solution Tree worksheet to explore current solutions that are in use to combat the issue. Model how to go from the center of the proposed solution graphic organization to the more specific details of the key elements to the solution, and the possible outcomes of the solution.

- ▶ Walk students through the Solution Tree.
- ▶ Start in the middle.
- ▶ Then go to the roots, which is the investigation of the solutions.
- ▶ And, finally, to the leaves, which explore the outcomes.

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.

Goal: This is the problem from their Problem Tree, but reframed as a goal (e.g., I aim to regularly be on time to school).

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.

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

Using the example of Access to Clean Water, here’s what a sample Solution Tree might look like:

Goal: Provide families in global communities with access to clean water so that family members, especially girls, spend less time fetching water from local rivers.

Solution: Provide bottled water to the community or build a well or rain-catchment system. (Providing a finite supply of water to the community will help meet their needs in the short-term, but building a well or rain catchment system ensures people have access to clean water long into the future.)

Outcomes: Families have access to clean water through a local well. Girls can more easily collect water for their household. Girls now have time to go to school while also completing their chores.



NAME: _____

TEAM MEMBERS: _____

Needs Assessment

(1 of 1)

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

1. Identify three organizations working on issues related to the issue your team is working on.

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

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

4. Compare each organization's approach to tackling the issue and assess the effectiveness of each approach.

5. Identify a criticism of or what's lacking in each organization's approach. Site the source and share their argument.

6. What could all three organizations do better?



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 center 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?"

Trunk: Problem

Trunk: Goal

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.

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



Part 2: Action Plan

The Action Plan section is divided into four parts:

- ▶ Connect Learning
- ▶ Form Teams
- ▶ Develop Action Plan
 - Goal Setting
 - Measuring Success
 - Identifying Resources and Creating a Network
 - Developing a Timeline
- ▶ Reflect

WE Service Framework

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

RECORD AND REFLECT

Overview for Part 2: Action Plan

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

Key Takeaways

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

This Section Contains:

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

Connect Learning

Activity: Determining Interests

As a class, discuss the following:

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



Teacher Tip:

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

Form Teams



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.

Activity: Gift + Issue = Change



This equation is the cornerstone of WE's service programs, and it has inspired tens of thousands of young people to share their unique talents in the service of a better world. Help your students discover their gift and passion to make a better world with the Gift + Issue = Change exercise.

Look for this activity online at WE.org/wvlc.

Gift + Issue = Change

This equation is the cornerstone of WE's philosophy, and it has inspired thousands of young people like you to share their unique talents in the service of a better world. Discover your gifts and passion to make a better world with the following exercise:

Finish this sentence: When I have spare time, I love to... _____

Write down as many of your gifts or talents as you can: _____

Write down the issues you care about: _____

Write down the actions you are interested in: _____

Everyone has something unique to contribute to the world, even though we don't always have the confidence to admit it. Think about what you love to do, and how you can use your special gifts to create change. We've started the list with a few examples.

GIFT	SERVICE
Good Listener	Join a peer-counseling group; be known as the one who is always there.
Physical Strength	Shovel your elderly neighbor's driveway.
Artistic Sensibility	Design greeting cards to sell during the holidays as a fundraiser for a good cause.
Writing	Start a school newspaper devoted to social issues.
Speaking	Run for student council and create positive change.
Athletic Ability	Organize a sports tournament to raise awareness and funds for charity.
Musical Talents	Set up a charity concert or open mic at school.

Activity: Finding Passion with the Issue Compass

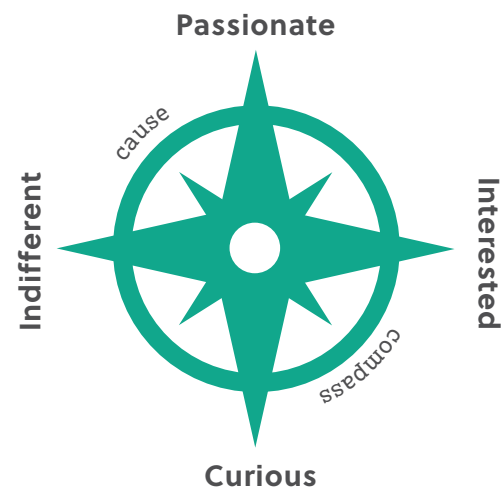


This activity helps students to brainstorm a list of local and global issues and to share their thoughts, opinions, and analyses about these issues. Students then choose one issue about which they are most excited to learn more and take action. Ultimately, this activity is used to align students into action teams according to their interests and passions.

Ask students to think about the Problem Trees they worked on in the Learn and Investigate lesson, then brainstorm what they feel are the most important global and local issues connected to the topic they explored in that lesson.

To help facilitate their brainstorming, ask the following questions:

- ▶ What issues 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 do you think the general public isn't aware of? Why do you think they are unaware?
- ▶ What issues really bother you—even if you don't know a lot about them? Why are you bothered by these issues?
- ▶ If you were a world leader, what kinds of problems would you tackle?
- ▶ As students think about and share their ideas, write each issue in a table (see next page) on the front board.



Local and Global Issues Table

ISSUE	# OF STUDENTS WHO ARE PASSIONATE	# OF STUDENTS WHO ARE INTERESTED	# OF STUDENTS WHO ARE CURIOUS	# OF STUDENTS WHO ARE INDIFFERENT

Once the list is complete, read each issue from the list out loud and ask students to consider how important it is to them personally. As you read the issue aloud, students should decide which of the four they feel toward the issue—Passionate, Interested, Curious, or Indifferent—and raise their hands accordingly. (Remind students that there are no wrong answers—they are responding based on their own feelings and interest in an issue.)

For each issue, record in the issues table the number of students who raise their hands for each of the four headings. After all the issues have been explored, note the four that received the most “passionate” votes, meaning the four with the most number of students choosing them.

As a class, discuss each of the four issues. Ask students to consider the following:

- ▶ What do you know about the issue?
- ▶ Why is it important?
- ▶ What are the short- and long-term effects on people, communities, the world, and/or the planet if this issue isn't addressed?
- ▶ What are some of the ways that you/we can make a difference?
- ▶ What challenges might we encounter in trying to help?

After the class has had time to discuss all four issues and to listen to the opinions of their classmates, ask them to raise their hands for one of the four issues about which they feel most strongly. Assess the groups that have formed. Further subdivide the groups to ensure different skills and talents are represented in each group and the sizing makes sense for further study and action (optimally four to five students per group). These groups may act as the teams for the local and global actions.

Alternative Approach to Issue Compass Stations

Identify or create a space in the classroom where students will be able to move freely (it may be necessary to move desks). With markers and paper, create four signs: Passionate, Interested, Curious, and Indifferent. Prior to the class session, set up four stations by taping the four signs to different walls in the room (to be used in the second part of the activity).

Introduce students to the four stations of the Issue Compass and invite them to stand up and to be ready to move. As you read an issue from the list, students should consider how important it is to them personally and choose one of the Issue Compass stations to stand next to. Explain that there are no wrong answers—they are responding based on their own feelings and interest in an issue.

As a further alternative approach, have students write each issue on individual sticky notes with their name on each one, and post the note to the appropriate Compass Station.

After the class discussion on the top four issues, remove the Issue Compass signs and replace them with a new sign for each of the top four issues and invite students to move around the room to stand by the issue they feel most strongly about.

Look for this activity online at [WE.org/wvle](https://www.wvle.org).



Teacher Tip:

- ▶ If it is early in the year and teachers are still becoming familiar with students and their learning styles, habits, strengths, and areas of improvement, teachers can have students work through Exploring the Four Leadership Styles activity and then assess and consider the balance and further alignment of groups based on leadership styles.
- ▶ 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 topic, have students break into two groups and ensure they design different action plans on the same topic.

Activity: Exploring the Four Leadership Styles



Every student can be a leader within their action team. This activity helps young people to understand and value different kinds of leadership, and to discover their own strengths and challenges as a leader, which they can then apply to their teamwork. By giving each student the power to be a leader, no one person will feel the burden of being responsible for the entire project.

Record and Reflect

Before beginning this classroom activity, assign students a take-home written reflection in which they respond to the following questions:

- ▶ What qualities make a good leader?
- ▶ What leadership qualities do I want to develop?
- ▶ Who are the role models I look to for inspiration?
- ▶ Which traits of those role models would I want to emulate?
- ▶ Do these role models exhibit all the qualities and characteristics that I've listed in my response to the first question?

With markers and paper, create four signs with one of each of the following colors: red, green, yellow, and blue (or any four colors you like). Prior to the class session, set up four stations by taping the four signs to different walls in the room (to be used in the second part of the activity).

For this activity, have students independently complete the Four Leadership Styles worksheet. Once completed, provide students with the leadership code provided in the Explanation of Leadership Styles section, which they will enter in the third column of their worksheet. Ask students to tally their scores. The color with the highest total will identify their most prominent leadership style.





NAME: _____

TEAM MEMBERS: _____

Leadership Code for the Four Leadership Styles Worksheet

1. Red	6. Red	11. Yellow	16. Red	21. Blue
2. Green	7. Yellow	12. Blue	17. Yellow	22. Red
3. Green	8. Blue	13. Blue	18. Blue	23. Yellow
4. Red	9. Red	14. Yellow	19. Green	24. Yellow
5. Green	10. Green	15. Blue	20. Red	25. Green

Explanation of Leadership Styles

GREEN	YELLOW
<p>GREEN LEADERS bring everyone together. They resolve conflicts amongst team members and ensure that all team members are feeling good. Greens are great at building relationships within groups and creating a positive environment for groups. They are often seen as great “people people.”</p>	<p>YELLOW LEADERS propel the team with action. They lead by example, motivating people and maintaining the team’s momentum as they move toward the goal. They keep teams focused and can be persuasive in getting their way. They are often seen as reliable people who follow through and get things done.</p>
RED	BLUE
<p>RED LEADERS use their logic-based skills to make sure that groups are being realistic and achievement focused. They analyze the team’s goals and actions and decide the best possible way to achieve the goals, given specific conditions and circumstances. Reds do a lot of calculating, analyzing, systematizing, organizing, and budgeting. They are great at providing solutions that “make the most logical sense.”</p>	<p>BLUE LEADERS dream and inspire. They are the idea-makers. They approach problems in new ways and tackle tasks differently than others. Blues are always thinking, brainstorming, suggesting, and looking ahead at where the team can go. They are often seen as “big picture” thinkers.</p>

Activity: Exploring the Four Leadership Styles (continued)

Direct students to the four stations of the room based on their dominant leadership style (the color with the highest score) to meet with others of the same leadership style. Provide a copy of the leadership styles explanation at each station. Now, ask them to brainstorm the strengths and challenges of their particular leadership style and to consider how they relate to people with other leadership styles by using the questions below. This will be the foundation for identifying the roles and responsibilities they should take on in their teams, according to their leadership qualities, as well as the approaches they might take to negotiate team conflict. It isn’t necessary to have each leadership style represented in a group. Any mix of leadership styles on each team is fine. The purpose of this activity is to help students identify their style so they will feel more confident in their role and understand the styles of their teammates.

As students are clustered according to leadership style, ask them to discuss the following questions, while one person acts as recorder:

- ▶ What are the greatest strengths and advantages of our leadership style?
- ▶ In what circumstances does our leadership style thrive?
- ▶ What group roles are we best suited for?
- ▶ How do we think the different styles work with each other?
- ▶ What are the challenges/disadvantages of this leadership style?
- ▶ In what ways might our approach to leadership be a challenge for people with other leadership styles?
- ▶ When there is conflict among team members, how would we advise others to approach people with our leadership style?
- ▶ How can we integrate the different leadership styles in a team dynamic?

Based on these discussions, students should share what they learned about their leadership style, particularly the strengths, challenge areas, and best approaches for coping with conflict. This may take place through groups reporting to the full class initially, but should ideally include a segment where students reassemble into their action teams to share with the students with whom they will be working most closely.

Record and Reflect

Following this activity, provide students with a reflection assignment on the following questions:

- ▶ Why is it important to understand different leadership styles?
- ▶ Do you think we possess more than one leadership style? Why?
- ▶ What key insights do you now have about your leadership style that you did not have before?
- ▶ What will you do differently because of your new perspective on leadership?
- ▶ How will this affect our class or the service project we are working on?

Complete this activity by sharing with students that each one of them carries all four of the leadership styles. Some styles are just more dominant than others. In fact, each student may demonstrate different styles of leadership depending on the situation they may be dealing with—stress, excitement, conflict-resolution, etc. As they grow in their leadership capacity and opportunities (now and in the future), styles will change and students will adapt to their environment. Self-awareness of their styles and strengths will be key to success.

Look for this activity and worksheet online at WE.org/wvvc.



Teacher Tips:

Students can repeat the exercise with the Four Leadership Styles Worksheet in their action teams by changing the initial statement (“When I am among a group of friends or classmates...”) to one that changes the situation (“When I am in a stressful situation...” OR “The pressure is on and we’re two days away from the speech...”) and allows students to explore their leadership style in those different situations.



NAME: _____

TEAM MEMBERS: _____

Four Leadership Styles

Rate how true the following statements are as they pertain to you, with 1 being untrue and 10 being true. Once everyone is finished, your teacher will read out the color that corresponds with each question, and you will enter this in the “Leadership Code” column. Once you’ve tallied your scores for each color, your teacher will read out what each color means in terms of your leadership style. It is important to note that you may have more than one leadership style, but in this exercise, you are identifying your strongest leadership tendency.

NAME	FROM 1–10, RATE HOW TRUE THESE STATEMENTS ARE WITH 1 BEING UNTRUE AND 10 BEING TRUE	STATEMENTS: WHEN I AM AMONG A GROUP OF FRIENDS OR CLASSMATES...	LEADERSHIP CODE
1		I don’t need to be in charge of a group, but I enjoy making detailed plans that everyone will carry out.	
2		I am the nurturing type who takes care of everyone.	
3		I am the listener. I hear what people are saying and make sure everyone has a voice.	
4		I am the logical one. I enjoy working through puzzles and equations.	
5		I am the peacekeeper who listens to everyone and finds a reasonable compromise.	
6		I look at all sides of a situation before arriving at a solution.	
7		I can be stubborn when I feel passionately about something going my own way.	
8		I am the dreamer who is always thinking of new and exciting ideas. I believe there is no limit to what we can achieve.	
9		I like to tackle tasks, problems, and projects with a well-thought out plan.	
10		I am friends with just about everyone I meet.	
11		I am drawn to hands-on tasks. I like making tangible products.	
12		I like to take risks and try ideas before knowing if they will work or not.	
13		I like to think of new solutions to old problems.	
14		I am the energetic one who is always ready to roll up my sleeves and get to work.	
15		I am the artistic one and people see me as creative.	



NAME: _____

TEAM MEMBERS: _____

Four Leadership Styles

NAME	FROM 1–10, RATE HOW TRUE THESE STATEMENTS ARE WITH 1 BEING UNTRUE AND 10 BEING TRUE	STATEMENTS: WHEN I AM AMONG A GROUP OF FRIENDS OR CLASSMATES...	LEADERSHIP CODE
16		I don’t like trying something unless I’m pretty sure it will work the first time.	
17		I like to get things done quickly.	
18		Sometimes I can seem disorganized.	
19		People are quick to trust me.	
20		I make most decisions based on facts, data, and numbers.	
21		I am good at coming up with big ideas, but not always good at following through to make them happen.	
22		Often it takes me a long time to make decisions because I need more information.	
23		I am good at being in charge of groups and keeping groups focused.	
24		People see me as someone who will get the job done, no matter what.	
25		Sometimes I have a hard time saying no to people, and end up taking on too much.	

Tally Up the Scores

Get the leadership code for each question from your teacher and then tally up your scores! The color with the highest score is your most dominant leadership style.

GREEN	YELLOW	RED	BLUE
Score: _____	Score: _____	Score: _____	Score: _____

Activity: Creating a Community Code



It is important for each team to create a space in which everyone feels safe to voice their opinions. Some students will be more comfortable speaking up and some will be shy, but everyone should feel that their input is welcome. The following questions will help your students create guidelines around the way they interact and make decisions as a team.

Provide students with the following personal probe questions for written reflection (as homework or in-class work). Ask students to review the questions and reflect on what they will need from each other to thrive in their teams.

Record and Reflect

Personal Probes

- ▶ Are you a primary thinker (i.e., you react quickly and speak before thinking things through), or secondary thinker (i.e., you need time to think things through before you speak)? Provide an example to explain your choice.
- ▶ What would you need from a group to work well together?
- ▶ When you are in group discussions, what are some small things (if any) that bother you?
- ▶ What would you personally need from a group to feel comfortable speaking up within a group setting?

After students have finished their reflection, ask teams to meet and review the following questions. Ask students to identify one member of each team to take notes, recording everyone's contributions. These notes may be used to form a team contract (in the Drafting a Team Contract activity).

Record and Reflect

Group Probes

- ▶ Share what you feel comfortable sharing from the personal probe questions.
- ▶ What can we do to make sure everyone has the opportunity to speak at our meetings?
- ▶ What can we do to make sure everyone feels included in our meetings and events?
- ▶ What does active listening mean? What does it look like?
- ▶ How should the team make decisions? (e.g., should we vote on decisions? Does the vote have to be unanimous, a majority, etc.?)
- ▶ What is at least one way we can encourage members of our team to keep going when we face an obstacle?
- ▶ What would make each of us feel included and safe to voice our opinions on this team?

This teamwork will lay the foundation for students to create a team plan, focused on the question of “how.” That is, from here they will plan not “what” they will do together, but “how” they will work together effectively as a team.

Look for this activity and worksheet online at [WE.org/ap/safespace](https://www.we.org/ap/safespace).

Activity: Drafting a Team Contract



When students first meet with their team, they are encouraged to create a contract so all members have a clear understanding of their own role and responsibilities, as well as those of the other members on the team. The contract will help to identify and establish group norms, including a plan and process for conflict resolution. This is both a key skill that students will learn, but also a proactive approach to problem-solving within a team environment. Look for this activity and worksheet online at [WE.org/wvlc](https://www.we.org/wvlc).



NAME: _____

TEAM MEMBERS: _____

Team Contract

(1 OF 2)

When you first meet with your team, you may create a contract so all members have a clear understanding of their own roles and responsibilities, as well as those of the other members on the team. The contract will help to identify and establish group norms, including a plan and process for conflict resolution as well as a proactive approach to problem-solving within a team environment.

We, (print names)

the undersigned agree to the following...

Code of Conduct

Each team member will ALWAYS

Each team member will NEVER

If/when dealing with a conflict or obstacle, each team member will

And (this is space to add anything additional that your team wants to include in the contract)



NAME: _____

TEAM MEMBERS: _____

Team Contract

Roles and Responsibilities

NAME	ROLE	RESPONSIBILITIES

Sign:

Date:

Sign:

Date:

Sign:

Date:

Sign:

Date:

Sign:

Date:

Activity: Establishing Roles and Responsibilities



Teamwork is a success when project tasks are:

- ▶ Divided equally among the team members
- ▶ Based on individual strengths and interests

Use this activity to share with students how they can divide and conquer the different roles and responsibilities that will emerge through their action planning. (Note: If students have completed the “Exploring the Four Leadership Styles” activity, they will have identified their individual leadership styles, which will make the division of roles and responsibilities easier to complete.)

This activity will require personal reflection and group collaboration in order to properly divide roles and responsibilities amongst group members. It is important to remember that no single role is more important and nor should it be more work than any other. Each member should reflect on their personal strengths and weaknesses as well as those of their teammates. Roles should coordinate with strengths but also allow for skill building throughout the process of the service project. Sometimes this is best achieved when students take on roles and responsibilities that are out of their comfort zone.

It may also be helpful for teams to decide which roles and set of responsibilities may be preferred over others and which ones will be the last to be assigned. Then have students divide these up equally amongst each other so that there is equal division here as well.

Overall, as students consider the different roles for their team, they can begin with the following list of roles that may include, but are not limited to:

- ▶ Logistics
- ▶ Finance
- ▶ Volunteer coordination
- ▶ Communications/Public relations
- ▶ Administration
- ▶ Design
- ▶ Tracking timelines
- ▶ Liaison/Point person for vendors and/or community partners

Based on the specifics of the team’s service project, have students create leaders of the relevant roles. For example, the Communications role may end up having more than one team member carrying out the tasks and responsibilities, and so it is helpful to ensure there is one person who is accountable to the team for the overall Communications role. Some people may need to take on two or more roles depending on the expected workload and needs of the team.

Although teams are in the early stages of planning their action, have them brainstorm a list of tasks they know they will need to perform. These may be general (connecting with community partners, collecting evidence for report, setting up team meetings, etc.) or specific (taking notes at team meetings, using Instagram to spread our message, being the point person with incoming and outgoing communication, etc.). It is important to use specific adjectives such as: evaluate, approve, schedule, monitor, conduct, report, write, review, prepare, develop, record, update, collect, etc., to ensure clarity.

Use the list of tasks that was earlier composed to match tasks with the roles and team members. Review the results to ensure tasks match roles, roles match leadership styles, and that no one is under or over tasked.

Team contract addendums:

In addition to the fields provided in the Team Contract here, you may choose to include (but are not limited to):

- ▶ Team meeting protocols
- ▶ Decision-making process
- ▶ Creating, agreeing to, and abiding by timelines
- ▶ Practices to hold each other accountable



Record and Reflect

Following this activity, provide students a reflection assignment to process what they have learned. Have students reflect on the following questions:

- ▶ How will I support my team members in my role?
- ▶ What will I look for in terms of support from my team members?
- ▶ What skills do I hope to develop in my assigned role?
- ▶ Why is it important to find roles and responsibilities that suit my leadership style but still challenge me?

Look for this activity and worksheet online at [WE.org/ap/roles](https://www.we.org/ap/roles).

Develop an Action Plan



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.



NAME: _____

TEAM MEMBERS: _____

Creating the Action Plan

This outline serves as a basic template for your action plan. Use additional space and resources to help you build out each part with the right amount of detail and flow to ensure you have the strongest action plan that you and your team can implement with ease. Remember, this is your roadmap for your service project!

TEAM GOAL:

MEASURES OF SUCCESS:

Required Network and Resources

In order to complete this goal, our team will need to develop the following network and access the following resources:

NETWORK:	RESOURCES:

ROLES AND RESPONSIBILITIES
Each team member will take on the following roles and associated responsibilities:

TIMELINE
Our team will use the following timeline to complete tasks and successfully carry out the action to meet our goal(s):

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 following up with an action that focuses on enacting change.

The team's action plan may center on one approach or may involve more than one. Teams should ultimately select the options that best allow them to create change on their local and global issues. The "Approaches to Taking Action Information Sheet" explains each approach with example goals and actions listed, while the three "Tip Sheets on Developing Action Ideas" for direct service, indirect service, and advocacy provide tips and ideas for students to develop focused goals and actions through one of these three approaches.

Use the information sheet and the tip sheets to instruct your students on the three types of actions, and ask them to complete a reflection assignment that will help them brainstorm possible actions for their team.

Record and Reflect

Following the review of the information sheet and tip sheets, invite students to complete a written reflection, addressing these questions:

- ▶ Based on what you learned about your local and global issue, 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 this issue?
- ▶ What excites you about these actions?

Look for this activity and the related information and tip sheets online at WE.org/wvlc.



Approaches to Taking Action Information Sheet

(1 of 1)

DIRECT SERVICE

WHAT IS IT?	Personally engaging with and providing hands-on service to those in need (usually in conjunction with an organization).	
EXAMPLE GOAL	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.	
ACTIONS	<ul style="list-style-type: none"> • Reach out to local shelters and food banks to arrange a day for the class to visit and provide hands-on support • Once a date has been decided, make sure students all have permission to travel to the food bank (if during school hours) 	<ul style="list-style-type: none"> • Connect with teachers/administration at local elementary school and arrange to visit a classroom to teach a lesson to young students on food insecurity • Create and print worksheets to use with younger students

INDIRECT SERVICE

WHAT IS IT?	Channeling resources to the needs of a community—locally, nationally, or internationally.	
EXAMPLE GOAL	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.	
ACTIONS	<ul style="list-style-type: none"> • Conduct research into which items are most needed by community members (e.g., bed frames, dining tables, household goods, etc.) • Reach out to local businesses to try to get a storage space donated • Connect with school social workers/administration to gain their support • Put up flyers around school and in the community, asking for donations (list specific items needed), including instructions on how/where to donate 	<ul style="list-style-type: none"> • Develop an online database for tracking donations and pick-ups, and maintaining inventory • Share pick-up information with local shelters, churches, community centers, etc. • Share the donation system with school social workers, so that they can maintain the project in future years

ADVOCACY

WHAT IS IT?	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.	
EXAMPLE GOAL	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.	
ACTIONS	<ul style="list-style-type: none"> • Research the impact of single-use plastic water bottles around the school and in the local community • Plan out and create a 3D sculpture that incorporates informative text on the issue of single-use plastics • Seek permission from school administration to display the piece in a common area of the school 	<ul style="list-style-type: none"> • Design and order water bottles to sell at school • Research and select an international organization that focuses on clean water projects • Organize a selling schedule for the water bottles, donate profits



NAME: _____

TEAM MEMBERS: _____

Tips on Developing Direct Service Action Ideas

Direct service is about personally engaging with and providing hands-on support and services to those in need. This can be in conjunction with an organization, especially if it is a direct service provider in that it works to meet peoples' needs like food, shelter, health care, etc., or direct involvement with those who would benefit from the service.

While the possibilities are endless, coming up with the right ideas depends on the action plans you and your team create.

Consider the following when developing your own ideas:

- ▶ What area(s) of need are we looking to address?
- ▶ Is the issue or cause best served through direct service, indirect service, or an advocacy action?
- ▶ What type(s) of direct service would be most beneficial to the cause (i.e., hands-on support to the beneficiaries or working with a direct service organization)?
- ▶ Will the service be most effective in partnership with an organization or by finding ways ourselves to help directly?
- ▶ How can we make the greatest impact?
- ▶ The following are some tips and ideas to help you and your team think about how to develop a direct service action idea for your projects.

One-on-one service ideas

Think about the many ways you and your team can contribute by providing direct, one-on-one support to those in need. Here are some ideas to get you brainstorming all the different ways you can get involved through direct service:

- ▶ Shovel driveways or clear leaves for elderly homeowners.
- ▶ Do a service trip overseas.
- ▶ Read to young children as part of a literacy program.
- ▶ Serve meals at a homeless shelter.
- ▶ Cook meals at a soup kitchen.
- ▶ Help build a school in a developing community.
- ▶ Volunteer at an animal shelter.
- ▶ Work for a crisis hotline.
- ▶ Provide trainings and workshops at community centers or in rural developing communities.
- ▶ Teach English to newcomers or to children overseas.
- ▶ Drive the elderly or infirm to medical appointments.
- ▶ Lay the foundations for water wells in communities with little to no access to clean water.
- ▶ Repaint the local women's shelter.



NAME: _____

TEAM MEMBERS: _____

Tips on Developing Direct Service Action Ideas

(2 OF 2)

Working with a direct service organization

There are many organizations that address some of the most immediate and basic needs of people who require various services and resources on a short- or long-term basis. Some support local beneficiaries—i.e., people living in your own communities—and some work to provide support to people living in areas of the world that suffer from extreme poverty and lack of access to basic needs. And then there are organizations that work for the overall betterment of people and society as a whole. Here are some ideas to get you brainstorming:

- ▶ Sort clothing and other donations at a Goodwill.
- ▶ Stack shelves at the local food bank.
- ▶ Create an inventory system for the women's shelter to solicit donations based on actual needs.
- ▶ Volunteer with a climate change organization that works with companies to reduce their carbon footprints.
- ▶ Develop a workshop to deliver through an organization that teaches basic hygiene to prevent waterborne diseases.
- ▶ Create a play-based module for an organization that teaches children about the importance of conflict-resolution and peace.
- ▶ Learn anti-bullying tips from an expert organization and then teach those tips in your school community.
- ▶ Organize and play games and activities with children at a youth center.
- ▶ Work with a community garden organization to plant one yourself, and organize a program to sustain and manage it.
- ▶ Host an arts-and-crafts session at a seniors' home.
- ▶ Help build schools and water projects in developing communities.
- ▶ Organize community-wide park and river cleanups.

Direct Service WE Campaigns

Visit WE.org/wvlc to access resources on the WE Volunteer Now campaign and build on ideas around volunteerism for your direct service action.



NAME: _____

TEAM MEMBERS: _____

Tips on Developing Indirect Service Action Ideas

(1 OF 1)

Indirect service is about channeling resources to the needs of a community—locally, nationally, or globally. This can be in the form of funds raised to support an organization’s work in the area of the issue that students are addressing, and/or collecting required resources to donate to an organization.

While the possibilities are endless, coming up with the right ideas depends on the action plans you and your team create.

Consider the following when developing your own ideas:

- ▶ What area(s) of need are we looking to address?
- ▶ Is the issue or cause best served through direct service, indirect service or an advocacy action?
- ▶ What type(s) of indirect service would be most beneficial to the cause (i.e., fundraising, collecting goods and other resources, etc.)?
- ▶ Will the service be most effective in partnership with an organization or by finding ways ourselves to help?
- ▶ How can we make the greatest impact?

When collecting resources other than money, it is important to connect with an organization to ensure that what you collect is indeed what is needed. This is especially true for non-monetary donations that you may want to send overseas. With these kinds of donations, there are logistics, shipping, etc., that have to be planned out, and so it is important to work with an organization. Many organizations don’t take non-monetary donations for this reason. The best-intentioned donations can end up costing a lot more for an organization to process than if you work with them from the start.

The following are some tips and ideas to help you and your team think about how to develop an indirect service action idea for your projects.

Fundraising ideas:

- ▶ Walk-a-thon, Triathlon, Water walks, Barefoot walks, Relay races
- ▶ Sing-a-thons, Dance-a-thons, Read-a-thons
- ▶ Silent auctions, Raffles
- ▶ Candy-grams, Quote-of-the-day-grams
- ▶ Dance lessons—Salsa, Tango, Bollywood, etc.
- ▶ Cooking classes, Bake-offs, Cook-offs, Barbecue contests
- ▶ Bake sales, Pancake breakfasts, All-you-can-eat lunches
- ▶ Garage sale, Scavenger hunt
- ▶ Games tournament—Board games, Hoops, etc.
- ▶ Movie night, Documentary screening, “Red Carpet” film premieres
- ▶ Car washes, Car detailing, Chauffeur for a day
- ▶ Coffee house, Poetry readings, Farmers’ market

Collecting resources:

- ▶ Funds to support programs for any organization
- ▶ Imperishable foods and fresh produce for a food bank
- ▶ New or gently-used clothing and household goods
- ▶ Books for local literacy programs
- ▶ Business wear for local homeless shelters to support shelter clients in job interviews
- ▶ Personal hygiene products
- ▶ Old laptops, tablets, desktops, batteries, and other electronics
- ▶ Toys, sports equipment

Indirect Service through WE Campaigns

Visit WE.org/wvlc to access resources on the following campaigns to connect with existing indirect service action ideas that you can take on and/or expand on:

- ▶ **WE Are Innovators**
Take action against today’s pressing social issues by creating innovative solutions through the use of STEM skills and raise awareness on the issues that you’re passionate about.
- ▶ **WE Scare Hunger**
Come together to collect food to help scare away hunger. Hold a food drive to contribute to your local community food bank and raise awareness of the root causes of hunger.
- ▶ **WE Volunteer Now**
Rally your peers to take action on an issue in your community. Inspire others to volunteer and create a ripple effect of volunteerism.
- ▶ **WE Are One**
Technology is a powerful tool for social change. Use it to imagine and develop ways to make your school and community more inclusive for everyone.
- ▶ **WE Are Silent**
Use your voice. Speak up, go silent and fundraise to amplify the voices of those who go unheard around the world.
- ▶ **WE Go Green**
Commit to a sustainability pledge in your school or community and watch how everyday actions can turn into sustainable impact.
- ▶ **WE Promote Respect**
Help build understanding of the differences between healthy and unhealthy relationships and provides tools to form bonds with others that will enrich your life. **WE Walk For Water**
- ▶ **WE Walk For Water**
Clean water is a basic human right that not everyone has. Walk for all women and children around the world who spend hours each day walking to collect water for their families.
- ▶ **WE Embrace Anti-racism**
Create a more inclusive world and break the cycle of racism. This resource uses tangible examples and tools for students to understand and recognize diversity and inclusion, while promoting awareness, advocacy and behavioral change.



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Tips on Developing Advocacy Action Ideas

Advocacy-related actions have two key interconnected goals:

- ▶ Educate others about an issue to increase awareness.
- ▶ Follow up with an action that focuses on enacting change.

Actions around advocacy often look like raising awareness, but without a strong corresponding call to action, educating others on its own is not considered service in and of itself. The call to action ensures that others become involved in your campaign or project to add their own voices to the issue so as to create momentum that gets shared in an organized manner with those in the position to hear the collective of voices and enact change.

While the possibilities are endless, coming up with the right ideas depends on the action plans you and your team create.

Consider the following when developing your own advocacy campaigns:

- ▶ Is the issue or cause best served through direct service, indirect service, or an advocacy action?
- ▶ What policies or current actions that are happening in our school, organization(s), business(es), community, nation, or the world do we want to change?
- ▶ How would this change come about (i.e., is it a change in current practices, policies, decision-making processes, funding, etc.)?
- ▶ How would we educate others about the issue and the change that is needed?
- ▶ Through which medium can we have the greatest reach?
- ▶ What is our call to action that will rally others to have the greatest impact?

Educating Others

Effective education or awareness activities consider a balanced mix of the following:

- ▶ What are the facts and stats we want to share?
- ▶ How do we put a human face to the issue?
- ▶ Provides the answer to: “Why should I care?”
- ▶ What would change mean or look like?

Here are some examples of how to educate others (please remember this is not an exhaustive list):

- ▶ Writing letters to legislators or newspaper and magazine editors
- ▶ Creating and displaying posters
- ▶ Scripting and performing a play
- ▶ Developing a website
- ▶ Producing brochures or pamphlets
- ▶ Designing infographics
- ▶ Filming a PSA, short film, or documentary



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Tips on Developing Advocacy Action Ideas

(2 OF 2)

Developing Strong Calls to Action

The tenets of an effective call to action include:

- ▶ A clear and compelling message
- ▶ Active words and tone
- ▶ Clarity in what you are asking people to do and how they can do it

Calls to action can have many different approaches, each one asking people to do something in response to what they have seen, heard, or learned through the advocacy campaign. Here are a handful of examples of how an advocacy campaign can ask people to act (please remember that this is not an exhaustive list):

- ▶ Write letters to a specific person or group of people (such as school administration, local business(es), or leaders, state governors, federal politicians, national and international bodies such as the United Nations, etc.) asking for action or change.
- ▶ Sign a petition—whether in person or online.
- ▶ Make a pledge—either monetary or a personal promise to do something (e.g., reduce environmental footprint, teach five more people about the issue, etc.).
- ▶ Share facts, stats, visuals, or other materials from the campaign through social media.
- ▶ Post a message or image of yourself showing you in action as a response to the advocacy campaign.
- ▶ Text a word or message to a specific number, which could include an automatic donation, an action supported by partners or sponsors (e.g., send a text and X business or organization will do Y), etc.

Some examples of clear calls to action include:

- ▶ Sign this petition addressed to our local sports team to end the use of uniforms and sports equipment made through child labor.
- ▶ Write to your city councillor to implement a city-wide composting program by introducing weekly green bin pickups.
- ▶ Track your water usage and consumption every day for a week, and pledge to cut that usage by 30%.
- ▶ Commit to sending five tweets with different facts and statistics about a girl’s right to education, and ensure you get at least 20 shares on each.

Advocacy Actions through WE Campaigns

Visit [WE.org/wvvlc](https://www.wvvlc.org) to access resources on the following campaigns to connect with existing advocacy action ideas that you can take on and/or expand on:

- ▶ WE Are Silent campaign
- ▶ WE Walk for Water campaign



Activity: Determining Clarity and Relevance of Goals



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

Look for this activity and worksheet online at WE.org/wvvc.



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Brainstorming Goals

(1 OF 1)

Goal setting can begin with a brainstorm that involves exploration and discussion. As a team, consider the following and fill up your page with every answer or idea you generate. This will help you see all your collective thinking in one space as you get more specific with your goals.

What do you hope to accomplish? (I.e., what is/are the change/s you hope to create?)

What details are involved in your goal? Answer the “who, what, when, where, why, and how.”

Is your goal realistic or more of a dream? Don't be afraid to dream big, but be reasonable and set realistic goals. This is called “right-sizing” your plan.

What is the value? Is the goal important in relation to the social issue you're working on? Does it pass the “so what?” test?

Activity: Creating Measurements of 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 be provided through both:

- ▶ Qualitative data, which 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, which usually provides a numbers-based measurement (with units associated with it) such as quantity, amount, or range.

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.

Look for this activity and worksheet online at WE.org/wvvlc.



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Measuring Success

(1 OF 2)

As part of goal setting, establishing measures for success is an important way of knowing if your goal has been achieved. Measuring success can be provided through both:

- ▶ Qualitative data, which 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, which usually provides a numbers-based measurement (with units associated with it) such as quantity, amount, or range.

When collecting information, it is important to identify the following:

- ▶ Why am I collecting this information? What is the purpose? (Is it to determine if the action was a success? To improve for next time? To report to others?)
- ▶ Is it quantitative or qualitative? (Typically you will want a combination of both styles.)
- ▶ What is the best way to gather each piece of information?
- ▶ Who do I want to hear from? (Educators, peers, participants, outside observers, etc.)
- ▶ At which point of our action/action plan should the information be solicited? (It could be all at once or staggered at different points, depending on what piece of information you are looking for.)

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 following you choose to do as a team (and add your own ideas to the list):

- ▶ Take photos and video(s)
- ▶ Capture testimonials and quotes
- ▶ Distribute feedback forms or surveys
- ▶ Collect contact information
- ▶ Count items collected
- ▶ Gauge community response



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Measuring Success

(2 OF 2)

For example:

QUANTITATIVE: INFORMATION TYPICALLY EXPRESSED IN NUMBERS	GOAL	HOW WILL WE COLLECT THIS DATA	ACTUAL COUNT
Number of people who received a pamphlet			
Number of people who tweeted using our hashtag			
Number of people who signed our petition			
Number of people who visited our display			

QUALITATIVE: DESCRIPTIVE INFORMATION	FEEDBACK/TESTIMONIALS
Testimonials collected from feedback forms or surveys	
Community support	
Recorded personal reactions	
Skills development within the team	
From social media posts	



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

(1 OF 1)

We set goals in hopes of achieving them. While sometimes obstacles do arise, you can set yourself up for success by setting goals that are S.M.A.R.T.: Specific, Measureable, Attainable, Relevant, and Time-bound. It's a memory device used by athletes, business executives, health professionals, and many others. Use the following outline to make your goals SMARTer.

S - Specific

What, exactly, do you hope to accomplish? Be clear about all of the details involved in your goal. Answer the “who, what, when, where, and why.”

M - Measureable

How will you know you've achieved your goal? Be specific about what you must do to successfully achieve it.

A - Attainable

Is your goal realistic or more of a dream? Don't be afraid to dream big, but be reasonable and set realistic goals. This is called “right-sizing” your plan.

R - Relevant

What is the value? Is the goal important in relation to the social issue you're working on? Does it pass the “so what?” test?

T - Time -bound

By what date will you accomplish the goal? What is a reasonable timeline you can set?

Our S.M.A.R.T. goal is:

Activity: Establishing S.M.A.R.T. Goals



Setting effective goals is a more difficult skill than most people imagine. This activity guides students through key steps to 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.

As a class, review the definition of S.M.A.R.T.—Specific, Measureable, Attainable, Relevant, and Time-bound—goals as well as the purpose of setting S.M.A.R.T. goals, as described in the worksheet.

Next, have students split up into their action teams. Instruct them to brainstorm actions they would like to take, sharing ideas from previous reflections, and then to express their overarching goal(s) in S.M.A.R.T. form.

Share examples with students that demonstrate how initial plans and goals evolve to become S.M.A.R.T. goals. Use the examples provided, or create your own. Begin by sharing an original goal with students.

Ask them:

- ▶ Is this goal specific enough so that you know exactly what this team will accomplish?
- ▶ Can we measure whether or not this goal was fully accomplished?
- ▶ Is it something that is attainable within our project period?
- ▶ Is it relevant to the social issue we’re aiming to address?
- ▶ Finally, is it time-bound—that is, do we know the deadline by which it will be accomplished?

Now, ask students for input on how to make these original goals SMARTer. Finally, share the examples of the S.M.A.R.T. goal(s). Guide students through a discussion on how the original goals turned into S.M.A.R.T. goals. Talk about how the 5Ws make the goal more specific, and also help to move the goal toward being measurable, attainable, relevant, and with a specific timeframe. As an opportunity to practice, give only the original goals to students for Example 3 and have them work as a team to turn it into a S.M.A.R.T. goal.

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’ll 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 be both qualitative and quantitative.

Example 1: (Advocacy, Local)

Original Goal: We will help homeless people.

S.M.A.R.T. Goal: Within two months, we will design an advocacy campaign, gathering 200 signatures for a petition addressed to the mayor, to prevent the proposed elimination of our city’s medical outreach program for homeless individuals.

Example 2: (Direct Service, Local)

Original Goal: We will promote gardening in our city.

S.M.A.R.T. Goal: Within the next month, we will partner with our local environmental council and volunteer 35 hours collectively, helping to set up two new community garden boxes.

Example 3: (Indirect Service, Global)

Original Goal: We will ensure that all girls go to school.

S.M.A.R.T. Goal: Within six weeks, we will raise \$100 to contribute to a school-building project that ensures girls can go to school.

Ask students to write out their S.M.A.R.T. goals in their team — at least one global goal and one local goal. They might then develop objectives or action steps that will support each goal. Remind them that the goals may be fine-tuned and may even change as they go, based on their ongoing research and conversations with community organizations (if and where applicable).

Look for this activity and worksheet online at [WE.org/ap/smart-goals](https://www.we.org/ap/smart-goals).

Activity: Collecting Evidence and Artifacts



Use this activity to help students determine the type of evidence and artifacts they need to collect, and then how they can go about creating and gathering the info they need. The artifacts, data, and information students gather will feed into their metrics on the project, their portfolios, and the team executive summary at the end of the overall service project.

Collecting Evidence

The evidence collected should be comprehensive and encompass many aspects of communication and engagement, instead of only pulling together basic statistics.

Students should start by thinking about the story they want to tell as they wrap up to their service project, and then design the strategy around how they will collect the evidence to support it. Of course, the story will be guided by the content of the evidence, and so the story simply provides a starting point and perhaps even a framework.

Most often, evidence comes in two main types:

- ▶ Quantitative data, which usually provides a numbers-based measurement (with units associated with it) such as quantity, amount, or range. Can we measure whether or not this goal was fully accomplished?
- ▶ Qualitative data, which is usually descriptive data that provides insights into what/how people think or feel. Qualitative data is harder to analyze than quantitative data.

In the category of quantitative data, evidence can come in many forms. This can include (but is not limited to):

- ▶ Surveys with a rating system on a determined set of questions (e.g., Rate these questions from 1 to 5 with 1 being “Excellent” and 5 being “Poor”)
- ▶ Social media (e.g., number of followers/fans/subscribers, hits, shares or re-tweets, conversations/threads)
- ▶ Organizing focus groups
- ▶ Polling

In the category of qualitative data, the evidence students want to gather should start out with a set of questions they want answered and then seek out the best way to pull the data together. This can include (but is not limited to):

- ▶ Surveys with open-ended questions
- ▶ Social media (e.g., students can ask and analyze: How are we reaching new audiences? How is the issue and/or service project being discussed? What feedback or suggestions are we receiving?)
- ▶ Interviews (e.g., by phone, in person, over email, etc.)
- ▶ Feedback forms
- ▶ Video testimonials (e.g., students can set up a booth at their event or at the time they are executing on their project, or they can have someone wander through the crowds with a camera and catch testimonials, etc.)
- ▶ Photographs
- ▶ Making observations

Recognizing Artifacts

Another form of evidence is the actual material they create for their projects. Some of these can become further evidence and some can be used as artifacts. The options and ideas here are endless, and can include anything they create or document as part of their investigation of the issue, during the action planning, and into the execution, celebration, and reflection of their service projects. Some examples are provided below:

- ▶ Pictures of your students in front of the shelter they painted.
- ▶ Transcripts of testimonials about the impact on the community of the garden that students organized, excavated, and planted.
- ▶ Scripts for the phone calls students made to organize support for their climate change rally.
- ▶ Pamphlets they created to raise awareness about food insecurity in rural developing communities around the world, with links to the online petition they created.
- ▶ The menu from the dinner students organized to raise funds for the local women’s shelter.
- ▶ Screenshots of the website they created to improve donations to the food bank.
- ▶ Scanned versions of the posters students used to raise awareness of international labor practices.
- ▶ A copy of the storybook students created to share the benefits of eating locally with local school children.
- ▶ A map of the neighborhoods students visited to collect non-perishable food and hygiene items for the local food bank.
- ▶ Photos of the raffle winners at the event that raised funds for new irrigation systems and education in developing countries in Eastern Africa.
- ▶ Thank-you notes from the school children for whom your students set up a tutoring program.

Diversity of Evidence and Artifacts

Students may choose to employ one or many types of data and evidence for their metrics of success and as artifact types for their portfolios. Or they may come up with their own methods and techniques. Diversity in students’ approach to how they gather the info, what their analysis shows, and how they tell the story—both successes and areas of improvement—will enrich the experience for everyone.

Have students brainstorm ways they can collect quantitative and qualitative data for their action project. They should also begin to think about and determine which of their project materials they can use as artifacts, especially for the portfolios they will create at the end of their service projects.

Look for this activity and worksheet online at [WE.org/wvvlc](https://www.we.org/wvvlc).



Activity: Creating Surveys and Feedback Forms



This activity will help students create their own surveys and/or feedback forms to collect data and report the outcomes of their service projects. Students will learn 10 tips to create effective surveys and/or feedback forms to get the responses they need to reach their goals.

Ask students:

- ▶ What is the purpose of creating surveys?
- ▶ What are some factors you should consider before creating a survey?
- ▶ What outcomes do you expect to see with a survey?

Surveys need a balance of qualitative and quantitative questions to ensure that the feedback they receive provides actionable insights that will allow them to make better decisions.

Provide students with the following tip sheet for a better understanding of the survey-making process.

Look for this activity and worksheet online at [WE.org/wvlc](https://www.we.org/wvlc).



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Creating Surveys and Feedback Forms 101

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Quantitative questions are close-ended and they help collect hard facts and statistics from the respondent. These questions make great starter questions, as they are easier to evaluate and complete, and are often multiple choice questions that you can tally fairly quickly.

Some sample quantitative questions include:

- ▶ How did you learn of our event?
- ▶ What is your overall satisfaction with the conference?
- ▶ How many stalls did you visit at the international food fair?

Qualitative questions will help you discover the underlying factors that might be missed with quantitative questions. They are open-ended questions that ask for the opinion or experience of the respondent.

These are often feelings-based questions. You can provide multiple choice options and tally up responses, but you'll get more depth and information by giving respondents the freedom to answer on blank lines. These questions will provide insightful feedback through which you can look for trends in how people respond as well as areas for improvement.

Qualitative sample questions:

- ▶ Which parts of the experience did you enjoy most? Why?
- ▶ Do you have any suggestions on areas for improvement?
- ▶ What was your biggest learning or takeaway about the issue at today's event?



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Creating Surveys and Feedback Forms 101

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10 Tips for Writing Effective Surveys and/or Feedback Forms

Tip #1: Keep it short and simple!

Find the shortest way to ask a question without losing its intent. Long, drawn out questions can increase confusion or cause the respondent to lose interest.

Tip #2: Limit your overall survey questions.

If you have too many questions on your survey, you run the risk of receiving incomplete or entirely blank surveys. Keep the number of questions at a manageable amount that doesn't require a lot of time and helps respondents quickly complete the questionnaire.

Tip #3: Ask questions that fulfill your end goal.

Every single question that you include should have a well-defined purpose and a strong reason for being included.

Tip #4: Ask one question at a time.

For quality responses, give the respondent time to think through each individual question. Avoid bombarding the respondent with a series of questions.

Tip #5: Avoid leading questions.

Developing questions that lead respondents toward a certain answer will not be useful for your end results. Leading questions should be avoided to prevent biased responses.

Tip #6: Be specific!

Be specific when developing questions. Avoid any unnecessary words and/or phrases. This will reduce the uncertainty on the respondent's part.

Tip #7: Avoid extreme words.

Extreme words such as: all, any, anybody, never, ever, every, etc., place respondents in a situation where they must fully agree or disagree with the position in the question. Keep it as neutral as possible.

Tip #8: Put your questions in logical order.

Do not overload your survey with ranking questions.

Tip #9: Give a bonus!

Entice your audience to take your survey with incentives. Review your survey budget before deciding on an incentive, such as a gift certificate, a book give-away, autographed memorabilia, etc.

Tip #10: Pre-test your survey.

It is important to test your survey before using it to collect data. Pre-testing can help you identify questions that don't make sense to participants or question that lead to biased answers. Consider sending your survey to a small group of people. After they have completed the survey, brainstorm with them to address any issue or improvements that can be made.



Activity: Creating 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.

Students should begin by thinking of their end goal and identifying when they will achieve that goal. Have them plot that action or activity near the top of their timeline worksheet. As they plot each item, students should attach an owner to each aspect of the timeline (where appropriate) and also call out the people/person and resources they may need to accomplish that task.

Look for this activity and worksheet online at WE.org/wvlc.

Create a Timeline: Copyright © 2017 WE. All rights reserved.



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Develop a Timeline

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

Begin by thinking of your end goal and identifying when you will achieve that goal. Plot that action or activity near the top of your timeline worksheet and work backwards from there. As you plot each item, attach an owner to each aspect of the timeline (where appropriate) and also call out the people/person and resources you may need to accomplish that task.

End Goal:

Task & Date of Completion:

Responsibility

Resources Required:

Task & Date of Completion:

Responsibility

Resources Required:

Task & Date of Completion:

Responsibility

Resources Required:

Task & Date of Completion:

Responsibility

Resources Required:



Activity: Identifying and Sequencing Tasks



Creating timelines means thinking through the details and plotting the relevant tasks that get from point A to point B and onward on a project. This tip sheet will help students think about each step of their action project and how to plot each step as an actionable task in their timeline.

Look for this activity and worksheet online at WE.org/wvlc.



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Identify and Sequence Tasks Tip Sheet

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The key to a successful project timeline is threefold: be organized, be realistic, and stay on track. Of course, even the best laid plans can go awry, but by allowing extra time for tasks and having contingency plans in place, you will be setting your team and project up for success. Hold a planning session. Each project timeline will be different and specific to the service project the team is planning, however, there are tips and processes that are universal. Use the following tips to help identify and sequence tasks.

1. Define activities, tasks, and resources required. This may be difficult to start, but hold a brainstorm session to get the ball rolling quickly. Begin by creating an exhaustive list of all the activities and tasks you may need to complete to get to your end goal. As you develop this list, make note of the resources or people you will need to complete each activity or task. Work as a group, or create independent lists, then bring the lists together to create a master list, which will take time. Review the master list regularly in the first stages of planning as you learn more about the needs of the project. As you think through the list, be detailed and do not take anything for granted. Something as simple as “get paint” can involve a series of tasks and decisions.

For example:

- Find vendor who will donate or discount the paint and supplies
- Determine paint colors and create list of associated supplies
- Arrange a pick-up time for the paint and related supplies with the vendor
- Get paint

2. Determine the order of the activities and tasks. Working from the master list, categorize the activities and tasks. Options on how to organize can include color coding tasks by role, type, or stage of the project. Write each task on separate cue cards, sticky notes, or in a table or spreadsheet. Include a title and details of the task including the lead team member for each task. Begin laying out the timeline by moving around the cue cards or sticky notes, allowing for some to overlap as different team members take on different tasks during the same time period. When determining the order, keep in mind the end goal. It is often easier to work backwards from what you want to accomplish.

3. Estimate time allotments. Before committing tasks to dates on the calendar think about how long each task will take to complete. Build the schedule around key deliverables. This is another time working backwards from the end will be helpful for figuring out how much time you have or will need to complete each set of tasks. Note what dates cannot be changed and which ones are more flexible. Expect changes and include buffer time while still working toward the original timeline.

4. Include check-in points. Set regular timeline check-ins for team meeting agendas to ensure milestones are being met and to adjust where needed. Check the availability of team members at the beginning of the project, but also at team meetings to safeguard task completion.

5. Include roles and responsibilities. Identify key team players for each task but also outside contributors. Include lists of resources needed to complete the tasks so that everyone is clear about requirements before the due date approaches. Make the timeline accessible to all team members. While each team member needs to know what is expected of them, it is also important that everyone sees the bigger picture so that they may support other team members.

Project timelines can be time intensive to create but will be well worth it as all team members will gain a greater clarity of team goals, objectives, and responsibilities. With the tips from this sheet, rework your timeline as needed.

Identify and Sequence Tasks Tip Sheet: Copyright © 2017 WE. All rights reserved.

Activity: Identifying Task Owners



This activity shows the difference between roles and responsibilities set out at the beginning of the project with that of an owner of an individual task. 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 roles and responsibilities and some will be based on personal interests, skills, strengths, and even availability of time.

To help assist in organizing and completing the logistics of each task, it is important to assign team members to lead each task. Outlining the task details and identifying owners early on in the planning process will prevent unnecessary confusion from arising later on. To facilitate this process, use the following questions to establish suitable task owners. Reflect on other activities that may have already been completed, which help team members understand their roles, their strengths and their areas for improvement.

What is the task?

- What needs to be completed? (I.e., what is the output or result of completing the task?)
- How much time is involved?
- When is the task active/when does it need to be completed by?
- Where will the task take place (if necessary)?
- What skills are required to complete the task?
- Who is best suited to lead this task?
- Who is best suited to lend support (if necessary)?
- Does the time required to complete each task balance with other tasks and responsibilities already assigned to each individual?

Once complete, review the tasks and owners to ensure tasks are evenly distributed by weight and time commitment. Add this information to a master document—such as the master timeline—where all group members can access it.

Look for this activity and worksheet online at WE.org/wv1c.

Identifying Task Owners: Copyright © 2017 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 will need to execute their action plans. This will include creating connections with people such as within (but not limited to) your school, the community, different organizations and businesses, topic experts and speakers, media outlets and 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 paper, paint, tables, chairs, microphones, water buckets and sponges, labeled boxes to collect items, collection jars, etc.)
- ▶ Access to space and/or venues
- ▶ Methods and resources for producing necessary materials or media

Next, have students create a networking map to help them keep track of the people they will be working with in their action plan. Using their Networking Graphic Organizer Worksheet, explain to students that through the process of planning and taking action, they will meet and be in touch with many people. This network of people will grow quickly and may be valuable beyond the project. The network may be limited to those with whom the teams are in direct communication, or it may extend to those they would like to reach through their actions. An easy way to keep track of this network is by creating a graphic organizer. Instruct students to complete this exercise as a team for homework.

As students build out their timelines and task owners in the next activity, they'll have a chance to finalize their list of resources and network based on each line item in their timeline.

Look for this activity and worksheet online at WE.org/wvlc.



NAME: _____

TEAM MEMBERS: _____

Networking Graphic Organizer

(1 OF 2)

This worksheet will help you define and put together a list of all the people with whom you will need to connect at various points or throughout your action project.

The innermost circle should consist of your team members. Designate who will be in contact with whom and branch out from that member, or create a general secondary circle with the people you will be working with. If the network is extensive, keep the contacts you will interact with the most on a second circle level and those who you will have less contact with on a third circle level so that the contacts radiate from the inner team member circle based on level of engagement. The outermost circle may include the people you hope to reach through your action.

Remember that with each contact whose support you are trying to gain, you are pitching yourselves, your team, and your action projects, so be professional and passionate about how you convey your message.

As you develop your network and list of contacts, consider the following:

- ▶ **Primary contacts**—Your team members
- ▶ **Secondary contacts**—Who do we need to connect with to execute our action plan? This could be:
 - Local organizations that your team will work with and which you will support (e.g., food banks, homeless shelters, international development organizations, environmental groups, etc.)
 - Vendors who sell or may donate materials for your project (e.g., branded boxes to collect imperishable food items for the food bank, paint supplies to paint the shelter, baking supplies for the bake sale, etc.)
 - Local media contacts with whom you will share a press release or other details about your actions and project so that they can cover the story (e.g., radio, newspaper, television, bloggers, etc.)
 - School administration and school council representatives to get their support and who will amplify the project in the community
 - Student council members to ensure the support of your peers
- ▶ **Outer Circle contacts**—Who do we hope to reach? This could be:
 - Clients and stakeholders of the organization that you are supporting.

The graphic organizer should also consider which (if any) organizations you can connect with to deepen the impact and outcomes of your action plan and the actions you will take. Can the organization provide more info, background, and research about the issue you are addressing? How are they tackling the issue through their work? Does the organization have needs or gaps that your action plan can address? Look at the organizations and the value they can provide to your action planning from every angle.

Use a final copy of the graphic organizer as a master list of contacts.



NAME: _____

TEAM MEMBERS: _____

Networking Graphic Organizer

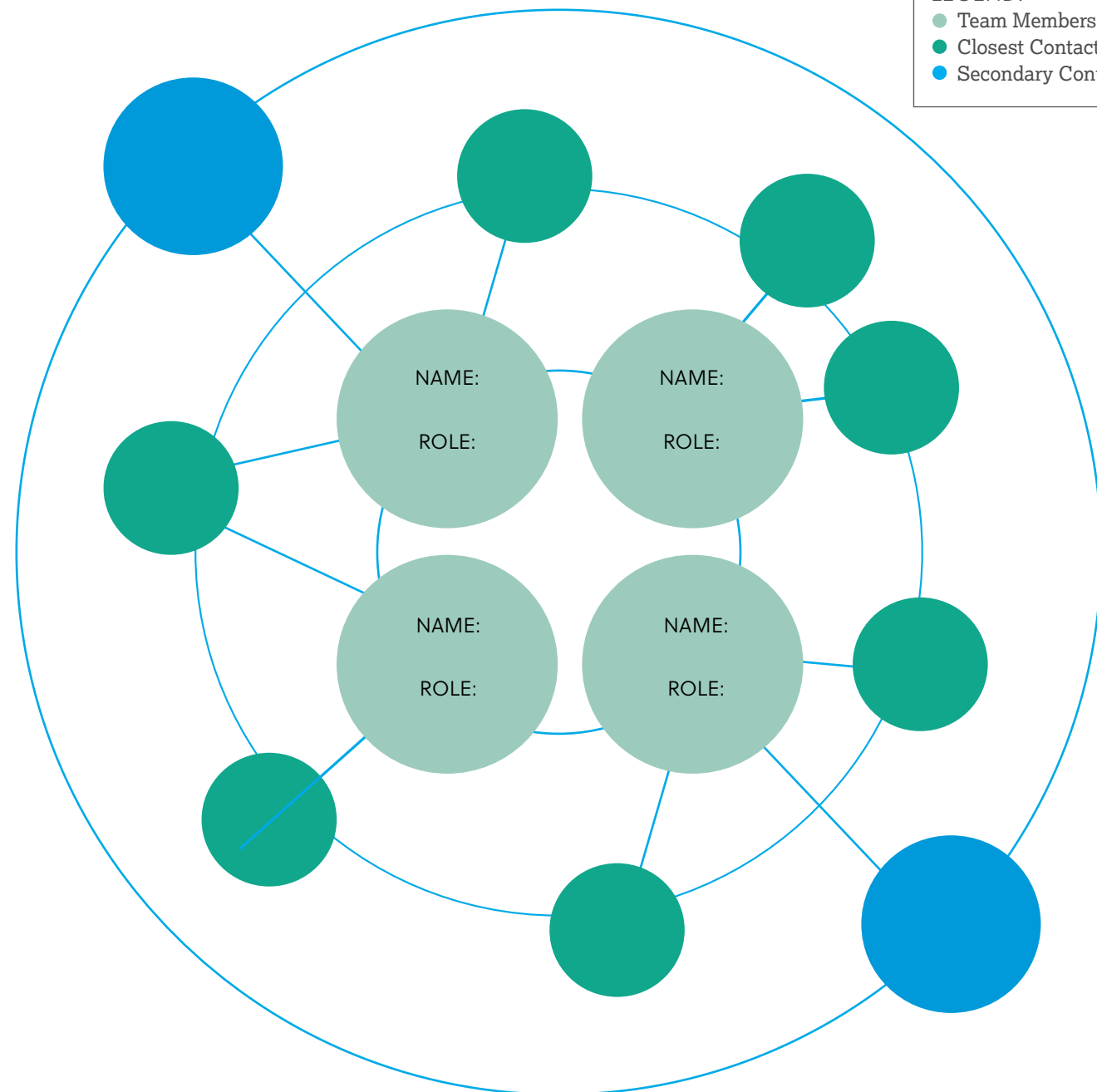
(2 OF 2)

In each circle provide relevant contact information that may include:

- ▶ Name
- ▶ Email address
- ▶ Phone number
- ▶ Address
- ▶ Preferred method of communication
- ▶ Best time of the day to contact
- ▶ Who they are/what they do
- ▶ Their role within the action

LEGEND:

- Team Members
- Closest Contacts
- Secondary Contacts



Activity: Avoiding the Five Action Planning Pitfalls



Once teams have completed their Action Plan, have them review the Five Action Planning Pitfalls Tip Sheet to ensure these have been avoided. Instruct students to review the team's plan individually first, then together as a team. Take a few minutes to review common mistakes as a class to ensure thorough action planning. Allow time for students to review and, if necessary, rework their action plans.

Look for this activity and worksheet online at WE.org/wvlc.



NAME: _____

TEAM MEMBERS: _____

Five Action Planning Pitfalls Tip Sheet

(1 OF 1)

Once your team has completed the major components of your action plan (creating your teams and setting goals, timeline, and network), review the five action planning pitfalls provided below to ensure these have been avoided. Review your plans—individually first, then together as a team. After the review, rework your action plans, if necessary.

1. Setting an unclear goal

The first and most important part of any action plan is defining the goal, or what you want to achieve. It should be clear and easy to understand, for example, “We want to collect 500 cans of food,” or “We want 200 people to learn about WE Villages.” If the goal is not clearly defined, proper planning will be difficult if not impossible. As a best practice, have a peer from another team review your goal to ensure it is as clear as you hope.

2. Planning unrealistic actions

After the goal is set, begin planning the actions necessary to achieve it. It is important that the steps make sense and are achievable. Do not plan unrealistic actions such as working at times that will interfere with schoolwork, overestimating how many people can help out, or planning to go to places that would be difficult for you to reach. Consider each team member’s school and community schedule, such as work and extracurricular activities. Before planning an action, ask yourself, “Is this action realistic?”

3. Rushing the process

Do not be too hasty in planning actions. While you may be excited to start, proper planning takes time. The better the planning and organization, the more success you will achieve. Even if it means slowing down to figure out details, do not rush and leave out important steps.

4. Not asking for help

Do not be afraid to ask for help. When a network is created, bigger goals can be achieved faster. Reach out to friends, parents, and mentors. People generally enjoy helping, especially if it is for a worthy cause.

5. Not learning from mistakes and giving up too quickly

We all make mistakes—it is normal and healthy. Mistakes allow us an opportunity to learn and grow. So, learn from the mistakes. Ask, “Why did this happen?” and “How can I avoid this problem next time?” Actively think about the mistakes and how it will be better the second time around. If something does not go as planned, do not stop!

Reflect



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

Activity: Reflecting on Action Plan

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

- ▶ What is the topic that your team is taking action on? Why is this topic important to you? Why is this topic important to your team?
- ▶ What action is your team planning to take? How does this action fulfill an opportunity identified in your needs assessment?
- ▶ What are you most passionate and excited about in your action plan?
- ▶ Why is goal setting so important, and how can you imagine using goal setting techniques in your life, future action plans, or other activities? How does your action goal relate to your AP® 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?



NAME: _____

TEAM MEMBERS: _____

Case Study Worksheet: Betty Williams

(1 OF 2)

Answer the following questions while you watch the interview to dig into Betty Williams' message.

How does Ms. Williams share her message? What makes it effective?

- ▶ What initially sparked Betty Williams to become a peacemaker?
- ▶ What role does Ms. Williams identify with first and foremost?
- ▶ What does Ms. Williams consider a sign of a very sick society?
- ▶ Rather than fear, the events of August 10, 1976 empowered Ms. Williams. What does she attribute her courage to?
- ▶ What does Ms. Williams say to people who do not believe change is possible?
- ▶ Are you surprised to hear these words from someone who identifies herself as a mother first?
- ▶ What is “the biggest killer in the world” according to Ms. Williams?
- ▶ What third issue does the interviewer, Craig Kielburger, raise on this point?
- ▶ When the Nobel Peace Prize was awarded to Ms. Williams why was it different than ever before?
- ▶ What does Ms. Williams want everyone to be?
- ▶ How did Ms. Williams change at least one life at an airport, causing her to miss her flight?
- ▶ Was she being apathetic?
- ▶ What advice does Ms. Williams give to raise peaceful and caring children?
- ▶ Why is it so important?
- ▶ “Fear is contagious, but so is courage.” Do you agree with this statement? Why?
- ▶ What is written on the tombstone of the children whose deaths spurred Ms. Williams into action?
- ▶ What does this mean to you?

We can each make a difference in our own way. Betty Williams identifies as a mother, but this Nobel Peace Laureate is so much more. She exemplifies how an average person can transform into a peacekeeper overnight. What will your message be? How will you share your message?



NAME: _____

TEAM MEMBERS: _____

Case Study Worksheet and Answers: Betty Williams

(2 OF 2)

Answer the following questions while you watch the interview to dig into Betty Williams' message.

How does Ms. Williams share her message? What makes it effective?

- ▶ **What initially sparked Betty Williams to become a peacemaker?**
The deaths of three children on August 10, 1976.
- ▶ **What role does Ms. Williams identify with first and foremost?**
Mother.
- ▶ **What does Ms. Williams consider a sign of a very sick society?**
Being able to distinguish the sound of gunfire.
- ▶ **Rather than fear, the events of August 10, 1976 empowered Ms. Williams. What does she attribute her courage to?**
Being a mother, the children that died could have been her children.
- ▶ **What does Ms. Williams say to people who do not believe change is possible?**
Get out of my way.
- ▶ **Are you surprised to hear these words from someone who identifies herself as a mother first?**
- ▶ **What is “the biggest killer in the world” according to Ms. Williams?**
Apathy or “I don't care.”
- ▶ **What third issue does the interviewer, Craig Kielburger, raise on this point?**
Feeling powerless.
- ▶ **When the Nobel Peace Prize was awarded to Ms. Williams why was it different than ever before?**
Ms. Williams was the first mother to receive the award.
- ▶ **What does Ms. Williams want everyone to be?**
An idealist.
- ▶ **How did Ms. Williams change at least one life at an airport, causing her to miss her flight?**
Ms. Williams stopped and spoke with a woman with a “Nuclear Is Good” placard.
- ▶ **Was she being apathetic?**
No, she cared enough to stop and speak with a stranger, consequently missing her flight, but she believes it was worth every minute.
- ▶ **What advice does Ms. Williams give to raise peaceful and caring children?**
Show your children love all the time.
- ▶ **Why is it so important?**
- ▶ **“Fear is contagious, but so is courage.” Do you agree with this statement? Why?**
- ▶ **What is written on the tombstone of the children whose deaths spurred Ms. Williams into action?**
“They died so others may live.”
- ▶ **What does this mean to you?**

We can each make a difference in our own way. Betty Williams identifies as a mother, but this Nobel Peace Laureate is so much more. She exemplifies how an average person can transform into a peacekeeper overnight. What will your message be? How will you share your message?

Activity: Ensuring Message Credibility



A strong message is built on a foundation of knowledge and integrity. The credibility of a message comes from the research on which it is based. In order to gain support, every team's message should be able to stand up to the critics they may face. Even if they don't find any, they will have the satisfaction of knowing that their message is trustworthy.

Tell students they will be running 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. Instruct teams to create an annotated bibliography by compiling a list of resources that are relevant and credible. Bibliographies must include proper citations of the resources and a descriptive and evaluative paragraph on the relevance, accuracy, and quality of the resources. The annotated bibliography should include resources that are cited specifically relating to their message, as well as resources they used for general research.

Share the Evaluating the Credibility of Sources information sheet with students to help them develop their annotated bibliography. Next, have students run a fact-checking session on their message. Depending on how the messages were written (by one or two individuals in the team or by the entire group collectively), give the message to the team members who did not write the message or swap messages with another team. In teams, instruct students to do the following:

- ▶ Go through the message and highlight any information that is a fact, either directly from a source or a statement that is based on information from a source. (Share with students the difference between a fact, which can be proven, an inference, which assumes something or appears to be true based on facts or experiences that have come before, and an opinion, which is held to be true by a person or group but not necessarily backed up by proof.)
- ▶ Find the source of this fact or piece of information, and ensure the fact is correct and properly used, given the context in which it is found.
- ▶ Conduct online searches from various directions, for example when searching for information on global food insecurity use terms such as “food insecurity,” “food security,” “famine,” “food assistance,” “global food production,” etc.
- ▶ Search until you have found the original source of the information. This is particularly important to understand the full context of the information.

Then, have students test the credibility of their messages and the knowledge it is founded on by holding a “stump the expert” exercise. Students will present their message to the class then hold a question period where the class will ask the presenters questions about their research and their action project. Assure students that this exercise is to inform and prepare teams on the effectiveness and credibility of their message. As a learning exercise, it is important that everyone participates and feedback is given in a constructive manner.



Before presentations begin, ask students to partner with a classmate. Instruct students to come up with general questions they can ask presenters about their action projects. Students should use these questions as a basis for what they will ask following the presentations but should pay attention to make them more specific to each presentation.

Suggest each team appoints a note-taker who can record what information may be missing or should be revised, based on the class exercise and peer feedback. These are potentially the “I don't know” questions that students should also know how to address—in the moment with a “Good question, let me get back to you” type of response. It's a positive leadership trait to admit when they don't have an answer, and also understand and be able to keep a project or conversation moving despite this. It is rarely a good idea to fill time with an answer that an individual or team may not be sure about. Begin presentations. Instruct teams to take three to five minutes to present their message to the class. Then take five to 10 minutes per team for questions.

Record and Reflect

Finish by having students reflect on the review process.

- ▶ What is the most difficult part about forming a credible message?
- ▶ What was the most useful tool in improving the credibility of your message?
- ▶ How will you formulate and ask “the right” questions in the future?
- ▶ How will you turn an “I don't know” moment into a learning experience?

Look for this activity and worksheet online at [WE.org/wvvc](https://www.we.org/wvvc).



NAME: _____

TEAM MEMBERS: _____

Evaluating the Credibility of Sources Information Sheet (1 OF 1)

The following two review templates provide students with a set of questions and prompts that they use to analyze a source document. These templates can help students who are new to the process of reviewing sources, as they require students to write down information about the source's credibility and the author's perspective. Two different templates have been provided. One is for reviewing print sources and the other is for online sources. RAVEN is a mnemonic that you can use to determine the credibility of a source.

Print Source Analysis Template

Article Title:

Source of the Article:

R—Reputation

What is the reputation of the author, the sources, and the publication? Do past actions or lies indicate that the author, sources, or publication may not be reliable? Is the author, source, or publication in a position of authority?

A—Ability to Observe

Is the author in a position that allows access to reliable evidence? If the article is about an event, did the author actually observe the event?

V—Vested Interest

Does the author have a personal stake in the topic or event? Would the author gain anything by lying? Would the author gain anything by telling the truth?

E—Expertise

Does the author have specialized knowledge on the topic or event? Does the evidence come from a source that has expertise on the topic or event?

N—Neutrality

Is the author neutral about the issue or is bias evident? Is the source of the evidence neutral or biased?

Online Source Analysis Template

Title of the Website:

Address of the Website:

Authority and Accuracy

- ▶ Who is the author of the website?
- ▶ What authorship clues does the url provide (e.g., .com, .edu, .gov)?
- ▶ What are the qualifications of the author or group that created the site?

Purpose and Content

- ▶ What is the purpose of the webpage or site?
- ▶ In your own words, briefly describe the purpose of the website.
- ▶ Is the website balanced and objective, or biased and opinionated? How do you know?
- ▶ Does the website have any means of contacting the author or webmaster?

Currency

- ▶ When was the website last revised, modified, or updated?
- ▶ Is currency important to the type of information available on the website? Explain.
- ▶ Is the site well maintained?
- ▶ Are links broken?

Design, Organization, and Ease of Use

- ▶ In your opinion, how does the website appear overall?
- ▶ Is it well designed and organized?
- ▶ Is it easy to read?
- ▶ Are help screens available?
- ▶ Is there a search feature or site map available?

Activity: Spreading the Word



A message is only powerful if it reaches the right people. In order to develop the most effective message, a communication strategy is necessary. The communication strategy will detail who the message is intended for, how the message will be communicated, and when it will be delivered. The strategy should interact with the team's action plan timeline.

Before setting out a communications strategy, students should review their intended audience, then examine various communications paths to find the best match. Instruct teams to catalog as many communication paths as possible. Next, highlight or indicate which are best suited to their intended audience.

Once the communications list is narrowed down, have students create a benefits analysis on each method, using the worksheet provided. Students should consider the following:

- ▶ What is the amount of effort or work required to complete each type of communication? (Include details of work.)
- ▶ What is a reasonable estimation of the reach, of how many people will hear the message?
- ▶ What are the overall benefits of this method?
- ▶ What are the drawbacks of this type of communication?

Once complete, have teams select the methods they wish to use. The overall communications strategy may include more than one method. Students should select the options that have the best return on their investment, both in terms of resources and time.

Now students must create the comprehensive communications plan. The plan should include the overall vision and expectations as well as an implementation plan which will consist of the individual catalog of tasks with roles, responsibilities, and dates assigned to each task.

Look for this activity and worksheet online at WE.org/wv1c.



NAME: _____

TEAM MEMBERS: _____

Communications Methods and Strategies

(1 OF 1)

COMMUNICATION METHOD	EFFORT	REACH	PROS	CONS
Website Example: One page with links and petition form	High: Find a webhost, purchase domain, write content, create an online petition form, etc.	Potentially wide reach but will require an additional campaign to make the url known.	If it looks professional and is easy to use to access information, it is a popular method for communicating to a wide audience.	Another campaign is required to educate others on the fact that there is a website. May be costly. Website will take time and expertise to set up.
Twitter Example: 25 posts over six weeks	Medium: Creating account and posting will be easy. Messages will be short, but coming up with unique and engaging messages could be a challenge. Could also be difficult to gain followers.	Potentially wide.	Easy method of communicating, especially updates. Reaches young adult demographic. Free.	Limited characters limits message. Writer needs to come up with new and engaging content. Only reaches followers.
Speech				
Art/photography show				
Radio				
School announcements				
Posters				



NAME: _____

TEAM MEMBERS: _____

Communications Plan Template

(1 OF 1)

Once you've completed the communications methods and strategies worksheet, create a communications plan using the template below.

<p>Provide a brief explanation of the overall vision for the communications strategy:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Communication method or strategy:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Target audience:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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<p>Outreach methods (if applicable):</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Key message:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Detail the specific goals, objectives, and expectations for the communication method or strategy:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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<p>Catalog the tasks:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Outline the roles and responsibilities of team members:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>List the dates for each stage and task (this should also be integrated into the main timeline):</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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Activity: Practice, Practice, Practice



Public speaking is a powerful force that can break the silence and raise awareness of difficult issues. Throughout history, speeches have inspired people and rallied them together in challenging times. However, fear of public speaking is one of the most common phobias. Share with students that everyone experiences nervousness when speaking in front of a group of people, or even to just one important person. There are many simple, proven techniques that students may practice to overcome their nerves and deliver their message with poise and passion. But perhaps the most essential is the old adage, “Practice makes perfect.”

Record and Reflect

Prior to beginning this activity, have students complete a written reflection addressing the following questions:

- ▶ How do I feel about public speaking?
- ▶ What have been my best and worst experiences with public speaking?
- ▶ How would I assess my current skill level in public speaking?
- ▶ What is one of the best speeches I’ve seen or experienced, and why was it so impactful?

Tell students that a powerful speech informs the audience on an issue and persuades them to take action using the three I’s:

- ▶ **Influence:** Use a mix of logic (facts and statistics) and emotion (stories and personal anecdotes) to convey your message.
- ▶ **Inspire:** Give your audience hope that change is possible, and motivate them to realize that they can be the ones to bring it about. Find success stories of people who have made a difference on your particular topic, as well as powerful quotations from famous people who share your passion.
- ▶ **Involve:** Show your audience how your topic directly relates to their everyday lives. Personalize the issue for them, and explain why and how they should get involved.

Have students read, listen to, or watch some examples of famous speeches to identify how the speaker influences, involves, and inspires their audience.

Some historically famous and more current and noteworthy examples include:

- ▶ The Gettysburg Address delivered by President Abraham Lincoln at the official ceremony for the National Cemetery in Gettysburg, Pennsylvania, in November 1863 is remembered as one of the most important speeches in American history. Connecting the Declaration of Independence with the fight for human equality experienced during the American Civil War, Lincoln inspired the nation to move forward from the dark times.
- ▶ One hundred years later, on August 28, 1963, Dr. Martin Luther King, Jr.’s famed “I Have a Dream” speech, delivered on the steps of the Lincoln Memorial in Washington, D.C., galvanized the American Civil Rights Movement and inspired millions to put an end to racial discrimination.
(http://ia600402.us.archive.org/29/items/MLKDream/MLKDream_64kb.mp3)
- ▶ In 1992, 12-year-old Severn Suzuki of British Columbia, Canada, made a dramatic speech at the beginning of the Rio Earth Summit and energized the entire audience to push forward and address urgent environmental problems.
(<https://youtu.be/oJJGuIZVfLM>)
- ▶ In 2013, 16-year-old Malala Yousafzai addressed the United Nations to share her story about being shot by the Taliban

for speaking out for girls’ right to education. She survived and has become a global advocate for education, winning the Nobel Peace Prize in 2014. (<https://youtu.be/3rNhZu3ttIU>)

- ▶ Emma Watson, best known for her role as Hermione Granger in the Harry Potter films, addressed the UN in 2014 in her role as UN Women Goodwill Ambassador to launch the HeForShe campaign, a solidarity movement for gender equality.
(<https://youtu.be/p-iFl4qhBsE>)

Instruct students that in each of these cases, these individuals had to practice their speech many, many times in order to have the deep effect they did when they delivered their speech to the public.

Case Study: Hannah Alper

Hannah Alper has been called many things—an eco-warrior, a change-maker, and an activist. Hannah created her blog CallMeHannah.ca at age nine to share her growing knowledge and concern for the environment.

An avid animal lover, she made the connection between animals and the effects of environmental destruction on their habitats and lives. Hannah has become an engaged global citizen seeking to deepen her own understanding and connection to the world. Believing that even the smallest things we do add up to make a difference, Hannah’s journey comes to life in her blog. She explores eco-friendly living, fair trade, bullying, the importance of clean water, and the devastation of child labor, among other topics.

Seeking inspiration and motivation from those who have come before her, she regularly features their stories on her blog. Hannah also turns her words into actions. She organized a shoreline cleanup in her community; became a World Wildlife Federation (WWF) Earth Hour Team Captain in 2013 and spoke at the WWF’s Earth Hour event in Toronto; was the official “ecoblogger” for the JUNO Awards; and helped launch Free The Children’s WE Create Change campaign—with impassioned speeches that motivated her peers to collect 97,500 pennies for clean water projects.

Watch her speeches and learn more about Hannah at the following:

- ▶ Hannah Alper speaking about Malala at WE Day Minnesota (2:18) <https://www.youtube.com/watch?v=KtMsbMpZpwY>
- ▶ Hannah Alper at TEDx Distillery District Women on Finding Your Spark: <https://youtu.be/mRW2B96IoMU> — (11:31)
- ▶ Hannah Alper’s blog: www.callmehannah.ca

Ask students the following:

- ▶ How did Hannah influence—using a mix of logic (facts and statistics) and emotion (stories and personal anecdotes)—her audience?
- ▶ What were her words of inspiration?
- ▶ What research and methods did she use to inspire? What is she asking the audience to do, either directly or indirectly?

Record and Reflect

Provide students with examples of questions like those below to help them reflect on the project and what they have learned:

- ▶ Why is educating others an essential component of our action on local and global issues?
- ▶ What, in your opinion, are the most effective ways to raise awareness about social issues?
- ▶ Why is it so important to create clear and credible messages as agents of change?
- ▶ Why is public speaking such an important skill in service work to promote positive change?
- ▶ Recognizing that public speaking takes some practice and dedication, what is the top issue that you are so passionate about that you would be willing to put in the hard work to create a great speech to spur people to action?

Look for this activity and worksheet online at WE.org/wvlc.

Part 3: Take Action

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>Ezra Frech's Story 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 https://www.youtube.com/watch?v=KUqmJzoQQYQ) 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>Practicing Positive Teamwork and Conflict Mediation 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>Navigating Obstacles 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>Planning for Contingencies 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>

Demonstrate Effective Teamwork



As part of effective and positive teamwork, students need to be able to navigate obstacles, carry out proactive problem-solving, and demonstrate meaningful conflict-resolution skills. This often comes down to an individual's and a team's ability to avoid and alleviate conflict by using skills and techniques that deal with issues, sometimes even before they have a chance to arise.

Remind students they do not have to face the problems alone, they have the support of their team and can ask for help amongst members of the school and community. As motivational speaker Spencer West once said, "Obstacles are only insurmountable when we're "overcoming" them alone. They simply become exciting challenges when we overcome them together."

Activity: Practicing Positive Teamwork and Conflict Mediation



By this point students are putting lots of time and effort into making their actions a success. Maintaining a positive and enthusiastic team can be difficult when long sessions of work and preparation may feel burdensome and overshadow the positive outcomes of their action plans. Have students read and work through conflict and issue scenarios so that they understand how to keep team dynamics positive and ensure their teammates feel supported and appreciated. Provide the following as a tip sheet and worksheet for students.

Look for this activity and worksheet online at [WE.org/wvvc](https://www.we.org/wvvc).



NAME: _____

TEAM MEMBERS: _____

Positive Teamwork and Conflict Mediation Tip Sheet (1 OF 1)

When you are involved in social issues, conflicts (with team members and potentially with people who oppose your ideas) are likely to arise. Equip yourself with techniques to avoid and alleviate conflicts. While the team contract developed earlier should prevent many misunderstandings regarding roles and responsibilities, unforeseen issues may arise. When necessary, review the contract to keep everyone aligned.

Keep in mind that conflicts are not necessarily a negative situation. Differences in opinion can allow for healthy debate, allowing your team to work out small issues that could develop into larger problems later on. Provide time in each team meeting for discussions on difference of opinion, possible grievances, or objections.

The stronger and more harmonious the team, the better each individual will feel when facing possible criticism. Also, the more open and comfortable you make the team dynamics, the easier it will be to resolve issues and conflict in a constructive and productive manner.

Through the support of the team, along with a calm demeanor, many conflicts can be mitigated. Use the following tips to prevent team and outside conflict:

- ▶ Be reliable. If you say you will complete a task, do so. And if you will miss a deadline, proactively seek support and communicate the challenges you are facing.
- ▶ Be considerate of other people's time. Be prepared and on time for meetings.
- ▶ Show respect for the ideas and feelings of others.
- ▶ Express your needs and feelings, not your frustrations or resentment.
- ▶ If you have a conflict with an individual, approach them directly. Do not gossip behind the person's back.

If you are in conflict:

- ▶ Be proactive and address the issue immediately. Allowing it to build up may create resentment, hurt, and anger.
- ▶ Seek clarification. Show you want to understand the other individual and they will be more open to understanding your perspective. This may also clear up simple misunderstandings.
- ▶ Repeat what you are hearing from the other person in a respectful manner to ensure you fully understand their position.
- ▶ Ask them to do the same with what you have said.
- ▶ Express your feeling and needs with "I" statements such as "I feel," "I believe," "It is important to me that", and "I need" instead of assigning blame.
- ▶ Ask if the other person has any suggestions for constructive solutions to the problem that would be mutually beneficial. When both parties are engaged in the problem-solving process, a better solution can often be achieved.

If you are mediating a conflict between others (facilitating a discussion or negotiation between conflicting parties by clarifying the problem and encouraging them to understand each other's perspectives):

- ▶ Redefine the conflict by turning it from a competition between two sides to a mutual problem that can only be solved cooperatively.
- ▶ Encourage honest and open communication of perspectives and needs in order to identify the true source of the problem.



NAME: _____

TEAM MEMBERS: _____

Applying Teamwork and Conflict Mediation Skills (1 OF 2)

Apply tips and methods from the tip sheet to the following examples of how to provide constructive feedback while addressing potentially contentious issues:

Scenario 1: A team member is consistently late for project meetings, increasing frustration and resentment amongst the other team members.

How would you address this?

- ▶ Seek to understand: "I've noticed you are often late for our team meetings. Can you help me understand why this is the case?"
- ▶ Communicate to the team member: "I feel that your tardiness interrupts the productivity of the meetings and is seen as inconsiderate of other people's time."
- ▶ Ask how you can support the team member and have them provide suggestions of what they can do to address the issue. You can also propose changing the time of the meetings to accommodate all schedules.

Scenario 2: A team member has now missed two deadlines in a row. How would you address this?

Scenario 3: A team member dominates group discussions and often interrupts others while they are sharing their thoughts and ideas. How would you address this?

What are some of the issues with which you are struggling within your team? Articulate the problem and then work through a solution by writing out how you would resolve it. Then, address the actual issue with the relevant team member.

Feedback Sandwich: Showing Appreciation and Providing Constructive Feedback

Sustaining a positive group dynamic can be as easy as showing appreciation to team members.

Providing (and receiving) feedback can be an intimidating process if students are not prepared. Even constructive criticism that is intended to help improve what is being identified can seem harsh and hurtful if not presented thoughtfully. As a result, conflict may ensue.

Have students practice giving positive and constructive feedback. Teach students to use the “feedback sandwich” technique: a piece of constructive criticism sandwiched between two pieces of positive feedback.

Record and Reflect

Have students reflect on the following:

- ▶ For each team member, write two points of positive feedback or praise and one point of critique or area of improvement as feedback.
- ▶ What do you think others appreciate about you?
- ▶ What is an area of improvement for yourself that you know you need to work on?
- ▶ How can you proactively share your areas of improvement with your team members? How will you show that you understand and that you know how to ask for help and/or make improvements?
- ▶ Have students practice the feedback sandwich technique by sharing the feedback sandwich with each member of their group. Then have the teams meet to discuss how they can work together on the areas identified as the middle of the sandwich.

Record and Reflect

As a wrap up to this activity, hold a conversation with the class about conflict mediation and the effectiveness of timely feedback. Ask students/teams to respond to the following:

- ▶ What overarching lessons did you learn through this activity? (Students should talk about why this process worked, how they felt about the overall approach rather than about the specific feedback they gave and received).
- ▶ How can you proactively apply these lessons to the rest of your project and teamwork?
- ▶ How can you ensure you are more thoughtful and reflective of your personal contributions to a situation and/or the solution?

Activity: Navigating Obstacles



Everyone faces obstacles, but how they deal with those obstacles is what sets them apart. NBA legend Michael Jordan once said, “Obstacles don’t have to stop you. If you run into a wall, don’t turn around and give up. Figure out how to climb it, go through it, or work around it.” It’s pretty sound advice to share with students on the skills and values of grit and persistence.

To help students gain a better understanding of how others have successfully navigated and overcome obstacles, use the following case study. Introduce students to Spencer West, a motivational speaker and author of *Standing Tall: My Journey*.

After sharing Spencer’s story, ask students to discuss or answer in writing the following questions:

- ▶ What inspires you most about Spencer West’s journey?
- ▶ What lessons do you take away from his story about overcoming obstacles?
- ▶ What does persistence and grit mean to you?

Record and Reflect

Then, have them consider and answer in writing the following questions:

- ▶ What are the personal obstacles that keep you from achieving or even setting goals? How can you overcome these obstacles?
- ▶ Who encourages you to keep working toward your goals? How?
- ▶ Who inspires you to look beyond your own fears and worries to the wider world? How?
- ▶ How will you use this inspiration to face obstacles head on?
- ▶ How can you help your team members overcome the obstacles you face individually and as a group?

Now ask teams to think about West’s words: “No can’t, no won’t, only how.”

- ▶ Instruct the teams to write down all the “we can’t” statements they find themselves saying.
- ▶ What are the other obstacles standing in the way of achieving the goals teams have set for their action projects? Have students catalog the obstacles and look for ways to overcome them.
- ▶ How can their “can’t” and “won’t” be turned into “how”? Have teams rework their “We can’t” and “We won’t” sentiments into “We will…” statements.

Look for this activity and worksheet online at WE.org/wvvlc.



NAME: _____

TEAM MEMBERS: _____

Case Study on Spencer West

(1 OF 1)

Spencer West has faced many obstacles in his lifetime, though he's never let it slow him down.

“I was born with a genetic disease that prevented the muscles in my legs from working,” says West. “At the age of five, my legs were removed just below my pelvis so I could get around better. The doctors said I would never sit up or walk. They said I would never be a functioning member of society. But my family and I refused to accept that. Instead, we set out to redefine what was possible. With their support, I’ve overcome many obstacles.”

Since then, West has lived to redefine possible, which is also the name he used to describe his mission to climb Mount Kilimanjaro in 2012. Every year, 25,000 people attempt to climb Mount Kilimanjaro, but only 10,000 people summit, making it to the peak. With odds against him, why would West and a few of his friends face down the highest mountain in Africa? His goal was to raise awareness for the millions of drought-affected people who lack access to clean water and to raise funds for clean water projects for communities in Kenya.

In 2011, West made his sixth visit to Kenya to volunteer on development projects. While he was there, he witnessed the toll the recent drought had taken on the region. “I saw the failed crops. Once lush green maize fields now sat dried, brown and brittle. I saw the emaciation of the livestock, of many of the community members.”

Since his first visit in 2002, West has felt a connection to Africa, and Kenya in particular. “People who I considered family [were] struggling. I wanted to give back to the continent that helped me find my heart.”

While the challenge of climbing Mount Kilimanjaro came with some of the biggest obstacles West has ever had to overcome, a lifetime of facing obstacles — and always going above and beyond expectations — had prepared him. As West has said, “Obstacles are only insurmountable when we’re ‘overcoming’ them alone. They simply become exciting challenges when we overcome them together with friends or a team.”

It’s a team of friends and supporters — both before the climb and during — that he wholeheartedly credits for successfully summiting Africa’s highest peak in June 2012. And his fundraising goal? He surpassed the initial goal of \$500,000 to raise \$750,000 for sustainable clean water projects in Kenya that would withstand the impact of future droughts.

From being a cheerleader in college, to contributing to development work in communities around the world, to inspiring thousands of people as a motivational speaker, West hopes to spread a powerful message:

“We have the capacity to redefine the limits of our own potential. There is no can’t or won’t, only how.”

Watch and read more of West’s story online:

- ▶ [WE.org/spencer-story](https://www.weforum.org/spencer-story)
- ▶ [WE.org/spencer-spirit](https://www.weforum.org/spencer-spirit) — West’s journey to the top of Mount Kilimanjaro is documented to the sounds of “Spirit Indestructible,” a song and written and performed by Nelly Furtado, who was inspired by West.
- ▶ www.forbes.com/sites/davidmaris/2012/06/25/redefinepossible

Now discuss or answer in writing the following questions:

- ▶ What inspires you most about Spencer West’s journey?
- ▶ What lessons do you take away from his story about overcoming obstacles?
- ▶ What does persistence and grit mean to you?

Case Study on Spencer West: Copyright © 2017 WE. All rights reserved.





NAME: _____

TEAM MEMBERS: _____

“No Can’t, No Won’t, Only How”: Navigating Obstacles and Overcoming Conflicts (1 OF 1)

Everyone faces obstacles, but how they deal with those obstacles is what sets them apart. NBA legend Michael Jordan once said, “Obstacles don’t have to stop you. If you run into a wall, don’t turn around and give up. Figure out how to climb it, go through it, or work around it.”

Motivational speaker Spencer West, whose legs were removed at the age of five because of a genetic disease he was born with, “redefined possible” by climbing Mount Kilimanjaro on his hands and in a wheelchair. His goal was to raise awareness for the millions of drought-affected people who lack access to clean water and to raise funds for clean water projects for communities in Kenya. In his powerful message, he shares that “We have the capacity to redefine the limits of our own potential. There is no can’t or won’t, only how.”

Record and Reflect

Ask students to consider and address the following questions in a journal reflection:

- ▶ What are the personal obstacles that keep you from achieving or even setting goals? How can you overcome these obstacles?
- ▶ Who encourages you to keep working toward your goals? How?
- ▶ Who inspires you to look beyond your own fears and worries to the wider world? How?
- ▶ How will you use this inspiration to face obstacles head on?
- ▶ How can you help your team members overcome the obstacles you face individually and as a group?
- ▶ As a team, now think about West’s words, “No can’t, no won’t, only how.” Write down all the “we can’t” statements you’ve found yourselves saying and discuss:
- ▶ What are the obstacles standing in the way of achieving the goals we have set for our action projects?
- ▶ What are the obstacles we can catalog and how can we overcome them?

Activity: Planning for Contingencies



No matter how much work and preparation goes into an event, obstacles may arise at any point, acting as a roadblock to success. That’s why contingency planning is important. This means students are thinking ahead by looking at possible issues that might come up, and planning for possible solutions accordingly.

Have students identify the ideal scenario for each stage between now and the completion of their action, then brainstorm a list of reasonable issues or obstacles that may come up. Once the teams have considered possible issues and obstacles, have them consider practical solutions and processes for handling the issues. Students should create a flow chart to organize their ideas. For example, weather is always an uncontrollable factor. Have them consider how inclement weather may affect their action, and then determine alternative solutions.

Look for this activity and worksheet online at WE.org/wvvc.



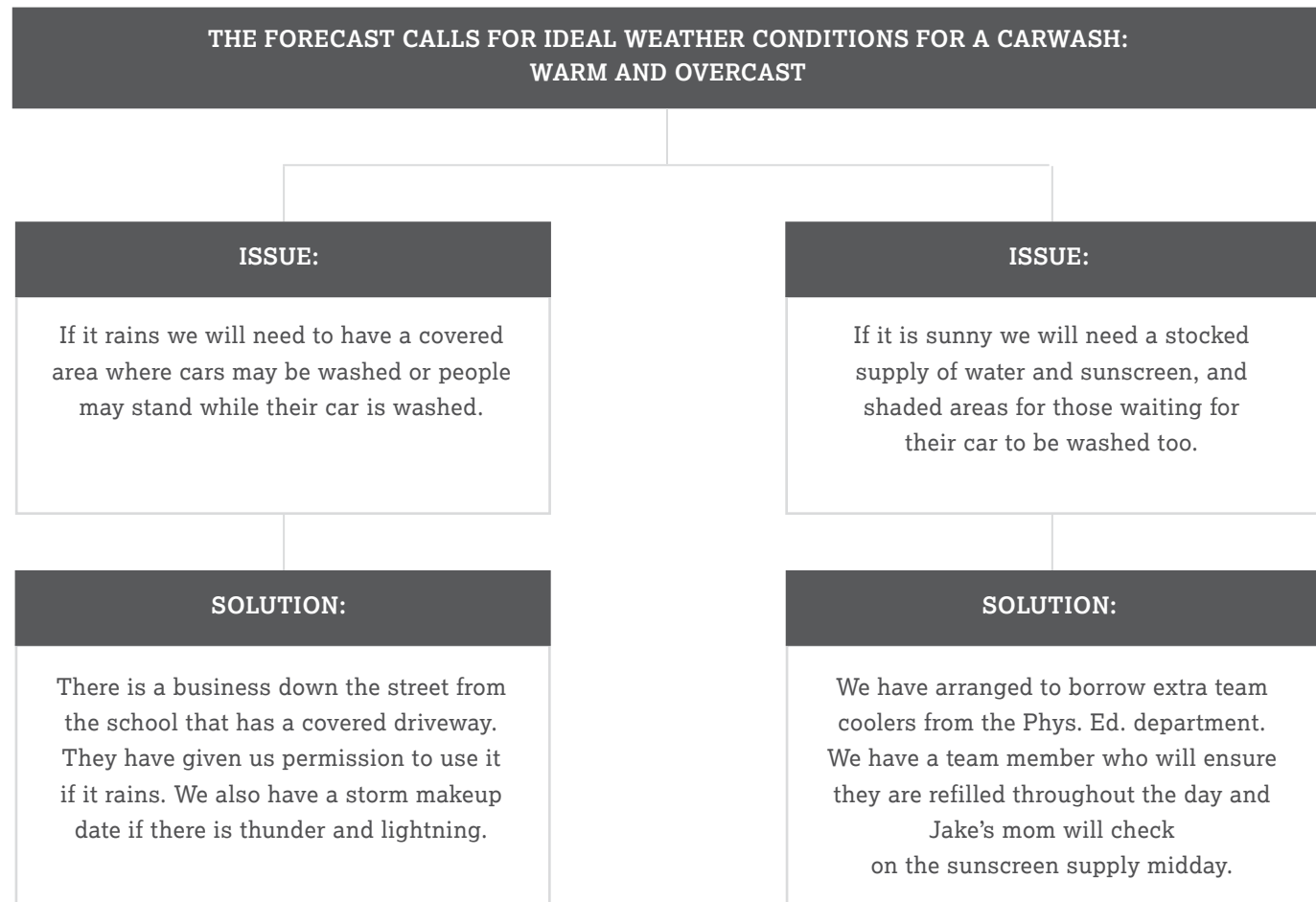


NAME: _____

TEAM MEMBERS: _____

Contingency Planning

(1 OF 1)



Create a flow chart to work out how you would create a thoughtful contingency plan around the following challenges:

- ▶ You've reached out to an organization or external stakeholder but they're not responding or communicating in a timely manner. What do you do?
- ▶ Your action involves working with an organization, but the organization bows out of its commitment. What do you do?
- ▶ What other challenges can you foresee? How will your team plan for them?

Visit [WE.org/wvlc](https://www.we.org/wvlc) for more ideas on thoughtful contingency planning.

Look for this activity and worksheet online at [WE.org/wvlc](https://www.we.org/wvlc).

Record WE Actions



As students take action, it will be important to designate time to document the action and outcomes, along with the quantitative and qualitative data they established in the Action Plan lesson. This will help in creating the student portfolio later, but it will also help teams capture the details of their action as well as carry out the appropriate analysis.

Throughout the execution of their actions, encourage teams to regroup or hold a huddle at the end of each day (as many actions may be spread over multiple days) or at the end of a big action/activity, and to use the following questions as a way of recording their impacts and processes. Students can also use the discussion prompted by these questions to troubleshoot in any required area.

Record and Reflect

- ▶ 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 you action plan?
- ▶ What's 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?



NAME: _____

TEAM MEMBERS: _____

Student Log Sheet

(1 OF 2)

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?

Student Log Sheet

(2 OF 2)

DATE / TIME SPENT	ACTIVITY, DESCRIPTION, AND REFLECTION	VERIFIED BY (NAME, ORGANIZATION)



NAME: _____

TEAM MEMBERS: _____

My Story as a World-Changer

(1 OF 1)

Every story has a beginning; the spark that ignited a passion; a moment that changed everything. Take a few moments to consider Craig Kielburger's story about how he started Free The Children. It isn't the whole story, because his work and adventures continue, but it's a start.

Craig's Story

My journey as an activist began on an ordinary Wednesday morning when I was 12. Sitting at the breakfast table, I flipped through the paper toward the comics when a headline jumped out at me:

"Battled child labor, boy, 12, murdered."

Curious, I read the article. That's when I first learned about the life and death of Iqbal Masih, a former child laborer turned child rights activist. Sold into slavery at the age of four, this Pakistani boy spent six years chained to a carpet-weaving loom before escaping to become an advocate for the rights of enslaved children. His pleas captured the world's attention. It also prompted a carpet-maker to have him killed.

Iqbal's story shocked me. I couldn't believe that, although Iqbal and I were the same age, our lives were so different. Of course I'd seen suffering on TV and in the newspaper, but like most others, I'd learned to tune it out.

Reading Iqbal's story changed that. I was angry.

I headed to the library to learn more and that's when I made another horrific discovery: In many parts of the world, instead of going to school, children were forced to work in the most awful conditions. It seemed unbelievable that I'd never heard about any of this before.

I decided to share what I'd learned with my class. I can still remember how nervous I felt standing in front of my peers, telling them about Iqbal and the plight of all child laborers. I finished by asking,

"Who wants to help?" Before I knew it, 11 hands flew up! That's when I learned that having the courage to try makes even the hardest things possible. When the 12 of us got together that evening, Free The Children was born. None of us had much experience with social justice work—just a desire to take action. Today, that organization has become WE and we continue to work with young people all over the world who make a difference every day!

Think WE,

Look for this activity and worksheet online at WE.org/ap/craigkielburger.



NAME: _____

TEAM MEMBERS: _____

My Story

(1 OF 1)

1. My journey as a world-changer began when...



2. _____

That's when I first learned about...

3. _____

Learning about this issue made me feel...

4. _____

So I (What did you do next?)...

5. _____

To make a difference, I will...

6. _____

I will do this by...

7. _____

The people I will ask to help are... because...



Part 4: Report & Celebrate

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® 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

Activity: Understanding the Purpose of Showcasing Work

Discuss the following:

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

Activity: Collect Artifacts



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

Putting Together a Portfolio of Artifacts

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

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



Focus Area Alert:

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



NAME: _____

TEAM MEMBERS: _____

Creating Your Portfolio Tip Sheet

(1 OF 1)

In this final stage of your action project you will have the opportunity to showcase all the work you have completed through a portfolio of your work. It is important to highlight the results of your work, but keep in mind that this is your opportunity to show off all the work and effort you put into the action, so it is up to you and your team to decide what to include.

So what is a portfolio? A portfolio is a collection of work, materials, and achievements that you believe best explains and represents the platform of your action. It can take one or more forms:

- ▶ An online presentation through Prezi, PowerPoint, a blog or a website, or any other online tool that you may choose
- ▶ Short film, documentary, etc.
- ▶ Physical portfolio presented on a presentation board, in a binder or scrapbook, etc.
- ▶ The following list includes pieces you may want to include in your portfolio.

Note: These are just examples. You may include pieces that are not included on the list. Work with your team to decide which pieces best capture your team's actions.

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

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?

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:

- ▶ 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



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...

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
... At a School-Wide Assembly	School assemblies are a popular way to showcase and celebrate collective achievements. Use the sample roadmap 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.



NAME: _____

TEAM MEMBERS: _____

Celebrate Your WE Actions

(1 OF 1)

You’ve got an incredible team and, together, you’ve not only created an amazing action plan but carried out a local and global action that is creating real change. Now it’s time to celebrate!

What is the best way to showcase your actions and outcomes—as a team and as a class?

Who will you include in your celebration?

Here are a few celebration ideas to get you thinking:

- ▶ 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

Encourage students to get creative and in the celebratory mood!

Time to Celebrate—Through 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!

1. **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.
2. **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.
3. **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.
4. **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.
5. **Use hashtags.** Craving inspiration to spice up your campaign? See what others are doing by looking up the hashtag.
6. **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.
7. **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.)
9. **Share with us.** We love seeing how your projects are going! Tag your posts with [#APWEServe](#). They might just get featured!

Time to Celebrate—At a School-Wide Assembly!

Host an assembly your school will never forget. Showcase the collective achievements and celebrate the actions teams took with an event filled with inspiration, local speakers, and performers. And of course, each team will present their issue, project, learning, and outcomes. This is no ordinary assembly. There is nothing like a room filled with young people who know they have made a difference and are motivated and encouraged to dream big on their journeys as world-changers. Make it more special by inviting your families, community leaders, staff, and clients from the organizations with whom you may have collaborated, and other special guests.

1. **Create a vision:** Decide on a vision for the event. Will you focus on a specific issue that was addressed or on several issues? What overall message do you want students to walk away with? Think about how elements can honor students and further inspire them. Choose a theme and call to action for the event. Is there a fundraising or an awareness-raising goal? Everything in the event should tie back to the main theme or message. The audience, as well as those on stage, should walk away inspired, informed, and excited to take action on an issue.
2. **Work through the logistics:** Start with a clear plan. Who will be invited? Will it be hosted at school or a venue within the community? Who in the school or community could perform or speak? How long will the event be? How will inspiring and educational content be integrated across different media (e.g., videos, music, and speeches).
3. **Form a team:** Assemble a core team dedicated to overseeing the event. At least two people should be directing the planning for the overall event, with smaller teams dedicated to overseeing the event's main components. This is an amazing opportunity for students to take a leadership role.
4. **Plan for the unexpected:** With any big event, there will be bumps along the way. For example, a speaker may cancel the night before, or there may be technical problems, etc. But, with some planning, and thoughtful contingency planning, you will be better prepared to deal with it. As a team, brainstorm and create a list of potential issues and what to do if they occur.
5. **Rehearse:** Create a pre-event checklist and walk through the whole event from start to finish. Make sure you also run through the rehearsal with the video and sound equipment, so the speakers and performers have everything they need.
6. **Have fun:** On the day of, take a breath and enjoy the moment.

Time to Celebrate—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.

1. **Showcasing service projects:** A project fair is your opportunity to showcase all of the hard work teams have accomplished with the service projects with the student body. Booths should include similar information that was reported in the portfolio, but should be directed at your peers and should be highly visual to catch their attention as they tour the fair. Presentations should inform, engage, and inspire so consider including the following information:
 - a. Why did your team select your specific service project?
 - b. What did the service project entail?
 - c. What was the goal of the service project?
 - d. How did you achieve your goal?
 - e. What were some setbacks, obstacles, successes, and key moments from your service project journey?
 - f. How might they get involved with similar work or continue the work you began? Your objective is to inspire and empower others to understand the power of positive good through service.
2. **Work through the logistics:** Find a space, date, and time that will be available for the fair. The space should be a large, easily accessible space to allow students to move through and stop at booths. Hold it during a time when all students will have the opportunity to visit it and presenters are available to be at the booths. Select a date that doesn't have competing activities. Connect with the custodial department to ensure you are outfitted with the necessary tables, chairs, and trash bins.
3. **Form a team:** Assemble a core team dedicated to overseeing the event. Include at least one representative from each of the other service project teams. This is a great opportunity for students looking to take on additional leadership roles.
4. **Advertise:** Spread the word through social media, announcements, posters, etc.
5. **Have fun:** On the day of, take a breath and enjoy celebrating your accomplishments!

Time to Celebrate—With a Documentary Screening

Create a documentary spotlighting the action projects then hold a school-wide screening. Use this tip-sheet to get started.

1. **Select a style** — Documentaries take many forms. From the BBC’s Planet Earth to Michael Moore films to Ken Burns, there are many styles to choose from. Consider how you want to share the service projects. Consider narration, interviews, physical documents, music, and more.
2. **Plan early:** The earlier you begin planning the filming the more you will have to cover and use in the documentary.
3. **Form a team and enlist help:** Assemble a core team dedicated to overseeing the documentary-making process and final showing. Include at least one representative from each of the other service project teams. This is an excellent opportunity for students to take on additional leadership roles. Connect with the school’s media class or club to help with filming, cutting, and finishing the film.
4. **Tell a story:** Storytelling is the most compelling way to share information. Be careful to tell one story that is demonstrated throughout all of the service projects. Engage viewers by taking them to a place they have not been before.
5. **Be creative:** Imagine yourselves as viewers. What would you like to see, hear, and experience? Good films are insightful, informational, and inspiring.
6. **Plan a showing:** Spotlight all the work accomplished with the service projects through a showing. Invite the student body, parents, and community members. Sell tickets or concession stand goods and further your impact by supporting a cause featured in the film.
7. **Have fun:** Sit back, watch, and enjoy the moment.

Time to Celebrate—With a Poster Exhibition

Posters can convey a lot of information and emotion through art and concise copy. Bring the team together to create a strong visual that exemplifies your work as part of the portfolio. Share and celebrate your successes with the school and community. Use this tip sheet to get started.

1. **Tell a story:** Effective posters are a source of information, thought provokers, and conversation starters. Consider your audience.
2. **Have one key message:** What are you saying? What do you really want to convey? What is your message?
3. **Employ art and concise text:** Are you trying to say too much with text while a visual might work better? Is there a catchy phrase or prominent headline to grab attention? Use text and visuals to complement each other to tell one story. Create a focal point to draw observers in.
4. **Form a team:** Assemble a core team dedicated to oversee the poster exhibition. Include at least one representative from each of the other service project teams. This is a good opportunity for students to take on additional leadership roles.
5. **Work through the logistics:** Find a prominent location in the school to display the posters. Consider how people will interact with the display when setting up. Promote the exhibition with social media and school announcements.
6. **Solicit feedback:** Consider a drop box or a mini questionnaire to understand how your audience is responding to the posters.
7. **Have fun:** As observers take in the poster exhibition, enjoy the moment.

Time to Celebrate—With a Special Publication

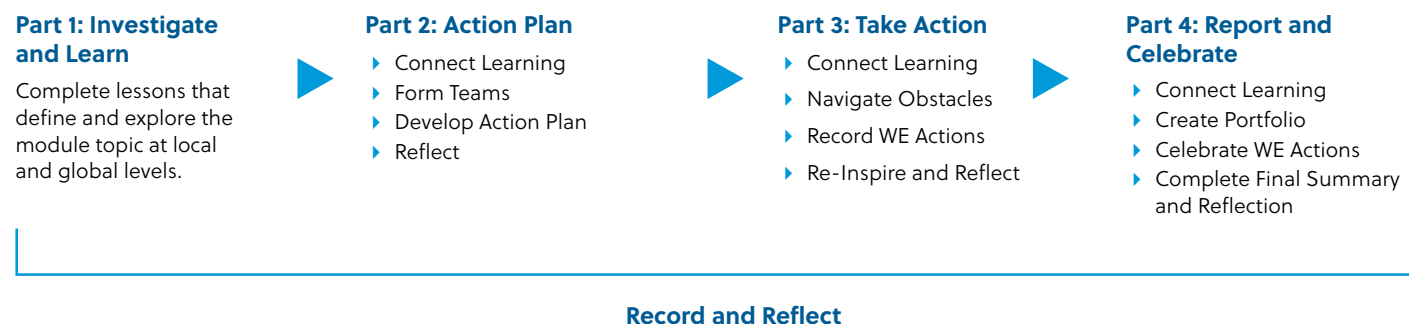
Put together a class publication that shares the highlights, learnings and successes of the teams through individual and/or team articles, photo essays and editorials. Get started with this tip sheet.

1. **Find your medium:** Select the best medium to share your special publication with your school and community. Connect with the creators of your school/community newsletter, newspaper, or magazine to find out the benefits and opportunities each medium presents.
2. **Create a vision:** Decide on a vision for the publication to help teams narrow and create their content. What overall message do you want readers to walk away with? Choose a theme or call to action to anchor the submissions. Find ways to honor the work accomplished by teams as well as members of the community. Share ways that readers may get involved with the issues and actions featured in the special publication.
3. **Understand your audience:** Who are your readers? Is it your fellow students, or teachers and parents as well? What about the wider community? How will you message your pieces differently given the audience, as well as the format in which they will receive and read the publication?
4. **Work through the logistics:** Are you printing your publication or sharing it digitally? How can you optimize this method of sharing information? What are the timelines for submissions, editing, layout, and publication?
5. **Form a team:** Assemble a core editorial team dedicated to overseeing the special edition. Include at least one representative from each of the other service project teams. This is a good opportunity for students to take on additional leadership roles.
6. **Have fun:** Sit back and enjoy this special edition dedicated to all of your hard work.

Scoring Student Performance

As students complete the activities in Parts 1–4, they are working toward meeting the expectations required to be eligible to receive the AP® with WE Service recognition. The Recognition Rubric, on pages 146–149, lists the specific criteria to meet the required expectations.

Note: In order to be eligible for the program recognition, each student must both meet the expectations in the Recognition Rubric and take the AP® Exam for the course in which they completed the service project.



Summary of Student Recognition Requirements

The Recognition Rubric is divided into six parts based on the following activities students complete in the module:

- ✔ Investigate and Learn: Undertake a student-led investigation of a topic at local and global levels and evaluate existing programs that take action on the topic, making clear connections to the AP® course topic.
- ✔ Action Plan: Develop an achievable plan to carry out one global and one local action in the form of direct service, indirect service or advocacy, which includes clear tasks, responsibilities, resources needed, and a timeline.
- ✔ Take Action: Participate in a project that has local and global significance, involving direct service, indirect service, and/or advocacy.
- ✔ Report and Celebrate: Create a portfolio that showcases the service learning project and participates in a commemorative activity by explaining, either in writing or in an oral presentation, the impact of the project and its significance.
- ✔ Record: Maintain a log of activities related to the project that includes at least 20 verified out-of-class hours.
- ✔ Reflect: Complete written reflections that make connections between the local/global topic(s) and learning about one's self, one's team, community, and the larger environment.

For AP® with WE Service, it is the teacher's (and not the AP® Coordinator's) role to report student scores to the AP® Program by June 30.

Instructions:

Use this rubric to assess individual student performance. While students work in a team as an essential part of the AP® with WE Service program, the recognition will be awarded based on individual performance. The rubric should not be altered in any way. Record your students' scores at <https://digitalportfolio.collegeboard.org>.

Scoring Notes:

- ▶ In order to earn the recognition, a student must earn a score of 2 or higher on each and every criterion.
- ▶ For your convenience, a student may earn a score of 3, which may be used at the class or school level to provide further acknowledgement of student performance.
- ▶ Students who earn a score of 0 or 1 for one or more criteria will NOT receive the recognition.

Recognition Rubric

Investigate and Learn			
Undertakes a student-led investigation of a topic at local and global levels, and evaluates existing programs that take action on the topic, making clear connections to the AP® course topic			
Did not meet expectations (0)	Approached expectations (1)	Met expectations (2)	Exceeded expectations (3)
Student makes no attempt to complete the “Met Expectations” requirement	Student does some but not all of the “Met Expectations” requirements	<p>Student</p> <ul style="list-style-type: none"> Investigates local and global aspects of a topic Analyzes problems and solutions related to the topic Evaluates existing programs Identifies areas of unmet need (needs assessment) Lists sources and resources Explains connections between the topic and AP course content (Reflection) Records activities related to the project 	<p>Student completes requirements of “Met Expectations” and does most of the following:</p> <ul style="list-style-type: none"> Provides a sophisticated analysis of a topic at local and global levels Reports on the strengths and weaknesses of existing programs Explains compelling and insightful connections between AP® course content and the topic

Action Plan			
Develops an achievable plan to carry out one global and one local action in the form of direct service, indirect service, or advocacy, which includes clear tasks, responsibilities, resources needed, and a timeline			
Did not meet expectations (0)	Approached expectations (1)	Met expectations (2)	Exceeded expectations (3)
Student makes no attempt to complete the “Met Expectations” requirement	Student does some but not all of the “Met Expectations” requirements	<p>Student</p> <ul style="list-style-type: none"> Identifies one or more measurable goal for service project, informed by needs assessment Incorporates one global and one local action into goal(s) or one action that is both local and global into goal(s) Describes an action that is direct service, indirect service, or advocacy Identifies responsibilities toward completing action plan and, if working in a team, also ensures roles are balanced across all team members Sequences necessary tasks to complete the service project Identifies required resources (e.g., materials, contacts in the school or the community) Presents a timeline for completion Identifies how the action plan connects to the investigation of the topic and the needs assessment (Reflection) Records activities related to the project 	<p>Student completes requirements of “Met Expectations” and does most of the following:</p> <ul style="list-style-type: none"> Provides a sophisticated analysis of a topic at local and global levels Reports on the strengths and weaknesses of existing programs Explains compelling and insightful connections between AP® course content and the topic

Take Action

Participates in a project that has local and global significance, involving direct service, indirect service, and/or advocacy

Did not meet expectations (0)	Approached expectations (1)	Met expectations (2)	Exceeded expectations (3)
Student makes no attempt to complete the "Met Expectations" requirement	Student does some but not all of the "Met Expectations" requirements	<p>Student</p> <ul style="list-style-type: none"> Participates in one local and one global action that is direct service, indirect service, and/or advocacy Completes reflection for Take Action Provides a record of activities related to the project (both learning and service, in and out of the classroom) that approaches, equals, or exceeds the recommended 20 hours 	<p>Student completes requirements of "Met Expectations" and:</p> <ul style="list-style-type: none"> Completes a thorough action plan that is highly detailed and presents a clear timeline for all targets

Report and Celebrate

Creates a portfolio that showcases the service learning project and explains the impact of the project and its significance. May participate in a celebration.

Did not meet expectations (0)	Approached expectations (1)	Met expectations (2)	Exceeded expectations (3)
Student makes no attempt to complete the "Met Expectations" requirement	Student does some but not all of the "Met Expectations" requirements	<p>Student</p> <ul style="list-style-type: none"> Provides a summary with evidence-based explanation of the project and impact, and what has been learned about their AP course Submits evidence of: <ul style="list-style-type: none"> Product(s) of investigation Action plan Local and global action Records activities related to the project Completes reflection for Report and Celebrate 	<p>Student completes requirements of "Met Expectations" and:</p> <ul style="list-style-type: none"> Provides a summary with evidence-based explanation that also includes what has been learned about service learning Provides 10 or more artifacts, which include: <ul style="list-style-type: none"> Product(s) of investigation Action plan Evidence of local and global action Participates in a celebratory event and/or activity that could include, but is not limited to, an assembly, open house, showcase, poster presentation, or class presentation

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