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.

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. Currently partnered with 16,000 schools and groups, and backed by a movement of 3.8 million youth, we are engaging a new generation of service leaders and providing resources for a growing network of educators.

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

Generation Citizen
Generation Citizen is transforming how civics education is taught by bringing the subject to life. We champion real-world democracy education to equip all young people with the skills and knowledge needed to effect change. To ensure that our democracy represents the voices of all people, we prioritize working with students from communities that have been historically excluded from the political process.

In the classroom, our Action Civics program inspires robust civic participation by inviting students to engage directly with the local issues and institutions impacting their communities. We provide thought leadership, conduct research, and build coalitions to advocate for state- and district-level policies that ensure schools prioritize Action Civics. Nationwide, Generation Citizen is activating a movement of young people prepared to lead in our democracy. Learn more at GenerationCitizen.org.

About the Partnership
The College Board, WE and Generation Citizen share a passion for enriching students’ learning experiences and developing well-rounded citizens. By combining the academic challenge of AP, with WE’s Learning Framework and Generation Citizen’s approach to civic participation, AP U.S. Government and Politics with WE Service, creates ... 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 their local, national, and global communities.

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Using Politics to Improve Participation in Elections

Teaching Module
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Using This Module

AP® with WE Service provides a collection of resources to support your planning and implementation of the program. This teaching module, Using Politics to Improve Participation in Elections, is one of two sample lesson guides for AP®. As you read through this module, refer to the resources below to support your students’ learning throughout the program. For AP® U.S. Government and Politics, the lessons were developed in collaboration with Generation Citizen to offer recommendations for enhancing opportunities for civic learning.

Generation Citizen Resources
Generation Citizen (GC, www.GenerationCitizen.org) offers models of partnership, training, and support to help teachers and school leaders embed Action Civics in their school. Partner with a GC staff member as you build connections between your classroom and your community to create opportunities for your students to learn about and practice the skills of civic engagement. Look also to a range of Action Civics practitioners who are part of the National Action Civics Collaborative for ideas, resources, and organizations to help you and your students along your Action Civics journeys. Go to www.actioncivicscollaborative.org to find exemplars, toolkits, and more.

Program Guide
The AP® with WE Service Program Guide contains a robust collection of service oriented activities and resources that support the WE Learning Framework. Use these case studies, news articles, and student activities to supplement and strengthen your students’ understanding and application of core service learning skills. https://apcentral.collegeboard.org/pdf/program-guide.pdf

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

Digital Platform

How-To Videos
Also available on the program website are how-to videos that explain what AP® with WE Service is all about, as well as the steps you need to take to get it going in your class. https://apcentral.collegeboard.org/courses/collaborations-with-ap/ap-we-service/teacher-resources/professional-development
Module Sections

The Plan section contains information to help you decide how and when you will fit this module into your AP® curriculum.

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

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

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

PART 4: Report and Celebrate describes how students can showcase their projects and share their accomplishments. Presentations and celebrations may be in your class or in the community.
What Is Action Civics?

Action Civics is a collaborative, project-based approach to civics education, in which young people learn about democracy by actively working to address issues in their communities. In Generation Citizen’s approach to Action Civics, students follow the same general process of issue exploration, planning, action, and presentation outlined in the WE Service framework. Generation Citizen’s Action Civics projects build from this framework as students collaborate among themselves and with others to effect lasting changes in the civic or political life of their communities.

Core Elements of Action Civics:

- **Project-Based**: Students achieve their learning objectives by applying knowledge and skills to an extended, often collaborative, project experience.
- **Student-Led**: Project topics are grounded in students’ lived experiences and personal interests, and teachers take on the role of facilitator as they guide students through learning and decision-making in the context of their project.
- **Real-World Relevance**: Students consider how issues affect their lives and those of others and are encouraged to connect with decision makers in their community.
- **Political Action toward Lasting Change**: A strong Action Civics project aims for systems change. Students work to achieve goals that make a sustained impact on the issues they face. This often looks like students focusing on changing school, district, city, county, or state policies or legislation, or advocating for changes to funding or programs of local government or departments.
- **Reflection on Impact and Approach**: It is important that students reflect on their progress and learning throughout the process.
**Action Civics Matrix**

**Action Civics in Context**

One of the most important mindsets educators can cultivate in young people is a sense of responsibility toward engaging in and caring for one's community. This can be achieved in many ways. This chart offers multiple project examples to illustrate how several different approaches to community engagement relate to one another and stand to benefit students and their communities.

<table>
<thead>
<tr>
<th>Immediate Impact</th>
<th>Systemic Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Community Service</strong></td>
<td><strong>Service Learning</strong></td>
</tr>
<tr>
<td>Service to community</td>
<td>Service to community</td>
</tr>
<tr>
<td>Focuses on immediate value added to community and on students' moral and social development</td>
<td>Focuses on immediate value added to community and on students' moral and social development</td>
</tr>
<tr>
<td>Students organized an end-of-year GOTV campaign and voter registration drive at their school. The event included speeches from candidates running for local political office and an information booth where attendees could pick up packets profiling all the upcoming races and candidates.</td>
<td>After studying the 26th Amendment and trends in youth voter turnout since the voting age was lowered to 18, students organized an end-of-year GOTV campaign and voter registration drive at their school in order to boost local rates of youth voting. The event included speeches from candidates running for local political office and an information booth where attendees could pick up packets profiling all the upcoming races and candidates.</td>
</tr>
<tr>
<td>Concerned about low-income students' access to meals outside the school day, students organized a canned food drive and put together baskets with food for the students to have on spring break.</td>
<td>After learning about the effects of malnutrition in science class and the poor statistics regarding food access in their community, students researched and learned about a program in some communities through which the Department of Education is funded to keep school cafeterias open in the summer to serve breakfast and lunch to K–12 students. Students submitted a budget proposal to the school district to replicate this program. They also launched a social media campaign urging community members to contact their local school board members requesting that they support this proposal.</td>
</tr>
<tr>
<td>- Students presenting at a legislative hearing at the Capitol on behalf of the bill and using social media to raise awareness about the event and convince other students to attend</td>
<td>- Students presenting at a legislative hearing at the Capitol on behalf of the bill and using social media to raise awareness about the event and convince other students to attend</td>
</tr>
<tr>
<td>- Students submitting op-eds in city to state newspapers in support of the bill</td>
<td>- Students submitting op-eds in city to state newspapers in support of the bill</td>
</tr>
<tr>
<td>- Students circulating petitions among their peers and school community and mailing them, along with a letter, to the legislative committee considering the bill</td>
<td>- Students circulating petitions among their peers and school community and mailing them, along with a letter, to the legislative committee considering the bill</td>
</tr>
</tbody>
</table>

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*NOTE: In Action Civics projects, awareness raising is a fantastic tactic to employ toward an overall goal, but is not seen as a goal in it of itself.*
Approaching Action Civics

Best Practices in Action Civics: Keep these tips in mind as you’re supporting students in jumpstarting their Action Civics journeys.

- **Think Local**: To help students see how government affects their daily lives and how they can have a personal impact on policy change, invite them to explore the governmental structures of the most local forms of community, including their school, neighborhood, city, county, or state. Encourage them to research school or district policies, and expose them to how local decision-making bodies, like the school board, exert influence or allocate resources.

- **Broaching the Branches**: Invite students to explore how each branch of government has the power to make change as they consider multiple entry points for addressing their issue. Action Civics projects can focus on the executive branch (and how they operate through a structure of departments), the legislative branch (and how they operate through a structure of committees), or the judicial branch.

- **Teamwork**: Students might pursue Action Civics projects independently or in small groups, but consider challenging students to work as a larger unit or full class. Group work allows students to practice the skills of collaboration and civil discourse, which they will need to use in future civic engagement activities. It also allows them to delve into or learn from a broader array of tactics or project activities than they would have the chance to pursue individually.

- **Strategic Action**: The strongest Action Civics projects should focus on impacting changes related to policy. Community service and awareness-raising campaigns are great opportunities for students to engage in within the broader context of their Action Civics projects. Ask students to consider how these engaging events might be used as tactics to mobilize others to help them advocate to decision-makers (by circulating petitions at events, inviting others to contact elected officials, etc.).

- **Authentic Presentations**: Create an authentic opportunity for students to present their Action Civics projects to others who care about their issue. Check out resources from the national #ShareYourLearning campaign for great ideas on organizing powerful opportunities for student showcases.
“We do not have government by the majority. We have government by the majority who participate.”

– NALLELY LEBRON, HIGH SCHOOL STUDENT FROM PROVIDENCE, RHODE ISLAND
Getting to Know the Topic

Elections and Voting Rights: 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. Source: [www.worldatlas.com/articles/legal-voting-age-by-country.html](http://www.worldatlas.com/articles/legal-voting-age-by-country.html)

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

WE Villages is an international development model that increases opportunities for people in different communities around the world. Support this program by visiting [WE.org/we-schools/programs/campaigns](http://WE.org/we-schools/programs/campaigns) to get ideas and resources for taking action on global issues.
Getting to Know the Topic

Elections and Voting Rights: Locally

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. Source: https://civicyouth.org/quick-facts/youth-voting/

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 affects of youth voting, and more.
Goals

Based on the 2019–2020 AP® U.S. Government & Politics Course Description, here are the learning concepts addressed in this module:

<table>
<thead>
<tr>
<th>BIG IDEAS</th>
<th>AP® U.S. GOVERNMENT &amp; POLITICS CONCEPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Methods of Political Analysis</td>
<td></td>
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<tr>
<td>• Participation in a Representative Democracy</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ENDURING UNDERSTANDINGS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MPA-3: Factors associated with political ideology, efficacy, structural barriers, and demographics influence the nature and degree of political participation.</td>
<td></td>
</tr>
<tr>
<td>PRD-2: The impact of federal policies on campaigning and electoral rules continues to be contested by both sides of the political spectrum.</td>
<td></td>
</tr>
<tr>
<td>PRD-3: The various forms of media provide citizens with political information and influence the ways in which they participate politically.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>MPA-3.A: Describe the voting rights protections in the Constitution and in legislation.</td>
<td></td>
</tr>
<tr>
<td>MPA-3.C: Explain the roles that individual choice and state laws play in voter turnout in elections.</td>
<td></td>
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<tr>
<td>PRD-2.E: Explain how the organization, finance, and strategies of national political campaigns affect the election process.</td>
<td></td>
</tr>
<tr>
<td>PRD-3.A: Explain the media’s role as a linkage institution.</td>
<td></td>
</tr>
<tr>
<td>PRD-3.B: Explain how increasingly diverse choices of media and communication outlets influence political institutions and behavior.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ESSENTIAL KNOWLEDGE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MPA-3.A.1: Legal protections found in federal legislation and the Fifteenth, Seventeenth, Nineteenth, Twenty-Fourth, and Twenty-Sixth Amendments relate to the expansion of opportunities for political participation.</td>
<td></td>
</tr>
<tr>
<td>MPA-3.C.1: In addition to the impact that demographics and political efficacy can have on voter choice and turnout, structural barriers and type of election also affect voter turnout in the U.S., as represented by:</td>
<td></td>
</tr>
<tr>
<td>• State voter registration laws</td>
<td></td>
</tr>
<tr>
<td>• Procedures on how, when, and where to vote</td>
<td></td>
</tr>
<tr>
<td>• Mid-term (congressional) or general presidential elections</td>
<td></td>
</tr>
<tr>
<td>MPA-3.C.2: Demographic characteristics and political efficacy or engagement are used to predict the likelihood of whether an individual will vote.</td>
<td></td>
</tr>
<tr>
<td>PRD-2.A.1: The process and outcomes in U.S. presidential elections are impacted by:</td>
<td></td>
</tr>
<tr>
<td>• Congressional and state elections</td>
<td></td>
</tr>
<tr>
<td>• The Electoral College</td>
<td></td>
</tr>
<tr>
<td>PRD-2.B.1: The winner-take-all allocation of votes per state (except Maine and Nebraska) under the setup of the Electoral College compared with the national popular vote for president raises questions about whether the Electoral College facilitates or impedes democracy.</td>
<td></td>
</tr>
<tr>
<td>PRD-2.E.1: Federal legislation and case law pertaining to campaign finance demonstrate the ongoing debate over the role of money in political and free speech, as set forth in:</td>
<td></td>
</tr>
<tr>
<td>• Bipartisan Campaign Reform Act of 2002, which was an effort to ban soft money and reduce attack ads with the “Stand by Your Ad” provision: “I’m [candidate’s name] and I approve this message”</td>
<td></td>
</tr>
<tr>
<td>• Citizens United v. Federal Election Commission (2010), which ruled that political spending by corporations, associations, and labor unions is a form of protected speech under the First Amendment</td>
<td></td>
</tr>
<tr>
<td>PRD-2.E.2: Debates have increased over free speech and competitive and fair elections related to money and campaign funding (including contributions from individuals, PACs, and political parties).</td>
<td></td>
</tr>
<tr>
<td>PRD-3.B.1: Political participation is influenced by a variety of media coverage, analysis, and commentary on political events.</td>
<td></td>
</tr>
<tr>
<td>PRD-3.B.2: The rapidly increasing demand for media and political communications outlets from an ideologically diverse audience have led to debates over media bias and the impact of media ownership and partisan news sites.</td>
<td></td>
</tr>
<tr>
<td>PRD-3.B.3: The nature of democratic debate and the level of political knowledge among citizens is impacted by:</td>
<td></td>
</tr>
<tr>
<td>• Increased media choices</td>
<td></td>
</tr>
<tr>
<td>• Ideologically oriented programming</td>
<td></td>
</tr>
<tr>
<td>• Consumer-driven media outlets and emerging technologies that reinforce existing beliefs</td>
<td></td>
</tr>
<tr>
<td>• Uncertainty over the credibility of news sources and information</td>
<td></td>
</tr>
</tbody>
</table>
Connections to AP® U.S. Government & Politics Focus Areas

The primary objective of this module is for students to apply knowledge of U.S. Government & Politics to evaluate the current functionality and role that elections play in our political system, ultimately moving students to action in effort to improve participation in elections by addressing a controversial issue preventing elections from serving its intended purpose within our representative democracy. Throughout this module students will engage in the disciplinary activities below:

- Analyze Supreme Court decisions that have impacted how national and state elections operate and who can participate
- Explain the factors influencing national and state elections
- Compare how federal or state elections function in democratic countries with those in the United States today
- Evaluate the current state of elections in the United States and compare it to the state of elections in another democratic country

Implementation Options

This module is designed to be taught concurrently with Unit 4, American Political Ideologies, and Unit 5, Political Participation. Alternatively, this module could be a culminating unit of study. Students apply content knowledge from multiple units to their understanding of civic participation in a representative democracy and American political ideologies.
As described in the AP® with WE Service Program Guide, the WE Learning Framework identifies the most relevant core skills students will develop as they progress through this module.

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

**Action Civics Alert:**
Look for this icon to offer best practices in Action Civics and in driving students to engage meaningfully with political structures, processes, and players.

**Teacher Tip:**
Suggestions for ways to implement or modify the activities with students.

**Focus Area Alert:**
Opportunities for students to practice content and skills that are pivotal for improving student performance in the AP® course and on the AP® Exam (see page 15 for a description of the U.S. Government and Politics Design Focus Areas addressed in this module).

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

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

**Recognition Rubric:**
Identifies activities that are required in the Recognition Rubric.
Every student in every AP® with Service course will be doing the following as part of their learning and investigation:

1. Learning about the concepts/topic locally and globally within your course context
2. Exploring causes and effects locally and globally
3. Projecting impact for the future on the local community and the world

Investigate and Learn is divided into the following lessons:

- Lesson 0: Foundations for Our Elections (optional)
- Lesson 1a: Evolution of Election Access
- Lesson 1b: Campaign Finance
- Lesson 1c: The Role of the Media
- Lesson 2: Current Controversial Election Issues
- Lesson 3: Issue Selection: Future Concerns and Solutions
- Lesson 4: Charting Our Issue
- Lesson 5: Putting It All Together

WE Service Framework

Every student in every AP® with Service course will be doing the following as part of their learning and investigation:
Overview for Part 1: Investigate and Learn

In this module, students will investigate the evolution of elections in our representative democracy and the current reality. Students will learn how various entities such as the media and money influence our election processes and results. Also, students will research topics which present factors affecting participation in elections, such as campaign finance and disenfranchisement. Ultimately throughout Part 1 of this module, students will gain the knowledge necessary to take substantive real-world action to improve participation in one of the fundamental aspects of our democracy, elections.

Activities:

*Lesson 0: Foundations of our Elections
  Activity: How the Founders Viewed the Electorate
  Activity: Role of Elections in a Representative Democracy

Lesson 1a: Participation in Elections: Then and Now
  Activity: Evolution of Enfranchisement
  Activity: Barriers to Access

Lesson 1b: Campaign Finance
  Activity: Money & Elections
  Activity: Political Action Committees (PACs) & Campaign Finance

Lesson 1c: The Role of the Media
  Activity: Examining Different Types of Media

Lesson 2: Current Election Issues
  Activity: Small Group Research

Lesson 3: Issue Identification and Analysis
  Activity: Issue Selection
  Activity: Looking at Causes and Effects
  Activity: Exploring Solutions

Lesson 4: Charting Our Issue
  Activity: Setting a Goal
  Activity: Identifying Targets: Decision Makers & Influencers

Lesson 5: Putting It All Together
  Activity: Summarizing Your Investigation
  Activity: Working Independently

*optional activity
Lesson 0: Foundations of our Elections (Optional)

For teachers wanting to review content from Unit 1, which helps establish the foundation for the course by examining how the framers of the Constitution set up a structure of government intended to stand the test of time.

Activity: How the Founders Viewed the Electorate

Have students complete the Think-Pair-Share activity

Think-Pair-Share
In the original Constitution, senators were to be elected by their state legislatures. The Seventeenth Amendment, ratified in 1913, changed this so that senators were elected by voters in their states.

Here are some suggested questions to get you started:
What does the way senators were originally elected tell you about how the founders viewed the electorate?
What does the Seventeenth Amendment demonstrate about elections in the United States?
Systems can change over the years. Is our system of elections still changing? What changes should be made?

Activity: Role of Elections in a Representative Democracy

Students will apply existing knowledge of the foundations of American democracy to identify philosophical ideals that align to the role of elections by engaging in a brief teacher- or student-led Socratic seminar.

Here are some suggested questions to get you started:
What is the benefit of plurality v. majority rule in a democratic republic?
What are some of the trade-offs involved in our social contract?
What is the benefit of a direct or an indirect democracy?
What do the changes in voting access over time indicate about our democracy?

Focus Area Alert:
Evaluate the current state of elections in the United States and compare it to the state of elections in another democratic country.
Lesson 1a: Participation in Elections: Then and Now

Objective: Describe how access to participating in elections has evolved as well as motives for why people would construct barriers and what the government’s response has been.

Activity: Evolution of Enfranchisement

Guiding Question: How has access to elections evolved to address disenfranchisement?

Real World Application: Government regulation can protect rights of minorities. Through advocacy, laws can be amended, and who participates affects the outcome of elections.

In order to better understand how politics can improve participation in elections today, this lesson looks back to see how access to elections has evolved. In this activity, students will examine how constitutional amendments and voting laws have expanded access for many Americans to participate in elections.

Have students complete the graphic organizer below outlining the changes in access to elections over time.

<table>
<thead>
<tr>
<th>What happened to cause a change?</th>
<th>Constitutional Amendment / Federal Law/etc.</th>
<th>Which group(s) were impacted?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Civil War</td>
<td>15th Amendment</td>
<td>Male African Americans</td>
</tr>
<tr>
<td></td>
<td>19th Amendment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>24th Amendment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>26th Amendment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Voting Rights Act of 1965</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Voting Accessibility for the Elderly and Handicapped Act of 1984</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Help America Vote Act (2002)</td>
<td></td>
</tr>
<tr>
<td>Additional example (student choice)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teacher Tip:
It will be helpful to model an example with students by completing a row in the graphic organizer. This website [https://www.usa.gov/voting-laws#item-212489](https://www.usa.gov/voting-laws#item-212489) may be helpful in directing student research.

Check for Understanding:
Think-Pair-Share: How has access to elections evolved over time? How have different groups been impacted differently?
Activity: Barriers to Access

Creating and amending laws can impact who has access to elections; however, there are other barriers, structural and nonstructural, which continue to impact enfranchisement. Some historical examples are poll taxes and literacy tests.

Have students review the different barriers described in this table in preparation for a series of short Fishbowl discussions, in which one group will have a discussion while the rest of the students sit in desks in a circle around them and listen.

The following are examples of both structural and nonstructural barriers to voting:

<table>
<thead>
<tr>
<th></th>
<th>Structural</th>
<th>Nonstructural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timing of elections</td>
<td>This barrier covers when the elections are held, including what day, what time polls are open, the length of time polls are open, early voting times, etc.</td>
<td>Accessibility Voters need to be able to physically get to the polling place.</td>
</tr>
<tr>
<td>Losing the right to vote</td>
<td>In some states, people convicted of a felony lose their right to vote.</td>
<td>Political efficacy The belief that your vote, and voting in general, matters.</td>
</tr>
<tr>
<td>Voter registration purges</td>
<td>Some states have adopted a policy of purging voter registrations for people who have not voted in a certain number of past elections.</td>
<td>Type of Election The type of election, (presidential, midterm, state, local, etc.) usually affects voter turnout.</td>
</tr>
<tr>
<td>Voter ID laws</td>
<td>Most states require you to show some form of identification before you can vote.</td>
<td>Number of elections In many states, there are several elections held at various times of the year, usually for local offices or ballot initiatives. Because of this, people may experience voting fatigue and/or lose interest.</td>
</tr>
</tbody>
</table>

Place students into four groups and assign each group a voting barrier to discuss. Some issues will work better than others, but explain that each barrier’s merits can be discussed. For example, should felons lose the right to vote? Should voter registration records be purged? Is it the government’s responsibility to ensure polls are accessible? Are there too many elections or is it a good thing that citizens get to vote for so many things? Give students 15–20 minutes to prepare their thoughts for the discussion. Then, using the Fishbowl method, hold a series of 3–5-minute discussions on the merits or complexities of each of the barriers. After the 3-5 minutes are up you can open up the discussion to the rest of the class. Encourage students to comment on things they heard during the discussion.

Focus Area Alert:
You could consider turning this activity into a debate for at least a few of the barriers. In that event, debates can be a good way for students to apply their content knowledge. Use debates as an opportunity to encourage students to analyze Supreme Court decisions and explain factors that influence elections.
Teacher Tip:
if you want students to explore or debate barriers in greater depth, you can have them engage in the issue of voter registration for college students using the following article: https://constitutioncenter.org/interactive-constitution/amendments/amendment-xxvi/the-twenty-sixth-amendment-and-domicile-by-michael-morley/interp/45.

Check for Understanding:
As groups are preparing for the discussion, walk around to ensure they understand the complexities of each barrier and potential arguments.

Lesson 1b: Campaign Finance

Objective: Analyze the impact that money has on our elections by analyzing the Supreme Court ruling on Citizens United v. FEC (2010) and its subsequent impact on campaign finance.

Activity: Money & Elections

Discussion Groups: (Round 1):
Consider having students form discussion groups or working with a partner to discuss the following questions:

- Should corporations’ political contributions be considered a form of free speech? Why or why not?
- What were the outcomes of the case?
- How did campaign spending change after the case?

(Round 2)

- What doors were opened because of Citizens United? How did elections change as a result of this course case?

Activity: Political Action Committees (PACs) & Campaign Finance
Students will continue building content knowledge and schema around the issue of campaign finance by watching a video that discusses the role of PACs and reviews some of the issues resulting from the Supreme Court decision of Citizens United. https://www.khanacademy.org/humanities/us-government-and-civics/us-gov-political-participation/us-gov-campaign-finance/v/campaign-finance

Check for Understanding:
Collect students’ case notes worksheet as an exit ticket.
Lesson 1c: The Role of the Media

The goal of this activity is for students to examine the changing role of media — in all its current forms — in U.S. elections.

Activity: Examining Different Types of Media

Start the discussion by showing some ads from past elections as found on The Living Room Candidate site: http://www.livingroomcandidate.org/ and show some examples of Twitter or Facebook posts from either the 2016 presidential election or the 2018 midterms.

Then, ask groups of students to use the graphic organizer to examine the roles different forms of media play in elections.

Have them discuss their findings and connect media to campaign finance and PACs.

Teacher Tip:
Challenge students to infer impact on future elections as well. Here is an article that can be assigned for background reading: http://time.com/4471657/political-tv-ads-history/.

Check for Understanding:
Collect student papers with notes on the graphic as an exit ticket.
Lesson 2: Current Election Issues

Students conduct research to determine which factors that affect elections from Lesson 1 have caused issues or challenges within their state and/or local area. Factors include structural and nonstructural barriers to access, campaign finance and PACs, and various types of media.

Activity: Small Group Research

Students will work in groups to research a factor affecting elections at the state and/or local level of government. Students should review physical newspapers from the state and/or local area and conduct online searches. Encourage students to do keyword searches with the factor plus your state or local area when searching online.

Teacher Tip:
Consider assigning multiple factors to each group to ensure they all get covered and increase the likelihood of students researching the entire activity.

Focus Area Alert:
Compare the intent of how elections function in a democratic society and how our elections function in America today.

Optional Homework Activity:

Community Interviews: Students can survey community members to collect data on what issues pertaining to elections are relevant to the community by asking community members which, if any, of these do they see as being a challenge in their state and/or local area. Have students share their findings with the rest of the class and add to the research they compiled previously.

Check for Understanding:
Round-Robin Share-Out: each student group will share the research they’ve found with the whole class. You can do this orally, with each group presenting either from their desks or at the front of the room. You can also do a Gallery Walk activity where you have groups write their research on butcher paper/posters and have students walk around the room to view other groups’ research.

Teacher Tip:
Interviewing community members can be a great way to ensure the projects students decide to work on are as relevant as possible to their state and/or local area. It’s additionally a great way to build in lessons on Public Opinion Polls. If you decide to do these, consider having students explore how to ask unbiased questions, how to analyze the results, etc.
Lesson 3: Issue Exploration: Examining Causes, Effects, and Solutions

Students select an issue impacting elections in their state and/or local area in-depth in order to be prepared to take substantive action.

**Activity: Issue Selection**

Students will select a current issue impacting elections today at the state or local level based on their research from the previous lesson (including Community Interviews, if you chose to do these).

You’ll need to determine whether you want students to work on these projects individually, in small groups, or as a whole class.

**Action Civics Alert:**

Keep in mind that students working on projects individually are often not able to take as substantive action because they’re working alone. The more students work on the same projects, the more action students are able to take, which can guarantee more significant results.

If you decide to do small groups, then you’ll likely want to group students according to the issue they’re interested in focusing on. If you decide to do a whole-class project, you’ll need to first facilitate some all-class discussion around which factor affecting elections students would like to investigate further. After discussion, you can do a simple voting process or go through a consensus building process more likely to ensure buy-in from all students.

Regardless of how you decide to group students, they should complete the Checklist Table. Completing this table ensures the issue is associated with elections, is relevant at a state and/or local level, and that the issue, if addressed, would improve participation in elections. Finally, it ensures that the issue is actionable, meaning it can be addressed through action and advocacy. Depending on grouping, students can complete this as individuals, in small groups, or as an entire class.

**Checklist Table**

<table>
<thead>
<tr>
<th>Selected Issue</th>
<th>Description/Controversy</th>
<th>Why we selected this issue</th>
<th>Teacher Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Focus Area Alert:**

Students explore and explain the factors influencing elections.

**Check for Understanding:**

Round-Robin Share-Out: If students are working individually or in groups, as opposed to the whole class, give students the chance to share with the whole class which issue they’ve chosen to address. You can note issues on board for a class list.
Activity 2: Looking at Causes and Effects

Now that students have identified their issues of focus, they need to further examine their issue to understand its scope. Explain to students that they’ll be completing a graphic organizer – The Problem Tree – to analyze the causes and effects of the issue they’ve chosen. Remind students that typically identifying the root causes of an issue – why that issue is taking place – can help us identify the best solutions. For example, perhaps a root cause to an issue is that there isn’t enough money to pay for something, then the proposed goal might be to advocate for a budget measure to include funding for that particular issue.

Depending on the chosen issue and/or how much content you’ve covered in the class already, students may need to conduct some research to be able to complete their tree. Consider having students do some online searches using search terms/phrases like “[the issue] + root causes” or “[the issue] + effects” to see if that helps to generate additional information for their trees.

Have students look at the Problem Tree graphic organizer. This graphic organizer helps guide students beyond problem identification to breaking down the causes and effects of the problem, which is necessary before exploring steps needed to address the problem. Display a larger version of this graphic organizer, perhaps projected on to a screen, and explain the three sections.

Problem: The issue that is being studied. In this case, whichever issue related to elections in their state or local area that students have chosen to focus on.

Causes: Issues, situations, or phenomena that have led to the problem. In this case, you might prompt exploration of causes by asking, “What are some of the factors that have negatively affected participation in elections?” or “why has money become so pervasive in elections?” Encourage students to think about the “causes of causes.” Then, repeat this exercise and think further about the causes of the next levels of causes.

Effects: Results created by the problem. As with causes, encourage students to explore multi-layered effects, or “effect of effects.” For example, if students suggest an effect is people can’t make it to the polls before they close on election day, ask them to identify the result of that effect, one of which could be that people are not represented. Next, they should ask what the effects are of people not being represented. The more students drill, the more they will deepen their critical thinking and analysis.

Use a simplified non-issue related example first. For example: If the problem is that I am late to school, what are some potential causes of the problem? Perhaps I didn’t hear my alarm or my bus was running behind schedule. What might be the causes of those causes? Maybe my alarm clock isn’t loud enough or maybe my bus route has had to add extra stops due to funding cuts that canceled other bus routes. Next, what would be the impact of my tardiness to school? I would miss instruction, feel behind and frustrated, etc. What might be the effect of those effects? If the bus continues to be late, I and other bus riders could fall behind and possibly even not pass our courses.

Model filling out the Problem Tree and at least two levels for each root cause and visual effect in the graphic organizer. Then, have students work with a partner to fill out the graphic organizer. Shift the discussion to the issue at hand, whichever issue related to elections in their state or local area that students have chosen to focus on and help the students brainstorm what they already know from previous lessons. Encourage them to reflect and add anything relevant to their problem tree as it comes up.

Have students build their own Problem Trees by using the graphic organizer and adding causes, going from the base of the tree to the tips of the roots and moving from larger concepts to more specific sub-topics. Make sure the students understand that their Problem Tree should have a dual focus on both the local and global scope of the issue. Encourage students to think back to the content in the Getting to Know the Topic (page 12) and consider how issues such as citizenship and voting age of other countries may be connected to their issue. Students should then do the same with impacts, going from the base of branches to the tips of the leaves and moving from large impacts to more specific topics.

Teacher Tip:
If students are working individually or in small groups, you’ll want to circulate as students work on this assignment. You may need to ask probing questions to get students to think deeper.

Provide ample time at the end of class or at the beginning of the next class for each group to share their Problem Trees with the rest of the class and to receive feedback from their peers on additional causes and/or effects they hadn’t considered.
Problem Tree

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. Use this as one tool to explore the causes and effects of lack of participation in elections.

**LEAVES/BRANCHES: EFFECTS**

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

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**TRUNK: PROBLEM**

This is the key issue that is being studied. This is where you’ll write the issue within elections that you’ve chosen to focus on.

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**ROOTS: CAUSES**

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

Once students have examined the causes and effects of their issue, it’s time for them to explore potential solutions at all levels of government — federal, state, and local. Explain to students that they will be completing a graphic organizer — this time it’s The Solution Tree — to explore potential solutions and outcomes. Students will begin the activity by trying to rewrite the problem from their Problem Tree and reframing it as a goal at the center of the Solutions Tree. For example, if their issue was “inequities in campaign spending” then they’d reframe it as “more equitable campaign spending.” Next, they need to consider the different solutions that could lead to this goal being realized as well as the possible outcomes.

Students will need to begin their research by exploring what solutions have been implemented or proposed in their state and/or local area first and what outcomes might arise from that solution. For example, perhaps there is an existing proposed state law to solve the issue that students would like to advocate on behalf of. Or perhaps there is a law that students think should be repealed. After exploring at the state and or local level, students should consider the research that’s been done in other places to combat this issue and what outcomes have resulted — students may end up wanting to copy a law, program, initiative, etc. from another state or country. Finally, students should research laws and/or programs proposed at the federal level to solve the issue. Or it could be that the law or program has been implemented at the federal level but needs to be improved or eliminated.

Ask students to also consider what they are learning in AP U.S. Government and Politics that they might contribute to their list of solutions. Have they read or learned anything in the course that could be added to this list of solutions for their issue? If so, they should add it to their “Solution Roots.” For example, perhaps they learned about a federal law that needs to be better implemented in their state in order to address this issue.

Essentially, the goal of this research is to ensure students have a robust understanding of multiple solutions they could end up choosing. As students find solutions in their research they should add these to The Solution Tree in the Roots section.

Teacher Tip:
- Encourage students to consider which of the root causes they identified in their Problem Tree might a solution address. Remind students that if a solution doesn’t address a root cause, then it’s unlikely that it will effect lasting change. Encourage them to consider a root cause that a solution is addressing even if they didn’t originally come up with when they created their Problem Tree. They can always add it to their Problem tree. The key is that a solution should get at the reason why something is occurring.
- This activity may involve some research.review of the legislative process, such as how laws are made.
- Students will be conducting the bulk of their research likely through online searches. However, students should also be encouraged to call experts or organizations that they come across during their research as they can gain valuable insight on solutions to their issue by talking with experts.
- This is a great time to bring in an expert as a guest speaker. Consider individuals from your community who could shed light on some of these issues. If your class is working on one project together, then you could bring in one guest speaker. Otherwise, you might consider bringing in an expert who has a wide array of knowledge about elections.

Reflect: Ask students to consider what they are learning in AP U.S. Government and Politics that they might contribute to their list of solutions. Have they read or learned anything in the course that could be added to this list of solutions for their issue? If so, they should add it here. For example, perhaps they learned about a federal law that needs to be better implemented in your state in order to address this issue.

Check for Understanding:
KWL Chart: Student groups will complete a KWL Chart, noting what they knew and confirmed about their issue, what they learned, and what wonderings/questions they still have.
Solution Tree

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, consider questions such as, “How will this solve the problem? Is this at the federal, state, or local level? What is the legislation or programming involved?” 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.
Lesson 4: Charting Our Issue

Activity: Setting a Goal

Students will now evaluate the research they’ve conducted on solutions and determine one goal they’d like to work toward for their project. They will discuss a few reflection questions with their project group and then be prepared to share with the rest of the class what goal they’ve set and why.

Teacher Tip:
Remind students to ensure they’re choosing goals that address a root cause of their issue and will bring about a long-term change. Feel free to reference the Action Civics matrix on PAGE 8.

Remember, if you’re doing this project as a whole class, then you’ll need to have this discussion all together. That said, you could start out by having students discuss the answers to these questions in small groups first and then come together as a class to choose one goal for your project.

Activity: Identifying Targets: Decision-Makers & Influencers

Now that students have in-depth knowledge of their issue and a set goal, they must identify targets: decision-makers and influencers, including governmental and nongovernmental professionals, who can help them create substantive change around their issue. To do so, students will need to conduct research, most likely online, to identify decision-makers (individuals, entities, etc.) who have the power to say yes or no to the students’ goal (for example, if they’ve chosen to advocate for legislation, they’ll need to identify legislators as some of their targets). Next, students will identify “influencers” who have a vested interest in their issue and can help students work toward their goal – community members, nonprofits, organizations, governmental departments or agencies, etc.

Explain to students that this information is going to help us when we consider what actions you want to take in order to achieve your goal – how you will convince decision-makers and recruit influencers.

Focus Area Alert:
This is another opportunity for students to explore factors that influence elections.

Action Civics Alert:
Consider front-loading this with a review of local/state government officials who are possible targets. Additionally, it’s important to review the structure/organization of local/state government.

Check for Understanding:
Have students partner with another and review one target from their list and explain whether they are a decision-maker or influencer and why they’d be concerned with their goal.
Lesson 5: Putting It All Together

Activity: Summarizing the Investigation

As part of their service project / Action Civics Project, students should summarize their learning to educate their classmates on the issue they have identified and investigated related to the topic of improving elections.

Select an appropriate format for students to complete their summary. For example, students may make class presentations, design posters to hang in the classroom, write blog posts to share with the class, etc. Multimedia or print materials that synthesize and analyze the topic and issue on local and state levels may support summaries.

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

- What are the key takeaways from your investigation?
- How are the problems you investigated similar at state, local, and national levels? How are they different?
- How are the solutions you investigated similar at state, local, and national levels? How are they different?
- Why may your investigation be important to other AP® Government & Politics students?

Alternative Approach:
Students are invited to hold an educational event or campaign to raise awareness about the social issue they have studied, which hopefully will have the power to compel their class (or community) to action. Students should consider what format they would like to use, based on their action. It may be a public speech at their school or in their community, a newspaper article, a website, a social media campaign, a short story, an artistic display, etc.

Teacher Tip:
Have students reflect on economic, social, political, and environmental ties to the problems and solutions. These will help review the connection between politics and improving our democratic elections on the AP® exam question on page 8.
**Activity: Working Independently**

To help students make deeper connections between their AP Course content and their projects, have students independently complete this sample Free Response Question, which addresses the content in this module.

Since students may continue to build content knowledge throughout their service learning experience, you may decide to have students complete this independent practice later in the program.

**Frequent Use of Media Supporters**

- **National**
- **Cable**
- **Local**
- **Comedy Late Night**
- **Newspapers**
- **Radio**
- **Internet**
- **Political Advertising**
- **Family & Friends**

Use the information graphic to answer the questions.

- (A) Identify the media most used by Trump supporters in 2016.
- (B) Describe a similarity or difference in the type of media used by Trump and Clinton supporters, as illustrated in the information graphic.
- (C) Draw a conclusion about that similarity or difference in the type of media used by Trump and Clinton supporters illustrated in the information graphic.
- (D) Explain how a Political Action Committee supporting Sanders in 2016 would decide how best to spend their advertising budget.

Part 2: Action Plan

The Action Plan section is divided into four parts:

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

WE Service Framework
Overview for Part 2: Action Plan

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:

- Tables containing 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.
As a class, discuss the following:

- 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**

Students will work in either small groups (of four to six) or as a whole class to plan and carry out their AP® with WE Service project(s). Each team will decide on one local and one global action, and then create a plan that details how the actions will be achieved. If working as a whole group on one goal, small teams might be formed to focus on individual elements of the plan (different targets, different activities). If working in small groups on multiple goals, allow students to form teams based on their interest in working on similar issues. The more inspired and passionate students are about the issue they identify, the more invested they will be with the actions they develop.

**Teacher Tip:**
- Encourage teams 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. This will help to identify and establish group norms, including a plan and process for conflict resolution.
- Create a spreadsheet that the teacher can fill in with group members, including module (of choice), columns for check-ins, numbers and agencies worked with. Teacher can also add a column to grade as each piece is completed.
- Instead of emphasizing skills and talents, ensure students are grouped based on the issue that is most important to them.
### Resources to Support Forming and Working in Teams

<table>
<thead>
<tr>
<th>RESOURCE AND DESCRIPTION</th>
<th>HOW TO USE THIS RESOURCE</th>
<th>WHERE TO FIND IT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gift + Issue = Change</strong></td>
<td>Use this activity to help students think about how they might individually contribute to an action that they feel passionate about.</td>
<td>WE.org/ap/giftissuechange</td>
</tr>
<tr>
<td><strong>Finding Passion with the Issue Compass</strong></td>
<td>This interactive activity can be used to align students into action teams according to their interests and talents.</td>
<td>WE.org/ap/issuecompass</td>
</tr>
<tr>
<td><strong>Article: Volunteerism—Today's MBA for Tomorrow's Entrepreneurs</strong></td>
<td>What does entrepreneurship have to do with service? Use this article as a conversation or thought starter as a class or amongst teams as they begin to brainstorm and develop their action plan.</td>
<td>WE.org/globalvoices/volunteerism-todays-mba</td>
</tr>
<tr>
<td><strong>Exploring the Four Leadership Styles</strong></td>
<td>Use this activity to help students better understand their individual strengths and the strengths of their teammates. By giving each person the power to be a leader, no one person will feel the burden of being responsible for the entire project.</td>
<td>WE.org/ap/fourleaderstyles</td>
</tr>
</tbody>
</table>

### Resources to Support Collaborating as a Team

<table>
<thead>
<tr>
<th>RESOURCE AND DESCRIPTION</th>
<th>HOW TO USE THIS RESOURCE</th>
<th>WHERE TO FIND IT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Creating a Safe Space</strong></td>
<td>Use this activity to help teams create guidelines around the way they interact and make decisions as a team.</td>
<td>WE.org/ap/safespace</td>
</tr>
<tr>
<td><strong>Drafting a Team Contract</strong></td>
<td>Use the contract to help students identify and establish group norms, including a plan and process for conflict resolution. This is both a key skill that students will learn, and a proactive approach to problem-solving within a team environment. Use the results from the Exploring the Four Leadership Styles activity to help determine roles and responsibilities of each student in the group.</td>
<td>WE.org/ap/teamcontract</td>
</tr>
<tr>
<td><strong>Practicing Positive Teamwork and Conflict Mediation</strong></td>
<td>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.</td>
<td>WE.org/ap/conflictmediation</td>
</tr>
<tr>
<td><strong>Establishing Roles and Responsibilities</strong></td>
<td>Use this activity to share with students how they can divide and conquer major areas of responsibility, and the roles they can each assume to make their service project both personally fulfilling and an overall success.</td>
<td>WE.org/ap/roles</td>
</tr>
</tbody>
</table>
Develop Action Plan

After students have formed their teams and written a contract, the next step is for teams to build out an action plan that (1) identifies team goal(s), (2) establishes their metrics of success, (3) identifies their network and required resources, and (4) 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.

Action Civics Alert:
Encourage your students to deepen their understanding of and impact on governmental systems by setting a goal for their Action Plan that is focused on changing public policies, programs, funding, or engaging in philanthropy.

Goal Setting

Each team must create a goal for the team’s action. This goal will need to (1) be clear, measurable, and informed by the team member’s needs assessment, (2) incorporate one global and one local action, and (3) achieve direct service, indirect service, or advocacy. Help students generate and decide on a team action goal using the following activities.

To align with Action Civics, start with systems change in mind. Help students set an overarching goal that affects their issue in a lasting way (policies changed, programs created, funding secured, philanthropic partnerships achieved, etc.). Students should be utilizing their Solution Trees during the Goal Setting period as it will include multiple possibilities for students to choose as a goal. Use direct and indirect service actions as parts of an Action Plan to achieve that goal. Ask students to consider how awareness-raising events can bring attention to the depth of a problem itself, but also can be used for mobilizing others to help advocate for their suggested long-term solution. See pages 8–9 for more examples of how to extend the impact of service projects / Action Civics Projects.
Understanding Approaches to Taking Action

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

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

**Action Civics:**

- Inherent in an Action Civics project is the focus on advocacy, which is used to mobilize others in helping advocate for a specific policy goal. Direct and indirect service are often activities included within an Action Civics project.
- Students can strengthen the strategy behind their Action Plans by targeting their identified decision makers and influencers with specific actions. See page 45 for a list of Generation Citizen’s suggested tactics that students could employ.
- Plan for sustainability. As students are organizing events (like food drives, fundraisers, etc.), ensure that part of their planning includes identifying how this event could be replicated in the future. They might build partnerships with community groups or launch a student organization, which could take on the project moving forward. They might secure funding for it to be extended into the coming year. Push students to consider the lasting impact of their work.

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

<table>
<thead>
<tr>
<th>RESOURCE AND DESCRIPTION</th>
<th>HOW TO USE THIS RESOURCE</th>
<th>WHERE TO FIND IT</th>
</tr>
</thead>
</table>
| Tips on Developing Direct Service Action Ideas | Get ideas and resources on how to personally engage with and provide hands-on services to those in need (usually in conjunction with an organization). | Use the following resources to show students how to create their own ideas or connect with existing ones that they can expand on:  
  - Tips on Developing Direct Service Action Ideas  
  - WE Volunteer Now Campaign | WE.org/ap/directservice |
| Tips on Developing Indirect Service Action Ideas | Get ideas and support on how to channel resources to the needs of a community—locally, nationally, or internationally. | Use the following resources to show students how to create their own ideas or connect with existing ones that they can expand on:  
  - Tips on Developing Indirect Service Action Ideas  
  - WE Go Green campaign  
  - WE Scare Hunger campaign  
  - WE Are Rafikis campaign  
  - WE Create Change campaign | WE.org/ap/indirectservice |
| Tips on Developing Advocacy Action Ideas | Get ideas and resources on how to educate others about an issue to increase visibility and how to follow-up with an action that focuses on enacting change. | Use the following resources to show students how to create their own ideas or connect with existing ones that they can expand on:  
  - Tips on Developing Advocacy Action Ideas  
  - Developing a Deep Understanding of Your Issue, and Messaging Your Message  
  - Ensuring Message Credibility  
  - Spreading the Word (Communications Strategies and Communications Plan Worksheets and Templates)  
  - Practice, Practice, Practice  
  - WE Are Silent campaign | WE.org/ap/advocacy |
### DIRECT SERVICE

<table>
<thead>
<tr>
<th>WHAT IS IT?</th>
<th>Personally engaging with and providing hands-on service to those in need (usually in conjunction with an organization).</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXAMPLE GOAL</td>
<td>By the end of the year, we will work to increase voter turnout in the 2020 election by encouraging more residents to register to vote. We will also work to increase voter participation by ensuring access for residents to polling locations and advocating for the passage of legislation that would increase participation by making Election Day a state holiday.</td>
</tr>
</tbody>
</table>
| ACTIONS | • Conduct research to identify local organizations working on access to elections in our state and local area.  
• Reach out to and partner with these organizations on initiatives like:  
  • Raising money to ensure adequate transportation is provided to nursing homes and neighborhoods with less access to transportation  
  • Facilitating a voter registration drive at your school or in your community  
  • Volunteer to serve as an election day worker to ensure there are enough well-staffed polling locations in your community.  
• Conduct research on the value of Election Days as holidays.  
• Work with local organizations to organize a lobby day advocating for the passage of the legislation.  
• Contact local press and news agencies about your efforts and request that they help bring media attention.  
• Contact elected officials and request an opportunity to meet with them to speak on behalf of the legislation.  
• Create a presentation reviewing your research and advocating for the passage of the legislation and share your presentation with elected officials.  
• If unable to meet with elected officials, create video presentation with elected officials and email to their office. |

### INDIRECT SERVICE

<table>
<thead>
<tr>
<th>WHAT IS IT?</th>
<th>Channeling resources to the needs of a community — locally, nationally, or internationally.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXAMPLE GOAL</td>
<td>By the end of the year, we will work to encourage the participation of more residents as candidates in our state and local elections by advocating for legislation that will allocate matching funds for eligible candidates.</td>
</tr>
</tbody>
</table>
| ACTIONS | • Conduct research to identify local organizations working on campaign finance in our state and local area.  
• Reach out and partner with local organizations to organize a fundraising campaign for eligible candidates with less funds.  
• Identify candidates with less funds and resources that you support and volunteer on their campaigns.  
• Launch a social media campaign to encourage people to donate their time and money to these candidates.  
• Conduct research on the value of equitable financing in elections.  
• Partner with local organizations to organize a lobby day advocating for the passage of the legislation.  
• Contact local press and news agencies about your efforts and request that they help bring media attention.  
• Contact elected officials and request an opportunity to meet with them to speak on behalf of the legislation.  
• Create a presentation reviewing your research and advocating for the passage of the legislation and share your presentation.  
• If unable to meet with elected officials, create video presentation and email to their office. |
If students decide to pursue ambitious but complex goals like changing policies or laws, blocking a proposed change, or influencing budgets or departments, ensure they are focused and specific in what they’re trying to do (i.e. “Convince the School Board to introduce single-stream recycling in all schools” versus “Improve recycling rates in school”). Help them plan concrete steps toward their goal while tracking their progress. Even if they don’t accomplish their goal, they’ll have learned that change-making can take time. Solving problems along the way, learning new skills, and building confidence can keep students engaged civically throughout life.

### Determining Clarity and Relevance of Goals

In their teams, students should now begin to hone in 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) and to be as clear and specific as they can.

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

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

### Action Civics Projects

Notice that even in the direct and indirect service projects, goals still involve students engaging in advocating and interacting with real-world political issues, processes, institutions, and policy making. Action Civics projects might include direct service, indirect service, or advocacy components as described above. At their best, however, those elements are used in service of achieving a goal aimed at influencing public policies, programs, or funding for the long-term. Refer to the chart on page 9 for examples of high-quality Action Civics projects.

### What is Advocacy?

Educating others about an issue to increase visibility and following up with an action that focuses on enacting change. Raising awareness about a problem is often part of an advocacy project, but the strongest advocacy projects also have a specific call to action of what they’d like others to do to support making change on their issue.

### Example Goal

By the end of the year, we will work to increase voter engagement in the political process by educating residents about the electoral process and advocating for the passage of legislation requiring civics education in middle and high schools in our state.

### Actions

- Conduct research on political efficacy and its decline over time as well as the relationship to the decline in civics education.
- Contact and interview experts in state and local government agencies and nonprofits and advocacy organizations on this topic.
- Launch a social media campaign to educate residents about your research including the consequences of low political participation and a lack of civics education as well as ways to get involved in the political process including and beyond voting. Encourage individuals to support the legislation by contacting their elected officials.
- Work with local organizations to create resources like letter templates and petitions for supporters to get involved with the efforts.
- Contact local press and news agencies about your efforts and request that they help bring media attention.
- Contact elected officials and request an opportunity to meet with them to speak on behalf of the legislation.
- Create a presentation reviewing your research and advocating for the passage of the legislation and share your presentation.
- If unable to meet with elected officials, create video presentation and email to their office.
Measuring Success

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

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

**Teacher Tip:**

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

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

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

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

**Action Civics Alert:**

Sometimes Action Civics project goals can seem “too big” or “unrealistic.” Remind students that success lies not solely in helping students pass a law, create or eliminate a government program, but also in strengthening civic knowledge, skills, and motivation. This mindset allows students to tackle big issues and set lofty goals – maybe they’ll achieve them, or maybe they’ll just make a dent in an issue they care about, but they’ll have plenty to reflect on and learn from along the way.
Identifying Resources and Creating a Network

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

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

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

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

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

Resources to Support Identifying Resources and Creating a Timeline

<table>
<thead>
<tr>
<th>RESOURCE AND DESCRIPTION</th>
<th>HOW TO USE THIS RESOURCE</th>
<th>WHERE TO FIND IT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating a Timeline</td>
<td>This activity will help students allot the appropriate time to each task and keep them on track. It will also help them break up a large task or action into smaller, more manageable tasks to effectively help them address all the necessary details in a timely fashion.</td>
<td>WE.org/ap/timeline</td>
</tr>
<tr>
<td>Identifying and Sequencing Tasks</td>
<td>This activity will help students think about each step of their action project and how to plot each step as an actionable task in a timeline.</td>
<td>WE.org/ap/tasksequence</td>
</tr>
<tr>
<td>Identifying Task Owners</td>
<td>Use this activity to show students how to effectively divide tasks amongst team members. Some tasks will be a part of each individual’s overall role and responsibilities, and some will be based on personal interests, skills, and strengths.</td>
<td>WE.org/ap/taskowners</td>
</tr>
<tr>
<td>Identifying Resources and Creating a Network</td>
<td>Use this activity to help students create a networking map to help them keep track of the people they will be working with through their action plan. They can also document the resources they will need to access, either through their network or as an item they will need to source separately.</td>
<td>WE.org/ap/network</td>
</tr>
</tbody>
</table>
Action Civics Tips for Creating a Network:

Create and leverage a strategic network with advocacy in mind by carefully developing a list of community members who can help accomplish your goal.

<table>
<thead>
<tr>
<th>WHO</th>
<th>EXAMPLES</th>
<th>HOW TO REACH THEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decision-makers: If you’re trying to get a law passed, a program started or improved, and/or a budget measure passed/approved, there will be at least one person or body of people who will have to approve it. Sometimes these people are elected, others are appointed, and still some are hired; they are all likely working for the government/government agency in some capacity.</td>
<td>Examples: the mayor, city council, state legislator, superintendent of education, school board, secretary of transportation</td>
<td>Start with simple online searches depending on your goal. Trying to get a city ordinance passed? You’ll likely want to start by searching for your city council. What committees are there? Do any of them sound like topics related to your goal? Try reaching out to council members on that committee to start.</td>
</tr>
<tr>
<td>Influencers: When creating your network, you’re going to need people in your coalition who can influence your decision-makers. There’s no limit to how many influencers can be helpful!</td>
<td>Examples: staff at nonprofits, interest groups, and/or community-based groups, local employers, faith leaders, parents, students, teachers</td>
<td>Start with simple online searches depending on your goal. 1. Try searching for your issue and your state/city 2. You can add to that organization, nonprofit, etc. Think about who has a vested interest in your goal being accomplished and how you could rally these groups together.</td>
</tr>
</tbody>
</table>

Generation Citizen
Resources for Tactics and Strategies:

The sky is the limit with what action your students can take to drive change on their issue. Activities should be chosen with a specific purpose in mind. See Generation Citizen’s “Tactics Stool” below for a list of ideas. Students should choose at least one tactic from each leg of the stool to ensure that their project is balanced and that they’re not missing any important pieces, like crafting a strong argument, lobbying a decision-maker directly, or rallying support from others.
Activity: Creating the Action Plan

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

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

Have students use the Creating an Action Plan worksheet, found in the Student Workbook, to help build out their action plan.

Have students use the Avoiding the Five Action Planning Pitfalls Tip Sheet to review common mistakes made during action planning and to ensure these have been avoided.
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 / Action Civics Projects to address local and global issues?
- Having planned to make a difference on local and global issues, what have you learned about your ability to create social change?

Check for Understanding:

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

Teacher Tip:

As part of their AP® with WE Service project, students will need to track their work. Look ahead to Part 4 to review and share expectations with students so that they are keeping records, taking photos, collecting documents, tracking data.

Educating others about their local and global issue is a great way for students to share their learning. Invite teams to hold an educational event or campaign to raise awareness about the social issue they have studied, which hopefully will have the power to compel their class (or community) to action. Students should consider what format they would like to use, based on their action. It may be a public speech at their school or in their community, a newspaper article, a website, a social media campaign, a short story, an artistic display, etc. It is also a great way to share the ideas they have developed in their action plan and how they will take action on the issue. This is not the action in itself but rather the education on the issue and the action plan.
### Resources to Support Deeper Reflection and Educating Others

<table>
<thead>
<tr>
<th>Resource and Description</th>
<th>How to Use This Resource</th>
<th>Where to Find It</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perfecting the Elevator Pitch</td>
<td>Use this activity to help students create the proper “elevator pitch” for their project as they think about how to create a compelling message about what they have learned about their issue and what they will do about it.</td>
<td>WE.org/ap/elevatorpitch</td>
</tr>
<tr>
<td>Developing a Deep Understanding of Your Issue and Messaging Your Message</td>
<td>Use this activity and case study to show students how to think critically about their issue as they learn to ask informed and thoughtful questions, and assess the gaps in their knowledge and the information they need to know.</td>
<td>WE.org/ap/messaging</td>
</tr>
<tr>
<td>Ensuring Message Credibility</td>
<td>Use this activity to have students run three checks on the credibility of their message: creating an annotated bibliography, fact checking their message, and presenting to the class for a peer-review and question period.</td>
<td>WE.org/ap/messagecredibility</td>
</tr>
<tr>
<td>Spreading the Word</td>
<td>Use this activity to have students brainstorm various communications methods and assess each one’s effectiveness. Then, they will develop a communications plan around their selected method to detail who their message is intended for, how the message will be communicated, and when it will be delivered.</td>
<td>WE.org/ap/spreadtheword</td>
</tr>
<tr>
<td>Practice, Practice, Practice</td>
<td>Use this activity and case study to have students read, listen to, or watch some examples of famous speeches to identify how the speaker uses the three I’s — Influence, Involve, and Inspire — with their audience.</td>
<td>WE.org/ap/practice</td>
</tr>
</tbody>
</table>

**Action Civics Alert:**

Invite students to reflect on why their topic/project is meaningful not only to them but to their community. Push them to consider how their proposed actions are or are not strengthening our democracy.
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
- Tables containing 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.

<table>
<thead>
<tr>
<th>RESOURCE AND DESCRIPTION</th>
<th>HOW TO USE THIS RESOURCE</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Ezra Frech’s Story</td>
<td>Ezra’s story—both a video and an article—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.</td>
<td>WE.org/ap/ezrafrech</td>
</tr>
<tr>
<td>Practicing Positive Teamwork and Conflict Mediation</td>
<td>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.</td>
<td>WE.org/ap/conflictmediation</td>
</tr>
<tr>
<td>Navigating Obstacles</td>
<td>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 Standing Tall: My Journey, which underscores teamwork and focus on goals.</td>
<td>WE.org/ap/casestudynavigatingobstacles</td>
</tr>
<tr>
<td>Planning for Contingencies</td>
<td>This activity helps students work through the process of proactively identifying potential issues and considering practical solutions so that they can plan ahead.</td>
<td>WE.org/ap/activity-contingencyplan</td>
</tr>
</tbody>
</table>
Ideas for Turning Action into Action Civics

As students are getting into action, take advantage of students focusing on a local issue by encouraging them to engage directly with the community outside of the classroom as much and as intentionally as possible.

- **Utilize Guest Speakers:** As students are researching their topic, constructing their Action Plans, or executing on their plan, consider who they can learn from in your community who’s also working to address students’ issue. It’s energizing for students to recognize that they are not alone in noticing this problem and that there are others working hard to make change as well. Even if community members disagree with students on their proposed plan of action, students will grow by facing opposition and by hearing arguments for differing points of view. (Pro tip: Don’t overlook the potential of staffers who work for elected or appointed officials. Even if they lack the fancy title, these individuals often have a lot of content expertise and stand to influence the agenda and actions of those for whom they work. If the high-profile community members won’t return students’ calls, ask if someone else in the office is available.)

- **Connect Students with Outside Events:** Encourage students to take action beyond the classroom by attending or testifying at public meetings, lobbying elected officials at their offices, or hosting or participating in events in the broader community.

- **Turn Assignments into Action:** Students are used to working on assignments they assume only their teacher will ever read. Push students to the next level. If they’re writing persuasive essays, encourage them to submit them as op-eds to the local paper. If they’re preparing an analysis or argument, ask them to present that analysis in person to a relevant group or community member.
In addition to the information, artifacts, analyses, and reflection pieces that you collect and complete, you will need to keep track of time spent on your action projects, reflect on your experiences, and collect the appropriate verification where needed. As you reflect, some of the things you may think about include:

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

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

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

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

Activity: Reflecting on Take Action

Provide students with questions to help them reflect on their experiences of taking action as a team.
- How will you continue the work that you and your team started with this project?
- Changing the world is hard work, and a lot of fun too! What are the top three lessons you have learned during your service project / Action Civics project?
- What is your story as an agent of change?

Resources on Re-Inspiration

<table>
<thead>
<tr>
<th>RESOURCE AND DESCRIPTION</th>
<th>HOW TO USE THIS RESOURCE</th>
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</tr>
</thead>
</table>
| My Story As a World-Changer  
Every story has a beginning; the spark that ignited a passion, a moment that changed everything. Craig Kielburger’s story also began with a spark that ignited the WE movement. | Use this activity as inspiration to have students write down their own stories as world-changers. | WE.org/ap/mystory |
| Craig Kielburger’s Story  
When Craig first learned about child labor at the age of 12, there was no way for him to get involved and make real change as a kid. So he set out on his own to free children from poverty and exploitation, but freed his peers at home from the idea that they had to wait to change the world. | Use the various resources—including videos, articles, and books Craig has written—to inspire students with the knowledge that passion and determination can truly change the world. | WE.org/ap/craigkielburger |
| Ally Del Monte’s Story  
Every year, 3.2 million kids are bullied. Sixteen year-old Ally Del Monte was one of them, but she decided to fight back by motivating others to be proud, be strong, and, most of all, be brave. | Use Ally’s story—both a video and an article—to inspire students and spark a conversation. Ally talks about bullying and its terrifying impact, but she also talks about overcoming the bullying and leading by example. | WE.org/ap/allydelmonte |
| Razia Hutchins and Maurice Young’s Story  
The I Am For Peace movement started as a neighborhood march against violence in the south side of Chicago. Now an annual event, it has gone global, thanks to champion youth Razia Hutchins and her partner in peace, Maurice Young. | Use Razia and Maurice’s story—both a video and an article—to inspire students about how a passion-driven initiative can make a life-altering impact—on those who lead the initiative as well as those who will be inspired to join. | WE.org/ap/raziaandmaurice |
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:

1. Why is it important to put together evidence of your service project / Action Civics Project?
2. What is the value of showcasing your work?
3. What are the different ways in which portfolios can be presented?
   Are some ways more effective than others? How and why?
4. 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.

Action Civics Alert:

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

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

Do not forget to share and celebrate over social media:
- Post on facebook.com/WEmovement
- Tweet @WEmovement, #WEday, #APWEserve, #ActionCivics

Action Civics Alert:
Invite local elected officials and community leaders to your event. This is a great opportunity for students to show other students that elected officials are accessible. It is also a chance for students to present their thoughts and opinions to people who have the power to effect change directly. (Elected officials also love photo ops with young people – their attendance might be more likely than you think!)

Action Civics Alert:
You’ve likely been reaching out with and even working with government officials and community leaders as well as staff at state and local organizations. Invite these people to your showcase, too. This is a great opportunity for students to continue advancing their goal and get feedback from experts on their work.

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...

<table>
<thead>
<tr>
<th>RESOURCE AND DESCRIPTION</th>
<th>HOW TO USE THIS RESOURCE</th>
<th>WHERE TO FIND IT</th>
</tr>
</thead>
<tbody>
<tr>
<td>... At WE Day</td>
<td>WE Day is a powerful, life-changing event that combines the energy of a live concert with the inspiration of extraordinary stories of leadership and change. Visit the WE Day website to find an event in your city or nearby, and apply for tickets.</td>
<td>WE.org/weday</td>
</tr>
<tr>
<td>... At a School-Wide Assembly</td>
<td>School assemblies are a popular way to showcase and celebrate collective achievements. Use the sample road map in this tip sheet to organize a memorable school assembly.</td>
<td>WE.org/ap/reportandcelebrate</td>
</tr>
<tr>
<td>... Through Social Media</td>
<td>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.</td>
<td>WE.org/ap/reportandcelebrate</td>
</tr>
<tr>
<td>... Through a Project Fair</td>
<td>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.</td>
<td>WE.org/ap/reportandcelebrate</td>
</tr>
<tr>
<td>... With a Documentary Screening</td>
<td>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.</td>
<td>WE.org/ap/reportandcelebrate</td>
</tr>
<tr>
<td>... With a Poster Exhibition</td>
<td>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.</td>
<td>WE.org/ap/reportandcelebrate</td>
</tr>
<tr>
<td>... With a Special Publication</td>
<td>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.</td>
<td>WE.org/ap/reportandcelebrate</td>
</tr>
</tbody>
</table>
Imagine a stadium-sized celebration of thousands of students who share a passion for making the world a better place. Imagine a global roster of speakers and performers including Nobel Prize-winner Malala Yousafzai, Martin Luther King III, Demi Lovato, and Selena Gomez. Imagine an event where young service leaders are the VIPs! That’s WE Day.

**WE Day Connect**

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

**WE Day Special**

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

**WE DayX**

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

Social media is a great tool to show all the amazing work your students are doing!

Join the online conversation and create fun, engaging content to share your big ideas. Whether you will be running your group’s accounts or teaching your students how to run social media in a fun, safe, responsible, and effective way, these tips will provide creative ways to amplify your projects in the digital space!

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

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

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

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

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

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

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

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

Share with us.
We love seeing how your projects are going! Tag your posts with #WEday, #WEschools, #actioncivics and the campaign hashtag. They might just get featured!
Complete Final Summary and Reflection

Activity: Complete Final Executive Summary

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

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

Activity: Reflect on the Overall Service Experience

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

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?
Join Generation Citizen

If you and your students have appreciated the Action Civics information and alerts throughout this module, Generation Citizen would love to help you take your practice to the next level. Go to GenerationCitizen.org to learn more about Generation Citizen’s models of training, support, and partnership. Reach out under the “Join Us” tab and Generation Citizen staff will be in touch to explore opportunities to help you bring civic learning to life for your students.

Brazilea Schenck from Central Falls High School, Rhode Island
Acknowledgements

AP U.S. Government and Politics Content Development
Kyle Olson, AP Teacher, Reagan Early College High School, Austin, TX
Adam Kubey, AP Teacher, Oakland Charter High School, Oakland, CA
Amy Smallwood-Ringenberg, Director, Advanced Placement
Rebecca Hayes, Director, Advanced Placement

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Maureen Reyes, Executive Director, AP Program Management
Melissa Heinz, Senior Director, AP Program Management

The program wishes to thank the following colleagues at the College Board for their contribution:
Andrea Sluchan, Associate General Counsel
Jeff Carlson, Senior Director, Strategy, Ops, & Rural Engagement
Mario Da Costa, Asst. Director, Strategy, Ops, & Rural Engagement
Dana Kopelman, Executive Director, Advanced Placement
Acknowledgements

Program Management and Instructional Design
Sarah Andes, Senior Director of Programming
Bonnie Mills, Manager of National Program and Partnership Development

Program Development and Strategy
Scott Warren, Co-Founder and CEO

The program wishes to thank the following colleagues at GC for their contribution:
Arielle Jennings, Executive Director, Massachusetts
Chelsea Schuster, External Affairs Manager
Josh Solomon, Chief Operating Officer
Juanita Montes de Oca, Manager of National Program and Curricular Development
Liz James, Impact Manager
Megan Brandon, Regional Program Manager
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