

YOUTH LEADERSHIP ACADEMY



COMMUNITY BUILDING



Students learn how to access the resources and assets in the community, and how to become positive agents of change in society.

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Introduction to Urban Tech and the Youth Leadership Academy

Who We Are

The National Urban Technology Center, Inc. (Urban Tech), a 501(c)(3) education not-for-profit, was founded in 1995 to provide access to technology and training to address the widening computer literacy and achievement gap in inner-city communities. Urban Tech's primary focus is to transfer educational tools to schools and community-based organizations nationwide for promoting life skills, academic performance, and workforce preparation among young people, ages 10 to 19. Urban Tech accomplishes its mission through its two flagship programs, SeedTech® and the Youth Leadership Academy (YLA).

What We Do

The Youth Leadership Academy (YLA) was developed by the National Urban Technology Center (Urban Tech) to equip youth with the practical skills necessary to become productive, self-fulfilled and achievement-oriented adults. The life skills taught in YLA are the tools needed to make healthy lifestyle choices, to effectively present oneself in the workplace, to manage one's income resourcefully, and to make positive life goals and decisions. YLA was also designed to teach computer skills, and to address a range of important issues including school dropout, drug awareness and teen pregnancy. YLA empowers young people by opening the doors to education and career options, and by raising the self-esteem of young people so they are comfortable pursuing new opportunities. It encourages participants to become self-sufficient and instills behaviors such as punctuality, the spirit of teamwork and cooperation, and the ability to accept constructive criticism.

12-Year Track Record

- ✓ **460,000 people served**
- ✓ **500 Computer Training Centers**
- ✓ **200 Youth Development Programs**
- ✓ Recognized by the Verizon Foundation for "improving academic performance and workforce preparedness among at-risk youth." *Success Award: Partnership for Developing America's Future Leaders given by the Verizon Foundation, 2005*
- ✓ Recognized by the Ford Foundation and Harvard University, Urban Tech's SeedTech program with the U.S. Department of Justice is considered an "...exemplary program in American Government." *Innovation Award given by Harvard University and Ford Foundation, 2000*
- ✓ Recognized as a "...model for bringing technology to people in inner-cities and remote rural areas." *International Journal of the W.K. Kellogg Foundation, 1997*

Outcomes

- ✓ **Engaging Students** – "Students in Urban Tech programs respond with sheer enthusiasm to learning and exemplify the higher order thinking skills necessary to master classroom material and extend learning into their daily lives." *Youth Leadership Academy 2-Year Evaluation in Newark, NJ, Martin Finkelstein, Ph.D., 2007*
- ✓ **Increased Reading and Math Skills** – YLA participants' reading scores improved by 46% and math scores increased by 40% over 3 years, accompanied by a 26% increase in attendance, and a 100% graduation rate after the introduction of YLA into the curriculum. *Evaluation of YLA in Montclair High School, Elaine M. Walker, Ph.D., 2003*

Overview of “Community Building”

This module examines the possibility of positive change in the community starting with the vision of an individual, or small group, and causing a ripple effect of energy and action throughout a large network of people who want to make a difference. Residents in communities have complained about a lack of neighborhood pride and lack of community attachment especially on the part of youth; and young people have become disenfranchised from their communities. They are missing out on the gifts of civic involvement and service, because they perceive “cool” behavior as not caring about anything.

Both the positive self-expression from earlier modules and the individual participation in making the community a better place to live, help to develop feelings of self-esteem and empowerment. In Com-

munity building, teenagers experience the profound gratification in contributing to their community and inspiring positive change. Participants spend time building a vision for their community that will make it a better place to live, and learn how to come up with a plan of action to mobilize assets and resources toward reaching their goals. One of the most exciting parts of the module is learning how to uncover valuable assets in the community. Participants get to see the value of their community and how it impacts the quality of their personal lives.

Participants learn to conduct a survey of community residents and present their results. They learn firsthand how to build consensus for their own opinions and those of their community by both leading and participating in a mock “Town Hall” session.



Goals for Learning

- ✓ Understand the role and value of the community;
- ✓ Begin to build a vision for a community that will make it a better place to live;
- ✓ Learn how to identify and access resources and assets in the community;
- ✓ Learn to identify problems and issues in the community that are obstacles to reaching the vision for the community;
- ✓ Learn how to build consensus for positive change;
- ✓ Recognize networking and team-building techniques to achieve goals;
- ✓ Learn the value of community service and civic engagement.

Instructor Preparation Guide

YLA's *Community Building Curriculum Guide* is divided into nine sections. Each section examines a different theme and together encourages participants to connect with and value their community, identify and access resources and assets in their community, build a vision for their community and learn how to build consensus for positive change. The following is a list of suggestions that will make the implementation of this curriculum enjoyable and feasible for the instructor. Use this guide, as well as the Session Plan on pages 9–10, to plan your lessons.

Prepare before class

- Think about your own attitude towards your community, the resources and assets that it provides and how you would build consensus for positive change. Reflect about your level of community building and the issues that need to be addressed in your community. Is your community confronted by challenges beyond the capacity of its individual members to fix, such as, homelessness, pollution or crime?
- Watch the *On the Reel: Wood on the Street* animation and use the note-taking worksheet on pages 7–8 to record your thoughts.
- Become familiar with all the activities in the Session Plan, the content of YLA's online Interface and the procedures in the Instructor's Notes of the curriculum guide, so that you are comfortable teaching this material.
- Collect related news articles and other materials to bring the topics covered into context. Include magazine articles about the successes of community building. These may include discussions of community building by businesses, sports figures, or entertainers, as well as inspirational stories from a youth perspective. This module encourages participants to make positive change in their community. Take this opportunity to expose them to positive enrichment activities.

During class

- YLA recommends that Instructors direct participants to bring in, or provide, a “Community Building” journal. This is a place where they can record their present interests and goals. The journal can be a place where they reflect at any time on the information being presented to them and record the changes they are electing to make in their own lives based on the topics of the curriculum.
- Vocabulary found in the curriculum will often be new to participants. Provide participants with a photocopied glossary of these words to use as a reference. The participants can then highlight the glossary words on the list as they are used in each activity. The instructor should also use the glossary words at all times to model and reinforce the correct usage of the words, helping to make them part of the participants' everyday vocabulary.

Review Worksheet: Get to Know Your Community

▶ Describe what happens in the animation in your own words.

▶ Summarize in your own words the key ideas in the following Break It Down activities:

Become Aware of Your Community

Commune with Your Neighbors

Understand the Community's Needs

Develop the Vision

Review Worksheet: Make a Difference

▶ Summarize in your own words the key ideas in:

Take Action

Take Ownership

Community Building Session Plan: Sessions 1–6

This is a suggested session plan to integrate YLA's components. It offers an order, time frame, and page number for activities that are in this Curriculum Guide.

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
<p>Final Answer: First Answer  Participants complete a pre-program survey of their attitudes, behavior, and knowledge about community building. CG pg. 11 • 10 Minutes</p>	<p>Break It Down: Become Aware of Your Community  Participants focus on the assets of their community, understand its history, and think about what they would improve. CG pg. 20 • 30 Minutes</p>	<p>Write to the Point: Become Aware of Your Community  Participants tell a story about how they happen to be living in the community. CG pg. 34 • 30 Minutes</p>	<p>Write to the Point: Commune with Your Neighbors  Participants tell a story about an experience with an older person in their community. CG pg. 43 • 30 Minutes</p>	<p>Break It Down: Understand the Community's Needs  Participants learn to gain input from neighbors, demonstrate concern, identify common needs, and build consensus for change. CG pg. 49 • 30 Minutes</p>	<p>We Got Game: Door to Door  Participants review effective interview tips in this role-playing exercise. CG pg. 58 • 20 Minutes</p>
<p>Break the Ice: Get to Know Your Community This exercise previews becoming aware of your community and understanding the community's needs. CG pg. 14 • 20 Minutes</p>	<p>We Got Game: Perpetrating Rhymes  Participants compete in teams to identify songs. They analyze lyrics to better understand messages about Community Building, and how the messages might influence teens. CG pg. 25 • 30 Minutes</p>	<p>Break It Down: Commune with Your Neighbors  Participants learn to put the "unity" in community by sharing experiences with others and networking for support. CG pg. 38 • 30 Minutes</p>	<p>Hot Link Library: The Missing Link  Participants review the website directory and then write suggestions for additional sites to help enrich the listing. CG pg. 47 • 30 Minutes</p>	<p>Write to the Point: Understand the Community's Needs  Participants tell a story about a common need in their community and how they would address it. CG pg. 54 • 30 Minutes</p>	<p>Final Answer: Town Hall, Part 1: "Voting Booth"  Participants vote on what they feel are the most pressing issues in the community. CG pg. 64 • 20 Minutes</p>
<p>On the Reel: Wood on the Street  The Crew gets tired of sitting on the dirty stoop outside their building and builds a bench that all the residents can use. CG pg. 17 • 10 Minutes</p>	<p>Break It Down: Develop the Vision  Participants learn to think big, address major issues in the community, uncover its assets, and how to spread their vision. CG pg. 69 • 20 Minutes</p>				

Community Building Session Plan: Sessions 7–12

This is a suggested session plan to integrate YLA's components. It offers an order, time frame, and page number for activities that are in this Curriculum Guide.

Session 7	Session 8	Session 9	Session 10	Session 11	Session 12
<p>Break the Ice: Make a Difference This exercise gives a preview of make a difference: developing vision, taking action, and becoming an owner. CG pg. 74 • 30 Minutes</p>	<p>Final Answer: Town Hall, Part 2: "Representatives Weigh In" Acting as District Representatives, participants vote based on what their constituents have said are the major issues facing their community. CG pg. 77 • 40 Minutes</p>	<p>We Got Game: TV Anchorperson: "What's the Plan?" Participants summarize each other's plan of action as if it is a breaking news story. CG pg. 82 • 40 Minutes</p>	<p>Break It Down: Take Action Participants learn how to build a team, develop a plan with short-term goals, assign resources, be persistent and celebrate their contribution. CG pg. 86 • 30 Minutes</p>	<p>Break It Down: Take Ownership Participants learn to take pride in the 'hood: contributing to its appearance, voicing and voting their opinion, volunteering, and getting to know elected officials. CG pg. 91 • 30 Minutes</p>	<p>Final Answer: Pays to Play This quiz tests retention of community building skills. CG pg. 100 • 45 Minutes</p>
				<p>Write to the Point: Take Ownership Participants write a letter to an elected government official and send it as an email. CG pg. 96 • 30 Minutes</p>	<p>Final Answer: Final Answer Participants complete a post-program survey of their attitudes, behavior, and knowledge about community building. CG pg. 103 • 15 Minutes</p>

Instructor Notes

Final Answer: First Answer

Pages 12–13

SECTION 1
PRE-ASSESSMENT

Background Note

Administer *Final Answer: First Answer*, YLA'S pre-assessment survey, to participants before *Community Building* is introduced. This is recommended because it allows you to assess the participants' background knowledge and tailor the activities according to their needs.

Objectives

- Demonstrate prior knowledge, understanding and awareness of community building.

Instructor Preparation

First Answer requires access to computers with an internet connection to utilize the YLA Community Building module. Review the survey's questions prior to implementation to address any barriers that may arise due to reading comprehension. Please note: participants must be logged into their online user account to save the results of their survey.

Materials

Computers; internet access; and the *Community Building Curriculum Guide*.

Instructional Procedures

- Before every exercise, you should present an overview of what the participants are about to do.
- Follow the instructions on page 12 to guide you through *First Answer*.
- Tell the participants to read the “Set Up” directions as you read them aloud.
- Tell participants that they will only be able to answer the *First Answer* survey once.

- Participants can view their progress in meeting the module's goals for learning by accessing their portfolios. If this is the first time participants have completed a *First Answer* survey direct them to “My Portfolio,” found on the participants' main home page after logging into their YLA account.

Learning Extensions (optional)

If you need to provide additional support for students with little prior knowledge of the objectives in this activity, here are some suggested activities:

Ask participants to write a question about a topic on the survey they would like to know more about. Post the questions on a bulletin board or area of your room. Tell participants they will find out the answers to their questions by the end of the unit.


Assessment

The results of the survey become part of the participant's portfolio in APOLLO. View the surveys' results in APOLLO by accessing your “Assessment and Status Viewer,” found in your Instructor's Menu. If time constraints prevent you from viewing each participant's survey individually, take a sampling of surveys to gauge participant's prior knowledge.


After reviewing the results, tailor the module's activities to the needs of participants, taking full advantage of the extension and enrichment activities found in this guide.

Go to www.urbantech.org and click **YLA Login**.

Notes:

2. Enter  then click **Enter**.
3. Click on YLA Interactive!
4. Once the interface has appeared on your computer screen, click **MODULES**.
5. Select **5. WOOD ON THE STREET**.
6. Roll mouse over fifth icon from left on the “Choose an Activity” screen:



7. Click .
8. After reading the instructions on screen, click **start**.
9. Select **1. FIRST ANSWER**.



FIRST ANSWER

SET UP:
This survey helps your instructor understand what you know and how you feel about topics covered in this module. Be honest when indicating your answers and don't worry about what you think the answer should be. You will have the opportunity to take the survey again at the end of the module to see how much you have learned.

DIRECTIONS:
Click the link below and take the questionnaire.
FIRST ANSWER QUIZ

10. After reviewing the First Answer directions, click **FIRST ANSWER QUIZ**.

continued on next page ▶

The best responses are indicated on the following page, in blue. Participants will only be able to answer the Final Answer quiz once.

First Answer Quiz

- 1. I don't think one person can make a difference.**
 - a. Strongly agree (1 point)
 - b. Agree (2 points)
 - c. Disagree (3 points)
 - d. Strongly disagree (4 points)
- 2. I believe in helping others.**
 - a. Strongly agree (4 points)
 - b. Agree (3 points)
 - c. Disagree (2 points)
 - d. Strongly disagree (1 point)
- 3. It's pointless to try to change things in the community.**
 - a. Strongly agree (1 point)
 - b. Agree (2 points)
 - c. Disagree (3 points)
 - d. Strongly disagree (4 points)
- 4. I need to watch my back and can't worry about other people's problems.**
 - a. Strongly agree (1 point)
 - b. Agree (2 points)
 - c. Disagree (3 points)
 - d. Strongly disagree (4 points)
- 5. I make an effort to greet and get to know my neighbors.**
 - a. Definitely (4 points)
 - b. Probably (3 points)
 - c. Maybe (2 points)
 - d. No (1 point)
- 6. I don't bother to help keep my neighborhood clean because I don't own anything.**
 - a. Almost always (1 point)
 - b. Usually (2 points)
 - c. Sometimes (3 points)
 - d. Almost never (4 points)
- 7. I volunteer in my community.**
 - a. Almost always (4 points)
 - b. Usually (3 points)
 - c. Sometimes (2 points)
 - d. Almost never (1 point)
- 8. I am knowledgeable about my community's history and try to teach others what I know.**
 - a. Almost always (4 points)
 - b. Usually (3 points)
 - c. Sometimes (2 points)
 - d. Almost never (1 point)
- 9. Community improvement requires ____.**
 - a. government resources
 - b. economic development professionals and experts
 - c. committed individuals who care about the community (4 points)
 - d. business investment and large sums of money
- 10. Being an owner means ____.**
 - a. to voice and vote your opinion
 - b. to organize against crime and drugs in your community
 - c. to volunteer your time to help others
 - d. All of these (4 points)
- 11. What does NOT determine a community's value?**
 - a. Its history
 - b. Its problems and challenges (4 points)
 - c. Its assets and resources
 - d. Its residents
- 12. How do you build a sense of community?**
 - a. work with a small group of individuals to lead change
 - b. forget the past and move forward with the future
 - c. exclude people who criticize your proposal for change
 - d. build a broad network of support and consensus on important issues (4 points)

Instructor Notes

Break the Ice: Get to Know Your Community

Page 16

SECTION 2
SET THE STAGE

Background Note

Community Building is divided into two parts. *Break the Ice: Get to Know Your Community* opens Sections 2–4 with an opportunity for participants to work on becoming aware of their community, communing with neighbors and understanding their community’s needs.

Objectives

- Discuss the goals of Sections 2–4 of the *Community Building* module:
 - Learn to identify assets in the community (e.g. the useful things in the community);
 - Understand the importance of communing with neighbors;
 - Learn how to identify common interests and needs in the community;
 - Develop the ability to network for support.

Instructor Preparation

Collect related news articles, internet resources and community announcements or bulletins, to bring the topics covered in Sections 2–4 into context. Good examples are articles and announcements about the successes of community building. These may include discussions of community building by businesses, sports figures, or entertainers, as well as inspirational stories from a youth perspective.

(optional) Ask participants to bring in journals that will be used throughout the unit. You should also prepare a modeling activity to demonstrate what is expected of the participants during journaling activities.

Materials

News articles; Internet resources; community announcements/bulletins/flyers; and the *Community Building Curriculum Guide*.

Instructional Procedures

- Let participants know that the goal of the first half of the module is to realize that they have the power to make positive change in their community. In order to reach this goal, participants will need to get to know their community and learn how to identify and access resources and assets in their community.
- Start a discussion about community building to open up the topic. Ask questions like:
 - What are the top issues that you feel need to be addressed in your community?
 - What are some ways people can help their communities?
 - Why do some people feel it’s pointless to try and change things in their community?
 - What does the quote, “if you are not part of the solution, then you are part of the problem” mean to you?
 - Why is it important to have a positive point of view when trying to encourage others to do something you feel is important?
- Review the objectives of the unit with participants.
- Read selected articles or internet resources with participants to bring these issues into context.

continued on next page ▶

Instructor Notes (continued)

Break the Ice: Get to Know Your Community

Page 16

SECTION 2
SET THE STAGE

Learning Extensions (optional)

If you need to provide additional support for students with little prior knowledge of the objectives in this activity, here are some suggested activities:

Journal writing affords participants with time to reflect and speculate on paper, confident that their thoughts will be accepted without criticism. Ask participants to begin their journals by writing down a goal they would like to achieve during the *Community Building* module. Ask participants to reflect on the discussion questions by writing in their journals. Model the desired journaling techniques and format requirements by providing a sample journal entry.

Enrichment (optional)

Here are some suggested activities to extend participants' knowledge:

Create a bulletin board for the *Community Building* module. The purpose of the board is to chart participants' progress towards reaching their goals. Participants can post work, submit artifacts for their individual portfolios, or generate a "Wall of Ideas." A "Wall of Ideas" is a place where participants add questions and comments as the unit progresses. Encourage participants to seek out the answers to these questions independently. Acknowledge those who actively submit answers by creating a rewards system, an example would be to record their names on an area of a bulletin board entitled "Wall of Ideas: Leaders."

Assessment

Use this discussion from *Break the Ice: Get to Know Your Community* as an opportunity to assess the level of understanding the participants have of the topics in this module. This will help you to develop an approach to teaching the curriculum that targets the specific needs of the participants.

Instructor Notes

On the Reel: Wood on the Street

Pages 18–19

SECTION 2
SET THE STAGE

Background Note

The quote at the beginning of *Wood on the Street* is by Eldridge Cleaver. Eldridge Cleaver himself was a key member of the Black Panther Party and a prominent civil rights leader. His message is clear, if you are complacent and do not get involved in what you see as problematic in your community then you are helping to perpetuate the problem.

Objectives

- Examine how the Crew decides to take positive action in their community.
- Examine how the Crew makes a plan and uses the assets in their community to build a bench.

Instructor Preparation

Review the objectives for the activities found in Sections 2–4 of the *Community Building Curriculum Guide*. On pages 7–8 you will find note-taking pages to record your observations and thoughts while watching *On the Reel: Wood on the Street*. After reviewing the results of the participants' pre-assessment surveys, you may need to tailor your notes to the participants' needs while watching *Wood on the Street*.

Materials

Computer(s); internet access or YLA CD-ROM; projector and/or speakers (optional); journals (optional); and the *Community Building Curriculum Guide*.

Instructional Procedures

- Before every exercise, you should present an overview of what the participants are about to do.

- Recap the material from *Break the Ice: Get to Know Your Community*. Participants need constant reinforcement as they absorb the material.
- Review any difficult vocabulary before you begin the video, such as self-expression, truant, pre-fabricated, architect or initiative.
- The quote that appears on-screen sets the tone for the module. Have a participant read it aloud.
- Follow the instructions on page 18 of the curriculum guide to watch the animation.
- For younger participants, provide a second viewing, this gives them additional time to think clearly about the content matter.

Learning Extensions (optional)

If you need to provide additional support for students with little prior knowledge of the objectives in this activity, here are some suggested activities:

Organize participants into small groups to analyze what they've seen. You may also suggest that they summarize, illustrate, or write down their thoughts.

Enrichment (optional)

Here are some suggested activities to extend participants' knowledge:

Journal writing affords participants with time to reflect and speculate on paper, confident that their thoughts will be accepted without criticism. After viewing *Wood on the Street*, have participants reflect in their journals on the following questions:

- How is your household like a community?
- What things are important in a household, such as safety, fairness/justice, cleanliness, or comfort?
- Why is each important?

continued on next page ▶

Instructor Notes (continued)

On the Reel: Wood on the Street

Pages 18–19

SECTION 2
SET THE STAGE

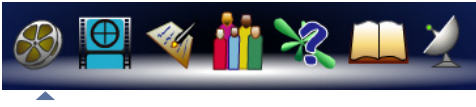
- What happens when one of those things is missing and how do you feel?
- How does an environmental issue, such as air pollution, effect your household?

Assessment

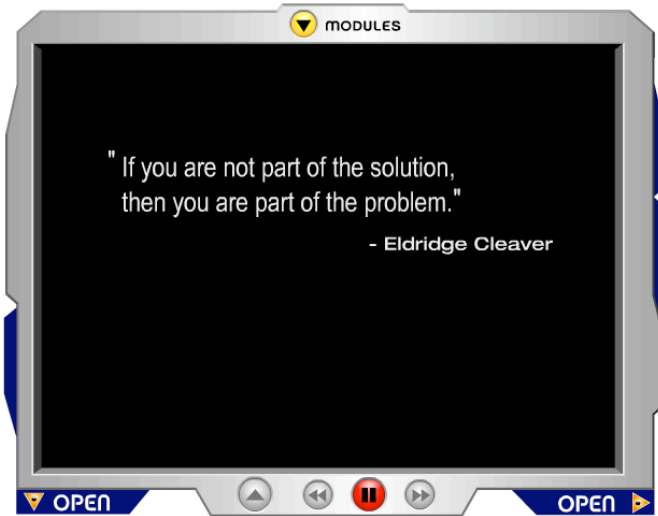
Use the Journal Scoring Guide on page 19 to assess the level of understanding participants have of the animation, as well as their levels of journal keeping skills. Print multiple copies of the Journal Scoring Guide for participants to review so they understand how they will be assessed. Make sure participants understand that they will not be judged on the value of their ideas, but will be evaluated based on the criteria outlined in the Journal Scoring Guide.





1. Roll mouse over first icon from left on the “Choose an Activity” screen: Notes:



2. Click .



The epigram that appears on-screen sets the tone for the module. Have a participant read it aloud. Click  on the interface to pause the screen for more time. Click  to resume play.

Journal Scoring Guide

On The Reel: Wood on the Street

SECTION 2 SET THE STAGE

Name _____ Teacher _____ Date _____

Directions: Periodically review YLA participants' journals. Use this scoring guide to determine their need for specific instruction in good journal keeping habits. If at all possible, meet with the students after you have used the Scoring Guide and discuss the results and plans for improving his or her performance.

Primary Traits	Performance Criteria			
Mechanics				
Format: All entries clearly list <i>in the margin</i> : Date of entry Title of entry (e.g., <i>My Daily Routine</i>)	1	2	3	4
Organization: Entries appear in chronological sequence or as otherwise assigned	1	2	3	4
Effort				
Includes all assigned work	1	2	3	4
Is legible, presentable, coherent	1	2	3	4
Writing				
Fluent: Write with ease about a range of subjects	1	2	3	4
Developed: Includes examples, details, quotes when appropriate	1	2	3	4
Understanding				
Thorough: You write for the full time; your entries show you trying to fully understand or communicate an idea in writing	1	2	3	4
Insightful: The student responds to questions by self-questioning, retelling, predicting, or assuming the role of a character	1	2	3	4

Performance Evaluation Rubric	
Level	Control of trait or skill
1	Little or no evidence of use of target trait or skill.
2	Performance is characterized by many errors. Minimal evidence of use of target trait or skill. Does not meet performance standard.
3	Performance is characterized by few errors. Adequate evidence of use of target trait or skill. Beginning to meet performance standard.
4	Performance is characterized by minimal errors and compares favorably with same age peers' performance. Consistent evidence of appropriate use of target trait or skill. Meets performance standard.

Instructor Notes

Break It Down: Become Aware of Your Community

Pages 22–24

SECTION 3

ME, MYSELF, AND
MY COMMUNITY

Background Note

In *Break It Down: Become Aware of Your Community*, participants examine the Crew’s attitudes and feelings toward their community, challenging them to focus on the assets of their own community, understand its history and think about what they would add or improve.

Objectives

- Examine Freddy’s attitude towards his community.
- Identify how the Crew could feel more positive towards and connected to their community.
- Suggest something that the Crew would want to add to their community.
- Compare Manny’s and Maria’s point of view about the community and its possibilities.

Instructor Preparation

Review *Break It Down: Become Aware of Your Community* to become familiar with the content of the activity.

Materials

Computer(s); internet access or YLA CD-ROM; journals (optional); and the *Community Building Curriculum Guide*.

Instructional Procedures

- Introduce any difficult vocabulary before you begin the activity such as *aware*, *heritage* and *asset*.
- Review the objectives with participants.
- During this activity, make a point of emphasizing the value of Maria’s vision and positive point of view in inspiring others and giving them the courage to take action and make changes in their community.
- Follow the directions on pages 22–23 to access *Break It Down: Become Aware of Your Community*.

Learning Extensions (optional)

If you need to provide additional support for students with little prior knowledge of the objectives in this activity, here are some suggested activities:

Journal: Give the class an assignment to write an interesting story about the neighborhood. Point out that the older woman is probably full of interesting stories. You can also discuss other resources, i.e. the local library or museum to research the community’s history.

Enrichment (optional)

Here are some suggested activities to extend participants’ knowledge:

- **Carbon Footprint Journal** – Ask participants to think about what they use, consume and discard on a daily basis. Now ask them to multiply that for an average lifetime (77 years). Do they have any guesses how much water the average person drinks in a lifetime (1.8 million gallons)? Or the amount of newspapers a person reads (5,054)? This is all part of a person’s “Carbon Footprint”. A carbon footprint is a measurement of the impact our activities have on the environment, and in particular climate change. It relates to the amount of carbon dioxide (greenhouse gases) produced in our day-to-day lives through burning fossil fuels for electricity, heating, transportation, food consumption, etc.

continued on next page ▶

Instructor Notes (continued)

Break It Down: Become Aware of Your Community

Pages 22–24

SECTION 3
ME, MYSELF, AND
MY COMMUNITY

- Direct participants to *The Human Footprint*, located in YLA's *Hot Link Library*. Recommended by Thinkfinity.org, this interactive website analyzes common household items and describes how the consumption of these items impacts the environment. Instruct participants to review each item. Facilitate a discussion about the items they think pose the biggest threat to the environment. Which item do they think their community consumes the most? How does this effect the environment?
- Have participants calculate their own carbon footprint by visiting *The Carbon Footprint Calculator*, located in YLA's *Hot Link Library*. This short online quiz demonstrates how the “size” of each user's carbon footprint is calculated.

Contest: Challenge participants to reduce their overall carbon footprint by the end of the *Community Building* module. Have participants create a daily log of their Carbon Footprint and track the class total for a week. At the end of the week, calculate the class total and use that as a benchmark to gauge progress for the remainder of the unit.

Assessment

Use the Discussion Scoring Guide on page 24 to assess participants' levels of discussion skills. Give copies to the participants to review the characteristics of a good discussion and how to self-evaluate their own discussion skills.

Use this discussion as an opportunity to assess the level of understanding the participants have of the objectives of *Become Aware of Your Community*. This will help you to plan and facilitate instruction based on the specific needs of the participants.

Vocabulary

aware, heritage, asset



Break It Down: Become Aware of Your Community

1. Roll mouse over second icon from left on the “Choose an Activity” screen:

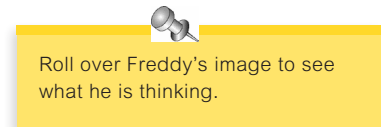


2. Click .

3. After reading the instructions on screen, click .

4. Select **1. BECOME AWARE OF YOUR COMMUNITY**.

Notes:



Become Aware of Your Community

Knowing your neighborhood’s **heritage** will help you see it as a living project.

- ✓ Focus on the **assets** – the things that make it special
- ✓ Understand the history of the community
- ✓ Appreciate what the community offers
- ✓ Think about what you would add or improve

aware

(adjective) Having knowledge; watchful; alert. *It takes an aware politician to see what her constituents really need in their community.*

heritage

(noun) Something that is passed down from preceding generations; a tradition. *One concern among Native Americans is that their heritage is being neglected or forgotten by many young people.*

asset

(noun) Something of value that one possesses. *Talent is an asset nobody can take from you.*

5. After reviewing the text on-screen, click .

continued on next page ▶

Break It Down: Become Aware Of Your Community *(continued)*

1. **Why does Freddy feel like a “second class” citizen?** Because he feels like he does not have a place where he belongs and where he can hang out with his friends.
2. **How could the Crew be more positive?** The kids are complaining because they do not like hanging out on the stoop. However they have each other’s friendship and this is very important in a community. They could be more positive by not just lodging complaints, but also by offering a solution to their gripe.
3. **How could they feel more connected to their community?** They could learn more about their community – about its history and strengths.
4. **What do you think the Crew would want to add to the community?** They would say that they want a place to socialize with their friends.
5. **How is Manny’s point of view about the community and its possibilities different from Maria’s?** Manny has a limited view. He thinks that because they live in public housing, they can’t make it a better place. Maria, on the other hand, is positive about what can happen. She shares her experience about a park where people in her former community played checkers.
6. **Tell a story about how you happen to be living in the community.** Has your family lived in this community for a long time? When did you move in? Why did you come to this community? Do you like it here? Where did you live before you moved to this community? What is special about this community?



The sentences after the boldfaced questions are possible answers.

**The Power Of Positivity**

Emphasize the value of Maria’s vision and positive point of view in inspiring the others and giving them the courage to take action and make changes in their community.



Participants will be asked to address #6 in writing during another exercise called Write to the Point.

Discussion Scoring Guide

Break It Down: Become Aware of Your Community

Name _____ Teacher _____ Date _____

Directions: Periodically observe a few students during a discussion. Use this scoring guide to diagnose their need for specific instruction in individual discussion characteristics. Or, use the scoring guide to evaluate the quality of control of discussion characteristics for grading purposes. If at all possible, meet with the students after you have used the Scoring Guide and discuss the results and plans for improving his or her performance.

Listener Demonstrates Behavior:	Always	Sometimes	Never
Body is turned towards speaker			
Makes eye contact with speaker			
Nods or smiles if appropriate			
Does not interrupt speaker			
Jots a brief note while listening with the intent of questioning or extending speaker's point			
Waits for speaker to finish before responding			
Quality of Discussion:	Above Average	Average	Below Average/ Needs Work
Asks relevant questions to clarify and show interest			
Asks the speaker to express him/herself in another way when unsure of what the speaker is saying			
Paraphrases/ summarizes speaker's main ideas to show understanding			
Reflects the speaker's feelings			
Shares ideas, thoughts and facts about the topic			
Sticks to the discussion topic by not including unrelated ideas or facts			
Comments express appreciation and respect towards speaker even when disagreeing			
Speaks clearly			