



# The Community Change Model

An educator's guide to engage youth in analyzing and addressing social issues in their community.

By Kenyatta Tyehimba Funderburk



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# About Us

## Community Change, Inc.

**Community Change (dba CareerVisions, Ltd.)** is a New York State-based, capacity-building consulting firm that supports schools, school districts, government agencies, not-for-profits, and institutions of higher education in strengthening their services and connections to youth, families and communities. We do this by providing youth workshops, and developing curricula and college courses based on our niche models for career explorations, community organizing, cultural awareness, and relationship building. We also do this by writing grant/contract proposals, delivering staff trainings, and providing strategic planning support for organizations.

### VISION STATEMENT

Community Change envisions people and organizations that have what it takes and does what it takes to support the survival and success of their community.

### MISSION STATEMENT

Community Change's mission is to support the development of youth, families, and communities, as well as the institutions that serve them. We do this through our innovative and effective approaches to youth/community development, program development, professional development, organizational development and fund development.

### GOALS

1. To engage youth in exploring career possibilities based on their interests;
2. To guide youth in analyzing and addressing their community concerns;
3. To engage youth in exploring their culture;
4. To engage youth in exploring ways of building strong relationships at various levels of society;
5. To build the capacity of organizations to support the communities they serve.

### OBJECTIVES, INCLUDING DOSAGE OF SERVICES

1. To provide at least 28 youth workshops per semester to up to 30 K-12th grade students based on the CareerVisions, Community Change, Legacy and/or Peace Models for youth engagement;
2. To support schools, school districts, government agencies, not-for-profits, and institutions of higher education the development of academic curricula and college courses comprised of at least 24 sessions per semester based on the CareerVisions, Community Change, Legacy and/or Peace Models for youth engagement;
3. To provide at least 12 mentoring sessions (research support, collaborative learning planning meetings, and/or instructional coaching) per semester to each education professional assigned that support them in developing a series of project-based learning lessons based on the CareerVisions, Community Change, Legacy and/or Peace Models for youth engagement;



4. To provide at least 25 hours of a range of capacity building services (including fund development and strategic planning) per year to government agencies, not-for-profits, and institutions of higher education that will strengthen their services to youth, families and communities.

## SERVICES/STRATEGIES

1. **Educational Programs (Youth, Family and Community Development):** Community Change partners with schools, school districts, government agencies, not-for-profits, and institutions of higher education to develop and implement educational programs, classes and college courses for the students they serve. These programs will be based on Community Change's unique models for 1. career explorations (The CareerVisions Model); 2. community organizing (The Community Change Model); 3. cultural awareness (The Legacy Model); and 4. relationship building (The Peace Model). The themes and exercises for each model are designed around students' interests and academic needs. This allows for the integration of art, dance, drama games, and sports with such academic content as literacy, science, and math to provide a relevant and engaging educational experience for students. Students' are also engaged in research and restorative practice circles to support and facilitate their exploration in each model.
  - The CareerVisions Model engages students from kindergarten through college in a variety of fun yet challenging activities that support them in defining and pursuing their career ambitions as they analyze and address their community concerns. Students are engaged in an exploration of people, places and other things related to their field of interest.
  - The Community Change Model is an award winning approach is an award-winning approach that engages students from students from kindergarten through college in identifying, analyzing and addressing social issues in their neighborhood through the dynamic integration of critical questions, interesting activities and references. In practice, Community Change is applied to a single issue identified and selected by the students. Past Community Change Projects have focused on such issues as drugs, gangs, and violence.
  - The Legacy Model engages students from kindergarten through college in an exploration of their culture as it is manifested in their field of interest. Legacy gives youth an idea of the kind of people they can be for themselves and their community. The goal of Legacy is to increase student awareness of their culture in their field of interest. Through fun, age-appropriate and challenging activities, students become aware of the presence and impact of their people in a variety of subjects and fields.
  - The Peace Model engages students from kindergarten through college in exercises that repair harm and develop relationships. Research shows schools implementing restorative practices have seen a drop in disciplinary problems, decreased reliance on detention and suspension, and an improvement in student attitudes. Educators worldwide are using restorative practices to prevent bullying and violence. In Peace, this is done by navigating six phases of exploration: self, family, class & school, community, nation and world.

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- 2. Staff Trainings (Professional Development):** Through its unique mentoring approach to staff trainings, Community Change supports organizations in adopting its program models for cultural awareness, career explorations, community organizing, and relationship building. Community Change does this by assigning an experienced educator to provide one-to-one research support, collaborative learning plan meetings and instructional coaching to an organization's staff who will be responsible for lesson implementation. Community Change also trains large groups of staff using the common workshop approach and webinars that cover a range of pedagogical and organizational topics, including college and career readiness and parent engagement.
  - 3. Strategic Planning (Organizational Development):** Community Change engages its clients in strategic planning process to develop best approaches for overcoming challenges. Strategic planning services include communications, facilitation and/or participation in organizational retreats and meetings. Community Change leverages the experience of its management experts to examine an agency's needs, challenges, environment, and current capacity to implement common, best and innovative practices to meet their goals.
  - 4. Grant/Contract Proposal Writing (Fund Development):** through its proposal writing services, Community Change identifies and pursues funding opportunities for its clients. Since 2009, Community Change has raised more than \$25 million in government funding for various city agencies, not-for-profits, and institutions of higher education throughout New York State. These include the New York City Department of Education, the City of Yonkers Public School System and the City of Mt. Vernon – Youth Bureau.

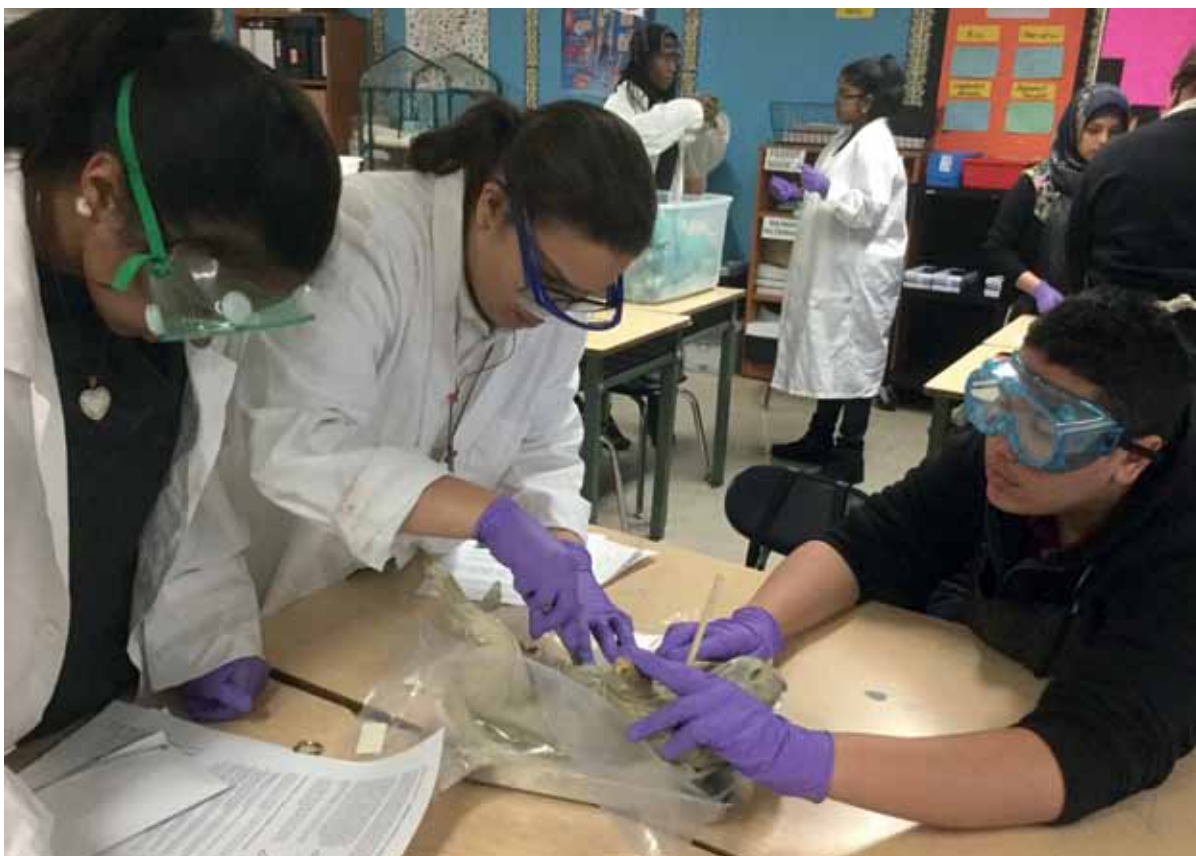
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# Geographic Scope

Community Change, Inc. has supported universities, city government agencies and nonprofits in the replication of its innovative educational models in more than seven cities in the United States, serving more than 3,000 students and educators since 2009. According to multiple independent evaluations, our work has positively impacted student engagement, academic achievement, and teacher performance.



## **For Fallsburg, NY, Community Change Inc. has...**

- provided youth workshops in community organizing based on our Community Change Model to middle school students.
- provided professional development to its teachers on its Community Change and CareerVisions Models

## **City of Mt. Vernon, NY, Community Change Inc. has...**

- secured New York State Department of Health funding for its Comprehensive Adolescent Pregnancy Prevention Program in eight middle and high schools.
- provided professional development to its teachers on cultural awareness based on its Legacy Model.

**For New York City, NY, Community Change Inc. has...**

- secured federal funding from the United States Department of Justice Office of Juvenile Justice and Delinquency Prevention for the city's foster care system (the Administration of Children's Services) for emergency preparedness planning.
- provided emergency preparedness strategic planning to the Administration of Children's Services for their juvenile detention centers.
- provided youth workshops in career explorations and restorative practices to youth in Administration of Children's Services foster care and juvenile justice programs.
- secured New York State Education Department (NYSED) funding for 21st Century Community Learning Center (21st CCLC) Afterschool Programs in eight middle and high schools.
- provided direct educational services annually to nearly 500 K-12 students in the areas of cultural awareness, community engagement, restorative practices and college and career readiness. These include targeted programming for students in temporary housing, students with disabilities and English Language Learners.
- provided parent workshops to support family literacy and academic involvement in five public schools.

**For White Plains, NY, Community Change, Inc. has...**

- secured NYSED funding for 21st CCLC Afterschool Programs in seven elementary schools and community centers.
- provided professional development to its teachers on cultural awareness, community engagement, restorative practices and college and career readiness.

**For Yonkers, NY, Community Change, Inc. has...**

- secured NYS Higher Education Services Corporation's Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP) in seven middle schools.
- provided professional development to its teachers on college and career readiness based on its CareerVisions Model.

# About the Author

## Kenyatta Funderburk

Kenyatta Tyehimba Funderburk is the founder and Executive Director of Community Change, Inc. He developed the CareerVisions, Community Change, Legacy and Peace Models as approaches for career explorations, community organizing, cultural awareness and restorative practices/relationship building, respectively. These models are at the foundation of all Community Change, Inc. programs. He has taught these models as courses at Lehman College, and has trained several adjuncts who have also taught separate courses on each model there. He has raised nearly \$26 million for his programs over the years. In 1999, he achieved his Masters Degree in Human Services at Lincoln University, PA. In 2009, Mr. Funderburk worked with U.S. Department of Education – 21st Century Community Learning Centers (21st CCLCs) through Development Without Limits to identify and examine the best practices in high school 21st CCLC programs across the country. Additionally, he has won numerous awards in recognition of his innovative programs for young people, including The After-School Corporation's (TASC, now known as ExpandEd Schools) Promising Practice Award and the Partnership for Afterschool Education's PASEsetter Award.

## Dedications

**To my family:** Evelyn (Mommy!), sister, Shakina (Meme!), Aunt Gladys and Cousin Debbie.

**To the future:** my daughter, Safiya Assata, and nieces, Meyatta and Jasmine – I do it all for you!

**To those historical “community change” leaders who have dedicated their lives to making their community a better place to live:** Kwame K. Afoh, Safiya Bukhari-Alston, The Black Panther Party, Fred Hampton, Tanaquil Jones, Bob Law, Basir Mchawi, Huey Newton, Dr. Imari Obadele, Ahmed Obafemi, Nat Turner, Dhoruba bin Wahad, Abena Walker, Amos Wilson, and Malcolm X

**To those I have worked with over the years and have supported the Community Change Model in practice and in the development of this guide:** Eugene Adams, Eric Don Arthur, Patricia Beresford, Dr. Steve Burghardt, Gladys Carrion, Esq., Stephanie Dyer, Maria Fico, Annamaria Giordano, John Ellrodt, Eric Gurna, Dr. Marzie Jafari, Candace LaRue, Dr. Margaret Olson, and Diana Torres

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**And to the best team of educators in the world!!!** Noemi Alvarez, Maribel Castillo, Migdalia Carrillo, Nana Evans, Dr. David Fletcher, Lorilet Montegro, Robert Natal, Eva Olivo, Tony Ransom, Nancy Shearer, Maria Thomas, and Dr. Carolyn Tyson



# K-12 Youth Programs, College Courses, Parent Workshops and Teacher Trainings

## CareerVisions

**CareerVisions** (career explorations) engages K-12th grade youth in a variety of fun yet challenging activities that support them in defining and pursuing their career ambitions as they analyze and address their community concerns. With a focus on career explorations and community engagement, the goal of CareerVisions is to develop young professionals who are effective leaders and committed to making their community a better place to live.

## The Community Change Project

**Community Change** (community service, service learning, and community organizing) is an award winning activity that engages K-12th grade students in identifying, analyzing and addressing social issues in their neighborhood through the dynamic integration of critical questions, interesting activities and references. The goals of Community Change are: to develop students into effective leaders of their community and to engage youth in making their community a better place to live. In practice, Community Change is applied to a single issue identified and selected by the students. Past Community Change Projects have focused on such issues as bullying, gangs, and violence.

## Legacy

**Legacy** (The Black & Latino Experience) engages K-12th grade students in an exploration of the Black and Latino experience in any field of interest. Legacy gives youth an idea of the kind of people they can be for themselves and their community. The goal of Legacy is to increase student awareness the Black and Latino experience in their field of interest. Through fun, age-appropriate and challenging activities, students become aware of the presence and impact of Black and Latino people in a variety of subjects and fields.

## PEACE

**Peace** (relationship building/restorative practices) is our approach to restorative practices that engages K-12th grade students in exercises that repair harm and develops relationships. Research shows schools implementing restorative practices have seen a drop in disciplinary problems, decreased reliance on detention and suspension, and an improvement in student attitudes. Educators worldwide are using restorative practices to prevent bullying and violence. In Peace, this is done through an exploration of six phases of explorations: self, class & school, community, family, nation and world.

# Forward

Imagine children and youth having opportunities to identify, explore and discover their interests. Imagine children and youth having opportunities to be curious, pose critical and creative questions. Imagine children and youth having opportunities to be supported and guided to explore their cultural heritage, shape their communities, investigate careers, and resolve conflicts in non-violent ways. Imagine children and youth having their interests extended, valued and nurtured. Imagine children and youth having opportunities to define their futures.

Since 2008, I have had the privilege to work with and observe elementary, middle school, high school and college students explore their interests and important life issues as they were engaged in classes, courses and clubs based on the Community Change, CareerVisions, Legacy and Peace Models. These are approaches to community engagement, career explorations, cultural awareness and relationship building, respectively. A few examples illustrate the power of children and young people applying one or more of these innovative models:

- High school students for whom English is their second or third language identified and designed strategies to help make safer their travel route from school to home;
- College students learning how they could apply their career choices to address ways to improve the quality of life of their local communities;
- Middle school students investigating homophobia in their school and implementing media programs to reduce and reframe the harm done to through empathy and caring;
- Special needs middle school students exploring careers in paleoanthropology, astronomy, health and nutrition;
- High school students exploring legal careers through their participation in a MOOT Court (a simulated appellate court) project;
- College students learning about possible career paths by interviewing professionals in career fields such as social work, social media, education, business and health and wellness;
- Elementary school students exploring their racial and ethnic legacies by learning the dances and songs of their ancestors;
- Art students promoting and demonstrating non-violence in their school and community.

The four models offer children and youth opportunities to engage socially, emotionally, creatively and intellectually in whole developmental experiences. It is easy to notice the range of academic subjects students are engaged as they bring to life one of the four models. With their adult guides, they teach each other, listen to each other, and support each other. Participating children and youth discover paths that have potential value and worth.

CareerVisions positions them to explore the worlds of careers associated with a very broad range across the curriculum areas including sports, science, mathematics, history, literature, robotics computers, artificial intelligence, the performing arts (dance and theatre) and visual arts (painting and photography), and on and on. Community Change positions children and young people to identify, investigate, collect and analyze demographic data, and plan an intervention to improve the quality of life in their school and on their street or in their neighborhood. Legacy positions them to explore their racial, ethnic and cultural heritage both within their families and in their communities. Peace positions children and youth to learn

how to analyze creatively and critically explore how relationships are built, and how conflicts are managed at different levels of society. To their projects, children and youth also and in varied ways bring alive the important metacognitive skills involving the common core literacy competencies of reading, writing, thinking and speaking.

Participation in the four models points children and youth coming to understand and experience the knowledge and skills of adults in their families, in their communities and in the larger world. This might include a parent, a grandparent, an aunt or uncle or cousin, a teacher, a carpenter, a painter, a scientists, an entrepreneur, a policeman, a lawyer, a judge, a doctor, a nurse and the list goes on and on. And with their interest in social media, children and youth can access and learn to use information and expertise ready at their fingertips. By engaging in the four models, they enter into a journey of self-exploration, positive identity development, and developing a constructive and positive view of their world and the worlds of others. As their self-confidence grows, children and youth are more willing to explore their future possibilities at the local, national and international levels and arenas. Girls and young women learn that they can prepare themselves for all career areas including anthropology, medicine, the arts, health, architecture, engineering, teaching, and so forth. For many students, their participation in one of the four models supports their being willing to take risks to learn and to initiate their own learning.

By participating in the four models, children and youth are supported to explore the possibilities of attending post-secondary institutions ranging from trade schools, community colleges and four-year colleges. In addition to developing their social, emotional and academic skills and knowledge, they also learn about positive work habits, how to collaborate and practice team work with peers and adults, and how to demonstrate their learning to others through performances, panel discussions, presentations and so forth.

As a result of their participating in the Community Change, CareerVisions, Peace and Legacy, children and youth begin to learn how to frame and define their futures. They talk excitedly about their questions and discoveries and experiences and experience much satisfaction in presenting their learning to others. They are empowered to add their voices to the transformation of schooling and education into increasingly meaningful learning they can show their friends, families and neighbors.

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# Brief History of Community Organizing

Community engagement is the process of getting people involved to address their common needs, interests and concerns. This happens when individuals or groups within the community decide a particular community need is not being met and step forward to address that need. There are three types of community engagement:

- 1. COMMUNITY SERVICE:** the most basic level of community engagement. Community service involves volunteering to address a community need. Some examples of community service are when celebrities give turkeys or toys away during the holidays, or when people give their time to help out in soup kitchens and senior citizen homes.
- 2. SERVICE LEARNING:** is community service plus research and reflection. It involves doing a volunteer project to address a neighborhood need, while also gathering information about the issue being addressed. An example of service learning would be students feeding homeless people, while researching the issues of homelessness and hunger.
- 3. COMMUNITY ORGANIZING:** the most advanced, sustained and impactful form of community engagement. Community organizing happens when members of a neighborhood or group collectively are involved in addressing their common concerns on an ongoing basis. This involves strengthening or increasing the capacity of the community in addressing issues and problems that affect them. Examples of community organizing are tenants associations the tenants human right to decent affordable housing over the property rights of absentee landlords; or groups like the Black Panther Party initiating a free breakfast program for school children from marginalized and poor communities, or the National Association for the Advancement of Colored People (NAACP) getting people to participate in a voter registration drive. In all of these examples, you have a single group getting other members of the community involved to address an issue or concern. Community organizing is effective when members of a neighborhood or group's collective actions are institutionalized and subject to community control.

Communities are often confronted with challenges beyond the capacity of its individual members to overcome. Some of these challenges or social issues are merely an inconvenience, such as the noise caused by cars blowing their horns in traffic in a residential area. Other challenges are life altering or threatening, such as discrimination, violence, and drug abuse. These are examples of the kinds of issues that can be catalysts for community organizing and social change.

Community organizing refers to the process of building and sustaining the capacity of people that have a common history, geography, and culture towards addressing their common concerns. It involves strategically combining and directing the human and material resources of a community at achieving systemic change in their environment...change that satisfies their collective needs, interests, and concerns. Community organizing seeks to reduce and ultimately eradicate a common challenge of a community. Community organizing may be as simple as neighborhood residents working together to transform a vacant lot into a community garden; or it may be as profound as community members working together to build and manage a school in their neighborhood. Whatever the action, community organizing seeks to build the capacity of people to make their community a better place to live.

There is a deep and rich tradition of community organizing in the United States, especially among disenfranchised groups and communities of color. Community organizing in the United States goes as far back as those enslaved Black people who resisted their enslavement. Community organizing continues on through today among many local and national organizations that act on behalf of disenfranchised groups.



The National Association for the Advancement of Colored People (NAACP), founded in 1909, had branches throughout the United States. Working in sync with its national agenda, each branch organized communities of Black people and their supporters against lynching and racial discrimination in housing, employment, education, voting, and transportation. The NAACP remains an active organization today.

The United Negro Improvement Association (UNIA), founded by Marcus Garvey in 1914, encouraged Black people throughout the United States to get involved in improving the conditions of their community. With over 30 branches and two million members, UNIA organized communities to campaign against lynching, segregation laws, and discrimination. The UNIA also had branches in other parts of the Caribbean and countries in Africa. Garvey also linked the plight of Africa under European domination to discriminatory treatment of African-American under Jim Crow laws.

During the mid-1950s and into the 1960s, Malcolm X and Martin Luther King, Jr. became symbols of community organizing efforts for human rights and civil rights, respectively. Although they continue to receive much of the attention for their ability to articulate the agenda of the movements they represented, it were masses of young people who gave momentum to the civil and human rights movements during the '60s and '70s. In fact, the 1960s and 1970s saw perhaps the most intense period of youth-led community organizing in the history of this country.

In 1960, the Student Non-Violent Coordinating Committee (SNCC) was founded. SNCC organized college students throughout the United States to support the Civil Rights Movement. Their campaign efforts included sit-ins, demonstrations, voter registration drives, and boycotts against institutions that promoted segregation.

The Students for a Democratic Society (SDS) was a national organization of predominantly white college students founded in 1960 to help ensure that all socio-economic groups in the United States were afforded the opportunity to enjoy democracy. The SDS organized demonstrations and other actions to support the Anti-War, Civil Rights, and Women's Rights Movements. They also led national protests against the draft throughout the 1960s.

Beginning in 1966, the Black Panther Party (BPP) organized Black communities throughout the United States. Their community organizing initiatives included police patrols to halt racist police violence, and encourage community self-defense against legal and extralegal racist violence; free breakfast for children programs; sickle cell anemia clinics; adult political education classes; and African-centered schools. The Black Panther Party also organized tenants to address their housing concerns.

The Young Lords Party (YLP), founded in 1969, used the model and philosophy of the Black Panther Party to work in Latino communities in Chicago, Newark, Boston, Philadelphia, New York City and Puerto Rico. They organized drug free addict rehabilitation clinics and breakfast for children programs. Through their community education and organizing, the Young Lords Party advocated for the independence of Puerto Rico, tenants rights, and the end to police brutality.

These are just a few examples of community organizing efforts during different stages in the history of the United States. This legacy of poor and disadvantaged people organizing to make their community a better place to live continues today. In fact, many schools and youth programs incorporate community service and service learning into their efforts. Community organizing will remain a relevant practice as long as there are challenges to the comfort, survival, and success of groups of people. This includes economic disparities between those who have access to wealth and resources, and those who must live in poverty and neglect.

# Relevance of Community Organizing to Young People Today

In general, community organizing is important to help people to have a safe and enjoyable life. In terms of young people, community organizing has numerous benefits:

- Making a difference for themselves and their loved ones: most people are adversely affected by the social problems that impact their communities, such as drugs, poverty, and crime. Most people may also worry about how they and/or their loved ones may be affected by these problems. Many people simply are not aware of how they actually contribute to social problems; nor are they aware of things that they can do to make change in their lives. Community organizing provides young people with opportunities to gain knowledge, skills, values, and experiences that will enable them to help make their community a better place to live to the benefit of themselves and their loved ones.
- Building a positive peer network: someone once said, “who you hang-out with is who you’ll end up with”. Negative and positive peer pressure can exert considerable pressure on youth and positively affect their future. Becoming involved in community organizing affords young people with the opportunity of being in an environment filled with positive peer influences.
- Relevant learning opportunities: community organizing affords young people with the opportunity to learn about things that are not only important personally, but to everyone around them. In addition to learning about various dimensions of a social problem, they also get to learn and apply valuable skills in such areas as research, critical thinking, leadership, conflict management, public speaking, writing and teamwork.
- Developing their career vision: youth are often not certain about their career ambitions, not to mention the steps they will take in order to achieve them. Additionally, as young people mature their career goals and ambitions may change. There is an industry full of different careers for any identifiable social problem. For instance, youth interested in homelessness can learn about careers in economics, agriculture and/or architecture that may help address this issue. Community organizing gives young people a unique opportunity to be exposed to careers that address their community concerns and to find and develop their professional passion.
- Improving their resume or portfolio: young people that participate in community organizing may include their experience on their resumes or portfolios when applying for jobs or colleges. This will give them an attractive edge over a candidate with a similar work and/or educational background that has not been involved in community organizing.

# The Community Change Model

The Community Change Model falls between service learning and community organizing along the spectrum of community engagement.

The Community Change Model refers to a specific process used by teachers/educators for engaging people in identifying, analyzing and addressing social issues in their neighborhood. This process involves the dynamic integration of questions (critical inquiry), references (research) and exercises (interest-based). The goal of the Community Change Model is to develop students into effective leaders of their community. The outcomes are as follows:

1. To increase people's knowledge of social issues that affect their community.
2. To improve people's ability to analyze and address their community concerns.
3. To change people's attitudes towards social issues that affect their community.
4. To give people more experience in analyzing and addressing their community concerns.

The Community Change Model enables people to become actively involved in addressing their neighborhood concerns. Through the Community Change Model, participants engage in a process of assessing, analyzing, and addressing the issues in their community that concern them the most. Participants apply what they learn to contribute to the growth and development of their community. From this experience, people learn how to conduct research and work as a team, while developing valuable leadership, research and critical thinking skills.

***"The Community Change Model Blueprint"*** exists to support instructional staff in designing and implementing lessons consistent with the Community Change Model. Each Community Change lesson is an important step towards preparing students to be able to address their selected neighborhood concern. Ultimately, we want students to be able to comfortably discuss and address these issues amongst the friends and family in their lives.

In practice, the Community Change Model is applied to a single issue that is selected by the students. Past Community Change projects have focused on such issues as kidnapping, teenage pregnancy, suicide, and violence. The topics of focus will vary from group to group. It is entirely up to the students to choose the Community Change topic on which they would like to focus.

The process of analyzing and addressing the selected issue extends over an extended period of time. This time period is divided into the following six themes or phases: 1. Self-Examination. 2. Statement of the Selected Issue. 3. Causes of the Selected Issue. 4. Effects of the Selected Issue. 5. Supports, Solutions & Ideas that Address the Selected Issue. 6. Action Projects to Address the Issue. Over the course of the year, students use the arts, games and other exercises related to their interest to focus on their foremost community concern. Field trips, basketball, board games, dance, photography, poetry, drama and recreation are just several types of exercises that can be used to engage students in the Community Change Model. Through the Community Change Model, students can apply what they have learned to contribute to the growth and development of their community.

The Community Change Model can be used to develop a community-service/service-learning component to a variety of program focus areas (e.g. financial literacy; the arts; recreation; Science, Technology, Engineering & Math (STEM)). A program focusing on financial literacy would apply the Community Change Model to a social issue related to finance (e.g. poverty, unemployment); whereas a program focusing on technology would apply the model to a social issue such as cyber-bullying or on-line identity theft.



A key element of Community Change Model is that students must recruit and engage members of the community in the planning and implementation of all action projects. Some Community Change action projects in the past have included:

- A garden on the school's lawn created by a team of kindergarteners and 3rd graders. The students organized members of their community to plan and implement the project.
- A 1st grade group organized members of their community to create an anti-drug comic book for other 1st graders and their parents.
- Another 1st grade group organized members of their community to create and post anti-alcohol bottle-shaped signs around the school.
- A group of middle school students organized members of their community to do a neighborhood clean-up.
- A group of high school students partnered with local middle and elementary school students to organize a public demonstration to increase awareness about a variety of social issues affecting their community.
- A group of college students organized a fair with professionals from their field of interest sharing information about ways their industry address various social issues in the community.
- Another group of college students organized a recreation day at a local community center to encourage people to resolve their conflict peacefully.



# Learning Plans

Learning plans are prepared outlines of how instructors will teach their students during a class. A learning plan is made for each and every Community Change Model session. It should be submitted for review by a supervisor at least two weeks before its scheduled implementation. After review, a supervisor may request for some modifications to the learning plan and the instructor will need to resubmit it for final approval before implementing. For practical purposes, a group's Community Change project should focus on a single social problem over the established period of time for the project. Also, learning plans should never include questions from more than one phase.

The timeframe for each lesson is determined by the program schedule. Each session is an important step towards effectively preparing participants to complete each phase or satisfy each of the themes of the Community Change Model. The learning plans, as they are designed and implemented by staff, are the keys to a successful Community Change Model. The more preparation, creativity and “fun” a staff member puts into each and every learning plan, the more powerful the group's Community Change experience and outcomes will ultimately be.

## REFLECTIONS/JOURNALS

Before the end of each Community Change Model lesson, you should allow the students to have up to ten minutes to reflect on the lesson. Students in grades three and up should summarize as a large group the main things learned from the lesson. Included in the time, they should also have three to five minutes to write their thoughts about the lesson in their journal. Their journals should detail what went well, what didn't go well, and Ideas for improvement for the lesson of the day. Grades pre-K through two will only do the verbal summary. Their thoughts should include the favorite part of the lesson and how they feel about the issues covered. Having your students keep notes may assist you in reviewing the phases when you feel it necessary, as students tend to need reminders to keep them on track. The journals may subsequently be compiled to create newsletters that cover what the students have learned in the program.

## Outcomes of a Lesson: The Four Areas of Learning

Learning occurs when there is an increase in one's knowledge, skills, values, and/or experiences. In terms of the Community Change Model, the outcomes of lessons are to increase the knowledge, skills, values and/or experiences relative to their selected social issue. The outcomes are the changes in the students that are expected as a result of the exercises, references and questions used in a lesson. The following chart outlines the Four Areas of Learning:

Knowledge	Skills
<p><b>Aspects of knowledge:</b></p> <ul style="list-style-type: none"> <li>• Information</li> <li>• Facts</li> <li>• Details</li> <li>• Awareness</li> <li>• Understanding</li> <li>• Data</li> </ul> <p><b>Examples of knowledge-based questions:</b></p> <ul style="list-style-type: none"> <li>• <i>What</i> are drugs?</li> <li>• <i>Why</i> are drugs dangerous?</li> <li>• <i>How</i> do drugs hurt people?</li> </ul> <p><b>Examples of knowledge-based statements:</b></p> <ul style="list-style-type: none"> <li>• <i>I know</i> the effects of drugs.</li> </ul>	<p><b>Aspects of skills:</b></p> <ul style="list-style-type: none"> <li>• Ability</li> <li>• Expertise</li> <li>• Aptitude</li> <li>• Know-how</li> <li>• Proficiency</li> <li>• Talent</li> <li>• Capacity</li> </ul> <p><b>Examples of skill-based questions:</b></p> <ul style="list-style-type: none"> <li>• <i>Can you</i> talk to your friends about teenage pregnancy?</li> <li>• How do you put out a fire?</li> </ul> <p><b>Examples of skill-based statements:</b></p> <ul style="list-style-type: none"> <li>• <i>I can</i> talk to my friends about child abuse.</li> <li>• <i>I know how</i> to avoid sexual predators.</li> </ul>

Values, Morals, and Ethics	Experience, Habits, and Behavior
<p><b>Aspects of values:</b></p> <ul style="list-style-type: none"> <li>• Attitudes or beliefs</li> <li>• Opinions or perspectives</li> <li>• Standards</li> <li>• Feelings</li> <li>• Preferences</li> </ul> <p><b>Example of a value-based questions:</b></p> <ul style="list-style-type: none"> <li>• <i>What do you think</i> about obesity?</li> </ul> <p><b>Example of a value-based statements:</b></p> <ul style="list-style-type: none"> <li>• <i>I believe</i> that being in a gang is wrong.</li> </ul>	<p><b>Aspects of experience:</b></p> <ul style="list-style-type: none"> <li>• Frequency</li> <li>• Repetition</li> <li>• History</li> <li>• Time spent doing something</li> <li>• Occurrences</li> <li>• Practice</li> </ul> <p><b>Example of an experience-based question:</b></p> <ul style="list-style-type: none"> <li>• <i>How many times</i> do you litter each week?</li> </ul> <p><b>Example of experience-based statements:</b></p> <ul style="list-style-type: none"> <li>• <i>I recycle every</i> day.</li> </ul>

# The Relevance Theory

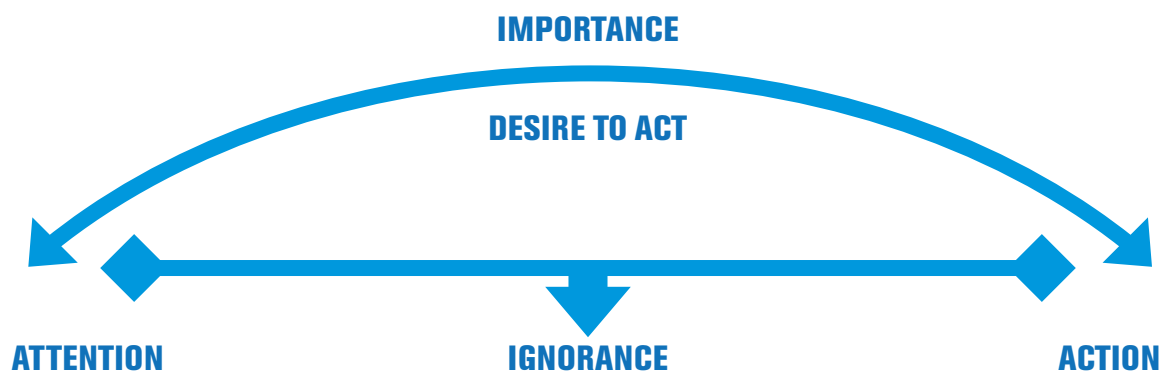
In the Community Change Model, the content of all lessons must be relevant to the learners. Something is relevant if and only if it is in sync with one's needs, interests, and/or concerns. Needs refer to those things people must have or cannot do without in a particular situation or context; interests are those things people like or want; and concerns are those things about which people worry or care. These elements comprise those things that are important to individuals. It is necessary for our lessons to be relevant to our students so as to ensure that they think about and ultimately act on the things they are learning.

Relevance is a paradigm with two extremes: attention and action. Attention is the least intense response an individual can have to something they consider important. Attention involves an individual becoming knowledgeable or aware of something. After being introduced to something's importance, the individual will give it varying degrees of thought. The more they see and accept its importance, the more thought they will give to it. Attention may take the form of the individual willingly listening, reading, investigating, and/or inquiring about the topic.

Action is the most intense response an individual can have to something they consider important. Actions refer to those things that are done by individuals within their capacity to achieve a desired outcome. If an individual embraces something as being very important to them, they will do something about it. The more important something is to an individual, the more desire they will have to act on it. All actions occur within the individual's capacity and represent an intellectual, emotional, physical, and/or verbal response to an issue.

A person is ignorant when they have a lack of interest and/or concern about something relevant. Ignorance occurs when people avoid, deny or otherwise do not respond to an issue that is important to them. For example, many people who smoke think it is important to live. Many people who smoke are well aware that cigarettes can kill them. Nevertheless, they continue to smoke because they ignore the dangers of smoking.

Relevance is rooted in one's values and informs their behavior. Their attention and action to something relies on the individual to accept its importance. It is up to the individual to recognize and accept that something is relevant. The challenge of educators and leaders is to introduce and communicate the relevance of our lessons in such a way that will be acceptable to our students and followers. This is necessary so as to get their attention and facilitate their action in the areas covered by our lessons. To this end, educators must communicate or sell the importance of our lessons to the students so that they will accept its relevance, give their attention to the contents, and act on what they have learned.



# Relevance Statement:

## Why is this lesson important to the students?

When delivering a lesson, the relevance of your lessons must be communicated at the beginning of the session. This can be accomplished by saying a relevance statement. A relevance statement is one to three sentences that communicate the importance of the lesson to the students. It seeks to sell the lesson to the students; to encourage them to recognize and accept the importance of the lesson. The relevance statement connects the theme of the lesson to the students' needs, interests, and/or concerns. In doing so, the relevance statement must answer any one of the following questions for the students:

1. Why is this lesson important to me?
2. Why do I need this lesson?
3. Why should I be interested in this lesson?
4. Why should I care or be concerned about this lesson?

These questions can only be effectively answered with an understanding of the students' needs, interests, and/or concerns. A common question asked by educators designing a lesson is "how do I know the needs, interests and concerns of the students?" The best educators are those who are able to "read their students". Through the Community Change Model, staff begin to develop an understanding of the students during Phase I: Self-Interests. Staff should continue to develop their understanding of the students beyond this phase by formal and informal inquiries geared towards getting to know them (e.g. discussions, group meetings, career exploration exercises, meetings with their parents and teachers).

An effective relevance statement can be developed by looking at the outcomes of the lesson, and determining how those outcomes are important to the students. In other words, how does the outcomes address the needs, interests and/or concerns of your students. Given that each class consists of multiple students, the relevance statement should be broad enough to be in sync with the general needs, interests and concerns of the entire group. Staff should also consider the most resistant, challenging student in their class when answering these questions. If the lesson can be sold to the most challenging students in a class, the staff will find it easier to encourage the more cooperative students to support the lesson with their attention and actions.

### EXAMPLES OF RELEVANCE STATEMENT

**Lesson/Exercise:** Community Change Model Phase IV: Effects of Drugs

**Relevance Statement:** This lesson is important to students because they will be able to give good reasons why someone they care about should not use drugs. Also, if someone is pressuring them to take drugs, this lesson will help students to make the right decision based on what will happen if they do.



# The Six Teaching Strategies

Teaching is the deliberate process of helping others to learn. The following teaching strategies should be used to guide the creation of dynamic Community Change lessons for the students. The more of these strategies you incorporate in your learning plans, the more dynamic your lessons will be.

- 1. Appropriateness:** the content of lessons is delivered to students in an appropriate manner. Content of lessons is delivered in such a way that they can be easily grasped by the learners because it is clear and understandable to every student in the group.
  - **Example of the Appropriateness Strategy for a lesson on the causes of pollution for 3rd graders:** You have a diverse group in terms of language and reading level. Some students can only read Spanish; some students have trouble reading English and others are reading English at their grade level. Using the Appropriateness Strategy would inform you to have the reference in Spanish for the students who can only read Spanish; you would use drawings to illustrate the reference for the group that has trouble reading; and you would have the reference in English for the students who read at their grade level.
- 2. Relevance:** the content of lessons accommodates the needs, interests, and concerns of students. The degree in which something is relevant determines the level of attention and action it receives from an individual or group.
  - **Example of relevance for a lesson on gangs for 3rd graders:** Children in your group keep telling you that they are worried about gangs in their community. Some children have said that they have been asked to join a gang; others have said that they worry about their safety and what to do if approached by a gang. Teaching a lesson about gangs would be relevant to your group. This lesson would give your group information that they need to help avoid gangs. Your lesson would help to address students' concerns about gangs.
- 3. Observation (Analysis):** lessons allow for learners to observe and analyze the content. This analysis involves the use of one or more of the learners' senses (i.e. sight, smell, touch, taste, hearing).
  - **Example of the Observation/analysis Strategy for a lesson on domestic violence for 3rd graders:** Students may watch the music video "Love is Blind" by Eve, about the effects of domestic violence. In doing so, the students are using their eyes and ears to observe the lesson and gain information.
- 4. Application (Action):** lessons allow for learners to use the content through practical exercises/ experiences, making use or applying what they learn to real and relevant situations.
  - **Example of the Application Strategy for a lesson on how the intervention addresses violence for 3rd graders:** After watching the "Self-Destruction" music video and researching how it was put together, students learned that organizing music videos with a positive message is one of the many ways to address the issue of violence. They apply what they learned by creating a song mixed with rap over their favorite instrumentals and recording it to be shown in the cafeteria during lunchtime. In doing so, they are practicing what they have learned or putting the lesson into action.
- 5. Reinforcement (Creative Repetition):** the same content of lessons are covered through a variety of learning exercises and experiences.

- **Example of the Creative Repetition/Reinforcement Strategy for a lesson on drug abuse for 3rd graders:** After learning the effects of drugs from an internet article, students would take a field trip to interview a drug abuse counselor about the effects of drugs. They would then watch a video about the effects of drugs. Hence, they are getting information about the effects of drugs from different sources, and they are being reinforced in by multiple exercises.
- 6. **Mastery:** lessons allow for learners to demonstrate that they have mastered the content taught to them. Learners are provided with opportunities to teach their peers what they have learned.
- **Example of the Mastery Strategy for a lesson on the issue of drug abuse for 3rd graders:** The students can do a workshop for a group of other students about the things they learned about drug abuse. They can also organize a neighborhood rally to increase public awareness about the issue.

## Three Components and Six Phases of the Community Change Model

### EACH COMMUNITY CHANGE LESSON HAS THREE KEY COMPONENTS:

1. Questions
2. References
3. Exercises

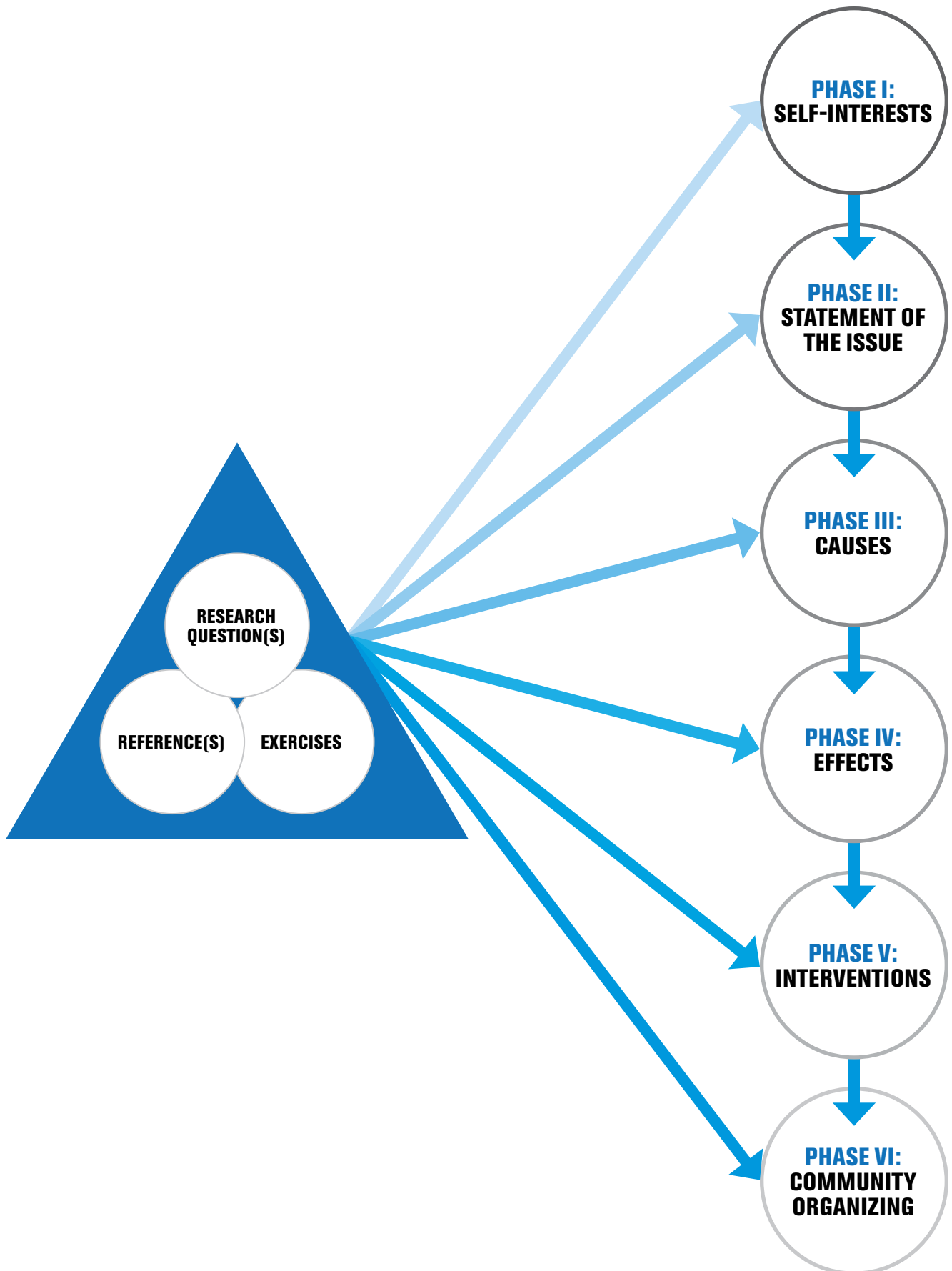
The question is the focus of the lesson; the references provide answers to the questions; and the activities are how the participants make use of the reference and are engaged in answering the questions. These three components combine to help students learn about each phase of their Community Change Model topic in a dynamic way.

### PHASES

Learning plans are grouped into the Community Change Model's Six Phases:

- **Phase 1:** Self-Interests;
- **Phase 2:** Statement of the Issue;
- **Phase 3:** Causes of the Issue;
- **Phase 4:** Effects of the Issue;
- **Phase 5:** Interventions; and
- **Phase 6:** Group Action/Community Organizing.

Through lessons related to these phases, students develop their identity, a connection to their community, an analysis of community issues, and experience in doing something about their neighborhood concerns. Each phase consists of a defined number of sessions or lessons. Each phase is titled to identify and direct the focus of each session within it. Educators move their groups from one phase to the other as the number of sessions assigned to each phase is completed. Learning plans should never focus on more than one phase at a time. Phase summaries are produced at the end of each phase to document what was learned from the research.



## PHASE I: SELF-INTERESTS

In this phase, the objective is for the students to explore themselves. Exercises during this phase allow for the students to learn and share information about themselves, including their characteristics, their past, present future, likes and dislikes. Through this phase, students will gain a better understanding of themselves and their relationship to others. The summary for this particular phase should articulate their identity as a group, while incorporating their individual names, characteristics, experiences and ambitions.

## PHASE II: STATEMENT OF THE ISSUE

During this phase, each group explores the good and not so good aspects of their community. They are to then engage in a democratic process of selecting a singular issue on which to focus for the rest of the semester. Your exercises and references during this phase must really challenge the students to look at different issues; otherwise, you will find the same issues being selected. The summary for this phase will include 1. Their Vision Statement; 2. A statement of the issues they considered for their Community Change Model; 3. The single issue they selected; 4. The definition of that issue; 5. Examples of that issue; 6. The importance of this issue to the group (relevance statement). 7. The group in their community about whom they are most concerned about being affected by the issue (target population); 8. The area in their community about which they are most concerned (target area). 9. What will happen if nothing is done about the issue in their community (statement of the consequences).

### Example:

1. **Vision statement:** We envision a community full of young leaders.
2. **Other issues considered:** drugs, gangs, and violence.
3. **Selected Issue:** Losing our children to the streets (also known as juvenile delinquency)
4. **Definition:** juvenile delinquency is when children or youth do bad or criminal things.
5. **Examples:** When young people are cutting school, robbing others, or behaving violently.
6. **Relevance statement:** Addressing the issue is important to help make sure that the neighborhood in which we live is safe and that the people are happy.
7. **Target population:** youth ages 5 through 19.
8. **Target area:** Fordham Road in the Bronx.
9. **Statement of consequences:** If nothing is done about this issue, our community will become an unsafe and unhappy place to live.

### Sample Statement of the Issue/Phase II Summary:

Our group considered drugs, gangs, and violence for our Community Change Model. However, we decided on the issue of losing our children to the streets. Communities lose their children to the streets when its youth do bad or criminal things on a regular basis. Examples of this are youth regularly cutting school, robbing others and committing violence. We envision a community of young leaders. We feel that it is important to address the issue of losing youth aged 5 through 19 being lost to the streets in the Fordham Road area of the Bronx because doing so can help make sure that the neighborhood in which we live is safe and that the people living there are all happy. If nothing is done about this issue, our community will become an unsafe and unhappy place to live.



### PHASE III: CAUSES

Focuses on the causes of your group's chosen issue. There are likely many reasons your issue exists. During this phase, your group will explore these reasons. You may find references that contradict each other. For example, one reference may say that an individual's surrounding environment causes them to commit violent acts; while another reference may state that people are born with a violent gene. You don't have to agree with the reference or make a choice between two conflicting sources; you only have to assist your students in identifying some of the causes according to the references. You present these sources to the students without bias and let them know that the information is "according to..." its source. The references should be appropriate so that the students can understand and process the information being given to them. It is important not to jump out of your phase to answer questions from another, as you may be tempted to do. Doing so may prevent the students from fully analyzing the causes, as well as confusing the intentions of a phase.

**Example of a Phase III Summary:** Some of the causes of losing our children to the streets are:

1. People who do it have a low self-esteem.
2. Being in the streets is seen as being cool.
3. Children/youth get lost to the streets when they are feeling depressed.
4. Children/youth get lost to the streets when they are experiencing issues at home.
5. Children/youth get lost to the streets when they are experiencing family issues.
6. Children/youth get lost to the streets because they chase after money and sex.
7. Children/youth want respect, so they do bad or criminal things.
8. Children/youth want revenge, so they do bad or criminal things.
9. To build a reputation, children/youth do bad or criminal things.
10. Children/youth do bad or criminal things because they want to be a part of something.

### PHASE IV: EFFECTS

This is the phase where your group will explore the effects of this issue. During this phase, they identify the people, places and things that are affected by the issue. Your group also explores how those things are affected by the issue.

**Example of a Phase IV Summary:** See charts on the next page.

The People Affected by Juvenile Delinquency	The Places or Things Affected by Juvenile Delinquency
<ul style="list-style-type: none"> <li>• Homeless people</li> <li>• Children/youth</li> <li>• Parents</li> <li>• Friends</li> <li>• Police/School safety officers</li> <li>• ACS Workers</li> <li>• Parent/Mother programs</li> <li>• Drug addicts</li> <li>• Drug dealer</li> <li>• Juvenile delinquents/criminal</li> <li>• The education of youth</li> <li>• Neighbors</li> <li>• Firemen</li> <li>• Their families</li> <li>• The families of their victims</li> <li>• Students</li> <li>• People who look up to them</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Your home/building</li> <li>• Community centers/programs</li> <li>• STD programs</li> <li>• Schools</li> <li>• Shelters</li> <li>• Taxes</li> <li>• Group homes</li> <li>• G.E.D. programs</li> <li>• Foster care system</li> <li>• Department of Education</li> <li>• Playgrounds</li> <li>• The city</li> <li>• The community/neighborhood</li> <li>• Businesses</li> <li>• The jobs of delinquent youth</li> <li>• Prisons</li> </ul>

How Other People Are Affected by Juvenile Delinquency	How Places or Things Affected by Juvenile Delinquency	How Juvenile Delinquents Are Affected by Being Lost to the Streets
<ul style="list-style-type: none"> <li>• Peer pressure</li> <li>• Bullying</li> <li>• Pregnancy</li> <li>• Sexually Transmitted Diseases</li> <li>• Pain</li> <li>• Delinquents can't find school</li> <li>• Abortions</li> <li>• People become prejudiced against youth and ethnic groups</li> <li>• Youth are negatively stereotyped</li> <li>• People lose their parents</li> </ul>	<ul style="list-style-type: none"> <li>• Schools close-down</li> <li>• Areas like the playground become unsafe</li> <li>• Overcrowding prisons</li> <li>• Increased police force</li> <li>• Beefed up security force in schools (cameras, metal detectors)</li> <li>• Communities do not get to benefit from the talents of youth lost to the streets.</li> </ul>	<ul style="list-style-type: none"> <li>• Killed</li> <li>• Given death penalty</li> <li>• Parents become overprotective</li> <li>• Get beat up/slashed</li> <li>• Arrested</li> <li>• Delinquents make fast money</li> <li>• Get the death penalty</li> <li>• Not getting education/ not learning</li> <li>• Pregnancy</li> <li>• Sexually Transmitted Diseases</li> <li>• Pain</li> </ul>

## PHASE V: INTERVENTIONS

In Phase V, your group will research what others have done or are doing about the issue. Supports refer to those things that are being done to address the effects of an issue. For instance, if an individual or organization feeds homeless people, they are providing a support to the homeless (not a solution). They are addressing one of the effects of homelessness, which is hunger. In terms of solutions, if a group is building low-income homes and providing jobs for people who are homeless, they are providing a solution to homelessness, since they are addressing its causes (unaffordable homes and unemployment). Ideas are simply general suggestions or advice offered to address the issue. For instance, a political candidate's proposal to improve education by extending the school day is an idea, because it is a suggestion that has not been implemented yet.

During this phase, students must also develop solid partnerships with another community-based organization. The partnership may manifest in a number of ways:

- students visit the partnering organization's site for a field trip;
- the staff of the partnering organization makes visits to our students/school to read or speak about their career;
- our students participate in the partnering organization's exercises and events (when appropriate);
- our students delivering presentations at the partnering organization's site/events;
- the partnering agency contributing references for the students to learn about their topic;
- the partnering agency identifying other community partners that is addressing the students' Community Change topic.

You will gather ideas for Phase VI: Group Actions/Community Organizing during this phase by focusing on what others have done. You should be mindful to learn about things that others have done on a small scale, so that your group can possibly do their same exercise while involving your target population. You should ask the question "what are some ideas for things that small groups like ours can do about the causes and effects of the issue?" and "what are some ideas for things that small groups like ours can do about the causes and effects of the issue?" This will help with coming up with some practical ideas for your group to do during Phase 6, and will help to secure your group's community partner. As a result of completing this phase, your students should be able to identify and refer people to a variety of resources that address their selected issue.

Careers That Deal with the Issue of Losing Our Children to the Streets	What They Do About the Issue of Losing Our Children to the Streets
Lawyers	Prosecute and defend cases
Police	Make arrests; protect people
Media	Gives information to the public about what is going on
Security guards	Protect people
After-school/community center staff	Help people with issues; educate; keep kids off the streets.
Counselors	Talk to youth about their issues. Gives advice.
Politicians	Makes laws. Decides where government money is spent.
Courts/Judges	Sends people to jail or gives them community service.

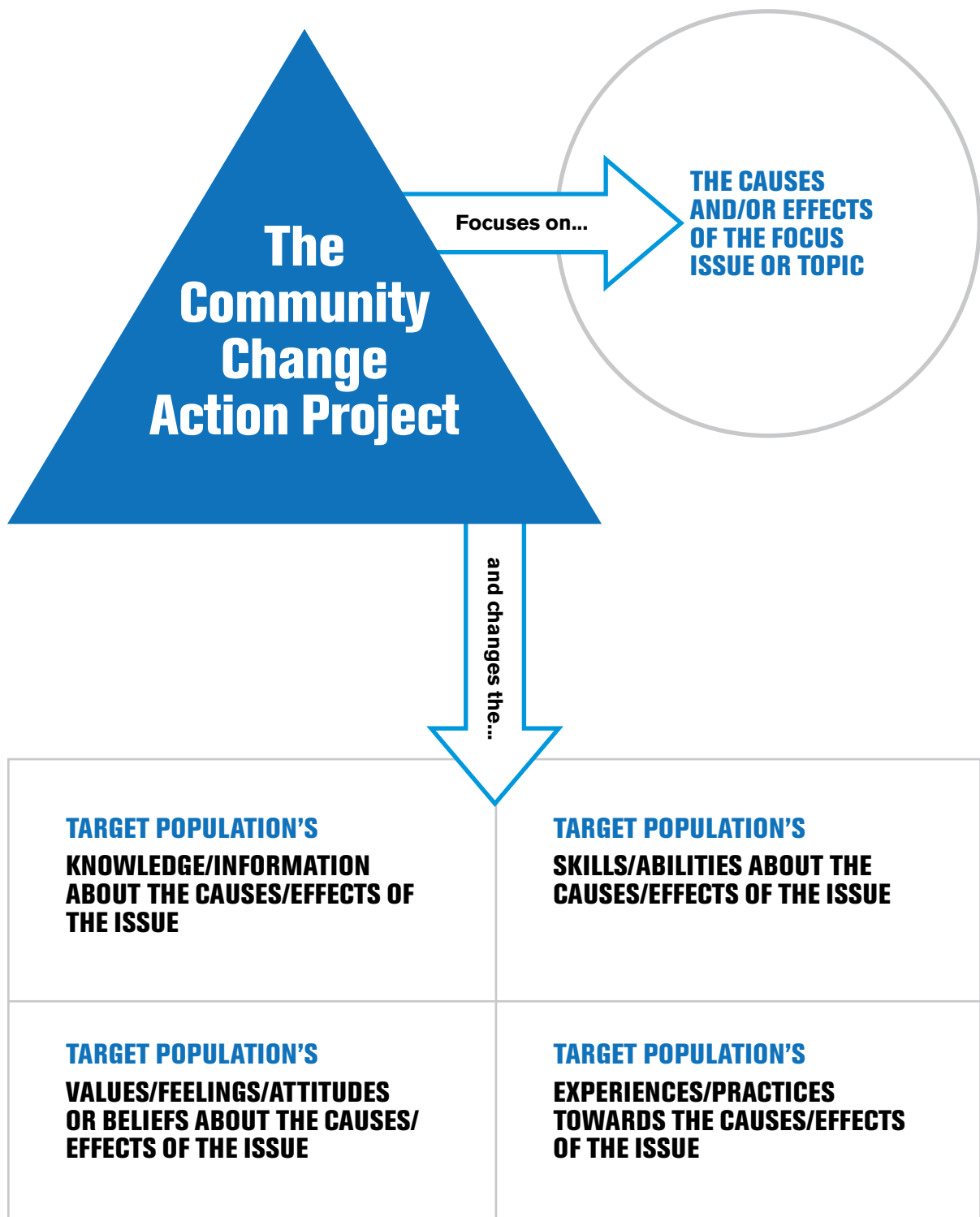
- There are two kinds of supports/solutions to juvenile delinquency: prevention and punishment.
- Prevention is about things that are done to stop the bad or criminal things from happening beforehand.
- Punishment is about the things done to people after they are caught committing a crime.

Prevention		Punishment	
Schools	Provides education and direction to youth	Jail/prison	Takes youth away from home and puts them in a place full of criminals.
After-school Programs	Keeps them off of the streets after school	Whooping/ spankings	Parents give youth physical pain for doing wrong
Libraries	Gives kids a place to go after school; keeps them off of the streets.	Taking away of privileges	Parents don't let youth have things they enjoy (Playstation; phone; going outside, etc.)
Jobs (training and placement)	Keeps them off of the streets. Makes them feel important.	Boot camps	Takes youth away from home and puts them in a place to learn discipline/ how to behave.
Counseling	Gives advice to youth	Military school	Takes youth away from home and puts them in a place to learn discipline/ how to behave

- It costs about \$1,500 a year to put a young person in an after-school program (5 days a week; 3 hours a day).
- It costs about \$85,000 a year to have a young person in a secured detention facility.



## PHASE VI: GROUP ACTIONS/COMMUNITY ORGANIZING



## PHASE VI: GROUP ACTIONS/COMMUNITY ORGANIZING

Everything done in the previous five phases lead up to this final phase. This is the time that your students will look forward to the most. Your students will recruit members of their community to come up with creative things to do to tackle the selected issue. These exercises must seek to change the knowledge, skills, values and/or behaviors of your target population in the target area, as defined by your group during Phase II: Statement of the Issue.

There are five parts to this phase: 1. Community Engagement; 2. Selection of Action Project(s); 3. Tasks/“To Do” List; 4. Implementation; 5. Reflection

- 1. Community Engagement:** during this lesson, students will educate and encourage others to get involved in their action project. Members of the community who agree to participate will identify the tasks they would like to do. The primary question for lessons in this section of Phase VI is:
  - How will we recruit and involve our target population in the planning and implementation of our action project?
- 2. Selection of Action Project(s):** students and community members brainstorm what they would like to do (gathering ideas from their Phase V summary as a reference) to address the **causes** and **effects** of their **topic as they defined it** (Phase II, III and IV summaries) based on what they are able and like to do (using Phase 1 Summary). You may choose to implement more than one action project. Your group’s action projects should clearly address the causes and/or effects of your topic. The primary questions for lessons in this section of Phase VI are:
  - What will we do to address the causes of the issue?
  - What will we do to address the effects of the issue?
- 3. Tasks/“To Do” List:** having selected their action project(s), students use the planning grid on page 21 to determine everything that will be needed to get done for the action project’s implementation. Tasks should be assigned based on the strengths of individual working on the project. Your Phase I, II and III Summaries are your primary references for this lesson. The primary question for lessons in this section of Phase VI is:
  - How will we address the causes/effects of the issue?
- 4. Implementation:** during this lesson, your group will actually do their action project. This must involve the participation of their target population as the leaders of the action project. The primary question for lessons in this section of Phase VI is:
  - What are we doing to address the issue?
- 5. Reflection:** during this lesson, the students examine all that they’ve done from Phases I through VI. Looking at the Community Change Model in its entirety, they examine what went well, what didn’t go well, and offer suggestions for improvement. They also explore how they have changed as individuals, as a group and their impact on their community (target population and target area). The primary questions for lessons in this section of Phase VI are:
  - What went well?
  - What didn’t go well?
  - What could we have done better?

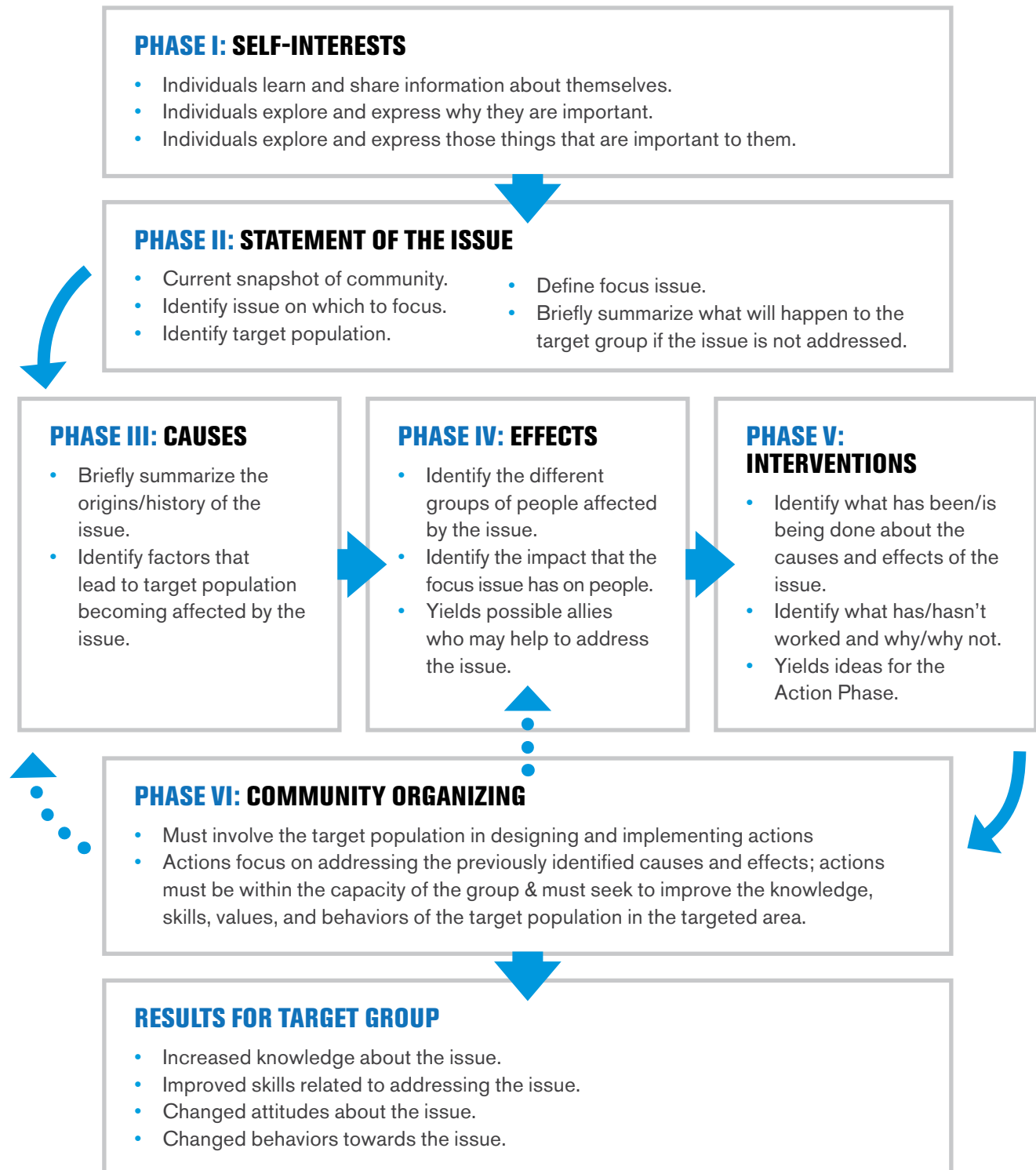
## PHASE VI: THE COMMUNITY CHANGE ACTION PROJECT

### Action Planning Grid: Tasks and Timeframe

## How will we get our action project done?

[illegible]

# Outcomes for the Six Phases of the Community Change Model



# Exploratory Questions

A question is a statement that seeks to inquire, investigate or examine something. In terms of the Community Change Model, the questions help to guide the exploration of each phase. They are the focus of each lesson and are organized or grouped according to specific phases. Question words (“who?”, “what?”, “when?”, “where?”, “why?”, “how?”, “did?”, and “do/does?”) are applied to one of the Community Change Model Phases (Self-Interests; Statement of the Issue; Causes; Effects; Interventions; Group Actions/Community Organizing) to create an exploratory question (i.e. “...what causes car accidents? (Phase 3: Causes)”, “who is affected by car accidents? (Phase 4: Effects)”, “what has been done to support people affected by car accidents? (Phase 5: Interventions)”, “what will we do about car accidents (Phase 6: Group Actions/Community Organizing)”.

## APPROPRIATE AND INAPPROPRIATE QUESTIONS

Questions that cannot be answered by a particular lesson's references should never be used. In other words, if your topic is “Car Accidents” and you are in Phase III: Cause, the question “why do people drive drunk?” cannot be used if your reference does not provide an answer to the question. However, if your reference explains that drunk driving is a cause of car accidents, you may use the question “What is a cause of car accidents?” or “How does drunk driving cause car accidents?” Only use questions that can be answered by the references used in a particular lesson.

The questions for a lesson must be in tune with the phase your group is in. For example, if your group's Community Change Model topic is “Homelessness”, and they are in “Phase III: Causes”, an appropriate question would be “What are some factors that lead to homelessness?” However, “What effect does homelessness have on families?” is not an appropriate Phase III question, since its focus is on the effects (Phase IV). Only questions that relate to the phase your group is in may be used for your learning plans.

Questions should be designed to get more than “yes” or “no” responses from participants; they should get full explanations or expressions. For example, you may ask your students “do you care about violence in your community?” They may say “yes” or “no”. You should follow-up such questions by asking “why or why not?”

“Cause” and “Effects” questions can be tricky, so be careful. For instance, if your Community Change Model topic is “Drugs” and you are in “Phase III: Causes”, using the question “what are some other problems that are caused by drugs?” would not be appropriate. Although it has the word “cause” in it, it is a question that is essentially asking about the effects of drugs. An example of an appropriate “Causes” question is “Why do people use drugs?” “What is a cause of car accidents?” or “How does drunk driving cause car accidents?” are other examples of a “Phase III: Causes” question; however, “What are some of the things caused by drunk driving?” is a “Phase IV: Effects” question. Although it has the word “cause” in it, you are asking what happens as a result of drunk driving, hence the effects nature of the question.

Multiple questions that have the same intent should not be used in the same learning plan. For instance, “what are the causes of homelessness?” uses different words but has the same intent as “what factors create homelessness?” You will get the same answer for both of these questions from the reference. You may only use questions that have the same intent in different learning plans for a particular phase. You only should use questions that yield different answers for each learning plan. For instance, “what are the causes of homelessness?” may be used in the same learning plan as “when did homelessness begin?” because they have different answers. The answer to the first question would state the factors that lead to a person becoming homeless, while the answer to the second question would discuss the historical beginnings of homelessness.



## SAMPLE PHASE QUESTIONS

You should make use some of the following questions to focus your lessons. Please note that the questions in boldface are required in order to complete that phase.

### **Phase I: Self-Interests**

What are the most important things I know? What are my best skills? What are my beliefs? What are my favorite principles? What are some of the things that I enjoy doing? What are some of my past experiences? What are some of my achievements? What are my proudest moments? Who needs me in my community and why? Why am I important to my family and friends? Why am I important to my community? Why is my community important to me?

### **Phase II: Statement of the Issue**

Why is my community important to me? What are some of my responsibilities in my community? What are some of the things in my community that I like? What are some of the things in my community that I do not like? What is my vision for my community? What would you change about your community? What are some of the things in your neighborhood about which I am most concerned? What is this group's vision for their community? About what issues is this group most concerned? On which issue will our group focus? What is the definition of the issue? How is the issue defined? What are some examples of the issue? What are some signs of this issue (or, how do we know this issue is happening? Or what are some things to look for/proof that this issue exists?). In what area in my community is this group most concerned as it relates to this issue? On what group of people is this group most concerned as it relates to this issue? Why is doing something about this issue important to this group? What will happen if nothing is done about this issue?

### **Phase III: Causes of the Issue**

What are the causes of the issue? How do these things cause the issue? How does the issue start? When did the issue begin? What factors create this issue? What makes this issue happen? Who creates the issue? From where does the issue come? When does the issue occur? Why does the issue exist?

### **Phase IV: Effects of the Issue**

Who is affected by the issue? How are people affected by the issue based on age?...race?...gender?...income level? ...educational level? Which group is most vulnerable to this issue? Why? What are some places that are affected by the issue? What are some things that are affected by the issue? How does this issue make people affected by it feel? What are some things that happen when this issue occurs?

### **Phase V: Interventions to the Issue**

What has been done/is being done by others about the causes of the issue? What has been done/is being done by others about the effects of the issue? What has worked and why? What has not worked and why? Who can help in doing something about the issue? What kinds of jobs seek to address this issue? What are some of the things that have been suggested to address the issue? What are some other things that can be done about the issue?

### **Phase VI: Community Organizing**

What are the findings from each of the previous phases? What are we going to do about the causes of the issue? What are we going to do about the effects of the issue? What changes will our action project bring to our community? Where will our group do our action projects? Why will we do our action projects? What things need to be done in order to make our action projects successful? Who in our group will do the things needed to be done in order to make our action projects successful? How will we do our action projects?

# The Five Perspectives

A perspective is a point of view. Different people have different perspectives, and therefore, different feelings about certain things. If Naomi loses a \$100 that she had budgeted for an outfit, she will be upset about it. She may also have to wait to buy the outfit as a result of losing the money. If Arlene finds the same \$100, she will feel good about it and be able to open up a savings account for her child. Issues can affect people in significantly different ways. Some may benefit from issues that hurt others. Oppression and resistance can be explored and understood better when looking at perspectives. Exploring issues from different perspectives will help us to understand and address issues more fully.

For the purpose of the Community Change Model, the following five perspectives should be explored:

1. **SELF:** the individual participant/student.
2. **FAMILY AND FRIENDS:** family is the relatives/kin of the participants; friends are peers or associates of the participants/students.
3. **COMMUNITY:** the participants'/students' neighborhood, borough and/or interest group.
4. **NATION OR COUNTRY:** a tract of land considered apart from any geographical or political limits; the land of one's birth or citizenship.
5. **WORLD:** other countries/nations beyond that of the participants/students.

## Sample Perspective Questions

Staff can incorporate the Five Perspectives in their lessons by applying question words to a phase and relating them to a perspective. Below are examples of questions that are used in such a way:

### 1. SELF

- **Phase I: Self-Interests:** Who am I? Why am I important? What do I like? What do I dislike? What are my needs? What are my interests? What are my concerns? What do I do well? What about me would I like to improve? What do I like about me? What do others like about me? How do I describe myself? What kind of person do I want to be when I get older? What kind of career do I want when I get older?
- **Phase II: Statement of the Issue:** Why is this issue important to me? Why do I need something to be done about this issue? Why am I interested in something being done about this issue? Why am I concerned about this issue?
- **Phase III: Causes:** Do I contribute to this issue? How do I contribute to this issue? What do I do to contribute to this issue? How do I contribute to the issue? What are some things that I do to help this issue exist? Why do I do these things that cause this issue to exist?
- **Phase IV: Effects:** Am I affected by the issue? How am I affected by the issue? How do I feel about myself and others who are affected by the issue?
- **Phase V: Interventions:** What are some things that I have done to help others affected by the issue? What are some things that others have done to help me as it relates to the issue?
- **Phase VI: Group Actions/Community Organizing:** What will I do to address the issue?

## 2. FAMILY/FRIENDS

- **Phase I: Self-Interests:** What is a family? What is a friend? Who is a part of my family? Who are my friends? How would I describe my family? How would I describe my friends? What is a culture? What is my culture? How would I describe my culture? What other cultures are there?
- **Phase II: Statement of the Issue:** Why is this issue important to my family/friends? Why do my family/friends need something to be done about this issue? Why are my family/friends interested in something being done about this issue? Why are my family/friends concerned about this issue?
- **Phase III: Causes:** Do people I know contribute to this issue? How do people I know contribute to this issue? What do people I know do to contribute to this issue? How do people I know contribute to the issue? What are some things that people I know do help this issue exist? Why do people I know do these things that cause this issue to exist?
- **Phase IV: Effects:** Are people I know affected by the issue? How are people I know affected by the issue? How do people I know feel about others who are affected by the issue?
- **Phase V: Interventions:** What are some things that people I know have done to help others affected by the issue? What are some things that others have done to help people I know as it relates to the issue?
- **Phase VI: Group Actions/Community Organizing:** What will I do to get people I know to address this issue?

## 3. COMMUNITY

- **Phase I: Self-Interests:** What is a community? What is a neighborhood? What is a street? What is an avenue? What is a borough? From what community am I? What is my community? How would I describe my community? In what other communities have I been? What other communities would I like to go/join? What are my favorite communities? What communities do I care about?
- **Phase II: Statement of the Issue:** Why is this issue important to my community? Why does my community need something to be done about this issue? Why is my community interested in something being done about this issue? Why is my community concerned about this issue?
- **Phase III: Causes:** Does my community contribute to this issue? How does the community contribute to this issue? What does the community do to contribute to this issue? How does the community contribute to the issue? What are some things that the community does to help this issue exist? Why does the community do these things that cause this issue to exist?
- **Phase IV: Effects:** What other communities are affected by the issue? How is this and other communities affected by the issue? How does the community feel about others who are affected by the issue?
- **Phase V: Interventions:** What are some things that the community has done to help others affected by the issue? What are some things that others have done to help the community as it relates to the issue?
- **Phase VI: Group Actions/Community Organizing:** What will I do to get the community to address this issue?

## 4. NATION

- **Phase I: Self-Interests:** What is a city? What is a state? What does national mean? From what city am I? What other cities have I been? What other cities would I like to go? What are my favorite cities? What cities do I care about? How would you describe this city? How would I describe this country?
- **Phase II: Statement of the Issue:** Why is this issue important to my nation? Why does my nation need something to be done about this issue? Why is my nation interested in something being done about this issue? Why is my nation concerned about this issue?
- **Phase III: Causes:** Is there anything that happens in other cities or nationally that contributes to this issue? How do other cities or the nation contribute to this issue? What do other cities or the nation do to contribute to this issue? How do other cities or the nation contribute to the issue? What are some things that other cities or the nation do to help this issue exist? Why do other cities or the nation do these things that cause this issue to exist?
- **Phase IV: Effects:** Are other cities or the nation affected by the issue? How are other cities or the nation affected by the issue? How do the other cities or the nation feel about others who are affected by the issue?
- **Phase V: Interventions:** What are some things that the other cities or the nation have done to help others affected by the issue? What are some things that others have done to help the other cities or the nation as it relates to the issue?
- **Phase VI: Group Actions/Community Organizing:** What will I do to get people in other cities or the nation to address this issue?

## 5. WORLD

- **Phase I: Self-Interests:** What does worldwide mean? What does international mean? What is a continent? From what country am I? How would I describe my country? What other countries have I been? What other countries would I like to go? What are my favorite countries? What countries do I care about?
- **Phase II: Statement of the Issue:** Why is this issue important to the world? Why does the world need something to be done about this issue? Why is the world interested in something being done about this issue? Why is the world concerned about this issue?
- **Phase III: Causes:** Is there anything that happens in other countries or globally that contributes to this issue? How do other countries or people throughout the world contribute to this issue? What do other countries or people throughout the world do to contribute to this issue? How do other countries or people throughout the world contribute to the issue? What are some things that other countries or the world do to help this issue exist? Why do other countries or people throughout the world do these things that cause this issue to exist?
- **Phase IV: Effects:** What other countries affected by the issue? How are other countries or people throughout the world affected by the issue? How do the other countries or people throughout the world feel about others who are affected by the issue?
- **Phase V: Interventions:** What are some things that other countries or people throughout the world have done to help others affected by the issue? What are some things that others have done to help other countries or people throughout the world as it relates to the issue?
- **Phase VI: Group Actions/Community Organizing:** What will I do to get people in other countries or the people throughout world to address this issue?

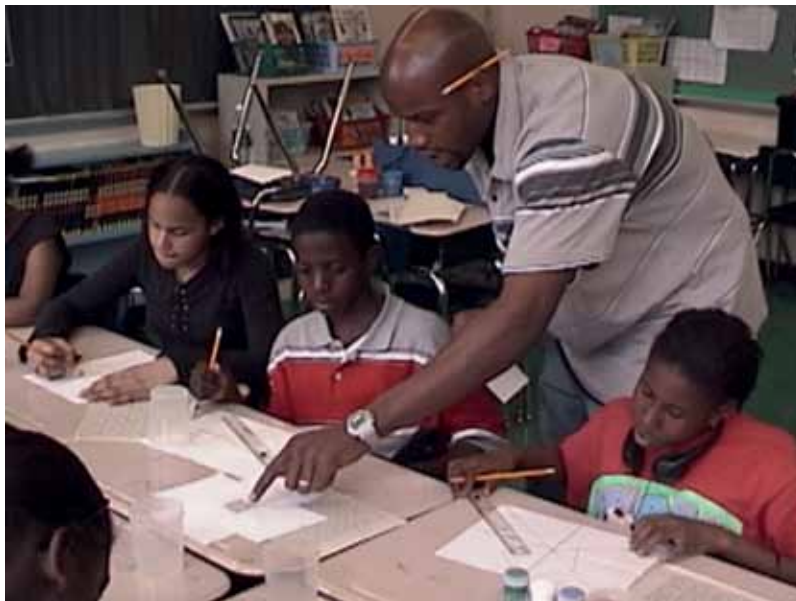
# References

References provide the facts needed to answer the questions. The majority of the questions for Phases II through V require proof or evidence in answering. Your references provide this evidence. Personal testimonials (when people share their own experience) is acceptable, but must be supplemented by an additional reference when applied to a specific question (except in Phase I). With the exception of Phase VI: Group Actions/Community Organizing, the responses or answers to your questions for your phase summaries are always based on your references.

Some possible reference sources for programs in New York City include:

- Channel 13
- Borough cable news network
- The Amsterdam News
- The New York Times
- ESPN's Outside the Lines
- [Google.com](#) (you can type in your issue, your phase and location to come up with a lot of possible references).
- The New York City Department of Mental Health Community Profiles  
[www.nyc.gov/html/doh/html/data/data.shtml](http://www.nyc.gov/html/doh/html/data/data.shtml)
- Call 311
- Keeping Track [www.cccnewyork.org/aboutkt.html](http://www.cccnewyork.org/aboutkt.html)

References can be acquired from a variety of places: Newspaper and magazine articles, television, video, guest speakers, etc. Each reference must be cited and included with your learning plan for review. When citing your references on your learning plan you should write out the full website, article name, source, author and date, name of book and its author, etc. Any reference used must be incorporate with your exercises.





# Learning Exercises

Activities refer to the general category or subject for things that people do. Examples of activities are basketball, art and drama. Exercises are more specific things that people do that are related to the general category. For instance, a free-throw drill is an example of a basketball exercise. Creating collages or drawing an image are examples of art exercises; and role playing and writing skits are examples of drama exercises. With regards to the Community Change Model, exercises are also the things you do to engage the students in using the references to answer the questions of a lesson. The exercises should be fun, creative and interesting. They should be geared towards getting the students up, active and interested in answering the questions.





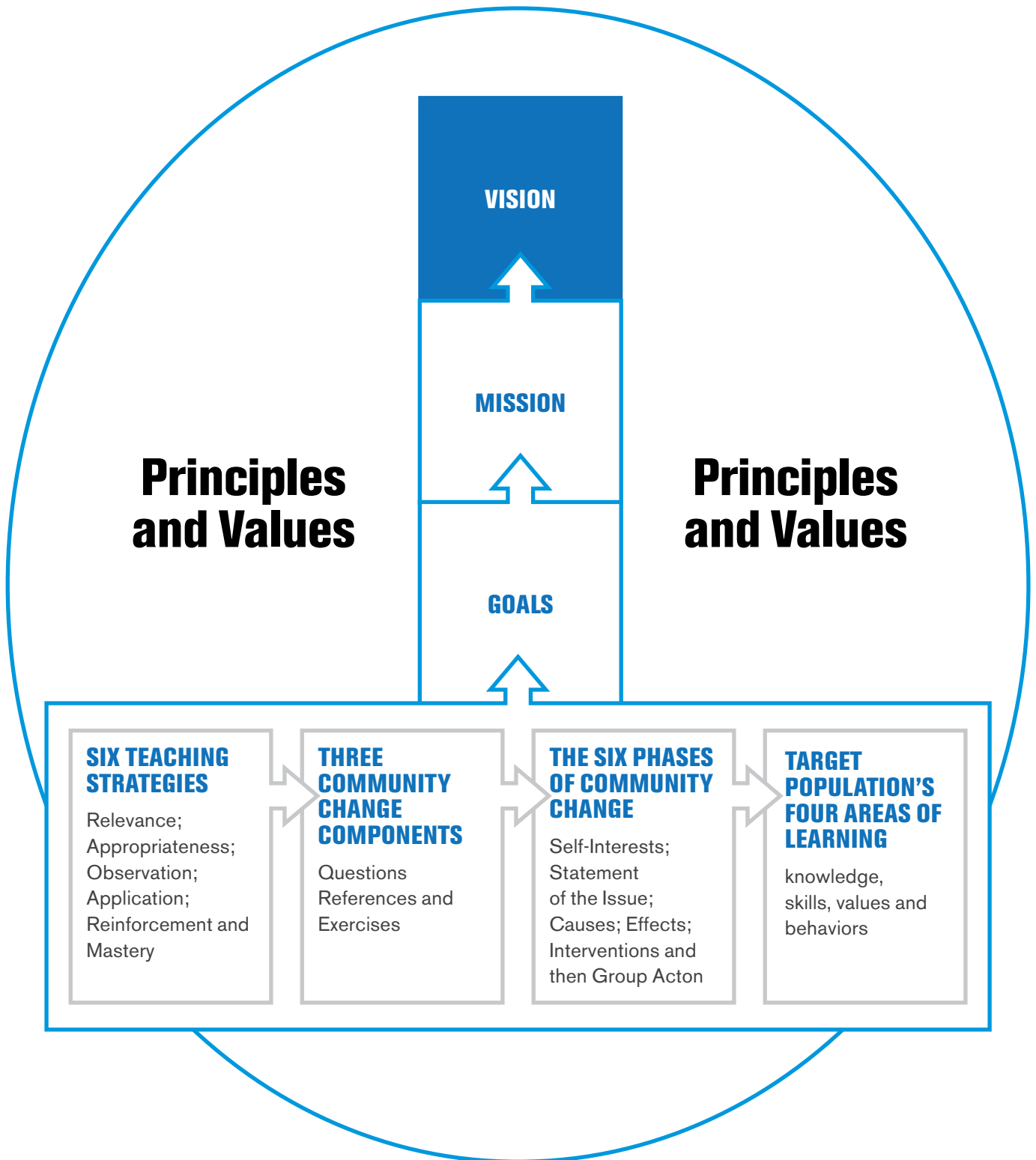
The following are the 6 Es. These are the things that the exercises should accomplish in any Community Change Model lesson:

1. **Engage:** get all students actively participating.
2. **Encourage:** challenge, motivate and build the confidence of students to complete the tasks of the lesson.
3. **Excite:** ensure than students are entertained and enjoying themselves by linking the exercises and references to things in which they have expressed interest.
4. **Explore:** get the students to find answers to questions related to the theme of the phase using researched sources.
5. **Express:** get the students to share/showcase their findings from their explorations in a creative, fun and dynamic way. This also includes reflections and feedback on the lessons.
6. **Evidence:** any product, artifact, documentation or memorabilia from student expressions. Evidence can be used to showcase the things students have learned in class. Examples of evidence include bulletin boards, presentation boards, writings, and art work.

In general, any exercise of any genre can be creatively used to engage students in exploring and expressing the answers to a question in the Community Change Model. Photography, dance, poetry, and even basketball can be creatively used to engage students in exploring and expressing the answers to questions provided by a reference. The following are examples of some exercises you can apply to your reference in exploring and answering the exploratory questions:

- Role plays/skits
- Video/audio tape observation (documentaries/speeches/music/TV & radio shows)
- Organized debates, pretend talk shows (i.e. "Oprah") or court shows (i.e. "People's Court")
- Educational games (i.e. relay races/pass the problem/human barometers/human machines)
- Story boards/group drawings
- Community walks
- Two-minute lectures with questions and answers
- Group round-robin readings (newspaper articles, stories, etc.)
- Student presentations
- Game shows (i.e. Family Feud, Jeopardy)
- Image theatre
- Steal the Bacon
- Freeze Tag/Blind Man's Bluff

# Snapshot of the Community Change Model





## The Role of Special Events in Community Organizing

Special events provide a dynamic dimension to the work of students in your program. Special events are public showcases of the things that participants are learning. Special events involve inviting participants' family and friends, community members, elected officials, the media and others to see students' performances and presentations about what they have learned.

Special events can be an all-important short-term answer to the question "why are we doing this?" By having a special event on which to focus, the learning exercises for your participants gain a destination and a sense of purpose. Successful events tend to build morale and cohesion among Staff and participants; they also serve as an opportunity to build the credibility of your program and to market your program to the public. There are three important elements of effective special events: anticipation, presentation, and then reflection.



## ANTICIPATION

Most of the work is done during this phase, which involves intensified preparation and generating excitement for the event among students and the potential audience. The Anticipation Phase should begin at least one month before the special event is to take place. Participants know the date and time of the event and engage in word-of-mouth marketing. Fliers that include all of the specifics of the event, and pictures of the participants, in action if possible, should be widely distributed in advance enough for individuals to plan on attending the event. The fliers should also be distributed close enough to the date of the event so that people remember to come.

The leadership of the program or organization should participate in program-wide pep rallies leading up to the event. Pep rallies are a fun/celebratory way of making a “big deal” out of the up-coming event. These pep rallies should include statements from all levels of participants about how they envision the event and why they are looking forward to it. This helps to define the mood for the event. Supports for participant nervousness should also be accounted for during this phase. Non-presenting participants should be given an active role, such as an observer responsible for taking notes on the presentations that could be used for a newsletter or annual report. The Anticipation Phase should always be capped off with a couple of intense rehearsals that allows time for participant feedback. Detailed logistical plans should be included in the final rehearsal before the event.

## PRESENTATION

The primary tasks for the Presentation Phase are for the presenters to deliver their presentation, and for the presenters and audience to be made comfortable throughout the event. Also, be sure to have the audience sign-in and submit their completed event evaluations. This information should be shared with participants during the Reflection Phase. Finally, the event should be documented using video and pictures, which will be useful during the final phase.

## REFLECTION

The Reflection Phase is when you bring closure to the event. Students should share how they felt about the event. Participants should have the opportunity to review the pictures and video taken during the event. The audience evaluations and attendance data should also be shared with them.

Participants should be engaged in program-wide, small group and individual reflections. Program/organizational leaders should facilitate the en mass reflections ala the pep rallies. Small group Individual reflections should be captured in participant journals. The reflective questions may include: What went well? What didn't go well? How would I improve the event?

# Community Change Project Special Events

Depending upon the size of your program, each Community Change lesson can be geared towards preparing your students for successful presentations during each of the following suggested events:

## 1. THE CHARGE! FOR COMMUNITY CHANGE

This event kicks-off the Community Change Model for the entire program. During this event, each group creatively present to a large audience their Phase I (Self-Examination: Me, Myself & I) and Phase II (Statement of the Issue) Summaries. These summaries includes the characteristics of the students in the group; the group's selected issue; the definition of the issue; examples of the issue; the target group and target area the group is most concerned about being affected by their selected issue. Finally, each groups' Statement of the Issue includes both a relevance and consequence statement.

## 2. THE COMMUNITY CHANGE CONVENTION

During this event, students present the findings of all phases of their Community Change Models to a small audience in the form of a workshop. Community Change Lessons must prepare students to design and implement a 30 – 45 minute workshop on their Community Change Model. This will be a session full of dynamic exercises that cover Phases II through V. Students' introduction of their workshop to their audience may be their Phase I and VI summaries. The audience will consist of other students who are not presenting and community members. Groups must have their presentation boards to support their workshop. Towards this end, students should choose from their favorite exercises done for each Phase throughout the year.

## 3. THE DAY OF ACTION

This event occurs the day after the final Community Change Convention. During this event, students rally in front of our schools with their protest signs, chants and mini-speeches. They promote two primary messages: 1. to increase awareness of their Community Change Model topic; and 2. to encourage people to get involved in making their community a better place to live. They later join each other to march along Fordham Road while sharing information on their Community Change Models with members of the community. Groups should prepare protest and informational chants for each phase as they do the Community Change Model over the course of the year. You should check with your local police precinct months in advance to acquire any appropriate rally, sound and other permits.

The combination of the Community Change lessons and special events are vital in achieving our foremost goal of developing students into effective leaders of their community.



# Supplementary Community Organizing Resources

Other resources may be added to create additional dimensions to your community organizing/service projects. You can create study and exercise guides to supplement the work of participants of their Community Change Model. The study and exercise guides can be useful in both rewarding and reinforcing the learning of students.

Study and Exercise Guides are manuals that include word games, coloring images, drawing, and writing exercises, in addition to information about community organizing and leadership. Study and exercise guides can include summaries of student group work in their Community Change Models. Study and exercise guides also includes profiles of Black and Latino leaders of the past and present. Additionally, the word games use the names of Staff and participants, as well as other terms specific to the project.

Creating a study and exercise guide is no small undertaking. Nevertheless, it is an excellent reward and reinforcement of the community organizing/service work of your program. Study and exercise guides can be created using Microsoft Publisher and/or Word Programs. There are a number of web sites that can be used to create crossword puzzles, including The Discovery School's Puzzlemaker ([www.puzzlemaker.school.discovery.com](http://www.puzzlemaker.school.discovery.com)).

The study and exercise guides may be used for project-related assignments or at the leisure of participants. Since the exercises are often considered the “fun” part of the guide, it's suggested to have the exercises in the guide directly linked to the profiles and summaries. Otherwise, participants may just do the exercises without engaging in any studying.





# Appendix I: Phase I: Community Change Learning Plan Template

TEACHER NAME:

CLASS/CLUB:

APPLIED COMMON CORE STANDARD(S):

DATE:

## PHASE I: SELF-INTERESTS

1. What are the most important things I know?
2. What are my best skills?
3. What are my beliefs?
4. What are my favorite principles?
5. What are some of the things that I enjoy doing?
6. What are some of my past experiences?  
What are some of my achievements? What are my proudest moments?
7. Who needs me in my community and why?
8. **What do I want to be when I grow up?**
9. **Why am I important to my family and friends?**
10. **Why am I important to my community?**
11. **Why is my community important to me?**

Question #:  
Reference:

Exercise:

Question #:  
Reference:

Exercise:

Question #:  
Reference:

Exercise:

Question #:  
Reference:

Exercise:

**NOTE:** the questions in **bold** must be answered in order to complete this phase.

# Appendix II: Phase II: Community Change Learning Plan Template

TEACHER NAME:

CLASS/CLUB:

APPLIED COMMON CORE STANDARD(S):

DATE:

## PHASE II: STATEMENT OF THE ISSUE

1. How do you spell and define the key words of this phase?
2. Why is my community important to me? What are some of my responsibilities in my community?
3. What is a community? What is the name of my community? Where is my community?
4. What are the demographics of my community? How many people live in my neighborhood? What does my community look like in numbers?
5. What problems exist in my community?
6. What are some of the things in my community that I like?
7. What are some of the things in my community that I do not like?
8. What is the history of my neighborhood?
9. What is my vision for my community? What would you change about your community?

Question #:  
Reference:

Exercise:

Question #:  
Reference:

Exercise:

Question #:  
Reference:

Exercise:

Question #:  
Reference:

Exercise:

**NOTE:** the questions in **bold** must be answered in order to complete this phase.

## PHASE II: STATEMENT OF THE ISSUE

10. *What are some of the things in your neighborhood about which I am most concerned?*
11. **What is this group's vision for their community?**
12. **About what issues is this group most concerned? On which issue will our group focus?**
13. **What is the definition of the issue?**
14. **How is the issue defined?**
15. **What are some examples of the issue? What are some signs of this issue (or, how do we know this issue is happening? Or what are some things to look for/proof that this issue exists?).**
16. **In what area in my community is this group most concerned as it relates to this issue?**
17. **On what group of people is this group most concerned as it relates to this issue?**
18. **Why is doing something about this issue important to this group?**
19. **What will happen if nothing is done about this issue?**

**Question #:**

**Reference:**

**Exercise:**

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**Question #:**

**Reference:**

**Exercise:**

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**Question #:**

**Reference:**

**Exercise:**

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**Question #:**

**Reference:**

**Exercise:**

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**Question #:**

**Reference:**

**Exercise:**

**NOTE:** the questions in **bold** must be answered in order to complete this phase.

# Appendix III: Phase III: Community Change Learning Plan Template

TEACHER NAME:

CLASS/CLUB:

APPLIED COMMON CORE STANDARD(S):

DATE:

## PHASE III: CAUSES OF THE ISSUE

**1. What are the causes of the issue?**

Question #:

Reference:

**2. How do these things cause the issue? How does the issue start?**

Exercise:

**3. When did the issue begin?**

**4. What factors create this issue?**

Question #:

Reference:

**5. What makes this issue happen?**

Exercise:

**6. Who creates the issue?**

**7. From where does the issue come? When does the issue occur?**

Question #:

Reference:

**8. Why does the issue exist?**

Exercise:

Question #:

Reference:

Exercise:

**NOTE:** the questions in **bold** must be answered in order to complete this phase.

# Appendix IV: Phase IV: Community Change Learning Plan Template

TEACHER NAME:

CLASS/CLUB:

APPLIED COMMON CORE STANDARD(S):

DATE:

## PHASE IV: EFFECTS OF THE ISSUE

1. *Who is affected by the issue?*
2. *How are people affected by the issue based on age?*
3. *...race?*
4. *...gender?*
5. *...income level?*
6. *...educational level?*
7. *Which group is most vulnerable to this issue? Why?*
8. *What are some places that are affected by the issue?*
9. *What are some things that are affected by the issue?*
10. *How does this issue make people affected by it feel?*
11. *What are some things that happen when this issue occurs?*

Question #:

Reference:

Exercise:

Question #:

Reference:

Exercise:

Question #:

Reference:

Exercise:

Question #:

Reference:

Exercise:

**NOTE:** the questions in **bold** must be answered in order to complete this phase.

# Appendix V: Phase V: Community Change Learning Plan Template

TEACHER NAME:

CLASS/CLUB:

APPLIED COMMON CORE STANDARD(S):

DATE:

## PHASE V: INTERVENTIONS

1. *What has been done/is being done by others about the causes of the issue?*

Question #:

Reference:

Exercise:

2. *What has been done/is being done by others about the effects of the issue?*

Question #:

Reference:

Exercise:

3. *What has worked and why?*

4. *What has not worked and why?*

5. *Who can help in doing something about the issue?*

Question #:

Reference:

Exercise:

6. *What kinds of jobs seek to address this issue?*

7. *What are some of the things that have been suggested to address the issue?*

Question #:

Reference:

Exercise:

8. *What are some other things that can be done about the issue?*

**NOTE:** the questions in **bold** must be answered in order to complete this phase.



# Appendix VI: Phase VI: Community Change Learning Plan Template

TEACHER NAME:

CLASS/CLUB:

APPLIED COMMON CORE STANDARD(S):

DATE:

## APPENDIX VII: PHASE VI COMMUNITY CHANGE LEARNING PLAN TEMPLATE

1. **What are we going to do about the causes of the issue?**

Question #:

Reference:

2. **What are we going to do about the effects of the issue?**

Exercise:

3. **What changes will our action project bring to our community?**

Question #:

Reference:

4. **Where will our group do our action projects?**

Exercise:

5. **Why will we do our action projects?**  
*What things need to be done in order to make our action projects successful?*

Question #:

Reference:

Exercise:

6. **Who in our group will do the things needed to be done in order to make our action projects successful?**

Question #:

Reference:

7. **How will we do our action projects?**

Exercise:

**NOTE:** the questions in **bold** must be answered in order to complete this phase.

# Appendix VII: Community Change Timeline

The Community Change Model is a process for engaging students in assessing, analyzing and addressing their neighborhood concerns. The goals of Community Change are: to develop students into effective leaders of their community and to engage youth in making their community a better place to live. The Community Change Model involves the use of dynamic activities mixed with researched references (print/electronic media and people) towards answering questions relevant to a particular field. Students also recruit and involve community members in the planning and implementation of action projects that address the issue. From this experience, young people learn how to conduct research and work as a team, while developing valuable leadership and critical thinking skills.

Community Change lessons engage students in an exploration of neighborhood concerns related to their club through the six sequential phases of the Community Change Model. Below is the timeline for the Community Change activity, along with the critical tasks for each phase:

DATES	PHASE OF EXPLORATION	ESSENTIAL QUESTION(S)	CRITICAL TASK(S)
TBD	<b>Phase I:</b> Self-Interests, Self-Explorations and Self-Expressions	Who am I?  Why am I important?  What are some jobs and careers that are relates to my interests?	Students must complete a NYS CareerZone Profile at <a href="http://careerzone.ny.gov">careerzone.ny.gov</a> by the end of this phase.  Students will begin creating their resume, professional profile/biography.  Students will begin looking for educational admissions or job application in their field of interest.  Students will produce a document that summarizes the questions, references and exercises of the combined lessons during this phase.
TBD	<b>Phase II:</b> Statement of the Issue	On what issue will this group focus for the rest of the year?	Students will produce a document that summarizes the questions, references and exercises of the combined lessons during this phase

DATES	PHASE OF EXPLORATION	ESSENTIAL QUESTION(S)	CRITICAL TASK(S)
TBD	<b>Phase II:</b> Statement of the Issue (continued)	How do we define this issue?  What are some examples of this issue?  Why is addressing this issue so important to us?	Students will create a visual presentation (i.e. newsletter, bulletin board, mural, posters, facebook page, blog or libguide) featuring the findings from this phase.
TBD	<b>Phase III:</b> Causes of the Issue	Why does this issue occur?	Students will produce a document that summarizes the questions, references and exercises of the combined lessons during this phase.  Students will create a visual presentation (i.e. newsletter, bulletin board, mural, posters, facebook page, blog or libguide) featuring the findings from this phase.
TBD	<b>Phase IV:</b> Effects of the Issue	Who is affected by this issue?  How are people affected by this issue?  What happens as a result of this issue?	Students will produce a document that summarizes the questions, references and exercises of the combined lessons during this phase.  Students will create a visual presentation (i.e. newsletter, bulletin board, mural, posters, facebook page, blog or libguide) featuring the findings from this phase.

DATES	PHASE OF EXPLORATION	ESSENTIAL QUESTION(S)	CRITICAL TASK(S)
TBD	<b>Phase V:</b> Interventions to the Issue	<p>What have been done/ is being done to address the issue in my community?</p> <p>What have been done/ is being done to address the issue in similar communities?</p> <p>What ideas/ suggestions do other people (not members of this group) have to address the issue?</p> <p>What careers address this issue?</p> <p>How do people in my professional area of interest address this issue?</p> <p>What have others in my community done about this issue?</p>	<p>Students will identify at least one local professional and one community-based organization that address their selected Community Change topic.</p> <p>Students will interview a professional about their Community Change topic.</p> <p>Students will recruit professionals to visit the school and to discuss how their careers address the issue with other students.</p> <p>Students will visit a local business, organization or institution that addresses the issue.</p> <p>Students will produce a document that summarizes the questions, references and exercises of the combined lessons during this phase.</p>

DATES	PHASE OF EXPLORATION	ESSENTIAL QUESTION(S)	CRITICAL TASK(S)
TBD	<b>Phase V:</b> Interventions to the Issue (continued)	What community-based organizations address this issue?	Students will create a visual presentation (i.e. newsletter, bulletin board, mural, posters, facebook page, blog or libguide) featuring the findings from this phase.
TBD	<b>Phase VI:</b> Group Actions/ Community Organizing	<p>What are the findings from each of the previous phases?</p> <p>What actions will my group take in order to address the social issues of my club's field?</p> <p>What actions will I now take to pursue a career in my areas of interest?</p>	<p>Students will do an action project in their community to address their Community Change topic.</p> <p>Students recruit members of the target group to help plan and implement an action project that addresses the issue.</p> <p>Students implement an action project that seeks to impact the knowledge, skills, attitudes and/or behaviors/experiences of the target group as it relates to the issue.</p> <p>Students will produce a document that summarizes the questions, references and exercises of the combined lessons during this phase.</p> <p>Students will create a visual presentation (i.e. newsletter, bulletin board, mural, posters, facebook page, blog or libguide) featuring the findings from this phase.</p> <p>Students will reflect on their year in the Community Change activity.</p>

# Appendix VIII: Snapshot of the Program Models

**NOTE:** each model is a series of lessons spanning the course of a semester that begins with an exploration of students' interests and culminates with an action project that engages family and community members in addressing a social issue. Each model also features exercises that incorporate the academic subject and student interests throughout.





# Appendix VIII: Snapshot of the Program Models





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## NOTES

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