

UNIT 6



Unit 6: Taking Action

UNIT OVERVIEW

Moving from concern about a community problem or passion for a particular cause, to solution-oriented actions can be intimidating -- particularly for young people. In this unit, participants learn how to transform their ideas into realistic and useful actions. Participants begin by learning a democratic brainstorming process that validates all ideas or solutions to their identified community issue. Next, participants will reflect on the list to determine which actions would be most effective in meeting the needs behind the issue.

UNIT 6		
6A	DESCRIPTION AND GOAL	MINIMUM TIME
Activity	Round Robin Brainstorming Goal: To learn how brainstorming can drive decision-making.	10 minutes
Lesson	Solution Selection Goal: To select a possible strategy for addressing the group's top issue of concern.	30 minutes
Reflection	Journal Entry: We the People Goal: To further develop the group's "We the People" statement.	5 minutes
6B	DESCRIPTION AND GOAL	MINIMUM TIME
Activity	Review "We the People" Statement Goal: To reiterate the project goal.	5 minutes
Lesson	Planning the Project Goal: To develop a plan of action and assign responsibilities that cannot be completed during the planning session.	40 minutes
Reflection	Review Assignments Goal: To review the plan and any assignments.	Part of the plan
TOTAL UNIT TIME		90 minutes

Supplies:

- Flip chart
- Markers
- Service Project Diagram (page 142)
- Needs Inventory handout (Unit 4, page 102)
- We the People Statement (from Unit 5B)
- Journals
- Completed "We the People" statements (from Unit 6A lesson)
- Task Force Description handout (page 143)
- Task Force Planning Worksheet (page 144)
- Phone books/phones



UNIT 6		
6A	DESCRIPTION AND GOAL	MINIMUM TIME
Activity	Round Robin Brainstorming Goal: To learn how brainstorming can drive decision-making.	10 minutes
Lesson	Solution Selection Goal: To select a possible strategy for addressing the group's top issue of concern.	30 minutes
Reflection	Journal Entry: We the People Goal: To further develop the group's "We the People" statement.	5 minutes

6A: ACTIVITY

Round Robin Brainstorming**Goal:**

To learn how brainstorming can drive decision-making.

Description:

The purpose of this activity is to help participants become comfortable with the process of generating as many answers to a question as possible. Unlike other versions of brainstorming you may have experienced, this one involves taking turns and having participants contribute one answer at a time. Encourage participants to avoid evaluating any ideas until the very end of the exercise.

Supplies:

- Flip chart
- Markers

Directions:

1. Explain:

“Most problems are not solved automatically by the first idea that comes to mind. To get to the best solution it is important to consider many possible solutions. One of the best ways to do this is called “brainstorming”. Brainstorming is the act of defining a problem or idea and coming up with anything related to the topic- - no matter how remote a suggestion may sound. All of these ideas are recorded. No ideas are evaluated until after the brainstorming is completed.

“The important point about brainstorming is that there should be no pressure to be ‘brilliant.’ Students should simply open their minds to whatever pops into them. Think of it as a kind of free association.”

2. Choose a simple question that will be easy for the group to brainstorm.

Here are some examples:

- What are some ways a person can get some money?
- What are some ways that a person can get to the mall?
- How could a person find out about _____?



Adapt the question to be appropriate for your group. Be sure that there are numerous answers to the question.



Notes:

6A: LESSON

Solution Selection**Goal:**

To select a possible strategy for addressing the group's top issue of concern.

Description:

Participants will link their top issue of concern back to universal needs that are not being met. Next, using Round Robin brainstorming, participants will generate as many strategies as possible to address the issue. The goal is to identify project ideas or other strategies that will meet the needs listed. Unlike other versions of brainstorming you may have experienced, Round Robin involves taking turns and having other participants contribute one solution at a time. This not only allows for more orderly and deliberate responses, it also strongly encourages each participant to contribute.

Supplies:

- Flip chart
- Markers
- Service Project Diagram (page 142)
- Needs Inventory handout (Unit 4, page 102)
- We the People Statement (from Unit 5B)

Directions:

1. Prepare: Rewrite the Service Project Diagram onto a sheet of flip chart paper and post in front of room.
2. If possible, have everyone sit in a circle.
3. Explain:
"Now that we have chosen what issue is our top concern we need to decide how we will address that issue. But before we brainstorm ideas for solving the problem, let's try to link this issue/problem back to the universal needs that are not being met."

Unit 6: Taking Action

“Our issue is _____. This issue involves _____ (teenagers in our city, elderly residents of Vancouver, etc.). What needs are not being met for these individuals?”

Refer participants back to the Needs Inventory handout. Have them identify at least three to four needs that are not being met. For example, if your issue is homeless youth in Portland area, the issue involves teenagers in and around the Portland area, and possibly their needs for shelter, safety, health, food, water are not being met.

4. Once the group is satisfied with their list of needs, explain:
“Now we’re going to use Round Robin Brainstorming to generate as many solutions to the identified issue as possible. Remember -- we want to try to identify strategies, projects, or actions we can take so the needs are better met.

Unlike other versions of brainstorming you may have experienced, this one involves taking turns and having participants contribute one answer at a time. The idea is to get as many ideas as possible, with no comments or judgments about others’ ideas.”

5. Restate the issue that was chosen by the group and the list of needs in sentence form. For example, “Our issue is homeless youth. When youth in our area are homeless, their needs for shelter, safety, food, and health are not met. To better meet these needs for youth, I suggest the following:_____.”
6. Have each participant contribute one answer out loud. Give participants the opportunity to “pass” on each round.
7. Listen to the answer that each participant provides and write it down on a list using a new sheet of flip chart paper.
8. Once every participant has the opportunity to offer a solution, go around a second time to see if new ideas have been generated.
9. Listen to the additional answers from the other participants.

10. Continue contributing answers, one at a time, until there are no additional ideas.
11. Combine similar ideas and group responses in general categories. Select an idea.
12. Try to organize similar ideas into a single statement.
13. As the list is being organized, go through and weed out solutions that are clearly impractical due to time, money, skill level or other constraints.
14. Explain:
 "We are going to use Fist-to-Five to determine which solution we want to use to address our goal. I will announce each solution and you will all vote using a fist to represent your lowest choice, one finger to indicate some support, all the way up to five fingers, which represents your strongest support for an idea. I will add up the total number of fingers and place that number next to the solution. When we are finished we will make a final decision for our project. Any questions? Let's decide."
15. If there is a clear winner, then stop and add the action to the "We the People" statement.
16. If two or more choices are close, open the conversation up to ways to further narrow the options by combining the ideas or scheduling two projects.
17. Add choice to the "We the People" statement.

Notes:

Unit 6: Taking Action

6A: REFLECTION

Journal Entry: We the People

Goal:

To further develop the group's "We the People" statement.

Description:

Participants will write the completed "We the People" statement in their journals

Supplies:

- Journals
- Completed "We the People" statements (from Unit 6A lesson)

Directions:

1. Place the "We the People" statement where all participants can see it.
2. Explain:
"Now that we have completed our 'We the People' statement, copy it into your journals."

Notes:

UNIT 6		
6B	DESCRIPTION AND GOAL	MINIMUM TIME
Activity	Review “We the People” Statement Goal: To reiterate the project goal.	5 minutes
Lesson	Planning the Project Goal: To develop a plan of action and assign responsibilities that cannot be completed during the planning session.	40 minutes
Reflection	Review Assignments Goal: To review the plan and any assignments.	Part of the plan

6B: ACTIVITY

Review “We the People” Statement**Goal:**

To reiterate the project goal.

This is probably the most difficult step for youth participants. It is difficult to predict and foresee what will be needed to guarantee a successful project. Be patient! Adult participants should ask questions that assist youth in discovering the answers for themselves.

For example:

- ✓ How many people does the agency need for kitchen cleanup? Let's ask!
- ✓ The bus is a great idea! How can we find out if our service project is on a bus route?
- ✓ How long will it actually take?
- ✓ Who needs to know?



Unit 6: Taking Action

Description:

Using the “We the People” statement as a guide, restate the goal of the project.

Supplies:

- Completed “We the People” statements (from Unit 6A lesson)
- Flip chart
- Markers

Directions:

1. State as concisely as possible the focus of the project.
2. Write out the statement as a reference for the planning process.

Notes:

6B: LESSON

Planning the Project

Goal:

To develop a plan of action and assign responsibilities that cannot be completed during the planning session.

Description:

The framework of the project will be planned and any additional assignments or responsibilities will be determined.

Supplies:

- Task Force Description handout (page 143)
- Task Force Planning Worksheet (page 144)
- Phone books/phones

Directions:

1. **Prepare in Advance**

Identify various "Task Force" groups (either using Task Force Responsibilities handout or by creating other Task Force areas). The specific Task Force groups will be determined by the needs of each different project.

Possible common Task Force groups could include:

- Operations
- Agenda
- Project coordination
- Communications
- Agencies, parents, participants, media
- Supplies/acquisitions
- Materials, tools, project supplies, snacks and beverages
- Safety
- Gloves, safety glasses, safety policy and permission slips

Unit 6: Taking Action

- Transportation to and from site, pick up and drop off points, bus routes
 - Other Task Forces? _____
2. Quickly organize into Task Force groups either by allowing participants to choose or by assigning participants to specific groups. Both methods have pluses and minuses depending on the make-up of the particular group.
 3. Provide Task Force members with specific responsibilities, either from the handout or from descriptions that the group generates.
 4. Have Task Force groups begin the planning process.
 5. With 20 minutes remaining, ask Task Force groups to wrap up their planning sheets.
 6. With 15 minutes remaining, get together in a large group. Have a representative from each Task Force take no more than two minutes to share their group's worksheet.

An additional meeting with the Operations Task Force or group leaders might be required to coordinate the plan. An additional planning meeting can be scheduled between Unit 6 and the project date.



Notes:

6B: REFLECTION

Review Assignments

Goal:

To review the plan and any assignments.

Description:

Participants will review their plan and assignments, and assign additional tasks where necessary.

Supplies:

 Journals

Directions:

1. Some Task Force group members will have responsibilities that cannot be accomplished during the planning session. Task Force members might be assigned additional tasks (phone calls, etc.) that can be accomplished between Unit 6 and the project. An additional planning meeting can be schedule to coordinate these activities.
2. Have participants write any assignments or Task Force notes in their journals.

Notes:

Service Project Diagram

COMMUNITY ISSUE	NEEDS UNMET	PROJECT/STRATEGY
What is the overall issue?	What are the specific unmet needs? What evidence is there that the unmet needs exist?	Who does what? For whom? When? Where? How? With what results?

Task Force Description

Planning considerations and responsibilities:

Operations Task Force

- Setting up the agenda for the day of service.
- Ensuring that there is adequate time to accomplish the targeted activities, including reasonable start and end times, as well as breaks.
- Reviewing the other Task Force's planning forms to insure the overall success of the project.
- Conducting operations on the day of the project.

Communications Task Force

- Conducting project-related communications, including those with partners, agencies, parents and team members regarding start and stop times and drop off and pick up points.
- Communicating with the media when appropriate.
- Obtaining parental permission and medical release forms.

Supplies/Acquisitions Task Force

- Insuring that the project has the materials, tools, supplies, snacks and beverages required for a successful project.
- Seeking donations from businesses and other potential partners.
- Assessing the project plans and identifying necessary supplies.

Safety Task Force

- Insuring the safety of participants and recipients.
- Determining the need for gloves (outdoor or latex), safety glasses and establishing and posting a safety policy.
- Developing essential permission slips and insuring that all necessary slips are properly filled out and turned in, including medical release forms.

Transportation Task Force

- Coordinating all transportation needs to and from the project site.
- Identifying appropriate bus routes.
- Determining pick up and drop off points.

Task Force Planning Worksheet

Project Name _____ Location _____

Task Force _____

Task Force Members _____

Task Force Responsibilities _____

TASK: What needs to be accomplished?	FORCE: How will it be accomplished?	MEMBERS: Who will accomplish it?	DONE

UNIT 6B: PLANNING THE PROJECT

For younger students, the project planning will need more guidance. Here are some worksheets developed by Federal Way to help guide them through the process. These are just suggestions—feel free to adapt or make your own to fit your group and project.

OPERATIONS (Include names of everyone in the group)

1. What date will X project be on?
2. What time will it start and end? (You may have to ask the other groups to see what times work best for them.)
3. Where will X project be held? List at least three possible sites.
4. Make a list of materials needed the day of the X project. This list will be given to the supplies group so they can get the supplies.
5. How will X project be set up? (ex. Will there be stations? Partners?)

COMMUNICATIONS

1. What needs to be done to get the word out about X project?
2. Do we need to write letters to businesses asking for donations of materials? If so, what businesses would you need to contact?
3. Do Thank You cards need to be created? If so, then who do they need to be sent to? (ex. businesses who donated items)
4. How should the school be informed about X project? Who else needs to be informed? Do you need to send a letter home to parents? (Remember, you need to create the parent permission forms for every student participating in X project.)

SUPPLIES

1. What supplies do we have already for X project? What supplies are needed for X project?
2. Do you need to go to businesses to get materials donated? If so, what businesses would you need to go to?
3. Do other teams like communications have any supplies they need you to get for them? Make a list of supplies needed from the other two groups.
4. Do you think that other teams might have materials they can contribute? After you are done asking other groups, write down the names of the people who can bring certain supplies. (example: Miss Danielle could bring soap).