



LESSON 5

Active Citizenship

KEY QUESTION

In order to be effective members of a free society, functioning as productive individuals in our public lives and demonstrating American civic virtues by solving problems in our own communities, how can we **positively engage in civil society**?

OVERVIEW

The activities in this lesson plan will guide your students in choosing and reporting on a meaningful project that positively impacts their local community and supports civic virtues. Student projects may be completed individually, in small groups, or as a class, at the discretion of the teacher. Teachers of eligible classes may decide to participate in the Bill of Rights Institute’s national civic engagement initiative, MyImpact Challenge, at the completion of this lesson or use these lessons and the culminating activity in their own classes without participating in the competition. For additional competition requirements, see

Handouts G: MyImpact Challenge Portfolio, H: MyImpact Challenge Project Plan, and I: MyImpact Challenge Portfolio Rubric.

OBJECTIVES

- Students will analyze primary sources focused on community engagement and civic virtue.
- Students will identify an issue that currently faces their community.
- Students will use design thinking to develop a plan to help address an issue in their community.
- Students will demonstrate effective brainstorming and ideation skills.
- Students will conduct interviews and site visits to gain insight into community issues.
- Students will analyze a specific community issue and execute plans to help remedy the issue.
- Students will produce a portfolio of work that includes reflections, research, visuals, and reports on the importance of citizenship, community involvement, and civic virtue.

IN THEIR OWN WORDS

“Every man is under the natural duty of contributing to the necessities of the society.”
–**Thomas Jefferson to Francis Gilmer, 1816.**

RECOMMENDED TIME

350-375 minutes

- Activity 1: 30 minutes
- Activity 2: 55-95 minutes
- Activity 3: 220-250 minutes (plus interviews and site visits)
- Activity 4: 45 minutes

MATERIALS LIST

- **Handout A: Why should I do something?** Primary Source Analysis
- **Appendices 1 and 2: Principles, Virtues, and Vices** Glossary and Graphic Organizer
- **Handout B: Identifying the MyImpact Opportunity**
- **Handout C: Rewriting the Moon Speech:** Persuasive Essay
- **Online access to John F. Kennedy Moon Speech** – 1962 <https://er.jsc.nasa.gov/seh/ricetalk.htm>
- **Handout D: Design Thinking Discovery for MyImpact Challenge**
- **Handout E: Brainstorming Rules**
- **Handout F: Design Thinking Ideation for MyImpact Challenge**
- **Handout G: MyImpact Challenge Portfolio**
- **Handout H: MyImpact Challenge Project Plan**
- **Handout I: The MyImpact Challenge Portfolio Rubric**

STANDARDS

- **National Council for Social Studies**
Themes:
 1. Culture
 4. Individual Development and Identity
 6. Power, Authority, and Governance
 10. Civic Ideals and Practices
- **Center for Civic Education**
 - V.A. What is citizenship?
 - V.C. What are the responsibilities of citizens?
 - V.E. How can citizens take part in civic life?
- **UCLA Dept of History**
Era 10 Contemporary United States (1968 to the present)

.KEY TERMS

- Associations
- Brainstorming
- Design Thinking
- Ideation
- Stakeholders

Constitutional Principles

- Equality
- Federalism
- Liberty
- Natural/Inalienable Rights

Virtues

- Civil Discourse
- Contribution
- Courage
- Honor
- Humility
- Integrity
- Initiative
- Justice
- Moderation
- Perseverance
- Respect
- Responsibility
- Resourcefulness
- Self-Governance
- Vigilance

Lesson Plan

Activity 1: Why should I do something?

Procedures

- A. Launch option: Write the word “Contribution” on the board and lead a brief discussion defining the term and its characteristics.
- B. Distribute **Handout A: Why should I do something? Primary Source Analysis** and **Appendices 1 and 2: Principles, Virtues, and Vices Glossary and Graphic Organizer**.
- C. Instruct students to read the quotes provided and respond to the questions related to each quote. (*Optional Alternative:* Divide class into 5 groups. Have them each work on a single quote, and then share the findings with the whole class.)

Debrief

Lead a brief discussion about how contribution was demonstrated in the sources provided. Focus on the relationship between contribution and the other civic virtues.

TIME REQUIRED

30 minutes

MATERIALS

- **Handout A: Why should I do something? Primary Source Analysis**
- **Appendices 1 and 2: Principles, Virtues, and Vices Glossary and Graphic Organizer**

Activity 2: Identifying the MyImpact Opportunity

Procedures

- A. Prior to the lesson, decide whether the *John F. Kennedy Moon Speech* given at Rice University on September 12, 1962, will be played or read aloud. Secure appropriate technology, if necessary. Also, depending on class time constraints, decide whether the brief essay response will be completed in class or as a homework assignment.
- B. Distribute copies of **Handout B: Identifying the MyImpact Opportunity**, and lead the class through the completion of the prompts, making sure they focus on local issues. [15 minutes]
- C. Lead a brief discussion on their process and reasoning for choosing the issue they did. [5 minutes]
- D. Distribute **Handout C: Persuasive Essay: Rewriting the Moon Speech**.
- E. Read aloud or play an audio version of *John F. Kennedy Moon Speech, September 12, 1962*. <https://er.jsc.nasa.gov/seh/ricetalk.htm> [20 minutes]
- F. Instruct students to review step 2 on **Handout C: Persuasive Essay: Rewriting the Moon Speech**, then either lead the students in discussion or ask them to respond independently regarding their choice of quotes. [10 minutes]
- G. Review the essay prompt guidelines in step 3 on **Handout C: Persuasive Essay: Rewriting the Moon Speech**, and instruct the students to write a persuasive essay similar to the Kennedy Moon speech, in which they encourage the people of their community to join them in addressing the local issue they have identified in Handout B. [15-30 minutes]

TIME REQUIRED

55-95 minutes

MATERIALS

- **Handout B: Identifying the MyImpact Opportunity**
- **Handout C: Rewriting the Moon Speech: Persuasive Essay**
- **Online access to John F. Kennedy Moon Speech – 1962** <https://er.jsc.nasa.gov/seh/ricetalk.htm>
- *Optional:* Audio Visual Equipment

Debrief

15 MINUTES

Lead a brief discussion of the arguments that students developed for their issue, focusing on why they decided on the issue they did and how they think it exemplifies civic virtue.

Extension Activity

- A. Have students prepare and present their essays to the class as individual speeches. Encourage the students to offer thoughtful responses to one another's issues and speeches.
- B. Have students who have identified similar issues from their community gather in small groups and discuss how their different interpretations could strengthen their arguments and impact.

Activity 3: Design Thinking: Developing My Impact

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Procedures

- A. Explain to students that they will participate in a design thinking activity to help address a community challenge that they select. Remind them that during the last activity, they identified a problem faced by their community that they want to help address. Reiterate that they may not be able to completely solve the problem, but they may be able to help address certain aspects of the problem or make a big difference in the community and the lives of community members. Ask students to look back at **Handout B: Identifying the MyImpact Opportunity** to use as a starting point for this exercise. [5 minutes]
- B. Distribute **Handout D: Design Thinking Discovery for MyImpact Challenge**. This handout has many pages and sections, so it will be helpful to walk students through each section step-by-step.
 1. Starting with *Section 1: Designing with Civic Virtue in Mind*, have students use **Appendices 1 and 2: Principles, Virtues, and Vices Glossary and Graphic Organizer** to identify the virtues that they believe are most relevant for the project they are designing, and explain why each of those virtues is important. [30 minutes]

TIME REQUIRED

- 220-250 minutes for in-class activities
- 40-60 minutes for preparation and analysis (per interview or site visit)
- 15-30 minutes for interviews (per interview, not including travel)
- 30-60 minutes for site visits (per site visit, not including travel)

MATERIALS

- **Appendices 1 and 2: Principles, Virtues, and Vices Glossary and Graphic Organizer**
- **Handout D: Design Thinking Discovery for MyImpact Challenge**
- **Handout E: Brainstorming Rules**
- **Handout F: Design Thinking Ideation for MyImpact Challenge**
- *Optional:* sticky notes and markers

2. For *Section 2: Share What You Know*, have students complete the chart explaining what they believe they already know and what they would like to learn more about the issue or opportunity they would like to work on. Remind students to think about their assumptions as well as any outstanding questions they have for the right column. *[15 minutes]*
3. In *Section 3: Know Your Stakeholders*, students should think about their stakeholders. Explain that a stakeholder is someone who has a stake, or an interest, in the issue or opportunity. Students should think about who they are trying to help and who will be affected by the actions taken or decisions made. Students should consider both core and extended stakeholders. Core stakeholders are those who are closest to the problem being faced and may be able to take actions or make decisions to help solve the problem. Core stakeholders are likely to have important first-hand knowledge that will help students design an effective project. Extended stakeholders are those who may be affected by the actions taken or decisions made. There is a graphic representation of the circles of stakeholders that may be helpful to students as they consider this section. *[30 minutes]*
 - 3.i. Choose one project and work through sample stakeholders as a class to prepare students to complete their own list of stakeholders.
 - 3.ii. Then have students complete their own list of stakeholders.
4. In *Section 4: Prepare Research: People and Places*, instruct students that they will consider sources and places of inspiration to help them take action on their opportunity. For the sources of inspiration, students should consider the individuals or groups that might provide advice or resources to help solve their problem. This could include experts in the subject, businesses, charities, government entities, or other individuals or groups that students determine. For the places of inspirations, students should think about the places they can go to observe first-hand in order to learn more about the issue on which they will be working. They may consider places that are already trying to help solve the issue or problem or places where the issue or problem is regularly encountered. *[45-60 minutes]*
5. For *Section 5: Interviews and Site Visits*, work with students to help them develop brainstorming skills as well as brainstorm what they want to learn on the site visits they identified in Section 4. Distribute **Handout E: Brainstorming Rules**, and walk through the rules of brainstorming. Choose an example project and practice as a class following the rules on **Handout E: Brainstorming Rules** while answering the questions under Section 5. *[20 minutes]*
 - 5.i. Then have students work in groups of 4 to brainstorm what they want to learn more about during the visits they plan to make. Each person should have an opportunity to contribute to this conversation as they plan these visits for their own projects.
6. The next few sections of **Handout D: Design Thinking Discovery for MyImpact Challenge** will help students prepare to conduct interviews and site visits.

- 6.i. For *Section 6: Build A Question Guide*, have students complete one form for each person that they plan to interview. Ensure that students have set specific dates and times for interviews and site visits. Discuss the proper language to use when reaching out to schedule interviews, how to gather the necessary information, and how to schedule the interview/site visit. *[30-40 minutes preparation, 15-30 minutes conducting interview, and 10-20 minutes for interpretations per interview]*
- 6.i.1. Students will need to conduct research on individuals they believe they should meet with at each of the sites that they plan to visit, contact the individuals to schedule interviews, and fill in the interviewee name and the information they gather about the person while scheduling the interview.
 - 6.i.2. Then they should complete the “In Advance” portion by developing questions using the prompts in *Section 6*, and complete the checklist for the interview date, time, location, and materials needed.
 - 6.i.3. During the interview, students can use the “Onsite” portion of *Section 6* to record observations and quotes from the questions they developed. After they hold the interview, they should record their interpretations of the information they gathered during the interview.
- 6.ii. For *Section 7: Build An Observation Guide*, have students complete one form for each site they would like to observe. These sites may be where the interviews take place, or they may be separate sites completely. *[30-40 minutes preparation, 30-60 minutes conducting observation, and 10-20 minutes for interpretations per site visit]*
- 6.ii.1. Students should begin by learning the name of the appropriate contact person to arrange for their visit, schedule a time to do the site visit, and gather location and description information from the site contact. They should then record this information under *Section 7*.
 - 6.ii.2. Students should then consider what they are trying to learn and what they want to observe during the site visit, record that information on the “In Advance” portion of *Section 7*, and complete the checklist for the interview date, time, location, and materials needed.
 - 6.ii.3. During the site visit, students can use the “Onsite” portion of *Section 7* to record observations and quotes from the questions they developed. After they conduct the site visit, they should record their interpretations of the information they gathered during the observation.
- 6.iii. The final piece of the design thinking activity is to complete *Section 8: Analysis*. Students should take time to review their observations and interpretations from the interviews and site visits, and complete the questions in *Section 8*. *[30 minutes]*

- C. After students have completed the design thinking activities and conducted their interviews and site visits, have them develop a plan of action to address the issue or opportunity in their community. Distribute **Handout F: Design Thinking Ideation for MyImpact Challenge**, and explain that ideation means generating a lot of ideas in a short period of time. Remind students of the brainstorming rules from **Handout E: Brainstorming Rules** used earlier in the activity. [10 minutes]
1. For this step, it may be helpful to have students work in groups based on similarities in the community challenge they want to address. Have students work in groups of 4 to brainstorm ideas for carrying out their projects by following the prompts in *Section 1: Generate Ideas*. Each student should record the ideas that are discussed during the brainstorm. [40 minutes]
 2. For *Section 2: Refine the MyImpact Challenge*, choose an example project and do a whole-class discussion to show students how to think through the value, challenges, and constraints of their ideas. Then have students work independently to answer the questions about their own projects. [45-60 minutes]
 3. Finally, in *Section 3: Describe the MyImpact Project*, have students answer the questions listed to provide information about how their project will work, what needs it addresses, what resources it will involve, and a description of the project. [20-30 minutes]
- D. After students have developed their plans, allow them to work to take action on their project. Class time may be set aside over several weeks for students to work on their projects, get feedback, brainstorm, or record their learnings. Set a deadline for several weeks after the project start to have students begin writing a report about the project goals, inspirations, outcomes, and impact. Develop a specific calendar that will help keep students accountable and on-task as you designate reasonable benchmarks for their progress in this long-term assignment.

Debrief

Lead a discussion with students about their experiences with design thinking method, planning for interviews and site visits, preparing questions for interviews, developing ideas about what they wanted to learn during site visits, and conducting and analyzing interviews and site visits. Have students share stories about their experiences and how they were inspired to take action on their issue or opportunity.

Project Completion

At this point your students, individually, or in groups will go out into the community to complete their projects. Given the diverse nature of the communities that students are coming from and the wide variety of projects that they will devise, this lesson plan does not include specific implementation guideline for the project. We suggest that you lead your student through Activity 4 and the rubrics included to help them understand what the final project portfolio will include and how their project will be judged.

Activity 4: Developing the MyImpact Challenge Project and Contest Portfolio

Important Information

For those teachers and students who are participating in the official MyImpact Challenge national competition, completing this activity will prepare contest entry documentation. Visit www.MyImpactChallenge.org for details on deadlines and other information about the competition.

For those who are not participating in the contest, you may still complete this portfolio project without submitting the portfolios to the Challenge, but you may set your own deadlines for completion.

These activities are meant to be completed as you work through the lessons in the MyImpact Challenge resource, but they can also be completed as a culminating project after you complete the lessons. If you decide to have students develop the products while completing the lessons, make sure to save student work so that it can be submitted as part of the portfolio.

TIME REQUIRED

- 45 minutes

MATERIALS

- **Handout G: MyImpact Challenge Portfolio**
- **Handout H: MyImpact Challenge Project Planning**
- **Handout I: The MyImpact Challenge Portfolio Rubric**

Procedures

- A. Distribute **Handout G: MyImpact Challenge Portfolio**. Walk through the product descriptions with students step-by-step. Ensure that students understand the requirements for each product, and answer any questions they may have.
- B. Distribute **Handout H: MyImpact Challenge Project Planning** and have students fill in the deadlines for your class as well as the Bill of Rights Institute final deadlines for the competition. Students can use the checklist on the page to record completion of each product.
- C. Finally, distribute **Handout I: The MyImpact Challenge Portfolio Rubric**. Walk through your expectations for each of the products that students will produce as part of the portfolio. Help students understand how they will be graded in class as well as for the competition.

Debrief

After students have submitted their products, hold a class discussion about what they learned while helping to improve the lives of others. Focus on topics like civic virtue and the effects of community involvement.

Why Should I Do Something?

Primary Source Analysis

Directions

Thoughtfully consider each quote and respond to the questions below.

1. “Every man is under the natural duty of contributing to the necessities of the society.”
–Thomas Jefferson to Francis Gilmer, 1816.

a. Rewrite this quote in your own words.

b. To what extent do you agree with Jefferson? Explain your opinion.

c. If everyone in the United States believed this and acted on that belief, how would American society be different?

d. Refer to **Appendices 1 and 2: Principles, Virtues, and Vices Glossary and Graphic Organizer** and list the civic virtues relevant to the quote and your answers above.

2. “Americans of all ages, of all conditions, of all minds, constantly unite. Not only do they have commercial and industrial associations in which they all take part, but also they have a thousand other kinds: religious, moral, [intellectual,] serious ones, useless ones, very general and very particular ones, immense and very small ones; Americans associate to celebrate holidays, establish seminaries, build inns, erect churches, distribute books, send missionaries to the Antipodes [Australia and New Zealand]; in this way they create hospitals, prisons, schools. If, finally, it is a matter of bringing a truth to light or of developing a sentiment with the support of a good example, they associate. Wherever, at the head of a new undertaking, you see in France the government, and in England, a great lord, count on seeing in the United States, an association.” –Alexis de Tocqueville, *Democracy in America: Historical-Critical Edition*, vol. 3 [1840]

- a. Rewrite this quote in your own words.

- b. Write a list of all the “associations” in your and your families’ lives. Why are these associations important in American society?

- c. Refer to **Appendices 1 and 2: Principles, Virtues, and Vices Glossary and Graphic Organizer** and list the civic virtues relevant to the quote and your answers above.

3. “In all adult society the child is an outsider...So he is shut up in special rooms... Or else he is banished to school, to that exile which adults reserve for children until they are able to live in the adult world without disrupting it. Only then can he be admitted to human society.” –Maria Montessori, Basic ideas of Montessori’s Educational Theory, Kinder sind anders, 1931

a. Rewrite this quote in your own words.

b. To what extent do you agree with Montessori? Explain your opinion.

c. To what extent should young people seek to change this perception? What steps would they have to take?

d. Refer to **Appendices 1 and 2: Principles, Virtues, and Vices Glossary and Graphic Organizer** and list the civic virtues relevant to the quote and your answers above.

4. “A community is like a ship; everyone ought to be prepared to take the helm.” Henrik Ibsen, *An Enemy of the People* (1882)

a. To what extent do you agree with this statement? Explain your position.

b. What kinds of preparation would be necessary to make sure every member of a community could lead it?

c. Refer to **Appendices 1 and 2: Principles, Virtues, and Vices Glossary and Graphic Organizer** and list the civic virtues relevant to the quote and your answers above.

5. “If you want to feel proud of yourself, you’ve got to do things you can be proud of.” –Oseola McCarty, *The Power Of Character*, “Living the Clean, Clean Life,” 2004

a. What is something you are proud of? What made you proud of that?

b. Did that action contribute to your community? If so, how? If not, why not?

c. Why is it important for people to do things that result in a legitimate sense of pride and accomplishment?

d. Refer to **Appendices 1 and 2: Principles, Virtues, and Vices Glossary and Graphic Organizer** and list the civic virtues relevant to the quote and your answers above.

Identifying the MyImpact Opportunity

Directions:

Every community has issues and problems that concern its residents and citizens. This class activity will help you identify a significant problem in your community that you think is important and worthy of your effort and attention.

Think about your community and list fifteen problems in community. Be sure to list issues that are meaningful and impact the wellbeing of your family, neighbors, and community. Complete every entry, but do not repeat an entry.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Review your entries and choose the three that you think would have the biggest impact in your community if they were addressed. Below, write sentences explaining each of three different issues, why each is important to be addressed, and what civic virtues each highlights.

Review **Lesson 2, Handout B: Timeline of American Charitable and Philanthropic Organizations and Events**, in order to gain an overview of any charitable agencies that are currently working in the same issues that your group chooses.

Issue 1: _____

Issue 2: _____

Issue 3: _____

Finalize your choice: Which of the above issues are you, personally, most passionate about? Which touches your life most closely? Choose the issue that you would like to spend a significant amount of your time and energy contributing to a solution for, then write why you made the choice you did.

My Big Issue

Why did you choose this issue?

Persuasive Essay: Rewriting the Moon Speech

“Many years ago the great British explorer George Mallory, who was to die on Mount Everest, was asked why did he want to climb it. He said, “Because it is there.” Well, space is there, and we’re going to climb it, and the moon and the planets are there, and new hopes for knowledge and peace are there. And, therefore, as we set sail we ask God’s blessing on the most hazardous and dangerous and greatest adventure on which man has ever embarked.”

–President John F. Kennedy, Rice University, September 12, 1962

Directions:

In 1962, President John F. Kennedy gave a speech that launched a movement that would come to be known as the “space race.” President Kennedy’s Moon Speech at Rice Stadium was an impassioned call to action that galvanized American society and inspired millions of people to focus their energy, effort, and resources on a single goal.

Step 1: Listen to, watch, and/or read John F. Kennedy Moon Speech - 1962. The speech can be found at: <https://er.jsc.nasa.gov/seh/ricetalk.htm>. Pay special attention to the use of language and consider how President Kennedy’s choice of words encouraged the American public to join him.

Step 2: Choose three quotes from the text of the speech that you find inspiring.

Quote 1:

Why does this quote inspire you?

Quote 2:

Why does this quote inspire you?

Quote 3:

Why does this quote inspire you?

Step 3: Essay

Using President Kennedy’s speech as inspiration, review the issue that you identified in **Handout B: Identifying the MyImpact Challenge Opportunity**. Develop a five-paragraph persuasive essay, encouraging the people of your community to join you in addressing this issue. Use the space below to answer the prewriting questions.

Why is this issue important?

What will be the outcomes of addressing it?

Explain what civic virtues will be required in order to achieve your goals with the community project.

Explain what constitutional principles are relevant to the project.

What do you want from the people of your community?

Design Thinking Discovery for MyImpact Challenge

Directions:

Complete the following to help you build a solid foundation for your idea. Meaningful contribution begins with a deep understanding of the need you are addressing.

Identifying your purpose

Craft a succinct, measurable statement of objective(s) for this project. In broad terms, what are your goals? You will have opportunity to refine your objectives as you learn more and develop the details of your project.

Section 1: Designing with Civic Virtue in Mind

Using **Appendices 1 and 2: Principles, Virtues, and Vices Glossary and Graphic Organizer**, identify the virtues you want to be at the core of your project in the left column of the chart below. Then explain why you think this virtue is exemplified in addressing your issue in the right column of the chart.

Virtue	Why is this virtue important to you?

Virtue	Why is this virtue important to you?

Section 2: Share What You Know

Capture your assumptions, and your questions.

What do you believe you already know about this issue?	What would you like to learn more about?

What is the need you hope to meet?

First draft of action plan

How will you define and measure success?

If you are planning a group project, use this space to identify specific tasks, sub-tasks, and their timelines.

Specific task	Person responsible, phone number	Completion date

Section 5: Interviews & Site Visits

First, write a clear, concise statement of the objective of your project. (Refer to the statement you wrote on **Handout D: Design Thinking Discovery for MyImpact Challenge**, and revise it if needed.)

Then, write a clear, concise statement of the objective of your interview/site visit.

Site Visits Brainstorming

- What do you want to learn to better understand the issue you have selected?
- What do you hope to understand about people’s motivations and frustrations?
- What do you want to learn about their activities?
- What business, charitable organization and governmental organizations that are trying to address this issue?

Section 6: Build a Question Guide

Create one of these forms for each person you plan to interview.

Statement of Project Objective:

Checklist:

Interviewee Full Name, Title, Connection to Issue _____

What is the date and time of the interview? _____

What is the address of the interview? _____

What else do you need to bring with you on the interview? _____

Interviewee Work and Life Description:

In Advance:

What are some specific questions you can ask to open the conversation?

1. _____

2. _____

3. _____

4. _____

What are some questions that can help you start to understand this person's hopes, fears, and ambitions, or how this person developed an interest in the problem you hope to solve?

1. _____

2. _____

3. _____

4. _____

What are some ways you might be able to dig deeper in the conversation, to find even more of the perspective this person has on your issue?

1. _____

2. _____

Onsite:

Capture what you see and hear during your visit. Capture direct quotes. Separate your observations from your interpretations so that you know what you saw and what you thought it meant.

Interviewee Full Name: _____

Observations and Quotes:

Interpretations (Complete this section within 24 hours after the interview.)

Section 7: Build an Observation Guide

Create one of these forms for each site you plan to visit.

Statement of Project Objective:

Checklist:

Contact Person Full Name _____

What is the date and time of the observation? _____

What is the address of the observation? _____

What else do you need to bring with you on the observation? (ex.: safety equipment, etc.)

Observation Site Name: _____

Observation Site Location and Description:

In Advance:

What do you hope to learn in this observation?

1. _____

2. _____

3. _____

4. _____

What are some things you want to make sure you observe while visiting this place?

1. _____

2. _____

3. _____

4. _____

Brainstorming Rules

Defer Judgment:

There are no bad ideas at this point.
There will be plenty of time to narrow them down later.

Encourage wild ideas:

Even if an idea doesn't seem realistic, it may spark a great idea for someone else.

Build on the ideas of others:

Think “and” rather than “but”

Stay focused on the topic:

To get more out of your session, keep your brainstorm question in sight

One conversation at a time:

All ideas need to be heard, so that they may be built upon.

Be visual:

Draw your ideas, as opposed to just writing them down.
Stick figures and simple sketches can say more than many words.

Go for quantity:

Set an outrageous goal—then surpass it.
The best way to find one good idea is to come up with lots of ideas.

Design Thinking Ideation for MyImpact Challenge

Statement of Project Objective (What is the community issue and what do you want to do to alleviate it?):

Directions:

Ideation means generating lots of ideas about the “how” question. What actions might someone take to address the community issue you have identified? Brainstorming encourages you to think expansively and without constraints. It is often the wild ideas that spark visionary thoughts. Complete the following and by the end you will have developed a project for the MyImpact Challenge.

SECTION 1: GENERATING IDEAS

Brainstorming Your Project

In order for ideas to develop the environment needs to be comfortable and free for ideas. Read through **Handout E: Brainstorming Rules**. Break into groups based on your teacher’s instructions and follow the prompts.

1. How might we address this idea? Think of business, charity and government solutions.
2. Cluster your similar ideas.
3. Decide on three favorites
4. Discuss the results.

SECTION 2: REFINING YOUR PROJECT

Do a Reality Check

What is at the core of your project: What gets you excited about it?

What is the real need that this project addresses?

What constitutional principles are relevant for your project? Explain how those principles are related to the problem you are addressing and the solution you hope to implement.

Make a list of all the challenges and barriers you are facing with your project.

What are you missing?

Who would oppose the idea?

What will be most difficult to overcome?

Identify your constraints

How long do you have to complete this project?

What are your monetary resources?

What are your time resources?

Which project idea is the most achievable, given your constraints?

SECTION 3: DESCRIBING YOUR PROJECT

Project Name _____

How will your project work?

What needs or opportunities does your project address?

Who will be involved in developing your project? Who will make use of your project?

Write a one-sentence description of your project

MyImpact Challenge Portfolio

Welcome to the **MyImpact Challenge: A civics project of the Bill of Rights Institute!** MyImpact Challenge is a national contest that encourages young people to develop projects that positively impact their community. Throughout this series of activities, you will learn about many of the ways individuals contribute to wellbeing of society and develop a project that will create an impact in your community. In order to apply for the Challenge, you will be asked to create a number of products that will then be combined into an online portfolio used to judge your entry.

The MyImpact Challenge Portfolio includes:

- Two brief reflections (Max 500 words each) (10%)
- A research essay (Max 1000 words) (25%)
- Images and/or Video documentation of your process and final project (15%)
- A Project Report (Max 1200 words) (50%)

Submissions:

All MyImpact Challenge submissions will be uploaded to the MyImpact Challenge website: www.myimpactchallenge.org Please refer to the site for submission guidelines and deadlines. Check the website for additional rubrics, templates, and tips.

Product Descriptions:

- **Reflection 1** (*To be completed during the study of Lesson 1: Defining Citizenship, Lesson 2, Charity and Citizenship, and Lesson 3: Entrepreneurship and Citizenship*) Please write a brief reflection addressing the questions: What did citizenship mean to you before you started the MyImpact Challenge lessons? What does it mean to you now?
- **Research Essay** (*To be completed at the conclusion of Lesson 4: Government and Citizenship*) Write an essay that answers the question “What is good citizenship?” Be sure to draw on your study of the lessons in the MyImpact Challenge. (See *Handout I: The MyImpact Challenge Portfolio Rubric*)
- **Reflection 2** (*To be completed during Lesson 5, as you begin your community project*) Describe your project and discuss your inspiration and the challenges you have faced so far.
- **Images and Video documentation** (*Throughout the Project*): Throughout your project create well composed, high resolution visual documentation that demonstrates the work that went into your project and the impact it had on the community. (See *Handout I: The MyImpact Challenge Portfolio Rubric*)
- **Project Report** (*To be completed after the culmination of the project*): This comprehensive report will describe your project, inspiration, outcomes and impact. (See *Handout I: The MyImpact Challenge Portfolio Rubric*)

MyImpact Challenge Project Plan

Directions:

Complete the form below with the dates for your class and Bill of Rights Institute (BRI) deadlines (if you are participating in the competition) according to your teacher’s instructions.

	Class Deadline	BRI Final Deadline
MyImpact Challenge Launch	_____	_____
Reflection 1 Due	_____	_____
Research Essay Due	_____	_____
Project Description Written	_____	_____
Reflection 2 Due	_____	_____
Project Completed	_____	_____
First Draft of Project Report Due	_____	_____

Final Portfolio Submitted to MyImpactChallenge.org

- Reflection 1
- Research Essay
- Reflection 2
- Images and Video documentation
- Project Report

The MyImpact Challenge Portfolio Rubric

Product	Prompt	Potential Points
Reflection 1		5
	Thoughtful, thorough, and clear writing that addresses the prompt.	5
Research Essay		20
Mechanics	Coherent, logical and persuasive writing that is generally free of spelling and grammatical errors.	5
Contents	Compelling arguments providing evidence to support opinion.	5
	Identification of civic virtues and constitutional principles and specific examples of how they relate to good citizenship.	5
	Clearly articulated opinion for what makes a good citizen in a robust civil society.	5
Reflection 2		5
	Thoughtful, thorough, and clear writing that addresses the prompt.	5
Project Video/Images		10
	Images/video were appropriate and clearly enhanced understanding of the project.	5
	The images/video showcased the impact of the project on the community.	5

Product	Prompt	Potential Points
Citizenship Project Report		60
Community Impact	Clearly demonstrates a meaningful impact on the community. At least two examples of meaningful impact should be demonstrated (10 points possible for each).	20
Civic Virtues	Clearly demonstrates an understanding of and integration of civic virtues and constitutional principles. At least three civic virtues should be demonstrated (5 points possible for each).	15
Originality	Shows a large amount of original thought. Ideas are creative and inventive.	10
Organization and Mechanics	Content is well organized, coherent, logical and generally free of spelling and grammatical errors.	5
Curricular Connections	Explicit connections between project and Lessons 1 – 4.	5
Knowledge Gained	Clearly explained several ways in which they grew in virtue, knowledge and ability.	5
Total		100