

# UNIT 1





# Unit 1: Discovering Community

## UNIT OVERVIEW

Civic engagement is the process of being actively involved in one's community. Whether you build trails, tutor in a school, or cast your ballot in an election, civic engagement begins and ends with discovering the importance of community. In this unit, participants explore the broad concept of "community," are introduced to the concepts of "safe space" and "personal community," and develop a small community among themselves.

UNIT 1		
1A	DESCRIPTION AND GOAL	MINIMUM TIME
Activity	<b>The Name Game: Group Juggle</b> Goal: To introduce participants to each other and begin to create a group community.	15 minutes
Lesson	<b>How'd That Happen?</b> Goal: To help participants recognize that there are many factors in individuals' lives that are beyond their control.	15 minutes
Reflection	<b>Creating a Safe Place</b> Goal: To establish a common set of values and principles for the group's small community.	15 minutes
1B	DESCRIPTION AND GOAL	MINIMUM TIME
Activity	<b>Creating a Group Name</b> Goal: To help participants develop a sense of group community identity.	10 minutes
Lesson	<b>Liberty and Justice for All</b> Goal: To help participants realize that the Declaration of Independence mandates action to insure rights are available to all.	15 minutes
Reflection	<b>Create Group Shirts</b> Goal: To strengthen group identity.	20 minutes
<b>TOTAL UNIT TIME</b>		90 minutes

**Supplies:**

- Soft objects (koosh balls, stuffed animals, etc.)
- Open space
- Flip chart or large pieces of paper
- Markers and pens
- Declaration of Independence handout (pages 18-19)

Group shirt materials:

- At least one shirt per participant (white or light color, either t-shirt or over shirt)
- Permanent markers

Tie dye shirts

- A variety of clothing dyes (primary and bright colors are best)
- Rubber bands
- Buckets, tubs or large tin cans
- Plastic drop cloth(s)
- Latex gloves
- Plastic bags (grocery style)

Alternative shirt decorating

- Fabric paints (puff paints)
- Permanent markers
- Plastic bags (grocery style)



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Reflection	<b>Creating a Safe Place</b> Goal: To establish a common set of values and principles for the group's small community.	15 minutes

## UNIT 1A: ACTIVITY

**The Name Game: Group Juggle****Goal:**

To introduce participants to each other and begin to create a group community.

**Description:**

By taking part in a group game, participants learn each other's name, connect with personal information and begin to develop a small group community.

**Supplies:**

- Soft objects (koosh balls, stuffed animals, etc.)

**Directions:**

1. Have all participants stand in a large circle.
2. Facilitator tells the group that this activity is a good way for the group to learn each other's name, and asks participants to say their name loudly and clearly when it comes to their turn.

## Unit 1: Discovering Community

3. Facilitator states her/his name and passes the soft object to the person on the left who states her/his name, and so on around the circle. Be sure to ask for clarification and get correct pronunciations at this point.
4. You may play additional rounds with other information instead of names.
5. Establish a "group juggle" pattern in which every person catches the object only once, saying the name of the person they are throwing the object to.
6. After a few successful rounds, add more objects. For an additional challenge, ask them if they want to break a specific time goal.
7. After several rounds, ask if anyone can name each person in the circle.
8. If time allows, add a piece of personal information along with the name, such as: hobby, hero, favorite sport, favorite food, or school.

Notes:

## UNIT 1A: LESSON

## How'd That Happen?

**Goal:**

To help young people consider what factors in their lives they actually have control over and what factors are out of their control. In exploring these elements the goal is to reduce the tendency to judge others based on factors outside of their control.

**Description:**

This activity begins with questions that focus on those factors that are out of the individual's control (biological parents, height, skin color/shade, etc.) and will lead to questions regarding factors that are within an individual's control (choices, treatment of others, etc.). It concludes with a discussion and a challenge to understand that many of the factors used to distinguish individuals and groups are not within the individual's control.

**Supplies:**

-  Open space

**Directions:**

1. Organize into a group. There are various ways to organize the group depending of the group's make up and on the facilitator's goals. The group can be arranged in a circle with everyone facing the center, allowing each participant to be observed. This is the most common arrangement, as it helps to build a broader group identity. Sometimes it is more beneficial to have participants facing away to encourage more genuine and individual responses. Another strategy is to combine both, facing each other for easier questions, facing away for some harder ones.
2. Explain:  
"I am going to ask you a series of questions and I want you to raise your hand if your answer was something that you chose. Leave you hand down if it is something that was not your choice."

3. Ask the following (or any appropriate for the group): “How many of you...”
  - Chose your biological parents? (For the ones who raise their hands, ask them to explain how that occurred,)
  - Chose your parent’s profession?
  - Determined how much money your parents would make?
  - Chose the city where you were born?
  - Chose your nationality?
  - Chose you ethnicity? (You might need to explain ethnicity.)
  - Chose your body shape?
  
4. Lead the group in a discussion that draws out the following:

These are all things that affect your life and yet you did not have any choice in determining what you would look like, who your biological parents are, etc. And yet, all of these affect how people see you.

Then ask:

  - Do you think it is fair that you are judged by things you did not have any control over?
  - What about the others in our group? Do you think they also get judged about things they had not control over?
  - Be honest, aren’t there times when you judge others, either by the way they look or some other characteristic they didn’t have any control over? Is it fair? Is that right?
  
5. But there are choices we do make for our lives. What are some?
  - To go to school and get an education
  - To work hard
  - To be honest and treat others with respect.
  
6. Then add: We all make judgments about others. We can’t help it. But what we can help is how we respond to differences. It is important to make a distinction between characteristics that others have control over and those that they have no control over.
  
7. Finally, challenge the group: “Let’s make a commitment to never judge another or make fun of someone else, over things they had no control over. IF you are going to make judgments, make them regarding things that others choose.

UNIT 1A: REFLECTION

## Creating a Safe Place

### Goal:

To establish a common set of values and principles for the group's small community.

### Description:

First and foremost, a community should be a safe place physically and emotionally as participants examine and share their ideas. For that to happen, participants must abide by certain guidelines. While establishing group respect takes time, laying the groundwork for respect and safety must be done right away. In this lesson, participants will establish guidelines to ensure their needs for safety and respect are met within their small group community. Make sure everyone provides input in developing the guidelines, and that everyone understands what they need to ensure self-care.

### Supplies:

- Flip chart
- Markers

### Directions:

1. Ask the participants to sit in a circle.
2. Paraphrase the following:

“If we are going to function as a community, we need to be sure that this is a safe place for everyone. Not just a physically safe place, but also an emotionally safe place. This is especially important because for the next [\_\_\_\_\_] weeks we are each going to discover that we have power -- the power of participation, the power to be heard, the power to make a difference. We will use that power to design a community service project together.

“With power, comes responsibility. We will need to treat each other properly and with respect. We will need to make guidelines that we are each willing to work by. What guidelines do you

## Unit 1: Discovering Community

think are important to ensure respect and safety for a community?”

3. Enlist ideas from the group. Explain that you should have at least five guidelines. Ask for more detail if needed. For example, if a participant says, “show respect,” ask what it means to have respect for one another in order to get more specific behaviors such as, “don’t talk when someone else is talking,” or “no put-downs.” Ask for a participant volunteer to write the ideas on the flip chart.

It can be useful to ask participants to list examples of unacceptable behavior, such as what behaviors constitute disrespect. This is helpful because each group has its own personality or group dynamic. This process encourages participants to be very specific about the guidelines as they consider potential issues.

4. Ask the group if the guidelines are complete. Reprint them on a new sheet of paper if needed. These will be posted in a prominent location at each meeting.
5. Ask the group if everyone agrees to abide by the guidelines. Be sure to work through any discussion that needs to happen in order to get to the point where everyone agrees to abide by them.
6. Have each participant sign the guidelines. Point out that this is your first act as a group becoming a community. Save the guidelines sheet and bring it to each meeting. Place it where everyone can see it. Review them periodically and not just when a violation occurs. This will help to further establish the guidelines as a way of interacting with others, both in the project group and beyond.

Notes:

<b>UNIT 1</b>		
<b>1B</b>	<b>DESCRIPTION AND GOAL</b>	<b>MINIMUM TIME</b>
Activity	<b>Creating a Group Name</b> Goal: To help participants develop a sense of group identity.	10 minutes
Lesson	<b>Liberty and Justice for All</b> Goal: To help participants realize that the Declaration of Independence mandates action to insure rights are available to all.	15 minutes
Reflection	<b>Create Group Shirts</b> Goal: To strengthen group identity.	25 minutes

UNIT 1B: ACTIVITY

### Creating a Group Name

**Goal:**

To help participants develop a sense of group identity.

**Description:**

Participants establish a group identity and a create a group name from various suggestions. Some groups might choose to also make up participant nicknames.

- ✓ Have some ideas for names in case the group needs them.
- ✓ Determine which decision-making strategy will be used to narrow the choices and to make the final selection. Some suggestions: consensus decision-making, majority vote, etc.



**Supplies:**

- Flip chart
- Markers

**Directions:**

1. Explain that the participants are going to choose a name for the group. Let them know that you want it to be “cool,” while also describing what the group is all about.
2. Ask for suggestions and write them all on flip chart. Don’t respond to suggestions at this point.
3. When all suggestions are listed, go through the list and ask participants why each name is appropriate.
4. Narrow the list to three and ask participants to choose using the decision-making strategy you have selected.

Pay close attention to the suggestion process, including which participants take the lead and which ones might need additional coaxing to have their ideas and their input recognized. You may also see certain group dynamics emerge that you either want to strengthen or eliminate.



Notes:

## UNIT 1B: LESSON

## Liberty and Justice for All

**Goal:**

To recognize that the Declaration of Independence is a call to action for every generation to secure, protect and defend “Life, Liberty and the Pursuit of Happiness” for all who live in this country and to act to ensure Liberty and Justice for All.

**Description:**

There are many reasons to meet needs within our communities. Compassion is one. Faith is one. Another reason is that this country was founded on certain principles of equality and justice and the notion that everyone has a right to the basics of life, to the freedom to think and speak freely, and the opportunity to pursue those things that make their lives fulfilling. Whenever and wherever these important rights are threatened or denied to any individual or group living in this country, we have an obligation, based on the words of the Declaration of Independence, to act. It is our civic responsibility, to act locally and to act nationally. This lesson will help participants understand that taking action to ensure these rights to all is at the heart of Civic Engagement.

**Supplies:**

- Flip chart
- Markers
- Declaration of Independence handout (pages 18-19)

**Directions:**

1. Break into small groups (4-5).
2. Ask the following questions and have each group discuss their responses:
  - Why do we celebrate the Fourth of July?
  - What do you like most about the Fourth of July and what is your favorite memory?

If you are working with an immigrant community, there might not be much knowledge regarding this day and the celebration. However, most young people know that something special happens on the 4th. The lesson then becomes more instructive than reflective.



3. Explain:  
"How many remembered that the Fourth of July is actually our nation's birthday? It really is a birthday party. If the United States of America was born on the Fourth of July, 1776, then a letter called the Declaration of Independence is like our birth certificate. The first sentences tell everyone what this new country believes."
4. While still in small groups pass out the Declaration of Independence handout.
5. Read (or have a participant read) the introduction to the Declaration of Independence.
6. Say or paraphrase:  
"Whether we realize it or not, these are some of the most powerful words in the world. Let's look closer at some of the words." (Select one version of the Declaration of Independence at the end of this unit).
7. Read again with emphasis the following key concepts:
  - "all men are created equal"
  - "that they are ... (given) ... certain unalienable rights"
  - "that among these are life, liberty and the pursuit of happiness"
  - "that governments ... (get their) ... powers from the (common people) consent of the governed"
8. Write these on the flipchart paper.
9. If not already, quickly organize into four groups.

10. Assign one Declaration statement to each group.
11. Explain:  
"Take just a few minutes and explain what your sentence means."
12. Have a representative from each group take 60 seconds to tell what they decided.

- ✓ To maximize the time, this conversation can be carried out during the "Create a Group Shirt" activity while young people are creating their group shirts.



- ✓ If drinkable water is not available, recommend participants bring bottled water to meetings.
- ✓ If your meeting time falls during a time of day when young people would need a snack, such as after school, encourage participants to bring a snack each day. Have a loaf of bread and a jar of peanut butter for those who are not able to bring a snack.
- ✓ Make sure everyone knows where the restrooms are. Decide if participants can go on their own, if they should go in twos or threes, or if you should take group breaks.
- ✓ Checking in: Everyone works at a different pace. Notice if the team seems overly "antsy" during a group discussion. Do you need to take a break? Or do participants seem lethargic? Do you need to do an energizer? Do participants need a snack? Be sure to check in with participants individually from time to time.



UNIT 1B: REFLECTION

## Creating Group Shirts

**Goal:**

To strengthen group identity.

**Description:**

Participants will label their shirts with the group name, their personal name or their nickname, then tie-dye or decorate the shirts.

**Supplies:**

- At least one shirt per participant (white or light color, either t-shirt or over shirt)
- Permanent markers

Tie-dye shirts

- A variety of clothing dyes (primary and bright colors are best)
- Rubber bands
- Buckets, tubs or large tin cans
- Plastic drop cloth(s)
- Latex gloves
- Plastic bags (grocery style)

Alternative shirt decorating

- Fabric paints (puff paints)
- Permanent markers
- Plastic bags (grocery style)

**Directions:**

For tie-dye shirts

1. Using permanent markers, have participant write the group name and personal name on their shirt.

2. Bunch up a small amount of the shirt into a wad. Place a rubber band around the wad of material. Make sure that the material forms a tight bunch. Use several rubber bands if necessary.
3. Create numerous bunches all over the shirt. Be sure to include the front, back and arms. Several rubber bands can be placed on a single bunch of fabric creating a starburst effect.
4. Holding on to main part of the shirt, dip the different bunches in various colors of dye. Some can be double dipped into several colors for special effects.
5. Once everyone has dipped their shirts, remove the rubber bands and enjoy the artwork.
6. Pass out a plastic bag to each participant for protection and transport.

For painting shirts

1. Provide paper and colored markers for practicing design.
2. Follow instructions on fabric coloring products.



Practice tie-dyeing or shirt painting before the meeting and bring an example for participants to see. It is important for you to have gone through the experience in order to anticipate any challenges.

For additional information and instructions see:  
<http://www.dharmatrading.com/tie-dye/instructions.html>  
<http://www.tiedyehunter.com/tdebookpage.htm>

Notes:

# The Declaration of Independence: The Foundation of Social Justice

*“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.”*

## **A Promise and a Mandate**

“We hold these truths to be self-evident” are the opening words to one of the most powerful and radical paragraphs ever written. It holds a promise and, although it is often overlooked, it contains a mandate. These words are from the Declaration of Independence, our nation’s founding document. It set the framework and established the fundamental values for the new country. Because, on the simplest level, American Democracy is about the presence or absence of these values, it is worth taking a moment to review these words and what they mean.

## **We hold these truths to be self evident**

The writers not only stated that the words that would follow are the truth, they should also be obvious or self evident to any rational person hearing them.

## **That all men are created equal**

History is clear that when these words were written, this equality did not actually extend to “all” men in the new country (for example African American slaves or Native Americans). Neither did this concept extend to women. However, in the historical context, the notion that the common man had the same rights as the wealthy and privileged class was remarkably radical. This statement set the stage for following generations to revisit this idea and to expand their understanding and the scope of this notion of equality and for when the Constitution was amended through Articles 15 and 19 extending voting rights to all without regard to race or sex. Sometimes, from our current perspective, we lose sight of the fact that in the 1700s, equality on such a scale was a radical and dangerous notion, especially to the established English and European social orders.

## **That they are endowed by their Creator**

These rights originate from a higher Power and are not subject to the whims of any individual, group, government, or king.

## **With certain unalienable rights**

These rights cannot be removed or taken away, except under certain extreme circumstances.

### **That among these are Life**

This means that everyone has a right to the basic needs for sustaining life. This includes the right to be safe, physically and emotionally, and also to earn a living.

### **Liberty**

This is the freedom and the ability to choose what to think, what to believe, what to say, where to live, and what to do with your life.

### **And the pursuit of Happiness**

That all people have the right to pursue those things that bring them personal peace and joy.

Our country was founded on these “truths.” They are promises made by the embryonic United States to its people. Every generation has a right to expect that these rights will be protected. But, every generation also has a responsibility to ensure that these rights are not only protected, but also realized by the “all” “who are now presumed” “equal.” Moreover, whenever these rights to life, liberty, and happiness are threatened or denied, our Declaration of Independence serves as a mandate to action for every person who calls this country “home.” This, in a nutshell, is social justice: ensuring that the rights guaranteed to every person in our historical documents are protected and realized by “all,” because, as the Founding Fathers so eloquently expressed, in this country “all” are to be equal in their right to life, to liberty, and to the pursuit of happiness.

Many of you might be saying (or screaming), “There is no way that ‘all’ are ‘equal’ in this country.” And you would be right. There are many people in our country and in our world who are not treated as equals and who do not have access to even the basics of life, much less liberty and happiness. That is why social justice is so important. Social justice works to make the words of the Declaration of Independence more of a reality in individuals’ lives and in all types of communities throughout this country. To deny others these basic rights is to disrespect the vision of our Founding Fathers. To ignore injustice is to ignore the very principles of our country.

Social justice is at the heart of our democracy. It can be expressed through our freedom of speech, our freedom to demonstrate, our freedom to protest, and especially our freedom to act. Or, it can be expressed through the combined power of our votes. Regardless of how it is expressed, social justice is one of the most fundamental mandates we have in our country. Without it, we cease to be American, at least as the Founding Fathers envisioned this new social experiment that was so presumptuous as to declare that “all men are created equal” and that all are “endowed with certain unalienable rights” which include not only the basics of “Life” and the fundamentals of “Liberty,” but extends even to the guarantee of the “pursuit of Happiness.”

UNIT 1A: THE NAME GAME

## Human Blackout Bingo

**Goal:**

To introduce participants to each other and begin to create a group community.



This game is a great get- to-know-you game, but requires information for the grid to be collected in advance.

If you knew when you wanted to do this activity, you could get the personal facts ahead of time on an application or by talking to each participant.

**Directions:**

Ask participants to write down a little known fact about themselves. Collect the participants' facts, and put them into a grid. Give each student a copy of the grid. Instruct students to move around the room interviewing each other to discover who belongs to each fact. Students should mark their fact with their signature. The first person who has all of their squares signed wins!.

For an easier version, make up a grid ahead of time with generic statements (likes drawing, favorite color is blue). The rules are the same. People can sign any square that is fitting to them, but only once on each sheet. Have less boxes in the grid than there are participants to make it easier to get it filled. Leave one free box empty for someone to write in something about themselves and sign it.

UNIT 1A: CREATING A SAFE PLACE

## The “Me Chart”

### Goal:

To explore one’s identification with various communities.

### Description:

Participants visually explore and identify a variety of communities to which they each belong. Their findings will become the cover of a personal journal that participants will use periodically for reflection, brainstorming, etc.

### Supplies:

#### General:

- Blank 8-1/2” x 11” card stock for journal cover
- Blank 8-1/2” x 11” paper, 10 sheets per journal
- The “Me Chart” Journal Cover Directions (page 23)
- A wide variety of pre-cut photos from magazines and/or whole magazines
- Drawing materials
- Scissors
- Glue

#### Journal binding:

- Stapler or hole punch
- String or brads

### Directions:

1. Read or paraphrase the following:  
“We are going to be making what is called a Me Chart. This is a visual representation of you and the communities you are connected with. You will have a chance to find pictures that identify your communities, or you can draw or map your communities if you like. First, you will fold your paper in half – it’s going to become the cover for your personal journal.

Next, write your name in the middle. Then, surround yourself with the pictures of your community.”

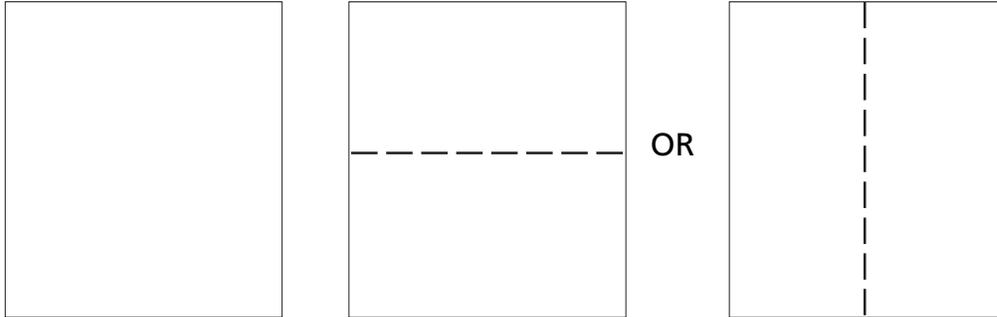
2. Pass out supplies or have participants get them. Repeat directions. Inform participants of the amount of time they will have for this activity.
3. As participants complete their covers, give them 10 pieces of blank paper. Instruct them to fold the paper in half and place it within the cover they have created. Attach the blank pages with staples, brads, or string. These blank pages will be used for future journal entries.
4. Have participants write their name and decorate the first page in their journal.



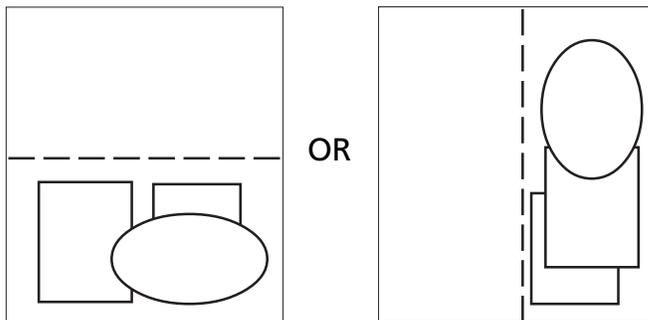
- ✓ Make a Me Chart journal for yourself ahead of time to show as an example.
- ✓ To save time, assemble journal pages with covers in advance and distribute to participants to decorate with Me Chart photos.

# The “Me Chart” Journal Cover Directions

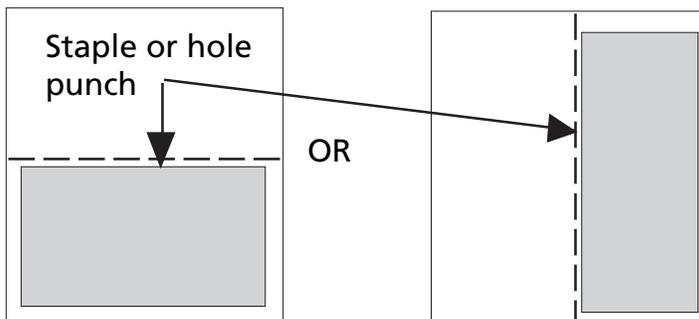
**STEP ONE:** Fold cardstock cover in half.



**STEP TWO:** Place name or personal picture on cover and add photos



**STEP THREE:** Place and secure inside pages



UNIT 1A: CREATING A SAFE PLACE

## The Being

### Directions:

Place a large piece of butcher paper on the floor and ask one student to lie down on it, face up. Invite one or two other students (or do it yourself) to trace an outline of the student on the paper (or do this ahead of time with your AmeriCorps teammates). This outline becomes a representation of the body or “being” of the group.

On a separate piece of paper, brainstorm a list of behaviors that make a group work well together and another list of behaviors that keep a group from working together. After you have a list that everyone can agree on, have the youth write the positive behaviors (“respect others’ opinions”) on the inside of the body, and the negative behaviors (“talking while someone else is talking”) on the outside. Have all the youth sign on the bottom to say that they agree to abide by these guidelines to make the group work well. When you decide on your group name, you can write that name on the being and hang it up on the wall as a reminder of your group guidelines.

*(from KIDS as Planners)*

UNIT 1B: CREATE GROUP SHIRTS

## Paper Quilt

### Description:

This activity will create a visual representation of your group identity. Ideally, it will be displayed at all of your CE meetings, and can be referred to as needed to remind the group of their goals, values, and vision. The end result is a batik-like quilt that combines individual goals to create a group vision.

### Supplies:

- Scissors
- Hole punch
- Raffia (or other material to tie quilt)
- Large paper grocery bags (1 for every 2 participants)
- Paper cutter
- Crayons (Crayola works best, cheaper brands will have less desirable results. Used, broken crayons are great for this activity.)
- Iron
- Freezer space
- Newspapers
- Tempera paint (2-3 colors, add water to create a “paint wash”)
- Containers for paint (bowls, cups or similar items)
- Paint brushes
- Pencils

### Directions:

1. Preparation (approximately 1 hour, depending on group size):
  - Prior to your meeting day, cut each paper bag into 2 - 12”x12” squares. Do not use the bottom of the bag. Make one square for each participant, and a few extra for mistakes.
  - Cut 6” pieces of raffia. Cut 12 pieces per participant plus a few extras.
  - Cover tables with newspapers or crayon will stain tables!

2. Ask each student to create a logo that represents the goals, values, and vision of the CE group. You may want to set guidelines, such as no references to drugs, sex, violence. Logo can be words, pictures, colors, or a combination.
3. Participants can sketch the logo onto the paper bag with a pencil, or sketch on another piece of paper to use as a guide. Any mistakes in pencil can be covered up with the crayon. This step is not required – they can just start coloring on the bag, but encourage them to take a couple of minutes to plan their design.
4. Once they have a design in mind, the participants will color the logo onto the bag with the crayons, following these guidelines:
  - The entire 12x12 square must be covered in crayon.
  - Crayon should be heavily applied to paper. This will take several applications of crayon, layering and drawing in all directions. The more crayon, the better the end result will be. If crayon is “flaking off” the paper, it will be great!
  - Small details get lost in this project. Use large, bold drawings and letters.
  - If they are doing this correctly, they will start complaining that their hands hurt!
5. Once the design is complete, put the paper in the freezer for 15 minutes or longer. You may want to line the freezer space with newspaper, to keep the crayon flakes from leaving a mess.
6. Remove the paper from the freezer, and crumple it, making it into a small ball. The more the paper is crumpled, the better the effect. Un-crumple and re-crumple for best results. This process will create cracks in the crayon drawings.
7. Put the paper between 2 pieces of newspaper and iron it smooth. A warm iron is sufficient, and an old iron is recommended.
8. Once ironing is complete, add paint wash. Using 2-3 colors will give quilt a unified look. Colors don’t matter, so use what is available. Mix paint with water (2:1 ratio of paint to water). Paint the wash onto paper and leave to dry. Sometimes participants overdo it and get too much paint on their paper. Soak up excess paint with a paper towel, or leave it to dry. Drying can take several hours, so may want

- to end the activity here for the day and complete the process at your next meeting. You can also iron quilt squares dry— remember to use the newspaper over the square.
9. Once the squares are dry, punch 3-4 holes on each side of the squares. A 3-hole punch gives a uniform look to the squares. Simply center the square on the hole punch. You can have the participants do this, or you can do this in preparation for the next meeting.
  10. Completing the quilt:
    - Option 1: Have pairs of participants tie their quilt squares together. Then have each pair join another pair and tie their four squares together. Continue this process until all of the squares are joined.
    - Option 2: Have students tie their pieces together, one at a time. As they tie their quilt piece, they can share what their logo means for them. If there is time, this can be very powerful for participants!
    - Add a few inches of raffia to the outside edges of the quilt.
  11. Display the quilt for all to see, and keep it displayed until CE is complete – or longer! At the end of CE, you may want to dismantle the quilt and give each participant their square as a keepsake of the experience.

UNIT 1B: CREATE GROUP SHIRTS

## Community Quilt (easy version)

### Supplies:

- Crayons
- Large piece of light colored material
- Freezer paper
- Yarn or raffia
- Iron

### Directions:

1. To prepare ahead of time: cut material into equal sized blocks (one for each participant), and iron each block onto freezer paper to make it stiff.
2. Hand out a block to each person and have them draw a picture or write something on their block with crayons. Press hard and use brightly colored crayons.
3. Remove freezer paper, place quilt block between two paper towels and iron until color no longer bleeds onto paper towels.
4. To finish, sew all the blocks together, or sew (or glue) them onto a large, brightly colored background sheet, or punch holes and tie them together using yarn or raffia.

### Note:

A slightly more expensive alternative is to buy fabric crayons, have participants draw their pictures on regular paper, place the paper face down on the quilt block and iron until the image is transferred (mirror image) onto the fabric..

UNIT 1B: CREATE GROUP SHIRTS

## Friendship Bracelets

### Description:

Groups can choose the colors that they want to represent them. Each youth makes own bracelet, but all use same colors. Represents both group unity and individuality. It does take awhile to cut and measure thread, so we recommend having pre-cut pieces. For younger kids, have an experienced bracelet maker paired with novices.

### Supplies:

- Yarn, hemp or embroidery thread
- Scissors
- Masking tape

### Directions:

1. Some Members just might remember how to make these from our younger days, but if not, instructions can be found on the internet at various sites including:
  - <http://kids.singnet.com.sg/bracelet/> (very good, with lots of pictures)
  - <http://www.geocities.com/Heartland/Lane/1627/>
2. Just make sure you have practiced this beforehand and know how to do it. For simpler bracelets, just braid the colors together.

### Note:

Also consider other kinds of bracelets, armbands, headbands, nametags, anything to provide increased unity and reflect the sense of community in the group.