

Part I

Grades	9-12
Subject(s)	Civics, government, social studies
Guiding Questions	What is civic engagement? Why does civic engagement matter? What issue impacts your life? How do we make our voices heard? How do we hold our elected officials accountable?
Objectives	Students will be able to define civic engagement, explain its significance, and identify issues that impact them. They will identify strategies for a campaign plan that increases their participation in the democratic process and affects change in their communities.
Misconceptions	Civic engagement is not important for me. Voting is the only form of civic engagement. Voting does not change anything in my life If you are under 18, you cannot engage in the democratic process. The issues in my life do not matter because nothing will ever change Elected officials do not care what I think Only white people can be involved in politics
Advance preparation	Before students arrive: ● Arrange classroom into five groups ● Load presentation on CCIL/civic engagement ● Set up activities on desks
Materials	Handouts: <u>topic list</u>, <u>organizing questions for research</u> Other: projector, markers, paper, computers/internet access
Agenda	Preparation ● Introduce CCIL presenters, describe what our organization does at the state and local level ● Play CCIL video on Money in Politics ● Explain what we are here to do over the course of our meetings ○ Define civic engagement ○ Explore how civic engagement impacts everyone's lives ○ Explain different forms of civic engagement and tactics ○ Choose issues that affect their communities

- Research each topic
- Present the information (including at least 1 action high school students can take to combat the problem to take) with the class
- As a class, select one issue to discuss when we meet with an elected official
- Hear from elected official about what they are doing about the issue
- Create campaign plan to act on throughout the year

Action

- Brainstorm civic engagement, discuss different ways to participate in democratic process
- Make groups, pass out topic list sheets, and clarify topics as necessary
- Read topics
- Rank top 5 issues individually, then make groups (if there are issues that everyone wants to work on, may have to count off and make groups that way)
- Allow groups to choose another issue that they recognize as affecting their community if they all agree to research that issue
- Read through the group organizing questions for research
- Groups assign different roles to each group member (define group roles)
- As a large group, brainstorm creative ways to present topics to the class (rap song, twitter moment, snapchat-style story)
- Groups will select a form for their presentation.

Reflection

- Fill out poster reflections to start next meeting, then share some of the responses
 - What is one way I can make my voice heard through civic engagement?
 - What is one issue that affects my community that I am interested in hearing about from another group?
 - What is a creative way to share information?

Part II

Grades	9-12
Subject(s)	Civics, government, social studies
Guiding Questions	What issues affect students' lives and communities? What roles do media and policy play in these issues? What can students do to enact change through civic engagement?
Objectives	Students will identify connections between policy on the issue they have chosen and communities of which they are members. Students will evaluate reliability of sources and be able to identify media bias.
Misconceptions	All media is independent and objective. Policy only affects government entities, not individuals and communities. Policy is too complicated/confusing for me to understand.
Advance preparation	Before students arrive: ● Arrange classroom into the five groups from Part I ● Hang up poster reflections from Part I
Materials	Handouts: <u>Reflection posters</u> from Part I, Extra copies of <u>group organizing questions for research</u>, <u>individual note-taking charts</u>, <u>group summary sheets</u> Other: computers/internet access, projector
Agenda	Preparation ● Review ideas on <u>reflection posters</u> from last time ● Full class dialogue: fact vs. opinion - how to identify bias in sources ● Get into research groups Action ● Confirm assigned roles with each group ● Fill out <u>individual note-taking sheets</u> ● Group comes together and fills out the <u>group organizing questions for research sheet</u> ● Design group presentation for the class Reflection ● Each group fills out <u>group summary sheet</u> for each group (topic, two background facts, one potential action to take, Chicago/Illinois elected official who has connection to issue) to turn in before leaving

Part III

Grades	9-12
Subject(s)	Civics, government, social studies
Guiding Questions	Continued: • What issues affect students' lives and communities? • What role does policy play in these issues? • What can students do to enact change through civic engagement?
Objectives	Students will identify issues affecting their communities about which they feel most strongly. Students will be able to explain how policy shapes the issue they have chosen. Students will pinpoint strategies they can employ to influence policy around their chosen issue.
Misconceptions	Students are not connected to community issues. Students have no power to influence policy or support their communities' interests. Community issues are local and unaffected by policy.
Advance preparation	Before students arrive: • Set up computer and projector for digital presentations
Materials	<u>Individual presentation notes sheets</u> <u>Snowball half sheets with reflection questions</u>
Agenda	Preparation • Have groups with digital presentations load them on the computer before presentations begin. • Groups may rehearse their presentations. • Give out <u>individual presentation notes sheets</u> Action • Group presentations • Take individual presentation notes Reflection: Snowball activity • Pass out <u>half sheet with reflection questions</u> • Everybody writes answers, balls paper up, throw paper around the room, pick one snowball up • Each person reads the answers on the sheet they retrieved