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 12,300 schools and groups, and backed by a movement of 2.3 million youth, we are engaging a new generation of service leaders and providing resources for a growing network of educators.

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

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These materials are samples from a College Board pilot program, in partnership with WE, to assist you in your decision to participate. Use or distribution of these draft materials online or in print beyond use in your classroom is prohibited.

Effective Spring 2017.
A Note From The AP® with WE Service Team

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

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

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

Students who successfully complete the program will be empowered to:

- Apply academic learning to real-life settings and situations.
- Enhance their leadership and social skills, critical thinking abilities, and civic engagement and responsibility.
- Earn a service learning recognition from the AP® program.
- Understand the role they can play in making a positive impact on local and global issues.

On behalf of the AP® Program and WE, thank you for being a part of this exciting project. Immersing students in their course work through service will provide an opportunity to strengthen college readiness of students across the country while empowering them to be active and engaged citizens. We look forward to hearing more about the exciting projects that both enhance your students’ understanding of AP® course topics and engage them in civic initiatives.
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How exciting to bring service learning to AP! Students can use skills gained in their course to become contributing members of their school community, their local community, and the global community.”

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

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

**collaboration**
**creativity**
**critical thinking**
**curiosity**
**problem-solving**

The AP® with WE Service program also empowers students to:
- Identify and investigate local and global issues, engage with communities, and become active citizens.
- Enact service initiatives that connect AP® content with opportunities and challenges in their own or others’ communities.

Service Learning

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

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

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

Impacts of WE’s programs show that*:

- 81% of educators say that WE Schools makes their students more likely to take action to improve the lives of others in their own community and abroad.

- 82% of educators have identified leadership opportunities for their students because of WE Schools.

- 73% of youth are motivated to go to college because of involvement with WE Schools.

- 94% of students said employers reacted positively to seeing WE Schools involvement on their resume.

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

See full impact report on WE.org.
Connections to the WE Learning Framework

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

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

WE Learning Framework

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

**Student Recognition Requirements**

Students must complete the following criteria to be eligible for the recognition on their transcripts:

- **Investigate and Learn**: Undertakes a student-led investigation of a topic at local and global levels, and evaluates existing programs that take action on the topic, making clear connections to the AP® course topic.

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

- **Take Action**: Participates in a project that has local and global significance, involving direct service, indirect service, and/or advocacy.

- **Report and Celebrate**: Creates a portfolio that showcases the service learning project and participates in a commemorative activity by explaining, either in writing or in an oral presentation, the impact of the project and its significance.

- **Record**: Maintains a log of activities related to the project that includes at least 20 outside of class hours.

- **Reflect**: Completes written reflections that make connections between the local/global topic(s) and learning about one’s self, one’s team, community, and the larger environment.

*By June 30, teachers must report student performance to the College Board using the digital portfolio.*

**Program Rubrics**

Look for the Recognition Rubric on page 149 and an optional Formative Assessment Rubric on page 155 for more details.
Program Road Map

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

1. **Watch Online Videos**
   - Video 1: An Overview of the AP® with WE Service Program
   - Video 2: Your Guide to Implementing the Program

2. **Select a Teaching Module**
   Select one module for your AP® course to complete in your classroom:
   - Module 1: Topic 1
   - or
   - Module 2: Topic 2

3. **Teach Lesson**
   Use the provided lessons to guide students through the service learning module
   - Visit the WE.org website for additional resources and optional ways to enhance your instruction with one-on-one guidance, online workshops on local and global topics, and classroom speakers
   - Use the Formative Assessment Rubric (pages 155–160) to provide ongoing feedback to students.
   - Visit the AP® with WE Service Teacher Community to ask questions and share your experiences.

4. **Assess Student Performance**
   Use the Recognition Rubric to evaluate student performance and to determine that they are eligible to receive the recognition. (See pages 149–152 for more details.)
3. Prepare to Teach

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

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

4. Log into Digital Platform

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

Visit the WE.org website for optional ways to enhance your instruction with one-on-one guidance, online workshops on local and global topics, and classroom speakers.

PART 3: TAKE ACTION
- Demonstrate Effective Teamwork
- Record WE Actions
- Re-Inspiration and Reflection

PART 4: REPORT AND CELEBRATE
- Create Portfolio
- Celebrate WE Actions
- Final Summary and Reflection

7. Recognition Announcements

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

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

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

Print Resources

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

Articles, Classroom Activities, and Lesson Plans

- **Global Voices** ([WE.org/globalvoices](http://WE.org/globalvoices)) is a weekly column that shines a light on important issues happening in the world right now. Each week (except during summer break), the column is accompanied by classroom activities to create meaningful discussions on the current event or issue covered in the column. Browse the archives to find appropriate columns and content to support your module.
- **WE.org** hosts a library of lessons and classroom activities on local and global issues that can augment each AP® with WE Service module.
- **Action Planning Resources** help you deliver content for effective teamwork, goal-setting, creating metrics of success, and more.

Issues Backgrounders

Get more info, statistics, and research on various issues such as poverty, clean water, food security, and other topics that you and your students care about.

Action Campaigns and Ideas

As students progress through their action planning, creating an effective action on an issue can be a challenge. WE’s action campaigns and resources offer both inspiration and resources to make it easy for you and your students to find a way to make a difference. Look for the [WE.org](http://WE.org) resource links at the end of each activity to find recommended lessons, videos, and tools to support you every step of the way.
Online Resources

WE.org
For every activity in each part of the AP® with WE Service module, WE offers classroom tools and resources to support you in teaching and delivering the required content and lessons. WE has assembled a huge collection of videos, lesson plans, action planning resources, and action campaigns and ideas to help you and your students dig further into the AP® with WE Service module. Visit WE.org.

Inspiring Videos
Visit WE.org for a library of inspiring, educational, and action-oriented videos that include short documentaries about local and global issues, interviews with and speeches by famous activists, and a how-to series on effective action planning and teamwork. Here are a couple of great videos to start with:

- Nobel Peace Prize winner Malala Yousafzai shares her story about being shot by the Taliban for speaking out for girls’ right to education.
- War vet J.R. Martinez talks about the power of acceptance — for yourself and others.

Online Teacher Community
Communicate and collaborate with your colleagues across the program through the AP® with WE Service Teacher Community at www.apcommunity.collegeboard.org/web/apwithweorg.
Enhance Instruction with More WE Resources

**AP® with WE Service Program Manager**

Connect with an AP® with WE Service Program Manager (APwithWE@WE.org) — your very own guide through the world of service learning and social issues education. As an AP® with WE Service teacher, you can access one-on-one support with a coordinator who will provide you with:

- Creative ideas for fundraisers and awareness campaigns
- Educational WE resources to help introduce or reinforce topics on local and global issues in your classroom
- Help in registering and organizing campaigns, youth leadership conferences, WE Day tickets, PD sessions, and other opportunities that are included as part of your involvement with either the AP® with WE Service or the WE Schools programs
- Direction and answers to general social issues and international development questions

**Digital Social Issue Session**

Schedule a Digital Social Issue Session with your AP® with WE Service Program Manager for an online workshop for your students on global and local issues and topics. These sessions will be delivered by WE staff, topic experts, or people working in the field on specific issues.

**Motivational Speakers and Facilitators**

Book a Motivational Speaker or Facilitator to be on site at your school. With tailored speeches on issues and topics that your students are addressing, speakers share stories from the field and help put a face to the issues. These speakers inspire, empower, and motivate students to take action on the issues they care about. Facilitators work with smaller groups of students for intensive workshops on leadership training on how to take action on local and global issues.

**WE Day**

WE Day is a celebration of young people changing the world. An annual youth-empowerment event, WE Day brings world-renowned speakers and performers together with tens of thousands of students and educators to be inspired, to learn, and to take action on pressing local and global issues. You can’t buy a ticket to WE Day. Schools earn their way by completing at least one local and one global action. It’s the perfect inspirational and educational opportunity for your students.
Free the Children’s WE Villages Model

A sustainable community is one where families have the knowledge and skills to be self-reliant. The goal of WE Villages is to do just that. We implement a holistic, sustainable development model so that communities can lift themselves out of poverty and never have to rely on charity again. This model is built on five pillars: Education, Water, Health, Food, and Opportunity.

Education
When children are equipped with the tools they need to succeed in school, they can focus on building a better future for their families and communities.

Water
Providing communities with access to clean water means girls get to dream big too and soak up the benefits of education. Families can keep themselves healthy and run successful and sustainable farms and businesses!

Health
When children are healthy, they are less likely to miss school or drop out after prolonged absence. And when parents are free of illness, family businesses are more likely to thrive.

Food
If female farmers had the same resources as male farmers, 150 million more people would be fed. That’s also why we help both men and women grow nutritious food to fuel their children’s studies and their family’s dreams.

Opportunity
With workshops on goat rearing and small business entrepreneurship, families have what they need to be self-sustaining. Parents can also discover new financial planning skills and invest in their children’s futures.

1,000+ school rooms have been built, giving more than 200,000 children access to education

More than 1 million people have been provided with clean water and sanitation

$36 million in medical supplies has provided more than 1 million people with health care

15 million nutritious meals have been produced by farmers engaged in our agriculture programs

30,000+ women have become empowered with financial independence across 8 countries
Part 1: Investigate and Learn

In each module:

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

WE Service Framework
Overview for Part 1: Investigate and Learn

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

- Poverty
- Access to Education
- Access to Clean Water
- Access to Health Care
- Food Insecurity and Hunger
- Home and Displacement
- Environment

This Section Contains:

- An introduction and overview to each of the seven topics at a global and local level that serve as the basis for the following 12 modules:
  - Access to Education module for AP® Computer Science A
  - Access to Health Care module for AP® Computer Science A
  - Loss of Biodiversity module for AP® Environmental Science
  - Access to Clean Water module for AP® Environmental Science
  - Access to Education module for AP® European History
  - Comparing Causes and Effects of Poverty Over Time module for AP® European History
  - Food Insecurity and Hunger module for AP® Human Geography
  - Access to Health Care module for AP® Human Geography
  - Changes in the Natural Environment module for AP® Spanish Language and Culture
  - Poverty and Effects on Education module for AP® Spanish Language and Culture
  - Home and Displacement module for AP® Studio Art: 2-D Design
  - Natural Environments module for AP® Studio Art: 2-D Design

- Optional activities that you may choose to use with your class to deepen students’ investigation of the topic and associated issues.
What Criteria Will Be Assessed in This Section?
As described in the Recognition Rubric (see page 149–152), students must complete the following group and individual activities in order to be eligible for AP® with WE Service Recognition.

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<th>RECOGNITION RUBRIC CRITERIA</th>
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**Investigate and Learn**
*Working in a group*, executes an investigation that DOES all of the following:
- Analyzes a topic at local and global levels
- Evaluates existing programs working to take action on the topic and identifies areas of unmet need (needs assessment)
- Lists sources and resources related to learning about the topic
- Summarizes learning from investigation of topic and demonstrates analysis of topic at local and global levels

**AND**

*Individually, DOES all of the following:*
- Explains connections between the topic and AP® course content
- Participates in group investigation and presentation
In 2000, through the Millennium Development Goals, the UN renewed a goal of ensuring universal primary education, that “children everywhere, boys and girls alike will be able to complete a full course of primary schooling.” While there has been progress toward achieving universal primary education, there are still about 58 million children who do not have access. Poverty, lack of access to quality health care, geography, gender, child labor, and food insecurity are some factors that prevent children from attending school.

Fast facts
- An estimated 40% of people are taught in a language they don’t speak or fully understand.
- Enrollment in primary education in developing countries recently reached 91%.
- War and conflict is harming education worldwide. Between 2005 and 2015, schools in 26 countries were used for military purposes.

Take your research to the next level!
Check out more info, resources, and stats on global access to education at WE.org/ap/global-education.
Getting to Know the Topic

Access to Education: Locally

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

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

Fast facts

- 40% of children living in poverty are not prepared for primary schooling.
- 16- to 24-year-old students who come from low-income families are seven times more likely to drop out than those from families with higher income.
- In 2013, two-thirds of high school graduates went on to enroll in college in the fall immediately following high school completion.

Take your research to the next level!

Check out more info, resources, and stats on education issues in the U.S. at WE.org/ap/local-education.
Getting to Know the Topic

Access to Health Care: Globally

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

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

Fast facts

- Immunization prevents between two to three million deaths every year, making it one of the world’s most successful and cost-effective health interventions.

- 45% of deaths among children under five occur in the first month of life, most of which are preventable.

- All UN Member States have agreed to try to achieve universal health coverage by 2030.

Take your research to the next level!

Check out more info, resources, and stats on global access to health care at WE.org/ap/global-health-care.
Getting to Know the Topic

Access to Health Care: Locally

Although the United States spends more health care dollars per person than any other country, it ranks near or at the bottom among other wealthy nations in nine key areas of health* that include infant mortality, homicides, obesity and diabetes, and chronic lung disease. According to a report from the National Research Council and Institute of Medicine, there are many factors for America’s poor health — lack of health insurance, high rates of poverty and income inequality, reduced physical activity because of environments designed around automobiles, and unhealthy behaviors such as consumption of high calories, to name a few.

Fast facts

- In 2014, 5.3% of Americans failed to obtain necessary medical care due to cost.
- 35.7 million — that’s 13.3% — of Americans were uninsured in 2014.
- National health expenditure (in 2013) was $2.9 trillion — or $9,255 per person. That represents 17.4% of the national Gross Domestic Product (GDP) for the year.

Take your research to the next level!

Check out more info, resources, and stats on health care in the U.S. at WE.org/ap/local-health-care.

*In a report from the National Research Council and Institute of Medicine, the United States is compared with 16 affluent democracies that include Australia, Canada, Japan, and many western European countries. The nine key areas of health include: infant mortality and low birth weight; injuries and homicides; teenage pregnancies and sexually transmitted infections; prevalence of HIV and AIDS; drug-related deaths; obesity and diabetes; heart disease; chronic lung disease; and disability.
Getting to Know the Topic

Environment: Globally

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

Fast facts

► Developing countries will be hit hardest by the effects of climate change — higher temperatures, changes in precipitation patterns, rising sea levels, and more frequent weather-related disasters — posing risks for agriculture, food, and water supplies.

► Climate change is expected to threaten with extinction about one quarter of all species on land by the year 2050.

Take your research to the next level!

Check out more info, resources, and stats on global environmental issues at WE.org/ap/global-environment.
Getting to Know the Topic

Environment: Locally

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

Fast facts

- Electricity and heat production accounted for 25% of global greenhouse gas emissions in 2010.
- It would take 1.5 Earths to sustain the rate at which we are currently using up natural resources.
- Steel recycling in the United States saves the energy equivalent to power about one-fifth of American households for one year.

Take your research to the next level!

Check out more info, resources, and stats on local environmental issues at WE.org/ap/local-environment.
Getting to Know the Topic

Access to Clean Water: Globally

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

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

Fast facts

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

Take your research to the next level!

Check out more info, resources, and stats on global access to health care at WE.org/ap/global-clean-water.
Getting to Know the Topic

Access to Clean Water: Locally

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

Low rainfalls mean that above-ground lakes are falling to low levels and even drying up. One resource that is affected is the Colorado River Basin, which is essential to the daily lives of people in urban and rural areas, as well as for agriculture and economies in seven states: Arizona, California, Colorado, New Mexico, Nevada, Utah, and Wyoming. With the continuing drought, these states are in danger of exhausting their groundwater reserves which, once depleted, cannot be replenished. This “will lead to further declines in Colorado River steam flows [which], combined with declining snowpack and population growth, will likely threaten the long-term ability to supply water to the seven states.”

Fast facts

- This river supplies water to 40 million people and irrigates 4 million acres of farmland in 7 U.S. states.
- In California, farms account for 80% of water use (cities are 20%).

40 out of 50 States, HAVE AT LEAST ONE Region THAT IS EXPECTED TO FACE SOME KIND OF WATER SHORTAGE IN THE NEXT 10 YEARS.

Take your research to the next level!

Check out more info, resources, and stats on local environmental issues at WE.org/ap/local-clean-water.
Getting to Know the Topic

Poverty: Globally

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

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

Fast facts

- One in four children in the world’s richest countries are living in poverty.
- Poverty is the highest and most concentrated in South Asia and Sub-Saharan Africa.
- At the end of 2015, one billion fewer people lived in extreme poverty than 20 years prior.

Take your research to the next level!

Check out more info, resources, and stats on global poverty issues at WE.org/ap/global-poverty.

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

Poverty: Locally

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

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

Fast facts

- The number of poor families sharing homes with a second family is 52% higher now than before the recession.
- Poverty is not unique to cities. In fact, poverty rates are slightly higher in non-metropolitan areas.
- Poor children earn less than half as much in their future careers as their peers growing up at twice the poverty line.

Take your research to the next level!

Check out more info, resources, and stats on local poverty issues at WE.org/ap/local-poverty.
Getting to Know the Topic

Food Insecurity and Hunger: Globally

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

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

Fast facts

► If female farmers had the same resources as male farmers, up to 150 million more people would be fed — that’s nearly the same population as Russia.

► Agriculture provides jobs for around 40% of the world’s population, making it the single largest employer in the world.

► The world would need an additional $267 billion per year to end world hunger by 2030.

Take your research to the next level!

Check out more info, resources, and stats on global food insecurity at WE.org/ap/global-food-insecurity.
Getting to Know the Topic

Food Insecurity and Hunger: Locally

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

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

Fast facts

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

Take your research to the next level!

Check out more info, resources, and stats on hunger in the U.S. at WE.org/ap/local-food-insecurity.
Getting to Know the Topic

Home and Displacement: Globally

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

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

Fast facts

- As of the end of 2014, about 1 in 4 of all refugees is Syrian, overtaking Afghanistan as the top source country of refugees, which had held this position for more than three decades. 95% of Syrian refugees are located in surrounding countries.

- There are 38.2 million IDPs worldwide, with the following countries making up some of the highest numbers: Syria (7.6 million), Colombia (6 million), Iraq (3.6 million), Democratic Republic of Congo (2.8 million), South Sudan (1.5 million), Afghanistan (805,000), and Central African Republic (438,000).

- During 2014, conflict and persecution forced an average of 42,500 persons per day to leave their homes and seek protection elsewhere, either as refugees or IDPs.

Take your research to the next level!

Check out more info, resources, and stats on refugees and IDPs at WE.org/ap/global-home-displacement.
Getting to Know the Topic

Home and Displacement: Locally

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

There are about 600,000 Americans who are homeless on any given night, 23% of whom are children. Individuals and families in this situation are particularly vulnerable to violence and susceptible to disease. Some states, like Utah, have set an ambitious goal to end chronic homelessness by a model known as “Housing First,” which has reduced chronic homelessness by 91%.

Fast facts

- 23% of people experiencing homelessness are under 18.
- California is home to one-fifth of the nation’s homeless population.
- 18% of homeless adults are employed.

Take your research to the next level!

Check out more info, resources, and stats on homelessness in the U.S. at WE.org/ap/local-home-displacement.
Activity: Problem Tree: Investigating Causes and Effects

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

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

Begin at the center of the tree with the problem.

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

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

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

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

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

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

- **Effect**: I am missing instruction, falling behind, and feeling frustrated, etc.
If desired, use the issue of clean water as an issue-based example to guide students through the Problem Tree.

- **Problem**: Families lack reasonable access to clean and safe water.

- **Causes**: Continuing to use reasonable access to clean water as an example, you might prompt exploration of causes by asking, “What are some of the factors hindering reasonable access to clean water?” For example, if students suggest a cause is that there are no sustainable sources of clean water in the community, ask students to then think further about what causes lack of access to clean water. Answers can include that the nearest water source is the contaminated river two miles away.

- **Effects**: For example, if students suggest an effect is children are sick from waterborne diseases, ask them to identify the result of that effect, one of which could be students missing school due to illness. Next, they should ask what the effects are of students missing school.

Now shift the discussion to the issue at hand, and help students brainstorm what they already know about their issue. You may want to complete the Problem Tree to model filling it out by providing at least two levels for each root cause and effect in the graphic organizer.

Then, have students work with a partner to fill out their own graphic organizers.

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

Look for this activity online at [WE.org/ap/problemtree](http://WE.org/ap/problemtree).
Problem Tree

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

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

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

**ROOTS: CAUSES**
These are the situations or factors that have led to the problem. When exploring the root causes of a problem, ask yourself "Why does this problem exist?" Dig deeper to consider the "causes of causes" — the multiple layers of factors that contribute to a problem. In your Problem Tree graphic organizer, start by writing the problem at the center of the tree, and then look at the causes and effects of an issue. Keep digging to go deeper on the issue to find its supporting and root causes.
Activity: Solution Tree: Identifying Solutions and Outcomes

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

This is best done by having student groups carry out research on organizations that are working to combat this issue. Students should use the Needs Assessment Worksheet to carry out an analysis.

Have students use the solutions graphic organizer to keep track of current solutions that are in use to combat the issue of access to clean water. Model how to go from the center of the proposed solution graphic organizer to the more specific details of the key elements to the solution and the possible outcomes of the solution.

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

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

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

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

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

And finally to the leaves, which explore the outcomes.

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

Using the example of access to clean water from the Problem Tree graphic organizer, here is sample Solution Tree content that you may want to work through with your students.

- **Goal**: Provide families with access to clean water.

- **Solution**: Providing an emergency supply of water to the community will help meet their needs in the short-term, but building a well or rain catchment system will ensure that people have access to clean water long into the future.

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

Look for this activity online at [WE.org/ap/problemtree](http://WE.org/ap/problemtree).
Needs Assessment

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

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

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

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

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

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

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

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**TRUNK: PROBLEM**

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**TRUNK: GOAL**

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**ROOTS: SOLUTIONS**
These are the actions needed to solve the problem and achieve the goal stated at the center of the solution tree. When exploring solutions, ask yourself “How will this solve the problem?” Dig deeper to think holistically, so that you are looking beyond the short-term and addressing not only the symptoms of the problem but the root causes as well.
Activity: Summarizing the Investigation

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

When summarizing their investigation, students should keep in mind the following:

- What are the key takeaways from your investigation?
- How are the problems you investigated similar at local and global levels? How are they different?
- How are the solutions you investigated similar at local and global levels? How are they different?
- Why may your investigation be important to other AP® 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.
Summarizing Your Investigation

Summarize what you have learned from your investigation. Your work may be supported by multimedia or print materials that synthesize and analyze the topic and issue on local and global levels.

When summarizing your investigation, keep the following in mind:

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

Alternative Approach

Consider holding an educational event or campaign to raise awareness about the social issue you have studied. Develop your event or campaign with the intent to compel your class (or community) to action. Based on your action, think about what format you would like to use. It may be a public speech at your school or in the community, a newspaper article, a website, a social media campaign, a short story, an artistic display, or another creative approach that you and your team come up with.
Part 2: Action Plan

The Action Plan section is divided into four parts:

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

WE Service Framework

INVESTIGATE AND LEARN ACTION PLAN TAKE ACTION REPORT AND CELEBRATE

RECORD AND REFLECT
Overview for Part 2: Action Plan

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

Key Takeaways

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

This Section Contains:

- 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

What Criteria Will Be Assessed in This Section?

As described in the Recognition Rubric, students must work with a team to create an action plan and individually identify how the action plan connects to their previous investigation of the topic. After completion of their action plan, you will use the Recognition Rubric criteria (shown below) to assess student performance and indicate whether each student met the following minimum requirements: indicate whether each student met the following minimum requirements:

**RECOGNITION RUBRIC CRITERIA**

**Action Plan**

*Working in a team, creates an action plan that Does all of the following:*

- Identifies at least one clear, measurable goal informed by needs assessment
- Incorporates one global and one local action
- Describes an action that is direct service, indirect service, or advocacy
- Sequences necessary tasks
- Identifies individual roles and responsibilities
- Identifies required resources, including network
- Identifies contributions of each student
- Presents a timeline for completion

AND

*Individually, Does all of the following:*

- Identifies how the action plan connects to the investigation of the topic and the needs assessment
- Participates in team action planning
Students must work with a team to plan and carry out their service projects. Since each team will focus on a particular action, it is important that all members of the team are interested in working on the same action and that all members individually contribute to the action.

Activity: Finding Passion with the Issue Compass

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

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

To help facilitate their brainstorming, ask the following questions:

» What issues do you hear about on the news or read in newspapers and online articles? Why do you think these stories are covered by the media?
» What issues do you think the general public isn’t aware of? Why do you think they are unaware?
» What issues really bother you — even if you don’t know a lot about them? Why are you bothered by these issues?
» If you were a world leader, what kinds of problems would you tackle?
» As students think about and share their ideas, write each issue in a table (see next page) on the front board.
Once the list is complete, read each issue from the list out loud and ask students to consider how important it is to them personally. As you read the issue aloud, students should decide which of the four they feel toward the issue — Passionate, Interested, Curious, or Indifferent — and raise their hands accordingly. (Remind students that there are no wrong answers — they are responding based on their own feelings and interest in an issue.)

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

As a class, discuss each of the four issues. Ask students to consider the following:
- What do you know about the issue?
- Why is it important?
- What are the short- and long-term effects on people, communities, the world and/or the planet if this issue isn’t addressed?
- What are some of the ways that you/we can make a difference?
- What challenges might we encounter in trying to help?

After the class has had time to discuss all four issues and to listen to the opinions of their classmates, ask them to raise their hands for one of the four issues about which they feel most strongly. Assess the groups that have formed. Further subdivide the groups to ensure different skills and talents are represented in each group and the sizing makes sense for further study and action (optimally 4–5 students per group). These groups may act as the teams for the local and global actions.
Alternative Approach to Issue Compass Stations

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

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

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

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

Look for this activity online at WE.org/ap/issuecompass.

Teacher Tip:
- If it is early in the year and teachers are still becoming familiar with students and their learning styles, habits, strengths, and areas of improvement, teachers can have students work through Exploring the Four Leadership Styles activity, and then assess and consider the balance and further alignment of groups based on leadership styles.
- Instead of emphasizing skills and talents, ensure students are grouped based on the issue that is most important to them.
- If a big group forms around one topic, have students break into two groups, and ensure they design different action plans on the same topic.
This equation is the cornerstone of WE’s service programs, and it has inspired tens of thousands of young people to share their unique talents in the service of a better world. Help your students discover their gift and passion to make a better world with the Gift + Issue = Change exercise.

Look for this activity online at WE.org/ap/giftissuechange.
Gift + Issue = Change

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

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

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

Write down the issues you care about:

Write down the actions you are interested in:

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

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

NAME: ________________________________
TEAM MEMBERS: ________________________
Activity: Exploring the Four Leadership Styles

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

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

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

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

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


Explanation of Leadership Styles

**Green**

**GREEN LEADERS** bring everyone together. They resolve conflicts amongst team members and ensure that all team members are feeling good. Greens are great at building relationships within groups and creating a positive environment for groups. They are often seen as great “people people.”

**Yellow**

**YELLOW LEADERS** propel the team with action. They lead by example, motivating people and maintaining the team’s momentum as they move toward the goal. They keep teams focused and can be persuasive in getting their way. They are often seen as reliable people who follow through and get things done.

**Red**

**RED LEADERS** use their logic-based skills to make sure that groups are being realistic and achievement focused. They analyze the team’s goals and actions and decide the best possible way to achieve the goals, given specific conditions and circumstances. Reds do a lot of calculating, analyzing, systematizing, organizing, and budgeting. They are great at providing solutions that “make the most logical sense.”

**Blue**

**BLUE LEADERS** dream and inspire. They are the idea-makers. They approach problems in new ways and tackle tasks differently than others. Blues are always thinking, brainstorming, suggesting, and looking ahead at where the team can go. They are often seen as “big picture” thinkers.
Activity: Exploring the Four Leadership Styles (continued)

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

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

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

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

Record and Reflect:

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

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

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

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

Teacher Tip:

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

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

<table>
<thead>
<tr>
<th>From 1–10, rate how true these statements are with 1 being untrue and 10 being true</th>
<th>Statements: When I am among a group of friends or classmates ...</th>
<th>Leadership code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I don’t need to be in charge of a group, but I enjoy making detailed plans that everyone will carry out.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I am the nurturing type who takes care of everyone.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I am the listener. I hear what people are saying and make sure everyone has a voice.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I am the logical one. I enjoy working through puzzles and equations.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I am the peacekeeper who listens to everyone and finds a reasonable compromise.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I look at all sides of a situation before arriving at a solution.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I can be stubborn when I feel passionately about something going my own way.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I am the dreamer who is always thinking of new and exciting ideas. I believe there is no limit to what we can achieve.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I like to tackle tasks, problems, and projects with a well-thought out plan.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I am friends with just about everyone I meet.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>I am drawn to hands-on tasks. I like making tangible products.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>I like to take risks and try ideas before knowing if they will work or not.</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>I like to think of new solutions to old problems.</td>
<td></td>
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<tr>
<td>14</td>
<td>I am the energetic one who is always ready to roll up my sleeves and get to work.</td>
<td></td>
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<tr>
<td>15</td>
<td>I am the artistic one and people see me as creative.</td>
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</tr>
</tbody>
</table>
### Four Leadership Styles

#### (2 OF 2)

<table>
<thead>
<tr>
<th>From 1–10, rate how true these statements are with 1 being untrue and 10 being true</th>
<th>Statements: When I am among a group of friends or classmates ...</th>
<th>Leadership code</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>I don’t like trying something unless I’m pretty sure it will work the first time.</td>
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<tr>
<td>17</td>
<td>I like to get things done quickly.</td>
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<tr>
<td>18</td>
<td>Sometimes I can seem disorganized.</td>
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<td>19</td>
<td>People are quick to trust me.</td>
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<tr>
<td>20</td>
<td>I make most decisions based on facts, data, and numbers.</td>
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<tr>
<td>21</td>
<td>I am good at coming up with big ideas, but not always good at following through to make them happen.</td>
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<tr>
<td>22</td>
<td>Often it takes me a long time to make decisions because I need more information.</td>
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<tr>
<td>23</td>
<td>I am good at being in charge of groups and keeping groups focused.</td>
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<tr>
<td>24</td>
<td>People see me as someone who will get the job done, no matter what.</td>
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<tr>
<td>25</td>
<td>Sometimes I have a hard time saying no to people, and end up taking on too much.</td>
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#### Tally up the scores

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

<table>
<thead>
<tr>
<th>Green</th>
<th>Yellow</th>
<th>Red</th>
<th>Blue</th>
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<tbody>
<tr>
<td>Score:</td>
<td>Score:</td>
<td>Score:</td>
<td>Score:</td>
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Activity: Creating a Community Code

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

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

Record and Reflect: Personal Probes

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

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

Record and Reflect: Group Probes

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

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

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

Activity: Drafting a Team Contract

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

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

We, (print names)

the undersigned agree to the following ...

Code of Conduct
Each team member will ALWAYS

Each team member will NEVER

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

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

Roles and Responsibilities

<table>
<thead>
<tr>
<th>NAME</th>
<th>ROLE</th>
<th>RESPONSIBILITIES</th>
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Sign: Date:  
Sign: Date:  
Sign: Date:  
Sign: Date:  
Sign: Date:  

TEAM CONTRACT ADDENDUMS:
In addition to the fields provided in the Team Contract here, you may choose to include (but are not limited to):
- Team meeting protocols
- Decision-making process
- Creating, agreeing to, and abiding by timelines
- Practices to hold each other accountable
Activity: Establishing Roles and Responsibilities

Teamwork is a success when project tasks are:
- Divided equally among the team members
- Based on individual strengths and interests

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

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

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

Overall, as students consider the different roles for their team, they can begin with the following list of roles that may include, but are not limited to:
- Logistics
- Finance
- Volunteer Coordination
- Communications/Public Relations
- Administration
- Design
- Tracking timelines
- Liaison/Point person for vendors and/or community partners

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

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

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

**Record and Reflect:**
Following this activity, provide students a reflection assignment to process what they have learned. Have students reflect on the following questions:
- How will I support my team members in my role?
- What will I look for in terms of support from my team members?
- What skills do I hope to develop in my assigned role?
- Why is it important to find roles and responsibilities that suit my leadership style but still challenge me?

Look for this activity and worksheet online at WE.org/ap/roles.
After students have formed their teams, the next step is for teams to build out an Action Plan that (1) identifies the 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.

Develop an Action Plan

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

**Team Goal:**

---

**Measures of Success:**

---

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

**Network:**

---

**Resources:**

---

**Roles and Responsibilities**
Each team member will take on the following roles and associated responsibilities:

---

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

---
Goal Setting

Each team must create a goal for the team’s action. This goal will need to (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.

Activity: Understanding Approaches to Taking Action

Every great plan begins with establishing clear goals. But first, help students understand the types of actions their team might take through their action project.

There are three approaches, generally speaking, to taking action:

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

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

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

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

- Based on what you learned about your local and global issue, and the actions others are already taking, what are five areas of need that you could address?
- What attracts you to these areas?
- What are some actions that your team could take to address this issue?
- What excites you about these actions?

Look for this activity and the related information and tip sheets online at [WE.org/ap/typesofservice](http://WE.org/ap/typesofservice).
**DIRECT SERVICE**

| WHAT IS IT? | Personally engaging with and providing hands-on services to those in need (usually in conjunction with an organization). |
| EXAMPLE GOAL | By the end of the semester, we will repaint the local women’s shelter by recruiting 20 volunteers and getting local businesses to donate funds and resources (paint, paint brushes, etc.), and we will increase the shelter’s library by gathering donations of 300 books and gently used toys. |
| ACTIONS | • Work with the staff and the shelter clients to create a scope of work and determine a painting plan.  
• Work with social workers and/or teachers to understand how best to make the library space more educational.  
• Recruit volunteers and artists from our school/community to paint the walls with murals, inspirational and literary quotes and other educational tools.  
• Hold an open house at the shelter to invite the wider community to a speech and presentation about the services offered at the shelter. Ask attendees to bring a gently used toy or book to build the shelter’s library. |

**INDIRECT SERVICE**

| WHAT IS IT? | Channeling resources to the needs of a community — locally, nationally, or internationally. |
| EXAMPLE GOAL | We will collect food to ensure 250 local families have enough nutritious food for Thanksgiving and fundraise to ensure 250 children in a developing community have school lunches for a month. |
| ACTIONS | • Hold a Thanksgiving themed food drive in support of the local food bank.  
• Host a Thanksgiving dinner fundraiser with a silent auction.  
• Create a social media campaign to educate peers about local hunger. |

**ADVOCACY**

| WHAT IS IT? | Educating others about an issue to increase visibility and follow-up with an action that focuses on enacting change. |
| EXAMPLE GOAL | Over the next four months, we will visit the three neighbouring middle schools to educate all sixth graders about child labor issues, and gather 100 letters from students to present to our district superintendent about ensuring child labor-free sports uniforms and equipment in our schools. |
| ACTIONS | • Create multimedia presentation about child labor aimed at middle school students.  
• Hold a town-hall meeting in our school gym to invite a child labor expert, an international education or development expert, and a fair trade expert to speak on a panel with our district official in attendance — extend invitation to the middle schools.  
• Circulate a letter template amongst students asking them to personalize a specific section that shares what they have learned about child labor, and present the letters to district officials at the town hall.  
• Write a letter to the editor about the issue and what students are saying. |
Tips on Developing Direct Service Action Ideas

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

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

Consider the following when developing your own ideas:

- What area(s) of need are we looking to address?
- Is the issue or cause best served through direct service, indirect service or an advocacy action?
- What type(s) of direct service would be most beneficial to the cause (i.e., hands-on support to the beneficiaries or working with a direct service organization)?
- Will the service be most effective in partnership with an organization or by finding ways ourselves to help directly?
- How can we make the greatest impact?

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

One-on-one service ideas

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

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

Working with a direct service organization

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

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

Direct Service WE Campaigns

Visit WE.org/campaigns to access resources on the WE Volunteer Now campaign and build on ideas around volunteerism for your direct service action.
Tips on Developing Indirect Service Action Ideas

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

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

Consider the following when developing your own ideas:

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

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

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

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

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

Indirect Service through WE Campaigns

Visit WE.org/campaigns to access resources on the following campaigns to connect with existing indirect service action ideas that you can take on and/or expand on:
- WE Take Charge campaign
- WE Scare Hunger campaign
- WE Are Rafikis campaign
- WE Create Change campaign
Tips on Developing Advocacy Action Ideas

Advocacy-related actions have two key interconnected goals:

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

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

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

Consider the following when developing your own advocacy campaigns:

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

Educating Others

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

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

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

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

Developing Strong Calls to Action

The tenets of an effective call to action include:
- A clear and compelling message
- Active words and tone
- Clarity in what you are asking people to do and how they can do it

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

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

Some examples of clear calls to action include:

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

Advocacy Actions through WE Campaigns

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

- WE Are Silent campaign
- WE Won’t Rest campaign
- WE Step Up campaign
Activity: Determining Clarity and Relevance of Goals

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

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

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

Look for this activity and worksheet online at WE.org/ap/plan-goals.
Goal setting can begin with a brainstorm that involves exploration and discussion. As a team, consider the following and fill up your page with every answer or idea you generate. This will help you see all your collective thinking in one space as you get more specific with your goals.

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

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

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

What is the value? Is the goal important in relation to the social issue you’re working on? Does it pass the “so what?” test?
Activity: Establishing S.M.A.R.T. Goals

Setting effective goals is a more difficult skill than most people imagine. This activity guides students through key steps to ensure that their team sets a “right-sized” and relevant goal to guide their action planning throughout this experience. This skill set, once learned, is one that students can apply to a myriad of other challenges and settings.

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

Next, have students split up into their action teams. Instruct them to brainstorm actions they would like to take, sharing ideas from previous reflections, and then to express their overarching goal(s) in S.M.A.R.T. form. Share examples with students that demonstrate how initial plans and goals evolve to become S.M.A.R.T. goals. Use the examples provided, or create your own.

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

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

Take time to discuss measurement in a bit more detail. Measurement is an aspect of the goal setting exercise that students should understand before they begin executing an action plan. Students will need to understand how they’ll measure positive outcomes so that they understand what success looks like and how they will know they have achieved their goal. Is it based on the number of people they have reached through their actions? This will require teams to keep track of numbers. Or are they also looking at how the individuals reached have been affected? A survey with written answers (or multiple choice options) could do the trick. Share with students that measuring success can be both qualitative and quantitative.

Example 1: (Advocacy, Local)
Original Goal: We will help homeless people.
S.M.A.R.T. Goal: Within two months, we will design an advocacy campaign, gathering 200 signatures for a petition addressed to the mayor, to prevent the proposed elimination of our city’s medical outreach program for homeless individuals.

Example 2: (Direct Service, Local)
Original Goal: We will promote gardening in our city.
S.M.A.R.T. Goal: Within the next month, we will partner with our local environmental council and volunteer 35 hours collectively, helping to set up two new community garden boxes.

Example 3: (Indirect Service, Global)
Original Goal: We will ensure that all girls go to school.
S.M.A.R.T. Goal: Within six weeks, we will raise $100 to contribute to a school-building project that ensures girls can go to school.

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

Look for this activity and worksheet online at WE.org/ap/smartgoals.
Setting S.M.A.R.T. Goals

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

**S - Specific**

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

**M - Measureable**

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

**A - Attainable**

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

**R - Relevant**

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

**T - Time-bound**

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

Our S.M.A.R.T. goal is:
Activity: Creating Measurements of Success

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

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

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

Look for this activity and worksheet online at WE.org/ap/measuresuccess.
Measuring Success

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

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

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

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

The information may be collected by multiple team members, however it is good to designate at least one person to any (and each) of the following you choose to do as a team (and add your own ideas to the list):

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

For example:

<table>
<thead>
<tr>
<th>QUANTITATIVE: Information typically expressed in numbers</th>
<th>GOAL</th>
<th>HOW WILL WE COLLECT THIS DATA</th>
<th>ACTUAL COUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of people who received a pamphlet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of people who tweeted using our hashtag</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of people who signed our petition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of people who visited our display</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of people who volunteered to help us</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QUALITATIVE: Descriptive information</th>
<th>FEEDBACK/TESTIMONIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Testimonials collected from feedback forms or surveys</td>
<td></td>
</tr>
<tr>
<td>Community support</td>
<td></td>
</tr>
<tr>
<td>Recorded personal reactions</td>
<td></td>
</tr>
<tr>
<td>Skills development within the team</td>
<td></td>
</tr>
<tr>
<td>From social media posts</td>
<td></td>
</tr>
</tbody>
</table>
Collecting Evidence
The evidence collected should be comprehensive and encompass many aspects of communication and engagement, instead of only pulling together basic statistics.

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

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

In the category of qualitative data, the evidence students want to gather should start out with a set of questions they want answered and then seek out the best way to pull the data together. This can include (but is not limited to):
- Surveys with open-ended questions
- Social media (e.g., students can ask and analyze: How are we reaching new audiences? How is the issue and/or service project being discussed? What feedback or suggestions are we receiving?)
- Interviews (e.g., by phone, in person, over email, etc.)
- Feedback forms
- Video testimonials (e.g., students can set up a booth at their event or at the time they are executing on their project, or they can have someone wander through the crowds with a camera and catch testimonials, etc.)
- Photographs
- Making observations

In the category of quantitative data, evidence can come in many forms. This can include (but is not limited to):
- Surveys with a rating system on a determined set of questions (e.g., Rate these questions from 1 to 5 with 1 being “Excellent” and 5 being “Poor”)
- Social media (e.g., number of followers/fans/subscribers, hits, shares or re-tweets, conversations/threads)
- Organizing focus groups
- Polling

Activity: Collecting Evidence and Artifacts
Use this activity to help students determine the type of evidence and artifacts they need to collect, and then how they can go about creating and gathering the info they need. The artifacts, data, and information students gather will feed into their metrics on the project, their portfolios, and the team executive summary at the end of the overall service project.
Recognizing Artifacts
Another form of evidence is the actual material they create for their projects. Some of these can become further evidence and some can be used as artifacts. The options and ideas here are endless and can include anything they create or document as part of their investigation of the issue, during the action planning, and into the execution, celebration, and reflection of their service projects. Some examples are provided below:

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

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

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

Look for this activity and worksheet online at WE.org/ap/collectingevidence.
Activity: Creating Surveys and Feedback Forms

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

Ask students:

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

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

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

Look for this activity and worksheet online at WE.org/ap/creatingsurveys.
Creating Surveys and Feedback Forms 101

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

Some sample quantitative questions include:

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

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

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

Qualitative sample questions:

- Which parts of the experience did you enjoy most? Why?
- Do you have any suggestions on areas for improvement?
- What was your biggest learning or takeaway about the issue at today’s event?
10 Tips for Writing Effective Surveys and/or Feedback Forms

Tip #1: Keep it short and simple!
Find the shortest way to ask a question without losing its intent. Long, drawn out questions can increase confusion or cause the respondent to lose interest.

Tip #2: Limit your overall survey questions.
If you have too many questions on your survey, you run the risk of receiving incomplete or entirely blank surveys. Keep the number of questions at a manageable amount that doesn’t require a lot of time and helps respondents quickly complete the questionnaire.

Tip #3: Ask questions that fulfill your end goal.
Every single question whom you include should have a well-defined purpose and a strong reason for being included.

Tip #4: Ask one question at a time.
For quality responses, give the respondent time to think through each individual question. Avoid bombarding the respondent with a series of questions.

Tip #5: Avoid leading questions.
Developing questions that lead respondents toward a certain answer will not be useful for your end results. Leading questions should be avoided to prevent biased responses.

Tip #6: Be specific!
Be specific when developing questions. Avoid any unnecessary words and/or phrases. This will reduce the uncertainty on the respondent’s part.

Tip #7: Avoid extreme words.
Extreme words such as: all, any, anybody, never, ever, every, etc., place respondents in a situation where they must fully agree or disagree with the position in the question. Keep it as neutral as possible.

Tip #8: Put your questions in logical order.
Do not overload your survey with ranking questions.

Tip #9: Give a bonus!
Entice your audience to take your survey with incentives. Review your survey budget before deciding on an incentive, such as a gift certificate, a book give-away, an autographed memorabilia, etc.

Tip #10: Pre-test your survey.
It is important to test your survey before using it to collect data. Pre-testing can help you identify questions that don’t make sense to participants or question that lead to biased answers. Consider sending your survey to a small group of people. After they have completed the survey, brainstorm with them to address any issue or improvements that can be made.
Activity: Creating a Timeline

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

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

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

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

### End Goal:

#### Task & Date of Completion:

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#### Task & Date of Completion:

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#### Task & Date of Completion:

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Activity: Identifying and Sequencing Tasks

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

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

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

For example:
- a. Find vendor who will donate or discount the paint and supplies
- b. Determine paint colors and create list of associated supplies
- c. Arrange a pick-up time for the paint and related supplies with the vendor
- d. Get paint

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

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

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

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

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

This activity shows the difference between roles and responsibilities set out at the beginning of the project with that of an owner of an individual task. Use this activity to show students how to effectively divide tasks amongst team members. Some tasks will be a part of each individual’s overall roles and responsibilities and some will be based on personal interests, skills, strengths, and even availability of time.

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

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

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

Look for this activity and worksheet online at WE.org/ap/taskowners.
Activity: Identifying Resources and Creating a Network

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

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

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

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

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

Look for this activity and worksheet online at WE.org/ap/network.
Networking — Graphic Organizer

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

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

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

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

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

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

Use a final copy of the graphic organizer as a master list of contacts.
Networking — Graphic Organizer

In each circle provide relevant contact information that may include:

- Name
- Email address
- Phone number
- Address

- Preferred method of communication
- Best time of the day to contact
- Who they are/what they do
- Their role within the action

LEGEND:
- Team Members
- Closest Contacts
- Secondary Contacts
Activity: Avoiding the Five Action Planning Pitfalls

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

Look for this activity and worksheet online at WE.org/ap/fivepitfalls.
Once your team has completed the major components of your action plan (creating your teams and setting goals, timeline, and network), review the five action planning pitfalls provided below to ensure these have been avoided. Review your plans — individually first, then together as a team. After the review, rework your action plans, if necessary.

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

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

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

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

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

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

Activity: Reflecting on Action Plan

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

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

Your team now has a plan for taking action globally and locally. Think back over what you have learned: What problems associated with your issue does your team’s action plan address? How does your individual role in the plan support your team’s action?

As you write, think about the following questions to help shape your reflection. Record your thoughts on the lines below. Use additional paper to write a lengthier response.

- 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?
- How does this action fulfill an opportunity identified in your needs assessment?
- What kinds of leadership qualities do you hope to develop as you continue to take action?
- What are you most passionate and excited about in your action plan?
- What action is your team planning to take?
- Having planned to make a difference on local and global issues, what have you learned about your ability to create social change?
- 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?
- Why is teamwork so essential to carrying out effective service projects to address local and global issues?
Activity: Perfecting the Elevator Pitch

We only get to make one first impression so we need to make it count. The same theory applies to gaining support and spreading the message of taking action for social change. What students say about their actions has the potential to do several things, including inform, appeal to emotions, persuade, and compel others to take action themselves. Read aloud to students the following script that will introduce the concept of the elevator pitch. Then ask teams to form their own elevator pitch to use when educating others on their action plans.

The scenario: You are a young, ambitious individual who has big dreams and big plans to change the world, but you need the help of someone who is very important and with whom it is difficult to get in touch. One day you find yourself standing in an elevator and just as the doors close you notice that this elusive person — the one who can help change your future — is standing in the elevator too. Realizing that you only have one shot at this, you take advantage of this rare opportunity to pitch your idea to this individual. By the time the doors have opened you have finished and given it your best.

You have just delivered your elevator pitch. It is now up to your elevator companion to make the next move.

Using the Elevator Pitch Worksheet, have students develop their pitch. Once completed, have teams present their pitch in class and allow students to ask questions and provide a constructive critique so that each team can hone their pitch to use throughout their action project.

Look for this activity and worksheet online at WE.org/ap/elevatorpitch.
Elevator Pitch

Crafting and delivering a succinct message in about the time it would take to ride an elevator is a good skill to have. Attention spans run short, so it is crucial that, when asking for help or support, you get to the point. As you carry out your action plan, it will be important for you to be well prepared with an elevator pitch that quickly conveys what you’re doing, why, and what kinds of supports you need. You may find yourself delivering this pitch to parents, fellow students, teachers, coaches, community members, and perhaps even your principal! A strong elevator pitch ranges from 30 seconds to 2 minutes.

To write your own elevator pitch, begin by listing out the main points of your action plan and the intention behind it. Then make it into a narrative. Think about what you would need to know and want to hear if you were learning about the social issue and your action plan for the first time. Write it out, then whittle it down. Remember, only the most important and intriguing information should be in this pitch. Once you gain the attention of your audience you can explain what you are doing in more detail.

- **What is the social issue you’re taking action on and why?** (That is, why are you so passionate about this issue and what are the most compelling facts/pieces of information you learned?)
- **What is your goal?** (That is, what do you hope to accomplish through your action plan?)
- **Why is your goal important to you, and to others?** (That is, why should others care? Here, you’re trying to answer the question someone might ask before they ask it — the “so what?” question. This is where you can share a compelling fact or stat, or even humanize the issue by telling the story of one person affected by the challenges.)
- **What do you need others to do to support you?** (This is your “ask,” and it needs to be clear and to-the-point.)

Next, practice your pitch. You won’t always be able to refer to notes, so memorize the key points that you want to convey. When you are feeling fairly comfortable, practice the pitch on friends and family. Ask them for feedback to make sure the information is clear.
Activity: Developing a Deep Understanding of Your Issue and Messaging Your Message

World change-makers often find themselves needing to learn a great deal about a social issue in a short period of time, because they understand that knowledge is power. As they seek people’s support, they need to be able to educate others about their social issue and to intelligently answer any questions that may arise. Similarly, students won’t be able to learn everything, but if they know and understand the main points, are able to ask the right questions, and know where to look for the right answers, they will be well on their way.

Case Study: Betty Williams

Sometimes you find the issue that interests you while other times the issue finds you. Either way, you will need to have a deep understanding of the issue to defend, advocate, or work toward a goal that may seem impossible.

Introduce your students to Betty Williams. Betty Williams was an average person, a mother, who found herself in a position that transformed her into a peace keeper, practically overnight, when she saw three children die as a result of her country’s civil conflict. The Troubles of Ireland—a thirty-year period of violence over political power between two major groups, the Nationalists and the Unionists. During these turbulent times, citizens felt powerless, but Williams took a stand against violence and sought peace.


As enhancement material, a detailed worksheet to accompany the interview is available on the following page for students to use while they watch the film or after.

After watching the interview, hold a class discussion. Ask students:

- How was Betty Williams able to become an overnight peacemaking activist?
- What was her motivation?
- What was her message?
- What was her action?
- How did she share her message?
- Why is Williams’ message of peace memorable?
- What lessons can you learn from Ms. Williams as you develop your own message to educate others about your social issue? How will you apply these lessons as you promote your actions to make a difference?
Case Study Worksheet: Betty Williams

Answer the following questions while you watch the interview to dig into Betty Williams’ message. How does Ms. Williams share her message? What makes it effective?

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

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

Answer the following questions while you watch the interview to dig into Betty Williams’ message. How does Ms. Williams share her message? What makes it effective?

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

We can each make a difference in our own way. Betty Williams identifies as a mother, but this Nobel Peace Laureate is so much more. She exemplifies how an average person can transform into a peace keeper overnight. What will your message be? How will you share your message?
A strong message is built on a foundation of knowledge and integrity. The credibility of a message comes from the research on which it is based. In order to gain support, every team’s message should be able to stand up to the critics they may face. Even if they don’t find any, they will have the satisfaction of knowing that their message is trustworthy.

Tell students they will be running three checks on the credibility of their message: creating an annotated bibliography, fact checking their message, and presenting to the class for a peer-review and question period. Instruct teams to create an annotated bibliography by compiling a list of resources that are relevant and credible. Bibliographies must include proper citations of the resources and a descriptive and evaluative paragraph on the relevance, accuracy, and quality of the resources. The annotated bibliography should include resources that are cited specifically relating to their message, as well as resources they used for general research.

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

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

Then, have students test the credibility of their messages and the knowledge it is founded on by holding a “stump the expert” exercise. Students will present their message to the class then hold a question period where the class will ask the presenters questions about their research and their action project. Assure students that this exercise is to inform and prepare teams on the effectiveness and credibility of their message. As a learning exercise, it is important that everyone participates and feedback is given in a constructive manner.
Before presentations begin, ask students to partner with a classmate. Instruct students to come up with general questions they can ask presenters about their action projects. Students should use these questions as a basis for what they will ask following the presentations but should pay attention to make them more specific to each presentation.

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

**Record and Reflect:**
Finish by having students reflect on the review process.

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

Look for this activity and worksheet online at [WE.org/ap/messagecredibility](http://WE.org/ap/messagecredibility).
The following two review templates provide students with a set of questions and prompts that they use to analyze a source document. These templates can help students who are new to the process of reviewing sources, as they require students to write down information about the source’s credibility and the author’s perspective. Two different templates have been provided. One is for reviewing print sources and the other is for online sources. RAVEN is a mnemonic that you can use to determine the credibility of a source.

**Print Source Analysis Template**

**Article Title:**

**Source of the Article:**

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

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

**V — Vested Interest**
Does the author have a personal stake in the topic or event? Would the author gain anything by lying? Would the author gain anything by telling the truth?

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

**N — Neutrality**
Is the author neutral about the issue or is bias evident? Is the source of the evidence neutral or biased?

**Online Source Analysis Template**

**Title of the Website:**

**Address of the Website:**

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

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

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

**Design, Organization, and Ease of Use**
- In your opinion, how does the website appear overall?
- Is it well designed and organized?
- Is it easy to read?
- Are help screens available?
- Is there a search feature or site map available?
Activity: Spreading the Word

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

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

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

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

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

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

Look for this activity and worksheet online at WE.org/ap/spreadtheword.
### Communications Methods and Strategies

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

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

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

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

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

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

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

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

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

Some historically famous and more current and noteworthy examples include:

- **The Gettysburg Address** delivered by President Abraham Lincoln at the official ceremony for the National Cemetery in Gettysburg, Pennsylvania, in November 1863 is remembered as one of the most important speeches in American history. ([http://ia600402.us.archive.org/29/items/MLKDream/MLKDream_64kb.mp3](http://ia600402.us.archive.org/29/items/MLKDream/MLKDream_64kb.mp3))
- One hundred years later, on August 28, 1963, Dr. Martin Luther King, Jr.’s famed “I Have a Dream” speech, delivered on the steps of the Lincoln Memorial in Washington, D.C. galvanized the American Civil Rights Movement and inspired millions to put an end to racial discrimination. ([https://youtu.be/oJJGuIZVfLM](https://youtu.be/oJJGuIZVfLM))
- In 1992, 12 year-old Severn Suzuki of British Columbia, Canada, made a dramatic speech at the beginning of the Rio Earth Summit and energized the entire audience to push forward and address urgent environmental problems. ([https://youtu.be/0rNhZu3ttIU](https://youtu.be/0rNhZu3ttIU))
- In 2013, 16-year-old Malala Yousafzai addressed the United Nations to share her story about being shot by the Taliban for speaking out for girls’ right to education. She survived and has become a global advocate for education, winning the Nobel Peace Prize in 2014. ([https://youtu.be/3rNhZu3ttIU](https://youtu.be/3rNhZu3ttIU))
- Emma Watson, best known for her role as Hermione Granger in the Harry Potter films, addressed the UN in 2014 in her role as UN Women Goodwill Ambassador to launch the HeForShe campaign, a solidarity movement for gender equality. ([https://youtu.be/p-iFl4qhBsE](https://youtu.be/p-iFl4qhBsE))

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

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

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

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

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

- Hannah Alper speaking about Malala at WE Day Minnesota, WE.org/hannah-alper-mn (2:18)
- Hannah Alper’s blog: www.callmehannah.ca

Ask students the following:

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

Record and Reflect

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

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

Look for this activity and worksheet online at WE.org/ap/practice.
Part 3: Take Action

The Take Action section is divided into four parts:

- Connect Learning
- Demonstrate Effective Teamwork
- Record WE Actions
- Re-Inspire and Reflect

WE Service Framework

INVESTIGATE AND LEARN  ACTION PLAN  TAKE ACTION  REPORT AND CELEBRATE

RECORD AND REFLECT
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

What Criteria Will Be Assessed in This Section?

As described in the Recognition Rubric, students must continue to work in their teams to execute their Action Plan and individually demonstrate their participation in one local and one global action. Students will also be recognized for recording their actions through collection of evidence. After teams have completed their actions, you will use the Recognition Rubric criteria (shown below) to assess student performance and indicate whether each student met the following minimum requirements: minimum requirements:

<table>
<thead>
<tr>
<th>Take Action</th>
<th>Reflect</th>
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<tr>
<td>Working in a team, DOES the following:</td>
<td>Individually, provides a record that DOES all of the following:</td>
</tr>
<tr>
<td>Provides a minimum of 10 artifacts, which include:</td>
<td>Reports individual activities related to the project (both learning and service)</td>
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<tr>
<td>▶ Demonstrates teamwork to undertake action through a balanced division and completion of tasks</td>
<td>Equals a minimum of 20 verified out-of-class hours (excluding time for recording, reflecting, reporting, and celebrating)</td>
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<tr>
<td>AND</td>
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<tr>
<td>Individually, participates in one global and one local action, as assigned in the team action plan, that DO the following:</td>
<td></td>
</tr>
<tr>
<td>▶ Involves direct service, indirect service, and/or advocacy</td>
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Demonstrate Effective Teamwork

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

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

Activity: Practicing Positive Teamwork and Conflict Mediation

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

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

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

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

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

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

If you are in conflict:

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

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

- Redefine the conflict by turning it from a competition between two sides to a mutual problem that can only be solved cooperatively.
- Encourage honest and open communication of perspectives and needs in order to identify the true source of the problem.
- Keep the dialogue on track and progressing toward a solution.
- Encourage both parties to come up with solutions that are beneficial to both parties.
- Ensure similar problems do not arise in the future by recognizing the lessons learned from the conflict.
Apply tips and methods from the tip sheet to the following examples of how to provide constructive feedback while addressing potentially contentious issues:

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

How would you address this?

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

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

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

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

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

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

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

Record and Reflect:
Have students reflect on the following:

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

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

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

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

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

After sharing Spencer’s story, ask students to discuss or answer in writing the following questions:
- What inspires you most about Spencer West’s journey?
- What lessons do you take away from his story about overcoming obstacles?
- What does persistence and grit mean to you?

Record and Reflect:
Then, have them consider and answer the following questions in writing:
- What are the personal obstacles that keep you from achieving or even setting goals? How can you overcome these obstacles?
- Who encourages you to keep working toward your goals? How?
- Who inspires you to look beyond your own fears and worries to the wider world? How?
- How will you use this inspiration to face obstacles head on?
- How can you help your team members overcome the obstacles you face individually and as a group?

Now ask teams to think about West’s words: “No can’t, no won’t, only how.”
- Instruct the teams to write down all the “we can’t” statements they find themselves saying.
- What are the other obstacles standing in the way of achieving the goals teams have set for their action projects? Have students catalogue the obstacles and look for ways to overcome them.
- How can their “can’t” and “won’t” be turned into “how”? Have teams rework their “We can’t” and “We won’t” sentiments into “We will...” statements.

Look for this activity and worksheet online at WE.org/ap/casestudynavigatingobstacles.
Spencer West has faced many obstacles in his lifetime, though he’s never let it slow him down.

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

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

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

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

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

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

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

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

Watch and read more of West’s story online:

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

Now discuss or answer in writing the following questions:

- What inspires you most about Spencer West’s journey?
- What lessons do you take away from his story about overcoming obstacles?
- What does persistence and grit mean to you?
“No Can’t, No Won’t, Only How”: Navigating Obstacles and Overcoming Conflicts

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

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

Record and Reflect:

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

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

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

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

Look for this activity and worksheet online at WE.org/ap/contingencyplan.
Contingency Planning

The forecast calls for ideal weather conditions for a carwash: warm and overcast

**Issue:**
If it rains we will need to have a covered area where cars may be washed or people may stand while their car is washed.

**Solution:**
There is a business down the street from the school that has a covered driveway. They have given us permission to use it if it rains. We also have a storm make-up date if there is thunder and lightning.

**Issue:**
If it is sunny we will need a stocked supply of water and sunscreen, and shaded areas for those waiting for their car to be washed too.

**Solution:**
We have arranged to borrow extra team coolers from the Phys. Ed. department. We have a team member who will ensure they are refilled throughout the day and Jake's mom will check on the sunscreen supply midday.

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

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

Visit [WE.org/contingency](http://WE.org/contingency) for more ideas on thoughtful contingency planning.

Look for this activity and worksheet online at [WE.org/ap/contingencyplan](http://WE.org/ap/contingencyplan).
Record WE Actions

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

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

Record and Reflect:

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

It is not unusual for team members to lose inspiration or momentum in the process of carrying out an action. Help students reconnect with their original motivation for taking action and to empower them as change-makers. Individually, ask students to reflect on their own story as someone who is interested in changing the world through action. Provide them with the following questions to reflect on their story as an agent of change.

Activity: Reflecting on Take Action

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

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

For a moment, step back from taking action. Think about what you have learned so far: As you have worked to help carry out your team’s action plan, what has been most meaningful to you?

As you write, think about the questions on the previous page to help shape your reflection. Record your thoughts on the lines below. Use additional paper to write a lengthier response.
My Story as a World-Changer

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

Craig’s Story

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

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

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

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

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

I decided to share what I’d learned with my class. I can still remember how nervous I felt standing in front of my peers, telling them about Iqbal and the plight of all child laborers. I finished by asking, “Who wants to help?” Before I knew it, 11 hands flew up! That’s when I learned that having the courage to try makes even the hardest things possible. When the 12 of us got together that evening, Free The Children was born. None of us had much experience with social justice work — just a desire to take action. Today, that organization has become WE and we continue to work with young people all over the world who make a difference every day!

Think WE,

Craig

Look for this activity and worksheet online at WE.org/ap/craigmkelburger.
My Story

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

2. That’s when I first learned about...

3. Learning about this issue made me feel...

4. So I (what did you do next?)...

5. To make a difference, I will...

6. I will do this by...

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

NAME: ________________________________

TEAM MEMBERS: ______________________

My Story as a World-Changer Worksheet: Copyright © 2017 WE. All rights reserved.
Part 4: Report & Celebrate

The Report and Celebrate section is divided into three parts:

- Create Portfolios
- Celebrate WE Actions
- Complete Final Summary and Reflection

WE Service Framework

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

RECORD AND REFLECT
Overview for Part 4: Report and Celebrate

Students will compile their work into a portfolio that defines their success both qualitatively and quantitatively. 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.

What Criteria Will Be Assessed in This Section?

As described in the Recognition Rubric, once students complete their local and global actions, they must produce a team portfolio and executive summary, as well as an individual final reflection. As a class, they will celebrate their actions and outcomes with their fellow classmates, their school, and/or the community. Use the Recognition Rubric criteria (shown below) to assess student performance and indicate whether each student met the following minimum requirements:

**RECOGNITION RUBRIC CRITERIA**

### Report and Celebrate

**Working in a team, creates a portfolio that DOES all of the following:**

- Provides a minimum of 10 artifacts, which include:
  - Product(s) of team investigation
  - Action plan
  - Evidence of team’s local and global action
  - Summary with evidence-based explanation of the project impact, its significance within a larger context, and team commemoration activities

**AND**

**Individually, DOES all of the following:**

- Contributes to the development of the team portfolio and commemoration activities

### Reflect

**Individually, completes a minimum of 5 written reflections (i.e., the four written reflections at the end of each part and in the Student Log) throughout the AP® with WE Service module that, collectively, DO all of the following:**

- Identify personal strengths and areas of growth from the service learning experience
- Explain connections between the social issue and learning about one’s self, one’s team process, the community, and larger environment
- Report personal learning and discuss future ideas for change-making
To showcase their work, students will need to submit a portfolio. 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

A portfolio is a collection of work, materials, and achievements that you believe best explain and represent the platform of their action. It can take one or more forms:

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

The following tip sheet will help students think about what they want to include in their portfolios. Using the reflection questions to guide their writing, encourage students to reflect on the overall action project, which will further inform the development and assembly of their portfolios.
In this final stage of your action project you will have the opportunity to showcase all the work you have completed through a portfolio of your work. It is important to highlight the results of your work, but keep in mind that this is your opportunity to show off all the work and effort you put into the action, so it is up to you and your team to decide what to include.

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

- An online presentation through Prezi, PowerPoint, a blog or a website, or any other online tool that you may choose
- Short film, documentary, etc.
- Physical portfolio presented on a presentation board, in a binder or scrapbook, etc.

The following list includes pieces you may want to include in your portfolio.

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

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

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

Overall, in this action project:
- What were your most important successes as a team, and what were the important factors that helped you accomplish those successes?
- What obstacles did your team overcome and what strategies were important in navigating those challenges?
- What was your favorite moment in carrying out your action?
- What are you most proud of?

If you could go back to the start, what advice would you give yourself or your team? Is there anything you would do differently?
- How is your community/the nation/the world a better place because of your action?
- How have you developed as a global citizen in taking action? What plans do you have to continue your work as a change-maker?
Celebrate WE Actions

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

Encourage students to get creative and in the celebratory mood!

Do not forget to share and celebrate over social media:

- Post on facebook.com/WEMovement
- Tweet @WEMovement, #WEDay, #APWEserve
You’ve got an incredible team and, together, you’ve not only created an amazing action plan but carried out a local and global action that is creating real change. Now it’s time to celebrate!

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

Who will you include in your celebration?

Here are a few celebration ideas to get you thinking:

- 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

Encourage students to get creative and in the celebratory mood!

Do not forget to share and celebrate over social media:

- Post on facebook.com/WEMovement
- Tweet @WEMovement, #WEDay, #APWEserve
Time to Celebrate — At WE Day

WE Day is an annual youth-empowerment event — the only one of its kind — that brings tens of thousands of students and educators together to be inspired by world-renowned speakers and performers and to learn how to take action on pressing local and global issues. Since WE Day’s launch in 2007, the event has grown into a movement with 17 events taking place annually across North America, inspiring more than 200,000 participants each year.

1. **Get involved** — WE Day is the manifestation of a movement for global change — and no matter the cause or issue, WE Day provides ways for every young person to get involved.

2. **Earn your way** — You can’t buy a ticket to WE Day. Schools earn their way to WE Day by completing at least one local and one global action as part of the year-long WE Schools program. With their WE Schools designation, schools teaching the AP® with WE Service program are also eligible for WE Day tickets.

3. **Attend WE Day** — If you’ve earned your way, then apply to attend a WE Day event at WE.org/weday.

4. **Watch WE Day online** — Every WE Day event is accompanied by a live web stream on show day. If you’re not attending in person, then watch it live online at WE.org/weday.

And even if you can’t make it to a WE Day event, you can still be a part of the movement and bring the inspiration of the day to your school by:

- Hosting your own WE Celebration
- Watching the WE Day broadcast
Host a WE DayX

Create your own magic of WE Day by hosting a WE DayX at your school.

**STEP 1: GET STARTED**

Putting together a WE DayX event might seem overwhelming at first. This is no regular assembly we’re talking about! Sure, it’s a lot of work, but we’ve made it easy for any student or educator willing to take a leadership role in organizing the event with the PowerPoint template stored on your USB. Follow these steps, tips, and tricks and before you know it, your event will come to life in an unforgettable experience.

**Envision Your Event**

How many guests will you invite? Will you host it at school or at a venue in your community? When will it be? What will your call to action be? How long will it be? Does the date conflict with other events going on in your school or community? Does the venue have a stage and somewhere you can set up a projector and speakers?

**Get Approval**

Has your principal given you permission? Is the school gym or auditorium available to host it? What other restrictions might arise?

**Team Up**

Who will be the main event organizers? Who will lead the smaller teams responsible for other components of the event (e.g., advertising, budgeting, etc.)?

**STEP 2: PLAN IT**

Planning is everything. If years of WE Day events have taught us anything, it’s that a solid plan is one of the most important elements of a smooth and successful event. Start by using the PowerPoint template stored on your USB.

**Plot the Content**

There should be a variety of performances and speeches that reflect the passions and talents of young people in your school and community.

There should be educational content about different causes and issues. Successful events have a balance of content across different mediums (e.g., video, music, speeches, etc.). Decide on your call to action and how you will reach your fundraising or awareness-raising goals.

**Dive Into the Logistics**

Identify what materials you’ll need (e.g., tech equipment, seating, decorations, cameras, etc.).

Plan how your team will acquire and set up these pieces before the event and how you’ll take them down afterward. Create a checklist to help you.

**Make a Plan B**

Brainstorm and make a list of potential issues you might encounter while planning and staging your event and a plan for what to do if they do occur.

**STEP 3: PROMOTE IT**

The communications or media team should start promoting the event as early as possible. A successful promotion plan will ensure that your entire community knows about your event: your mayor, local politicians, Program Manager.

**Reach Out to Talent**

If you’re inviting talent from your community, start contacting your chosen speakers and performers as soon as possible. Let each speaker or performer know what they could speak about and the impact they will have by choosing to participate.

Don’t forget the talent in your own schools. WE DayX is a great opportunity for students (and staff) to take the stage and inspire with their words, poetry, music, dance, etc.

**Advertise Your Event**

Promote the event in your community and within your school. The advertising possibilities are endless! Ask those outside of your school for help. Provide them with all of the important information and posters and encourage them to share these with their work colleagues and friends. Get your school and community excited about your inspiring event!
Create a Facebook event page and invite people in your school to join. Then, help build excitement by sharing photos, stories and videos of past WE Day events.

**Contact Media**
Working with the media is one of the best ways to promote your event. Don’t be afraid to contact local newspapers, magazines, and TV and radio stations. Pay attention to what media sources your friends, colleagues and community pay most attention to. Then, get their contact info online and send them a media alert about your event.

**STEP 4: MAKE IT HAPPEN**
It’s almost time for the big day! The talent is booked, the schedule finalized, the promotion successful, the equipment rented, and the script complete. Everyone’s eager and ready to go!

- **Create a Pre-Event Checklist**
  Walk through the whole event from start to finish, assessing each step. Use the checklist you created during the planning stage and add any items to it you may have left out.

- **Rehearse**
  Do a full technical rehearsal with the video and sound equipment and make sure the speakers and performers have everything they need. Make sure the videos embedded in your PowerPoint template are good to go.

- **Have a Blast!**
  You’ve worked hard to help make a difference with your event, so try to remember to have some fun!

**STEP 5: REFLECT ON IT**
Congratulations! Putting together an event like this is no easy feat, but you did it! You have set in motion a chain of events that will better the lives of many people across the world.

- **Say Thank You**
  Show everyone how much you appreciate their help and support. Send a thank you note or email to all volunteers, speakers, and special guests who were part of your event.

- **Make a Record**
  You’ve put a lot of work into your event, and very likely learned a lot of lessons along the way. Make it easier for the next time by taking notes that can serve as a road map for your next event. You can also collect any media coverage, video footage or pictures that were taken at the event.

- **Keep the Energy Alive**
  Take advantage of the excitement generated by your event by launching into your cause or campaign fundraising activities right away. Remind people to stay involved with your campaign.

- **Report Back**
  Contact your WE Schools Program Manager and let them know how your WE DayX went!

Visit [WE.org/wedayx](http://WE.org/wedayx) for more tips and resources on planning your WE DayX.
Watch the WE Day Broadcast

Bring the energy of WE Day to your classroom or school when you watch the archived broadcast of WE Day online at WE.org/we-movement/broadcast. Share the powerful content available in this broadcast to celebrate the work your students have done and to further inspire them through one of the following screening styles:

- An assembly
- A classroom screening
- An after-school viewing party
- A lunch 'n' screen
- A viewing event for the WE Schools group

From there, rally your students — especially those who may not have taken your AP® with WE Service course — to learn about the issues of today and spark conversations for taking action.

- What issue do I feel passionate about?
- What is my gift to share with the world?
- How can I use my skills to help those around me?
- Who could use some support?
- How can I team up with others to create a larger impact?
Time to Celebrate — Through Social Media

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

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

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

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

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

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

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

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

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

8. **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!

9. **Share with us.** We love seeing how your projects are going! Tag your posts with #weday, #weschool, and #APWEServe. They might just get featured!
Host an assembly your school will never forget. Showcase the collective achievements and celebrate the actions teams took with an event filled with inspiration, local speakers, and performers. And of course, each team will present their issue, project, learning, and outcomes. This is no ordinary assembly. There is nothing like a room filled with young people who know they have made a difference and are motivated and encouraged to dream big on their journeys as world-changers. Make it more special by inviting your families, community leaders, staff, and clients from the organizations with whom you may have collaborated, and other special guests.

1. **Create a vision** — Decide on a vision for the event. Will you focus on a specific issue that was addressed or on several issues? What overall message do you want students to walk away with? Think about how elements can honor students and further inspire them. Choose a theme and call to action for the event. Is there a fundraising or an awareness-raising goal? Everything in the event should tie back to the main theme or message. The audience, as well as those on stage, should walk away inspired, informed, and excited to take action on an issue.

2. **Work through the logistics** — Start with a clear plan. Who will be invited? Will it be hosted at school or a venue within the community? Who in the school or community could perform or speak? How long will the event be? How will inspiring and educational content be integrated across different media (e.g., videos, music, and speeches).

3. **Form a team** — Assemble a core team dedicated to overseeing the event. At least two people should be directing the planning for the overall event, with smaller teams dedicated to overseeing the event’s main components. This is an amazing opportunity for students to take a leadership role.

4. **Plan for the unexpected** — With any big event, there will be bumps along the way. For example, a speaker may cancel the night before, or there may be technical problems, etc. But, with some planning, and thoughtful contingency planning, you will be better prepared to deal with it. As a team, brainstorm and create a list of potential issues and what to do if they occur.

5. **Rehearse** — Create a pre-event checklist and walk through the whole event from start to finish. Make sure you also run through the rehearsal with the video and sound equipment, so the speakers and performers have everything they need.

6. **Have fun** — On the day of, take a breath and enjoy the moment.
Time to Celebrate — Through a Project Fair

A project fair allows for intimate and meaningful interaction between teams and the rest of the student body, allowing other students to explore and understand the different service actions at their own pace. This tip sheet will provide thoughts and ideas on organizing a project fair.

1. **Showcasing service projects** — A project fair is your opportunity to showcase all of the hard work teams have accomplished with the service projects with the student body. Booths should include similar information that was reported in the portfolio, but should be directed at your peers and should be highly visual to catch their attention as they tour the fair. Presentations should inform, engage, and inspire, so consider including the following information:

   - **a. Why did your team select your specific service project?**
   - **b. What did the service project entail?**
   - **c. What was the goal of the service project?**
   - **d. How did you achieve your goal?**
   - **e. What were some setbacks, obstacles, successes, and key moments from your service project journey?**
   - **f. How might they get involved with similar work or continue the work you began?** Your objective is to inspire and empower others to understand the power of positive good through service.

2. **Work through the logistics** — Find a space, date, and time that will be available for the fair. The space should be a large, easily accessible space to allow students to move through and stop at booths. Hold it during a time when all students will have the opportunity to visit it and presenters are available to be at the booths. Select a date that doesn’t have competing activities. Connect with the custodial department to ensure you are outfitted with the necessary tables, chairs, and trash bins.

3. **Form a team** — Assemble a core team dedicated to overseeing the event. Include at least one representative from each of the other service project teams. This is a great opportunity for students looking to take on additional leadership roles.

4. **Advertise** — Spread the word through social media, announcements, posters, etc.

5. **Have fun** — On the day of, take a breath and enjoy celebrating your accomplishments!
Time to Celebrate — With a Documentary Screening

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

1. **Select a style** — Documentaries take many forms. From the BBC’s *Planet Earth* to Michael Moore films to the Ken Burns effect, there are many styles to choose from. Consider how you want to share the service projects. Consider narration, interviews, physical documents, music, and more.

2. **Plan early** — The earlier you begin planning the filming the more you will have to cover and use in the documentary.

3. **Form a team and enlist help** — Assemble a core team dedicated to overseeing the documentary-making process and final showing. Include at least one representative from each of the other service project teams. This is an excellent opportunity for students to take on additional leadership roles. Connect with the school’s media class or club to help with filming, cutting, and finishing the film.

4. **Tell a story** — Storytelling is the most compelling way to share information. Be careful to tell one story that is demonstrated throughout all of the service projects. Engage viewers by taking them to a place they have not been before.

5. **Be creative** — Imagine yourselves as viewers. What would you like to see, hear, and experience? Good films are insightful, informational, and inspiring.

6. **Plan a showing** — Spotlight all the work accomplished with the service projects through a showing. Invite the student body, parents, and community members. Sell tickets or concession stand goods and further your impact by supporting a cause featured in the film.

7. **Have fun** — Sit back, watch, and enjoy the moment.
Time to Celebrate — With a Poster Exhibition

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

1. **Tell a story** — Effective posters are a source of information, thought provokers, and conversation starters. Consider your audience.

2. **Have one key message** — What are you saying? What do you really want to convey? What is your message?

3. **Employ art and concise text** — Are you trying to say too much with text while a visual might work better? Is there a catchy phrase or prominent headline to grab attention? Use text and visuals to complement each other to tell one story. Create a focal point to draw observers in.

4. **Form a team** — Assemble a core team dedicated to overseeing the poster bazaar. Include at least one representative from each of the other service project teams. This is a good opportunity for students to take on additional leadership roles.

5. **Work through the logistics** — Find a prominent location in the school to display the posters. Consider how people will interact with the display when setting up. Promote the bazaar with social media and school announcements.

6. **Solicit feedback** — Consider a drop box or a mini questionnaire to understand how your audience is responding to the posters.

7. **Have fun** — As observers take in the poster bazaar, enjoy the moment.

Time to Celebrate — With a Special Publication

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

1. **Find your medium** — Select the best medium to share your special publication with your school and community. Connect with the creators of your school/community newsletter, newspaper, or magazine to find out the benefits and opportunities each medium presents.

2. **Create a vision** — Decide on a vision for the publication to help teams narrow and create their content. What overall message do you want readers to walk away with? Choose a theme or call to action to anchor the submissions. Find ways to honor the work accomplished by teams as well as members of the community. Share ways that readers may get involved with the issues and actions featured in the special publication.

3. **Understand your audience** — Who are your readers? Is it your fellow students, or teachers and parents as well? What about the wider community? How will you message your pieces differently given the audience, as well as the format in which they will receive and read the publication?

4. **Work through the logistics** — Are you printing your publication or sharing it digitally? How can you optimize this method of sharing information? What are the timelines for submissions, editing, layout, and publication?

5. **Form a team** — Assemble a core editorial team dedicated to overseeing the special edition. Include at least one representative from each of the other service project teams. This is a good opportunity for students to take on additional leadership roles.

6. **Have fun** — Sit back and enjoy this special edition dedicated to all of your hard work.
Complete Final Summary and Reflection

Activity: Complete Final Executive Summary

Once students have completed their action, submitted their portfolio and celebrated their work, have them complete an executive summary as a team. The executive summaries should be specific to the AP® course subject and offer a snapshot of the team’s outcomes based on:

- The team action plan
- Summary of individual logs
- Analysis and highlights of evidence collected
- Explanation of the project impact and its significance within a larger context

Activity: Reflect on the Overall Service Experience

Individually, have students complete a final reflection of 400–500 words that describes their overall service experience.
Final Executive Summary and Reflection

Your Team’s Executive Summary
Once your team has completed your action(s), submitted your portfolio and celebrated your work, complete an executive summary as a team. The executive summaries should be specific to the AP® course subject and offer a snapshot in 500–1,000 words of your team’s outcomes based on:

- The team action plan
- Summary of individual logs
- Analysis and highlights of evidence collected
- Explanation of the project impact and its significance within a larger context

Your Final Reflection
In 400–500 words, describe your service experience. How has your experience launched you into a world of action and changed or altered your outlook as an active citizen? Through your response, explain connections between the issue and learning about yourself, your team process, the community, and larger environment.
Scoring Student Performance

As students complete the activities in Parts 1–4, they are working toward meeting the expectations required to be eligible to receive the AP® with WE Service recognition. The Recognition Rubric, on pages 149–152, lists the specific criteria to meet the required expectations.

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

PART 1:
INVESTIGATE AND LEARN
Complete lessons that define and explore the module topic at local and global levels.

PART 2:
ACTION PLAN
- Connect Learning
- Form Teams
- Develop Action Plan
- Reflect

PART 3:
TAKE ACTION
- Connect Learning
- Navigate Obstacles
- Record WE Actions
- Re-Inspire and Reflect

PART 4:
REPORT AND CELEBRATE
- Connect Learning
- Create Portfolio
- Celebrate WE Actions
- Complete Final Summary and Reflection

RECORD AND REFLECT
Summary of Student Recognition Requirements

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

- **Investigate and Learn**: Undertake a student-led investigation of a topic at local and global levels and evaluate existing programs that take action on the topic, making clear connections to the AP® course topic.

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

- **Take Action**: Participate in a project that has local and global significance, involving direct service, indirect service, and/or advocacy.

- **Report and Celebrate**: Create a portfolio that showcases the service learning project and participates in a commemorative activity by explaining, either in writing or in an oral presentation, the impact of the project and its significance.

- **Record**: Maintain a log of activities related to the project that includes at least 20 verified out-of-class hours.

- **Reflect**: Complete written reflections that make connections between the local/global topic(s) and learning about one’s self, one’s team, community, and the larger environment.

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

AP® with WE Service: Recognition Requirements

Overview: To earn the AP® with WE Service Recognition, students must meet expectations on a set of criteria that align with the activities in the provided instructional unit:

- Investigate and Learn (Part 1)
- Action Plan (Part 2)
- Take Action (Part 3)
- Record (Parts 1–4)
- Report and Celebrate (Part 4)
- Reflect (Parts 1–4)

Instructions:

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

Scoring Notes:

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

Recording Scores:

Before entering each student’s score in the digital portfolio, you may wish to make notes and score student work by hand using the table provided here:

Student: ____________________________

Project: ____________________________

Team Members: _____________________

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>SCORE RECEIVED (0–3)</th>
<th>TEACHER NOTES</th>
</tr>
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<tbody>
<tr>
<td>Investigate and Learn</td>
<td></td>
<td></td>
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<tr>
<td>Action Plan</td>
<td></td>
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<tr>
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# Recognition Rubric

<table>
<thead>
<tr>
<th>CRITERION AND DESCRIPTION</th>
<th>DID NOT MEET EXPECTATIONS (0)</th>
<th>APPROACHED EXPECTATIONS (1)</th>
<th>MET EXPECTATIONS (2)</th>
<th>EXCEEDED EXPECTATIONS (3)</th>
</tr>
</thead>
</table>
| **Investigate and Learn**   | Working in a group, executes an investigation that **DOES NOT** do one or more of the following:  
   - Analyzes a topic at local and global levels  
   - Evaluates existing programs working to take action on the topic and identifies areas of unmet need (needs assessment)  
   - Lists sources and resources identified by the students related to learning about the topic  
   - Summarizes learning from investigation of topic and demonstrates analysis of topic at local and global levels  
   - Identifies contribution of each student  
   **AND**  
   Individually, **DOES NOT** do one or more of the following:  
   - Explains connections between the topic and AP® course content  
   - Participates in group investigation presentation | Working in a group, executes an investigation that **DOES** all of the following:  
   - Analyzes a topic at local and global levels  
   - Evaluates existing programs working to take action on the topic and identifies areas of unmet need (needs assessment)  
   - Lists sources and resources identified by the students related to learning about the topic  
   - Summarizes learning from investigation to peers, using at least three detailed examples  
   **AND**  
   Individually, **DOES** all of the following:  
   - Explains connections between the topic and AP® course content  
   - Participates in group investigation | Working in a group, executes an investigation that **DOES** all of the following:  
   - Provides a sophisticated analysis of a topic at local and global levels  
   - Evaluates existing programs working to take action on the topic, reports on their strengths and weaknesses, and identifies needs (needs assessment)  
   - Lists sources and resources identified by the students related to learning about the topic  
   - Summarizes learning from investigation to peers, using more than three detailed examples  
   **AND**  
   Individually, **DOES** all of the following:  
   - Provides compelling and insightful connections between the topic and AP® course content  
   - Participates in group investigation |
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<tr>
<td>Action Plan</td>
<td>Working in a group, creates an action plan that <strong>DOES NOT</strong> do one or more of the following:</td>
<td>Working in a team, creates an action plan that <strong>DOES</strong> all of the following:</td>
<td>Working in a team, creates a highly developed, sophisticated action plan that <strong>DOES</strong> all of the following:</td>
<td>Working in a team, creates a highly developed, sophisticated action plan that <strong>DOES</strong> all of the following:</td>
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<tr>
<td>Student <strong>DOES NOT</strong> work with a group AND No individual attempt made</td>
<td>• Identifies one clear, measurable goal informed by needs assessment&lt;br&gt;• Incorporates one global and one local action&lt;br&gt;• Describes an action that is direct service, indirect service, or advocacy&lt;br&gt;• Sequences necessary tasks&lt;br&gt;• Identifies individual roles and responsibilities&lt;br&gt;• Identifies required resources, including network&lt;br&gt;• Presents a timeline for completion</td>
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<td>• Identifies at least one clear, measurable goal that is informed by needs assessment and targets highly specific outcomes&lt;br&gt;• Provides highly detailed plan to carry out at least two well-developed actions, one global and one local&lt;br&gt;• Describes an action that is direct service, indirect service, or advocacy&lt;br&gt;• Sequences necessary tasks&lt;br&gt;• Identifies individual roles and responsibilities&lt;br&gt;• Identifies required resources, including network&lt;br&gt;• Identifies contributions of each student&lt;br&gt;• Presents a clear timeline for all targets and plan is well prepared to meet timeframe</td>
<td>• Identifies in a sophisticated and nuanced manner how the action plan connects to the investigation of the topic and the needs assessment&lt;br&gt;• Participates in team action planning</td>
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<td>Participates in a project that has local and global significance, involving direct service, indirect service, and/or advocacy</td>
<td>Student <strong>DOES NOT</strong> work with a group AND No individual attempt made</td>
<td>Working in a team, <strong>DOES NOT</strong> do the following: - Demonstrates teamwork to undertake action through balanced division and completion of tasks AND Individually, participates in one global and one local action, as assigned in the team action plan, that <strong>DO NOT</strong> do the following: - Involves direct service, indirect service, and/or advocacy</td>
<td>Working in a team, <strong>DOES</strong> the following: - Demonstrates teamwork to undertake action through balanced division and completion of tasks AND Individually, participates in one global and one local action, as assigned in the team action plan, that <strong>DO</strong> the following: - Involves direct service, indirect service, and/or advocacy</td>
<td>Working in a team, <strong>DOES</strong> the following: - Demonstrates teamwork to undertake action through balanced division and completion of tasks AND Individually, participates in one global and one local action, as assigned in the team action plan, that <strong>DO</strong> the following: - Involves direct service, indirect service, and/or advocacy, one of which has multiple components and/or action steps</td>
</tr>
<tr>
<td><strong>Record</strong></td>
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<tr>
<td>Maintains a log of activities related to the project that includes at least 20 hours out-of-class (excluding time for recording, reflecting and celebrating)</td>
<td>No attempt</td>
<td>Individually, provides a record that <strong>DOES NOT</strong> do all of the following: - Reports individual activities related to the project (both learning and service) - Equals a minimum of 20 verified out-of-class hours (excluding time for recording, reflecting, reporting, and celebrating)</td>
<td>Individually, provides a record that <strong>DOES</strong> all of the following: - Reports individual activities related to the project (both learning and service) - Equals a minimum of 20 verified out-of-class hours (excluding time for recording, reflecting, reporting, and celebrating)</td>
<td>Individually, provides a record that <strong>DOES</strong> all of the following: - Reports individual activities related to the project (both learning and service) - Exceeds a minimum of 20 verified out-of-class hours (excluding time for recording, reflecting, and reporting, and celebrating)</td>
</tr>
<tr>
<td>CRITERION AND DESCRIPTION</td>
<td>DID NOT MEET EXPECTATIONS (0)</td>
<td>APPROACHED EXPECTATIONS (1)</td>
<td>MET EXPECTATIONS (2)</td>
<td>EXCEEDED EXPECTATIONS (3)</td>
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</tbody>
</table>
| Report and Celebrate     | Creating a portfolio that showcases the service learning project and participates in a commemorative activity by explaining, either in writing or in an oral presentation, the impact of the project and its significance. | Working in a team, creates a portfolio that **DOES NOT** do the following:  
• Provides a minimum of 10 artifacts, which include:  
  • Product(s) of team investigation  
  • Action plan  
  • Evidence of team’s local and global action  
  • Summary with evidence-based explanation of the project impact, its significance within a larger context, and team commemoration activities  
  **OR**  
  Individually, **DOES NOT** do the following:  
  • Contributes to the development of the team portfolio and commemoration activities  | Working in a team, creates a portfolio that **DOES** the following:  
• Provides a minimum of 10 artifacts, which include:  
  • Product(s) of team investigation  
  • Action plan  
  • Evidence of team’s local and global action  
  • Summary with evidence-based explanation of the project impact, its significance within a larger context, and team commemoration activities  
  **AND**  
  Individually, **DOES** do the following:  
  • Contributes to the development of the team portfolio and commemoration activities  | Working in a team, creates a portfolio that **DOES** the following:  
• Provides a minimum of 10 artifacts, which include:  
  • Product(s) of team investigation  
  • Action plan  
  • Evidence of team’s local and global action  
  • Summary with evidence-based explanation of the project impact, its significance within a larger context, and team commemoration activities  
  **AND**  
  Individually, **DOES** do the following:  
  • Contributes to the development of the team portfolio and commemoration activities  |
| Reflect                   | Completing written reflections that make connections between the local/global social issue(s) and learning about one’s self, one’s team, community, and the larger environment. | Individually, completes a minimum of 5 written reflections (i.e., the four written reflections at the end of each part and the reflections in the Student Log) throughout the AP® with WE Service module that, collectively, **DOES NOT** do all of the following:  
• Identify personal strengths and areas of growth from the service learning experience  
• Explain connections between the social issue and learning about one’s self, one’s team process, the community, and larger environment  
• Report personal learning and discuss future ideas for change-making  
  **OR**  
  Completes less than five reflections  | Individually, completes a minimum of 5 written reflections (i.e., the four written reflections at the end of each part and the reflections in the Student Log) throughout the AP® with WE Service module that, collectively, **DO** all of the following:  
• Identify personal strengths and areas of growth from the service learning experience  
• Explain connections between the social issue and learning about one’s self, one’s team process, the community, and larger environment  
• Report personal learning and discuss future ideas for change-making  | Individually, completes a minimum of 5 written reflections (i.e., the four written reflections at the end of each part and the reflections in the Student Log) throughout the AP® with WE Service module that, collectively, **DO** all of the following:  
• Identify personal strengths and areas of growth from the service learning experience  
• Explain connections between the social issue and learning about one’s self, one’s team process, the community, and larger environment  
• Report personal learning and discuss future ideas for change-making  |
TOGETHER WE WILL CHANGE THE WORLD
Optional

Overview: The Formative Assessment Rubric provides a tool for classroom assessment on the quality of student performance in the AP® with WE Service program. It aligns with the major required components of the student service learning experience and allows for both formative assessment and summative assessment. This rubric also aligns with, and supports completion of, the Recognition Rubric used to certify student completion of their service learning experience.

This optional rubric provides assessment tools for each of the following parts and aspects of the AP® with WE Service module:

- Investigate and Learn
- Action Plan
- Take Action
- Record and Reflect
- Report and Celebrate

Instructions for Use: Following implementation of each part within this AP® with WE Service module, you will see the specific sections from the Formative Assessment Rubric as a resource to assess individual student performance. While teamwork is an essential element of the AP® with WE Service program, this rubric is best used to assess individual contributions and performance, so that it may inform the final Recognition Rubric for each student at the conclusion of the program. Please enter a score, aligning it with the levels, for each criterion after completion of each activity and use it to inform your scores on the Recognition Rubric.

The Formative Assessment Rubric is developed by:

- Shelley K. White, PhD, MPH, Assistant Professor of Sociology, Director, Master of Public Health Program, Simmons College (formerly Worcester State University)
- Jonathan M. White, PhD, Associate Professor of Sociology, Director, Service-Learning Center, Bentley University
<table>
<thead>
<tr>
<th>CRITERION and Description</th>
<th>LEVEL 0 Not Yet Meeting Expectations</th>
<th>LEVEL 1 Approaching Expectations</th>
<th>LEVEL 2 Meeting Expectations</th>
<th>LEVEL 3 Exceeding Expectations</th>
<th>CONNECTION TO RECOGNITION RUBRIC OR MODULE CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Content Connection</td>
<td>Student(s) make connections between the topic and the AP® course content</td>
<td>Fails to connect topic with AP® course content</td>
<td>Begins to identify connection between topic and AP® course content</td>
<td>Explains connections between topic and AP® course content</td>
<td>Presents sophisticated analysis of interconnections between topic and AP® course content</td>
</tr>
<tr>
<td>Student-Led Inquiry and Analysis</td>
<td>Student(s) take initiative in exploring and analyzing a topic</td>
<td>Fails to investigate the topic on either the local or global level, or both</td>
<td>Establishes and/or carries out limited research plan, developing basic understanding of topic and/or requiring heavy teacher support</td>
<td>Establishes and carries out research plan to develop nuanced understanding of the topic through independent exploration</td>
<td>Establishes and carries out extensive research plan to develop sophisticated analysis of the topic</td>
</tr>
<tr>
<td>Information Literacy</td>
<td>Student(s) demonstrate critical assessment of information and use credible, current and relevant resources in the research</td>
<td>Fails to use credible and relevant resources and/or to critically assess information from resources</td>
<td>Identifies one to two credible/relevant resources and begins to demonstrate critical assessment of information</td>
<td>Identifies at least three credible/relevant resources and demonstrates critical assessment of information</td>
<td>Identifies multiple credible/relevant resources from varying sources (encyclopedia, book, journal) and demonstrates critical assessment of information</td>
</tr>
<tr>
<td>Local and Global Levels</td>
<td>Student(s) investigate and analyze the topic on both local and global levels</td>
<td>Fails to investigate the topic on both the local and global levels</td>
<td>Identifies both local and global dimensions of the topic but needs more depth and/or detailed understanding</td>
<td>Illustrates deep understanding of both local and global dimensions of the topic</td>
<td>Illustrates deep understanding and analyzes the interconnections of local and global dimensions</td>
</tr>
<tr>
<td>Needs Assessment</td>
<td>Student(s) assess existing programs and services to determine how an action plan might complement or enhance existing responses on the topic</td>
<td>Fails to assess existing programs working on the topic</td>
<td>Assesses one or two existing programs working toward solutions on the topic</td>
<td>Assesses at least three existing programs in a manner that might inform action planning</td>
<td>Thoughtfully assesses at least three existing programs, outlining how best practices might be incorporated into action planning</td>
</tr>
<tr>
<td>Summative Presentation</td>
<td>Student(s) deliver a compelling oral presentation to an audience, supported by multimedia or print material, that synthesizes and analyzes the topic on local and global levels</td>
<td>Fails to present information in an organized manner and lacks global and/or local analysis or proper supporting material</td>
<td>Begins to develop compelling presentation, including basic global and local analysis and some supporting material</td>
<td>Presents a clear analysis on both local and global levels, using persuasive oral/multimedia approach</td>
<td>Presents a complex analysis on local and global levels, including sharing of ideas for taking action, using a comprehensive set of oral/multimedia resources</td>
</tr>
<tr>
<td>Individually:</td>
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<td></td>
<td>• Explains connections between the topic and AP® course content</td>
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<tr>
<td>Working in a group:</td>
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<td></td>
<td></td>
<td></td>
<td>• Analyzes a topic at local and global levels</td>
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<tr>
<td>Working in a group:</td>
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<td></td>
<td></td>
<td>• Lists sources and resources identified by the students related to learning about the topic</td>
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<tr>
<td>Working in a group:</td>
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<td></td>
<td></td>
<td></td>
<td>• Analyzes a topic at local and global levels</td>
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<tr>
<td>Working in a group:</td>
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<td></td>
<td>• Evaluates existing programs working to take action on the topic and identifies areas of unmet need (needs assessment)</td>
</tr>
<tr>
<td>Working in a group:</td>
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<td></td>
<td></td>
<td>• Delivers presentation that summarizes learning from investigation of topic and demonstrates analysis of topic at local and global levels</td>
</tr>
<tr>
<td>CRITERION and Description</td>
<td>LEVEL 0 Not Yet Meeting Expectations</td>
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<tr>
<td>Development of Project Idea</td>
<td>Fails to identify options before narrowing to final choice</td>
<td>Identifies at least three action options before choosing final two actions (one local and one global)</td>
<td>Develops at least four action options and carefully weighs each before choosing final two actions</td>
<td>Develops broad array of action options and critically assesses each based on careful research and analysis before choosing final two</td>
<td>In the Goal Setting section, the brainstorming activity gets covered by this line item (Part 2 - 2.1.2)</td>
</tr>
<tr>
<td>Specific and Measurable Goal</td>
<td>Identifies vague goal statement and/or unclear measurement mechanisms</td>
<td>Elaborates goal(s) with at least one specific outcome that may be measured</td>
<td>Articulates specific goal(s) with clear outcomes, where measurement is possible for majority of outcomes</td>
<td>Articulates clear goal(s) with highly specific outcomes, with clear measurement mechanisms for all</td>
<td>Working in a group: • Identifies at least one clear, measurable goal informed by needs assessment</td>
</tr>
<tr>
<td>Achievable Plan</td>
<td>Fails to identify clear timeline and/or describes a plan that likely cannot be accomplished</td>
<td>Identifies timeline for some targets, and/or plan is not fully appropriate to timeframe</td>
<td>Provides timeline for majority of targets and plan is appropriate to timeframe</td>
<td>Details clear timeline for all targets and plan is well-prepared to meet timeframe</td>
<td>Working in a group: • Presents a timeline for completion</td>
</tr>
<tr>
<td>Informed Action</td>
<td>Fails to, or only begins to, identify how action plan addresses the topic and identified community needs</td>
<td>Identifies how action plan addresses the topic and identified community needs, with beginning articulation of potential impact</td>
<td>Clearly articulates connection to topic and community needs, and identifies potential impacts, reflecting research and needs assessment</td>
<td>Clearly articulates connection to topic, community needs, and potential impacts, reflecting nuanced analysis of research and needs assessment</td>
<td>Working in a group: • Identifies how action plan connects to the investigation of the topic and the needs assessment</td>
</tr>
<tr>
<td>Education Component</td>
<td>Fails to, or only begins to, recognize need to raise awareness</td>
<td>Includes vague or minimal plan to raise awareness</td>
<td>Provides clear plan to raise significant awareness with educational content</td>
<td>Articulates thoughtful plan to raise awareness through multiple educational tools</td>
<td>Can be used to assess the alternative approach to Summarizing the Investigation</td>
</tr>
<tr>
<td>One Local, One Global Action</td>
<td>Designs plan without clear global and local components and/or without clear service or advocacy</td>
<td>Designs plan with global and local elements but lacking detail on one or both and/or unclear service or advocacy</td>
<td>Provides clear plan to accomplish one global and one local action of service and/or advocacy</td>
<td>Provides highly detailed plan to carry out at least two well-developed actions, one global and one local, through service and/or advocacy</td>
<td>Working in a group: • Incorporates one global and one local action</td>
</tr>
<tr>
<td>CRITERION and Description</td>
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</tr>
<tr>
<td><strong>Clear Tasks</strong>&lt;br&gt;Action plan sets out a logical sequence of steps for how to accomplish overarching goal(s)**</td>
<td>Identifies incomplete requisite steps toward completing the goal</td>
<td>Provides a set of steps, though some may be missing and/or sequencing may be problematic</td>
<td>Articulates clear and logical sequence of steps</td>
<td>Articulates clear and highly detailed sequence of steps with advanced logic</td>
<td><strong>Working in a group:</strong>&lt;br&gt;• Sequences necessary tasks</td>
</tr>
<tr>
<td><strong>Responsibility</strong>&lt;br&gt;Action plan clearly delegates roles and responsibilities with reasonable equity and team collaboration</td>
<td>Fails to identify roles and responsibilities associated with tasks</td>
<td>Partially identifies roles and responsibilities with some consideration of team equity</td>
<td>Designates clear roles and responsibilities for key tasks, reflecting reasonable equity and team process</td>
<td>Articulates clear roles and responsibilities for all tasks, reflecting high-level team development and planning</td>
<td><strong>Working in a group:</strong>&lt;br&gt;• Identifies individual roles and responsibilities</td>
</tr>
<tr>
<td><strong>Resource Identification</strong>&lt;br&gt;Action plan identifies key stakeholders and other social, physical and financial resources</td>
<td>Fails to identify potential resources needed</td>
<td>Identifies a partial list of key stakeholders and requisite resources</td>
<td>Articulates a thorough list of stakeholders and requisite resources</td>
<td>Articulates a highly comprehensive list of stakeholders and requisite resources, demonstrating clear contingency planning</td>
<td><strong>Working in a group:</strong>&lt;br&gt;• Identifies required resources</td>
</tr>
<tr>
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</tbody>
</table>
| Service and/or Advocacy   | Fails to implement service and/or advocacy activities | Implements activities that do not clearly deliver direct service, indirect service and/or advocacy (e.g., education only) | Implements direct service, indirect service and/or advocacy | Implements highly developed program of direct service, indirect service and/or advocacy | Individually, participates in one global and one local action, as assigned in the team action plan, which DOES the following:  
• Identifies at least one clear, measurable goal informed by needs assessment |
| One Local, One Global Action | Fails to accomplish either a local or global action | Accomplishes either a local or global action, but not both | Accomplishes one local and one global action successfully | Accomplishes one local and one global action, one of which has multiple components and/or action steps | Individually, participates in one global and one local action, as assigned in the team action plan, which DOES the following:  
• Involves direct service, indirect service and/or advocacy |
| Organization               | Misses timelines/deadlines regularly and/or demonstrates poor organizational skills | Demonstrates some organizational skills but misses about 50% of timelines/deadlines | Demonstrates strong organizational skills meeting at least 75% of timelines/deadlines | Demonstrates highly organized approach to tasks meeting all, or nearly all, timelines/deadlines | An overall observable aspect throughout the module and specifically in the Demonstrate Effective Teamwork section |
| Adaptation and Conflict Resolution | Fails to create new plans or avenues to success in order to adapt to challenges | Adapts to some challenges well but doesn't create contingencies or resolve conflict for other challenges | Adapts to most/all challenges and conflicts, creating contingencies and new plans | Uses challenges and conflicts to improve plans, creating stronger actions and outcomes | “Navigating Obstacles and Overcoming Conflict” activity in Part 3: Take Action |
| Communication              | Demonstrates poor communication with team and stakeholders | Demonstrates good, but inconsistent, communication with team and/or stakeholders | Communicates well and consistently with team and stakeholders | Takes a leadership role in communications with team and/or other stakeholders | “Navigating Obstacles and Overcoming Conflict” activity in Part 3: Take Action |
| Teamwork                  | Fails to work effectively with team or demonstrates low commitment relative to others | Works effectively with team but without equal commitment, or takes on equal work but fails to work effectively with others | Works effectively with team and takes on work equal to others | Establishes leadership in bringing team together and/or demonstrates highly committed approach to team work | Working in a team, DOES the following:  
• Demonstrates teamwork to undertake action |
### Progress Tracking
Student(s) maintain a track record of hours and activities undertaken toward project goals

- **LEVEL 0** Not Yet Meeting Expectations: Fails to maintain adequate record of ongoing hours and activities
- **LEVEL 1** Approaching Expectations: Maintains partial record of hours and/or details of activities performed toward project goals
- **LEVEL 2** Meeting Expectations: Maintains ongoing record of hours and activities performed toward project goals
- **LEVEL 3** Exceeding Expectations: Maintains highly detailed record of hours and activities performed toward project goals

**CONNECTION TO RECOGNITION RUBRIC OR MODULE CONTENT**

**Progress Tracking**

- **(Record) Individually:** Reports individual activities related to the project (both learning and service)

**Progress Tracking**

- **(Reflect) Individually:**
  - Identify in a sophisticated manner personal strengths and areas of growth from the service learning experience

---

### Writing Quality
Student(s) maintain a track record of hours and activities undertaken toward project goals

- **LEVEL 0** Not Yet Meeting Expectations: Fails to communicate ideas and concepts and/or writing lacks focus and organization
- **LEVEL 1** Approaching Expectations: Communicates basic ideas and concepts, but writing needs editing and/or better focus or organization
- **LEVEL 2** Meeting Expectations: Effectively communicates ideas and concepts and exhibits strong, organized writing
- **LEVEL 3** Exceeding Expectations: Effectively communicates ideas and concepts with sophistication and exhibits exceptional writing

**CONNECTION TO RECOGNITION RUBRIC OR MODULE CONTENT**

**Writing Quality**

- **(Record) Individually:**
  - Can be used to assess this component within the final team Executive Summary

**Writing Quality**

- **(Reflect) Individually:**
  - Can be used to assess this component within the final team Executive Summary

---

### Self-Appraisal
Student(s) assess own personal strengths and contributions, as well as future areas of growth in leadership, creating action plans and civic involvement

- **LEVEL 0** Not Yet Meeting Expectations: Fails to include or develop self-assessment
- **LEVEL 1** Approaching Expectations: Exhibits beginnings of self-assessment that expresses some areas of future growth
- **LEVEL 2** Meeting Expectations: Provides detailed self-assessment examining personal strengths and recommending concrete areas of future growth
- **LEVEL 3** Exceeding Expectations: Provides comprehensive and sophisticated evaluation of action plan and teamwork success, offering areas for personal growth and leadership on future team projects

**CONNECTION TO RECOGNITION RUBRIC OR MODULE CONTENT**

**Self-Appraisal**

- **(Record) Individually:**
  - Can be used to assess this component within the final team Executive Summary

**Self-Appraisal**

- **(Reflect) Individually:**
  - Can be used to assess this component within the final team Executive Summary

---

### Team Success
Student(s) evaluate the success of their action plan and their teamwork process, including personal success and possible improvement

- **LEVEL 0** Not Yet Meeting Expectations: Fails to, or only begins to, evaluate action plan and/or teamwork success
- **LEVEL 1** Approaching Expectations: Provides evaluation of action plan or teamwork success, or limited evaluation of each
- **LEVEL 2** Meeting Expectations: Provides detailed evaluation of action plan and teamwork success, including self-assessment
- **LEVEL 3** Exceeding Expectations: Provides comprehensive and sophisticated evaluation of action plan and teamwork success, offering areas for personal growth and leadership on future team projects

**CONNECTION TO RECOGNITION RUBRIC OR MODULE CONTENT**

**Team Success**

- **(Record) Individually:**
  - Can be used to assess this component within the final team Executive Summary

**Team Success**

- **(Reflect) Individually:**
  - Can be used to assess this component within the final team Executive Summary

---

### Action Impact
Student(s) reflect on the impact of their action and explore possibility of sustainable, long-term change

- **LEVEL 0** Not Yet Meeting Expectations: Fails to reflect on the impact of the action and/or to explore the possibility of sustainable change
- **LEVEL 1** Approaching Expectations: Reflects vaguely on the impact of the action and the possibility of sustainable change
- **LEVEL 2** Meeting Expectations: Presents detailed reflection on the impact of the action and explores the possibility of sustainable change
- **LEVEL 3** Exceeding Expectations: Presents high-level reflection and analysis on the impact of the action and analyzes the possibility of sustainable change

**CONNECTION TO RECOGNITION RUBRIC OR MODULE CONTENT**

**Action Impact**

- **(Record) Individually:**
  - Can be used to assess this component within the final team Executive Summary

**Action Impact**

- **(Reflect) Individually:**
  - Can be used to assess this component within the final team Executive Summary

---

### Depth and Connectivity of Learning
Student(s) analyze how the topic and service experience connect to learning about one’s self, community and the larger environment

- **LEVEL 0** Not Yet Meeting Expectations: Fails to connect the topic to learning about self, community and the larger environment
- **LEVEL 1** Approaching Expectations: Connects the topic to learning about one’s self, community or the larger environment
- **LEVEL 2** Meeting Expectations: Illustrates strong connections and analysis between the topic and learning about one’s self, community and the larger environment
- **LEVEL 3** Exceeding Expectations: Illustrates high-level critical analysis of the topic and its connection to learning about one’s self, community and the larger environment

**CONNECTION TO RECOGNITION RUBRIC OR MODULE CONTENT**

**Depth and Connectivity of Learning**

- **(Record) Individually:**
  - Can be used to assess this component within the final team Executive Summary

**Depth and Connectivity of Learning**

- **(Reflect) Individually:**
  - Can be used to assess this component within the final team Executive Summary

---

### RECORD AND REFLECT

**CRITERION and Description**

- **Progress Tracking**
  - Student(s) maintain a track record of hours and activities undertaken toward project goals
  - **LEVEL 0**: Fails to maintain adequate record of ongoing hours and activities
  - **LEVEL 1**: Maintains partial record of hours and/or details of activities performed toward project goals
  - **LEVEL 2**: Maintains ongoing record of hours and activities performed toward project goals
  - **LEVEL 3**: Maintains highly detailed record of hours and activities performed toward project goals

- **Writing Quality**
  - Student(s) maintain a track record of hours and activities undertaken toward project goals
  - **LEVEL 0**: Fails to communicate ideas and concepts and/or writing lacks focus and organization
  - **LEVEL 1**: Communicates basic ideas and concepts, but writing needs editing and/or better focus or organization
  - **LEVEL 2**: Effectively communicates ideas and concepts and exhibits strong, organized writing
  - **LEVEL 3**: Effectively communicates ideas and concepts with sophistication and exhibits exceptional writing

- **Self-Appraisal**
  - Student(s) assess own personal strengths and contributions, as well as future areas of growth in leadership, creating action plans and civic involvement
  - **LEVEL 0**: Fails to include or develop self-assessment
  - **LEVEL 1**: Exhibits beginnings of self-assessment that expresses some areas of future growth
  - **LEVEL 2**: Provides detailed self-assessment examining personal strengths and recommending concrete areas of future growth
  - **LEVEL 3**: Provides comprehensive and sophisticated evaluation of action plan and teamwork success, offering areas for personal growth and leadership on future team projects

- **Team Success**
  - Student(s) evaluate the success of their action plan and their teamwork process, including personal success and possible improvement
  - **LEVEL 0**: Fails to, or only begins to, evaluate action plan and/or teamwork success
  - **LEVEL 1**: Provides evaluation of action plan or teamwork success, or limited evaluation of each
  - **LEVEL 2**: Provides detailed evaluation of action plan and teamwork success, including self-assessment
  - **LEVEL 3**: Provides comprehensive and sophisticated evaluation of action plan and teamwork success, offering areas for personal growth and leadership on future team projects

- **Action Impact**
  - Student(s) reflect on the impact of their action and explore possibility of sustainable, long-term change
  - **LEVEL 0**: Fails to reflect on the impact of the action and/or to explore the possibility of sustainable change
  - **LEVEL 1**: Reflects vaguely on the impact of the action and the possibility of sustainable change
  - **LEVEL 2**: Presents detailed reflection on the impact of the action and explores the possibility of sustainable change
  - **LEVEL 3**: Presents high-level reflection and analysis on the impact of the action and analyzes the possibility of sustainable change

- **Depth and Connectivity of Learning**
  - Student(s) analyze how the topic and service experience connect to learning about one’s self, community and the larger environment
  - **LEVEL 0**: Fails to connect the topic to learning about self, community and the larger environment
  - **LEVEL 1**: Connects the topic to learning about one’s self, community or the larger environment
  - **LEVEL 2**: Illustrates strong connections and analysis between the topic and learning about one’s self, community and the larger environment
  - **LEVEL 3**: Illustrates high-level critical analysis of the topic and its connection to learning about one’s self, community and the larger environment
<table>
<thead>
<tr>
<th>CRITERION and Description</th>
<th>LEVEL 0</th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>CONNECTION TO RECOGNITION RUBRIC OR MODULE CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measurement</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>“Celebrate Your WE Actions” activity, students are sharing the impacts of their service project, which are to be pulled together through the Metrics of Success Activity (in Part 2) and the “Record Your WE Actions” activity in (Part 3)</td>
</tr>
<tr>
<td>Student(s) measure the impact of their actions from a perspective of community benefit</td>
<td>Fails to, or only begins to, measure impact</td>
<td>Carries out some measure of impact but does not connect with community benefit</td>
<td>Measures impact and thoughtfully considers and reports benefits to the community</td>
<td>Measures and reports impacts and community benefits and thoughtfully presents suggestions for future actions</td>
<td></td>
</tr>
<tr>
<td><strong>Reporting</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>As part of the “Celebrating Your WE Actions” activity</td>
</tr>
<tr>
<td>Student(s) report on the impact of their actions on personal and community levels</td>
<td>Fails to report on actions or impacts</td>
<td>Presents basic report on actions, without analysis of personal and/or community impact</td>
<td>Presents thoughtful report on actions, reflecting personal and community impact</td>
<td>Presents thoughtful report on actions, reflecting personal and community impact and intelligently answers questions from the audience</td>
<td></td>
</tr>
<tr>
<td><strong>Portfolio</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Working in a team, creates portfolio that <strong>DOES</strong> the following:</td>
</tr>
<tr>
<td>Student(s) create a portfolio to document the products and impacts of their action project</td>
<td>Fails to present portfolio or presents portfolio only documenting either actions or impacts</td>
<td>Creates a basic portfolio presenting some actions and/or impacts</td>
<td>Creates a comprehensive portfolio presenting the story of their action and its impacts</td>
<td>Creates a highly detailed and organized portfolio that documents actions and impact through an array of artifacts and records</td>
<td></td>
</tr>
<tr>
<td><strong>Commemoration</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Individually:</strong></td>
</tr>
<tr>
<td>Student(s) commemorate their success via public presentation (to the class, the school, a community partner, etc.) and reflect on their future commitment to change-making</td>
<td>Fails to commemorate actions or reflect on creating change in the future</td>
<td>Carries out minimal or basic celebration to acknowledge action without reflection on role as a change-maker</td>
<td>Celebrates success in thoughtful manner, including reflection on personal commitment as a change-maker</td>
<td>Celebrates success on personal, group and community levels with careful consideration and specific plan for future</td>
<td></td>
</tr>
</tbody>
</table>

**Report and Celebrate**
Page 11: Works cited in research on *Best Practices and Effectiveness of Service-Learning*

Research by:
- Shelley K. White, PhD, MPH, Assistant Professor of Sociology, Director, Master of Public Health Program, Simmons College (formerly Worcester State University)
- Jonathan M. White, PhD, Associate Professor of Sociology, Director, Service-Learning Center, Bentley University


American College and University Presidents’ Climate Commitment. 2015. “Signatory List by Institution Name.” Retrieved April 22, 2015.


Resources


Free The Children Social Impact Quantitative Survey (December 2014); Mission Measurement Analysis. Mission Measurement, LLC.


See full research on *Best Practices and Effectiveness of Service-Learning* at WE.org/aboutservicelearning.
Resources

Page 26–27: Education Local and Global Issues Backgrounders Bibliography


Page 30–31: Environment Local and Global Issues Backgrounders Bibliography


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“How Many Species Are We Losing?” WWF. Accessed May 17, 2016. wwf.panda.org/about_our_earth/biodiversity/biodiversity/


Page 36–37: Food Insecurity and Hunger Local and Global Issues Backgrounders Bibliography


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Page 28–29: Health Local and Global Issues Backgrounders Bibliography


Page 34–35: Poverty Local and Global Issues Backgrounders Bibliography


Page 38–39: Refugees and Homelessness Local and Global Issues Backgrounders Bibliography


Page 32–33: Water Local and Global Issues Backgrounders Bibliography


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