MODULE

2

Civic Engagement

We all live here together and we need to look out for one another.

- *Elizabeth Goreham*

Introduction

Civic engagement is a crucial component of the LEAD mission, tying into almost every other module. To lay the foundation for LEAD and its importance, we must first introduce civic engagement to the students. This module will be referenced heavily in the design sprint and final project, so try to make it engaging!

Student Objectives

1. Students will understand what civic engagement is and how it applies to their lives at IMSA.
2. Students will be able to identify ways they can partake in civic engagement.
3. Students will be engaged and listening throughout the module.

Agenda

1. Bonding/Icebreaker time
2. What Is Lead?
3. Community
4. Six Pathways

Purpose & Place in Curriculum

2022-23 LEAD Mission: The LEAD mission is to cultivate the sophomores into leaders that take action in their communities by exposing them to projects they might not have done previously.

Place in Curriculum: The first module in the curriculum serves to introduce students to the foundation of LEAD and to provide them the experience for which future modules will develop the skills for. Additionally, this module introduces students to their CORE facilitators and starts off the CORE semester.

Value to Students: LEAD is valuable because of the experiences students will encounter later in life that require them to take action and make the change they want to see.

Upcoming Module: Ethics & Problem Solving

Facilitation Notes

- Make sure that you start with an energetic bonding session in the beginning to allow for the class to get to know each other better. This is the first module that students will have to interact with their peers and you, so make sure it is not lecture based and is interactive instead.
- Try to be as welcoming as possible! You may be a new facilitator, but they're new students :)
- Try to gauge the comfort level of your class and adapt accordingly!
- Consider bringing in some kind of reward for participation to up the engagement.
- Use facilitator discretion to make time for everything up to The Six Pathways.

Facilitator Guide
Suggested Outline (New/Unsure Facilitators, follow this!)

- Bonding (30 min)
- Inside Out Circle (15 min)
- Storytime (15 min)
- Lead and Its Mission (5 min)
- Core Crash Course (2 min)
- Community (20 min)
- Discussion (10 min)
- Six Pathways (10 min)

Bonding (30 min)

Facilitator note: Use your discretion heavily during bonding! If your class is shy, don't do touchy-feely, hardcore talking activities, and vice versa. Ensure not to do too many to keep time for the lecture! Bonding is essential, but so is making sure LEAD actually teaches the students what they need to know!

Starting activity: Share a bit about yourselves!
Purpose: To get students to learn more about each other.
Directions:
- Have each student share their preferred name, preferred pronouns, where they're from, and something interesting about themselves.
- While introducing themselves, they could also introduce a neighbor.

Here are some potential ideas:
- **Two Truths and a Lie**
- Mostly self explanatory but go around the room playing two truths and a lie or in tables.
- **Storytime!**
- Gather your students in a circle and give each student a picture of an animal, object, place, … You could also give each student a certain emoji, such as a snail, a church, skis, a dancer, a baby, and so on.
- Now, start a story by creating an introduction of your own. The next student goes further on the previous storyline and adds an extra narrative with the picture they're holding. This process continues until you reach the last student. Together, you created a very complex and creative story. Every student took

part in the story. This game is ideal for promoting communication, as well as creative collaboration.
- Source: https://www.bookwidgets.com/blog/2019/10/15-fun-team-building-activities-and-trust-games-for-the-classroom
- **Inside-Outside Circle**
- It can sometimes be difficult for students to open up to one another, but this kinesthetic activity is designed to get students moving and talking.
- Instruct students to form a circle within a circle—aim for an equal number of students for each circle. Students in the inside circle turn and face those in the outside circle. Facilitators can predetermine topics or allow students to talk about whatever they desire. The partnered students share their thoughts and converse for 30 seconds. Then, ask the inside circle to rotate and repeat the exercise.
- These short exchanges involve everyone and can be used to dig deeper into a lesson or simply as a means of getting to know each other.
- Source: https://www.milkeneducatorawards.org/connections/articles/view/10-team-building-activities-for-the-first-week-of-school
- **Hot Potato**
- Everyone gathers in a circle, and one person starts with a ball. While the music is playing you must pass the ball to the person next to you. When the music stops, the person who has the ball must share a fact about themselves and remove themselves from the circle. The game will continue until one person is left.
- **Complete the Drawing Pictionary**
- One person starts with a piece of paper and draws a part of a face, then they pass that paper to the next person. Then that next person adds on to that drawing. Game continues until everyone has drawn and there will be a funny picture at the end!
- **Group Pictionary**
- Give one piece of paper to a student and give them a word to draw. The objective of the game is to draw as much as possible in the 5 seconds that the student has the piece of paper before they pass it onto the next person. ONLY the first person with the paper will know the word, and everyone else doesn't know the word. When the paper reaches everyone, have the rest of the class try to guess what the word was.
- Facilitator Notes: Things can get out of hand relatively quickly, make sure to call out pictures/gestures that you think are inappropriate for the classroom
- **Origami**
- Have students create origami swans, hearts, etc. while you do bonding activities
    - Allows students to have something to do so it isn't as awkward
    - Walk away with a fun little craft!
    - Make sure to bring paper/request it before the module begins!
- **Compliments**
- Have students write a compliment about at least one other person in the class (could be more)
- Students will give the compliments to the facilitators
- Facilitators will keep the compliments until the end of the CORE semester and hand them back to the according students

LEAD and its Mission - Review (5 min)

Directions:
Explain to the students what leadership and LEAD are using the information from the CORE Crash Course provided below. Don't read directly from the crash course!

Facilitator note: The purpose is only to REITERATE what leadership is to refresh it in their minds, not to go in-depth into it - that is done in module 1!

Resources:
1. Social Change Model of Leadership Development

Discuss making your own definition for the students:
- Simply ask students what their own definition of leadership is, ask them to share it with the class, and ask discussion questions after a couple of people share. Make sure they recall the content from module one.
    - **Time Capsule**
    - Have students write their own definition of leadership on a slip of paper, keep that slip of paper somewhere safe to give to them after their last class of the semester. Give it to the coords if needed!
    - Why might different people see leadership differently?
    - ex: *People have different perspectives based on their life experiences and identities (intersectionality)*
    - Is leadership nature or can it be nurtured? Why or why not?
    - ex: *Leadership is nature because some people are born naturally outgoing.*
    - ex: *Leadership is nurture because some people can learn to be a leader (LEAD)*
    - What role do surroundings have on how a leader acts?
    - ex: *How safe a leader feels in a community can determine what style they take on in the group (aka coaching vs directing). Additionally, contextual information is important to successfully accomplish the leader's task and the most efficient way to accomplish said task is to adapt to the environment.*

CORE Crash Course (CCC): READ/PREFACE THIS OUT LOUD
Leadership is hard to define because there are so many different definitions and examples of what leaders actually are. **Stress that even though this is the way "Social Change Model of Leadership Development" defines it, everyone's own personal definition of what leadership means is much more important than a standard definition. Also, as taught in LEAD, leadership will be focused more on civic engagement or impacting one's community, although that is not the only avenue for leadership.**

Community (max 15 min) - Discussion

Purpose:
To define community and its importance.
To ask students how they want to get involved in their communities
Sources: Civic Engagement Research, Additional Research, ENACT propaganda
Facilitator Note: Be mindful of time during this section because the discussion could be lengthy. Try to encourage as much participation as possible. You can draw on your own experiences to lead the students to the correct answer if need be and try to validate and bounce off of ideas as much as possible!
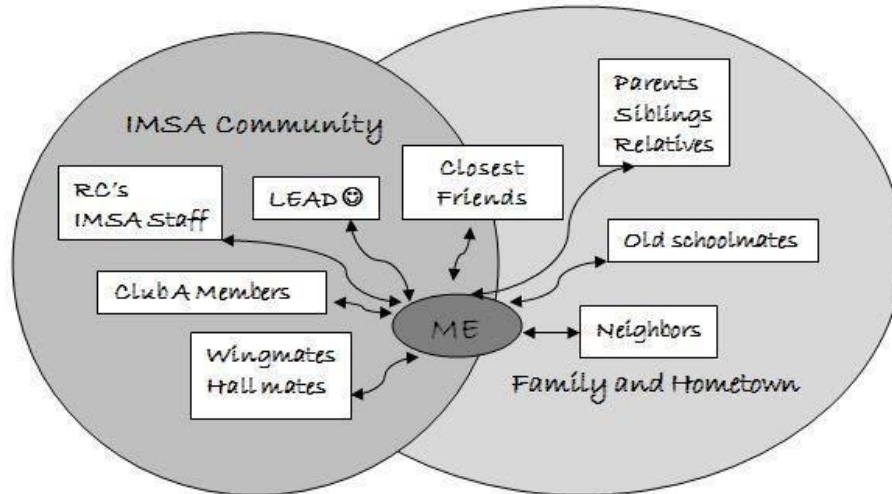
Discussion Questions (Facilitator Note: you might need to choose 2 out of the 3 questions because of time):
1. Involvement in the community:
   a. Ask the students to share how they want to be involved at IMSA in the future.
   b. Share what clubs/co-curricula they are interested in.
   c. Do they want to make their own club? Why or why not?
   d. Do they want to run for a board position? Why or why not?
   e. Do they want to run for Student Council? Why or why not?
2. Is it possible to be a part of a community and still feel alone or singled out? Why or why not?
3. How does the community you grow up in affect your personal values?

The Six Pathways (15 min)
Purpose:
To introduce six methods of civic engagement to students.
Sources:
1. https://haas.stanford.edu/about/our-approach/pathways-public-service-and-civic-engagement
2. http://www.sanergy.com/
Lecture Notes:
Before explaining the six civic engagement pathways, make sure to preface that these pathways are all ways to impact one's community.
Directions:
- Split the students into six even groups.
- Assign each group one of the pathways.
- Either write the pathways on the board (for them to look up) and/or give them the website for the pathways so they can do some research on their assigned pathway.
- Have the students discuss and come up with what they think each pathway means, and then present/share to the rest of the class.
- After each group's presentation/share, reiterate the pathway and how it relates to IMSA/LEAD.

1. Community Engaged Learning and Research
   a. "Connecting coursework and academic research to community-identified concerns to enrich knowledge and inform action on social issues."
   b. Understanding the relationship between research/data and community

problems to identify necessary courses of action to solve social issues.

    c. Example: Using data to identify communities with high dropout and crime rates and then building a plan to combat the issue. It would not make sense to try to solve those problems in a community where 90% of students graduate and crime is very rare. You want to utilize research to help communities with their *specific* needs.

2. Community Organizing and Activism

    a. "Involving, educating, and mobilizing individual or collective action to influence or persuade others."

    b. Using the information you know and spreading it throughout your community through a group effort

    c. Example: Volunteering your time to raise awareness about mental health or even creating a union or group to push for rights.

    d. Art can be an unconventional form of activism that relies on spreading awareness through forms of media such as painting, photography, sculpture, etc.

3. Direct Service

    a. "Working to address the immediate needs of individuals or a community, often involving contact with the people or places being served."

    b. Helping others through direct contact with the people/places receiving that help

    c. Example: Tutoring immigrant elementary school students in English

    d. Unconventional example: Creating music to directly impact the listeners (making them happier, allowing them to connect with the music, etc.)

4. Philanthropy

    a. "Donating or using private funds or charitable contributions from individuals or institutions to contribute to the public good."

    b. Example: Bill Gates donated a billion dollars to a nonprofit organization that provides vaccines to poor countries.

5. Policy and Governance

    a. "Participating in political processes, policymaking, and public governance."

    b. Actively engaging in political events such as elections and influencing policymaking through activism.

    c. Example: Forming an interest group and writing a letter to a legislator to influence their vote on a particular bill.

6. Social Entrepreneurship and Corporate Social Responsibility

    a. "Using the ethical business or private sector approaches to create or expand market-oriented responses to social or environmental problems."

    b. Solving social/environmental problems through business practices prioritizing a community's needs over profit.

    c. Example: Sanergy is a company that is building sanitation centers and turning waste into fertilizer and renewable energy in Kenya.

Charades (Optional, recommended 15 min)

Purpose:
To gain a deeper understanding of the Six Pathways.

Materials:

1. Pieces of paper with each Pathway written on it
2. Bowl/hat/container

Directions:

- Students will split off into two or three groups (depending on the class size).
- Two students will go up to the front of the class at a time. One student will

choose a prompt and show the second student.
- The two students will try to act out the Pathway on the prompt while their team guesses. Allow for 30-45 seconds of guessing before stopping the students. At that point, the opposing team will have a chance to make one guess and steal the point if they get it correct.

Facilitator Notes:
- Be mindful of noise levels and excitement. We don't want to create too much of a competitive atmosphere as it is the first module.