

# MAP YOUR WORLD



**MAP IT, TRACK IT, CHANGE IT, SHARE IT**

**16 SESSIONS**

**(90 MINUTES PER SESSION) + ASSIGNMENTS & CELEBRATION EVENT**



# OVERVIEW

## AUDIENCE:

- Middle School and High School (7–12 grade), Youth Development Organizations
- Community College
- After School Programs

## TIME:

- 16 Sessions (90 minutes per session)
- + Assignments & Celebration Event

## SUBJECT AREAS:

- Social Studies
- Global Studies
- Civics
- Media Studies
- Public Health

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## RESOURCES:

- Film Module: *The Revolutionary Optimists TEDxChange 2012*  
<https://vimeo.com/39745941#at=0>
- For information on educational DVDs of The Revolutionary Optimists full-length documentary [www.pbs.org/independentlens/revolutionary-optimists/classroom.html](http://www.pbs.org/independentlens/revolutionary-optimists/classroom.html)
- Map Your World website  
[www.mapyourworld.org](http://www.mapyourworld.org)
- Teacher handouts
- Student handouts
- Computers with internet access
- LCD projector
- Android cellphones or tablets
- Digital camera or camera-equipped tablet or cellphone
- Whiteboard/blackboard and markers/chalk
- Pens and writing paper
- Butcher paper
- Washable markers
- Sticky notes
- Dot stickers
- Art supplies
- Street map of the area
- Pushpins and colored string
- 3-ring binders (one for each research team)

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# INTRODUCTION



# WELCOME TO MAP YOUR WORLD!

WE BELIEVE THAT THE PEOPLE USING **MAP YOUR WORLD** SAY IT BEST:

“Map Your World is a platform to prepare the future adults to accept diversity. It is kind of a great equalizer from where the policy makers or influencers can learn a simple concept and that indeed each one teach one concept is possible and workable.”

—Amlan Ganguly, founder Prayasam, a youth empowerment NGO based in India

“Map Your World has made a great difference in my life. I personally feel today nothing is impossible. If you have the will, you have the way.”

—“Daredevil” Shikha Patra, age 16

“This Map your World project makes us see that our area is also valuable and by some changes here and there, our slums/communities can be a much better place for living.”

—“Daredevil” Salim Shekh, age 16

## BACKGROUND

**Map Your World** was inspired by the feature documentary *The Revolutionary Optimists*, which follows “The Daredevils,” a group of youth in one of Kolkata’s most notorious squatter’s colonies. They’ve made a dramatic improvement in the health of their community, a place that cannot even be found on the map. The Daredevils undertook the task of mapping their colony, and have been painstakingly tracking and collecting data around health issues that impact them—water, sanitation, and infectious diseases. In ten years, they’ve made dramatic improvements in their area: turned a trash dump into a soccer field, lobbied for electricity and clean drinking water, decreased diarrhea and malaria rates in their neighborhood, and doubled polio immunization rates.

## GOALS AND POSSIBILITIES

**Map Your World** adds technology to this equation, and allows it to be replicated around the world. Using *The Revolutionary Optimists* as inspiration, this curriculum will empower youth to develop targeted campaigns to address issues that affect their families, their schools, and their neighborhoods. Youth will use the *Map It, Track It, Change It, Share It* model to identify and examine issues in their community and become change agents who can develop a plan of action to raise awareness and bring about positive change. The project leverages existing, proven technology, integrating Google Maps, GPS, Android phones, and an open source tool called One Data. Working in collaboration, youth will use cellphones and the **Map Your World** website to create customized surveys and upload data into a database that is linked to a digital online community map.

With **Map Your World**, this data not only provides actionable information that can be used for policy change, but also tells the story of change. Projects have included children in Tanzania mapping malaria bed-net usage, youth in Oakland mapping fresh food availability, the Southeast Asian Young Men’s Group in Seattle exploring neighborhood safety, and youth in Nashville, Tennessee studying energy efficiency practices in low-income homes in their community. The Map Your World model encourages

youth to focus on issues that connect with their own lives and allows them to explore a broad range of topics from gang violence to public school bathrooms that aren't being cleaned, youth everywhere can map their concerns and share their stories on an interactive website, showing that young people truly can be the change agents in their communities.

When we asked Salim and Shikha, If you could say one thing to young people starting a **Map Your World** project, what would it be? They answered, "Just grab the opportunity and tell the world, yes we can!"

#### PARTNERSHIPS AND RESOURCES

This curriculum was developed in partnership with the Independent Television Service (ITVS), BAVC Producer's Institute for New Technologies, The John W. Gardner Center for Youth and Their Communities at Stanford University, and Nicole Newnham and Maren Grainger-Monsen, co-directors and co-producers of *The Revolutionary Optimists* and filmmakers-in-residence at the Stanford Center for Biomedical Ethics Program in Bioethics and Film. Portions of the curriculum were adapted directly from the following resources:

- "UNIT 3: Research and Action" from *Youth Engaged in Leadership and Learning (YELL), A Handbook for Program Staff, Teachers, and Community Leaders* developed by the John W. Gardner Center for Youth and Their Communities in 2007
- *Research 4 Change Curriculum* developed by San Francisco Peer Resources with special thanks to Assistant Director Elizabeth Hubbard, and Emily Ozer Ph.D, Professor of Public Health, University of California, Berkeley



**FACILITATION NOTE**

Some issues addressed in **Map Your World** projects may be emotionally challenging or personally painful for youth in your program and will need to be handled with care. It may be especially important for classes or youth groups that are populated by youth from diverse socio-economic backgrounds to be sensitive to issues that may arise when exploring and comparing the challenges in each of their home neighborhoods. This may present a valuable opportunity for facilitated discussion depending on the development level and dynamics of the groups, but may also raise tensions that could distract from the larger goals of the project.

An alternative approach is presented in the curriculum that offers youth the opportunity to examine the community directly surrounding the school. Prior to launching the lesson, consider which option will be most appropriate for your youth community. In preparation for launching the curriculum, we also advise that you contact your school counselor or social worker to discuss policies and procedures and be prepared to provide students with targeted support or the option of adjusting or changing their topic or the location of research, as needed.

**WORKING WITH DIFFERENT TIME FRAMES AND GRADE LEVELS**

We encourage educators and youth leadership programs to adapt the **Map Your World** curriculum to the needs of your community. There are suggestions throughout that indicate how the curriculum can be expanded and tailored to a range of audiences with **Extra Mile** options and **Facilitation Tips** to guide the process.

The existing framework requires a minimum of one month, and may require more time based on your class goals and schedule. Younger participants might require additional time to accomplish some of the lessons while older groups might move forward more quickly, and many groups may benefit from changing the order of the lessons or repeating lessons to suit the specific needs of their projects. The **Map Your World** case studies included in this educator guide describe projects that varied between six weeks to two years to complete depending on the complexity of the issues and the outcomes that the groups were working to achieve. The time frame provided is a baseline that should be adjusted, as needed. As teachers and youth leaders, you are encouraged to adjust the lessons and activities as you see fit and to work with your youth groups to determine which project goals are most realistic for the time allotted.

**ONE-WEEK LESSON: INTRODUCING MAP IT, TRACK IT, CHANGE IT, SHARE IT**

For classrooms or programs that would like to introduce the **Map Your World** curriculum, but have a limited amount of time (one week or four to five sessions), we recommend the following structure:

**SESSION 1: MAP IT, TRACK IT, CHANGE IT, SHARE IT - UNDERSTANDING YOUR POWER**

**SESSION 2: MAP YOUR COMMUNITY**

**SESSION 3: IDENTIFYING THE ISSUES**

**SESSION 4: WHAT DO WE WANT TO CHANGE?**

**ASSIGNMENT:** For the culminating assignment, students should write a proposal describing how they would use the **Map Your World** resources to address their issue and bring about positive social change.

**MAPPERS' USER EXPERIENCE:**

Recommendations for facilitators and teachers from Shikha Patra and Salim Shekh, **Map Your World** users and youth leaders featured in documentary *The Revolutionary Optimists*.

Tips for working with kids and **Map Your World**

- 1) Kindly share your thoughts from the very beginning, don't hold back.
- 2) If any time you realize that what we are doing may jeopardize our work, don't hesitate to warn us.
- 3) Don't negate any new ideas that may come from an unexpected encounter, kindly start brainstorming over it.
- 4) Let's make this platform totally apolitical, but we could surely discuss burning issues affecting our world.
- 5) Make the language very simple, like the MYW tool.





# MAP IT, TRACK IT, CHANGE IT, SHARE IT: UNDERSTANDING YOUR POWER

Who has the power to bring about social change? What role can social media play in making positive change possible?

## OBJECTIVES

### Students will:

- Understand what is meant by a “Change Agent” and consider who is capable of bringing about positive social change.
- Learn about *The Revolutionary Optimists*, **Map Your World**, and how social media can be used to bring about positive social change.
- Demonstrate an understanding of the *Map It, Track It, Change It, Share It* protocol by developing a skit based on a **Map Your World** case study.

## SUPPLIES

- Film module:  
*The Revolutionary Optimists* TEDxChange 2012 <https://vimeo.com/39745941#at=0>
- LCD projector
- Student handouts
- Whiteboard/blackboard and markers/chalk
- Pens and writing paper
- Computers with internet access

## PROCEDURE

### I. ANNOUNCEMENTS, AGENDA OVERVIEW, AND DO NOW (5 MINUTES)

#### Do Now Activity:

- Write “Change Agent” on the board and ask youth to brainstorm a definition for that term using the following prompts:
  - What type of change do you think is being referred to?
  - What do we mean by an “agent”?
  - What does a change agent do?

### II. WARM-UP: WHAT IS A CHANGE AGENT? (10 MINUTES)

- Have the class share their definitions of a Change Agent and compare/contrast how the term is understood. Explain that, although there is no single definition for a Change Agent, it is generally defined as: *an individual or group who acts as a catalyst to bring about positive change.*
- Using the responses, develop a working definition for the term Change Agent that can be referred back to and revised throughout the **Map Your World** project.

*Facilitation Tip: As an alternative, students can develop their own term to express what a change agent is and does.*

### III. THINK-PAIR-SHARE: WHO ARE THE CHANGE AGENTS? (20 MINUTES)

- **THINK:** Ask youth to think of an example of a person or group who has worked for positive change. It can be someone who has improved her/his community, changed society, or had an impact on the global stage. Instruct the youth to write for two minutes about what this person/group has accomplished, and what they admire about the person or group’s work.
- **PAIR:** Have the youth pair up and discuss the change agents they have chosen:
  - What similarities/differences can we find in our examples?
  - How did our change agents bring about social change?
  - Did our change agents have a direct impact on our lives or the lives of people in our families/communities? In what ways?

- **SHARE:** Have the youth further explore their selections by standing-up if they have a YES response to each of the following statements, and record the responses on the board:
  - My change agent is famous and is known around the world.
  - This person is a politician, celebrity, or a business person.
  - My change agent is still alive today.
  - S/he/they use(s) social media to bring about positive change.
  - This person/group is from my community.
  - I know this person/group personally.
  - My change agent is an adult.
  - My change agent is a young person.
  - I am a change agent.
- Have the youth return to their pairs or divide into discussion groups of four to five students and review their responses to the activity using the following prompts, or **Student Handout I.A: Who are the Change Agents?**
  - What patterns do we see emerging?
  - How many of our change agents are people we know or working in our community? Why do you think that is?
  - How many of our change agents are youth? Do we think of youth as being change agents? Why or why not?
  - Do we see ourselves as change agents, why or why not?
  - Have you ever wanted to make a positive impact on an issue in your community? Did you have the opportunity to take action? If so, what action did you take? If not, what action would you have wanted to take?

*Facilitation Tip: If time allows, share film modules from the following Community Classroom documentaries with the class to provide additional examples of change agents in action:*

- "Women Peace Makers" from *The Interrupters*  
[http://www.itvs.org/educators/collections/women-and-girls-lead-vol-2/lesson\\_plans/women-peacemakers](http://www.itvs.org/educators/collections/women-and-girls-lead-vol-2/lesson_plans/women-peacemakers)
- "The Greenbelt Movement" from *Taking Root: The Vision of Wangari Maathai*  
[http://www.itvs.org/educators/collections/womens-empowerment/lesson\\_plans/green-belt-movement](http://www.itvs.org/educators/collections/womens-empowerment/lesson_plans/green-belt-movement)
- "People Power From Within the System" from *Waiting for the Revolution*  
[http://www.itvs.org/educators/collections/womens-empowerment/lesson\\_plans/people-power-from-within-the-system](http://www.itvs.org/educators/collections/womens-empowerment/lesson_plans/people-power-from-within-the-system)
- "Muslim Feminism" from *Shadya*  
[http://www.itvs.org/educators/collections/womens-empowerment/lesson\\_plans/muslim-feminism](http://www.itvs.org/educators/collections/womens-empowerment/lesson_plans/muslim-feminism)

#### **IV. REVOLUTIONARY OPTIMISTS TEDXCHANGE VIDEO SCREENING (20 MINUTES)**

- Screen *The Revolutionary Optimists* TEDx Video <https://vimeo.com/39745941#at=0> and instruct students to take notes and record interesting quotes using **Student Handout I.B: The Revolutionary Optimists as a guide**
- Following the screening, ask for volunteers to share their responses and quotes and expand the discussion using the following prompts:
  - What surprised you most when you watched this video?
  - What role did mapping play in their campaign to improve polio vaccination rates?
  - Do you agree that having a map of your community is a right? Why does it matter?
  - Why do the Daredevils think it is important to map the area and conduct research about the polio vaccination rates in their community as part of their campaign? Wouldn't it have been easier and quicker to just post fliers around the neighborhood letting people know when vaccines were available? How do mapping and research help them work toward their goals?
  - Why did the Daredevils transfer the results of the mapping project to Google Maps and share their research online? What role, if any, can technology and social media play in bringing about positive social change?
  - One of the Daredevils says, "Whatever you put your mind to, you can do?" How do you feel about this statement?

## V. MAP IT, TRACK IT, CHANGE IT, SHARE IT (30 MINUTES)

### MAP YOUR WORLD (10 MINUTES)

Share a brief summary of one US-based case study and take the class on a tour of their MYW profile while highlighting how the group used each step of the *Map It, Track It, Change It, Share It* protocol.

*Facilitation Tip: Project the case study's Map Your World project using an overhead projector or have students follow along on their own computers in small teams.*

### WE HAVE THE POWER: ROLE PLAY (20 MINUTES)

- Divide the class into groups of four (or have them return to their earlier discussion groups). Select and share one or more stories from **Teacher Handout I.A: Map Your World Case Study** with the class. You can have a volunteer read the story or print and distribute a copy to each of the groups.
- Ask each group take five to 10 minutes to plan a brief skit using the case-study scenario. Each skit should include *Map It, Track, It Change It, Share It* steps and should answer the following questions:
  - What is the problem being addressed?
  - What is the solution? Has the solution(s) been discovered? If not, how are they using the **Map Your World** process to better understand what needs to be done?
  - How are research and social media used to advocate for a solution?
- Have groups present their completed skits to the entire class. (*Facilitator tip: If time is limited, groups can pair-up and present their skits to each other.*)

*Facilitation Tip: If time is limited, groups can develop an "elevator pitch" as an alternative to a full skit. Use the Harvard Business School Elevator Pitch Builder for guidance:*

<http://www.alumni.hbs.edu/careers/pitch/>

### VI. DEBRIEF: UNDERSTANDING MAP YOUR WORLD (5 MINUTES)

Conclude the activity with a group discussion or journaling assignment using the following prompts:

- Do you think the Daredevils and the youth from the case studies are Change Agents?
- Why or why not?
- How do they compare to our earlier expectations of who Change Agents could be?
- Do we need to refine our definition based on what we saw in the video?

## VII. TAKE HOME ASSIGNMENTS

### OPTION 1:

Explore the profile pages and research projects of other **Map Your World** groups and post a question or comment on one of their blogs. (Remember to be respectful and to provide constructive and thoughtful feedback when engaging with our peers.)

### OPTION 2:

Using the story of The Daredevils or the case study from the class activity, ask the students to imagine the change agents as "super heroes" and create a comic strip that illustrates their struggles, the "villains" that they are up against, and their super powers (teamwork, research, mapping, cellphones, etc.).

The comics can be hand drawn or created online using one of the following resources:

- Pixton for Schools: <http://www.pixton.com/>
- Comic Life for Educators: <http://comiclifefor.com/education>

### OPTION 3:

- Write down three issues or problems that affect you and other youth in your community.
- After each issue or problem, write down at least one thing that a person or group could do to solve, improve, or raise awareness of that issue or problem. Briefly explain how this would help.
- Bring your ideas to the next session.

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"Mapping your world means gaining more knowledge about your area. And we know knowledge is power. So, in order to make yourself visible in this world you should at least know your area well."

—"Daredevil" Salim Shekh, age 16

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What is our community like? What are the advantages or challenges of living in our community? What are the most important issues for youth in our community?

## OBJECTIVES:

### Students will:

- Examine what community means to them.
- Identify assets and potential issues in their communities.
- Work in groups to create a neighborhood map that shows how they see their community (neighborhood, town, school, block) and illustrates their ideal community as a means of considering what changes are needed and how improvements could be brought about.

## SUPPLIES:

- LCD projector
- Street map of the area
- Pushpins (or small "dot" stickers)
- Colored string
- Student Handouts
- Whiteboard/blackboard and markers/chalk
- Pens and writing paper
- Computers with internet access
- Butcher paper
- Washable markers and art supplies (as needed)

## FACILITATION NOTE:

Some issues addressed in **Map Your World** projects may be emotionally challenging or personally painful for youth in your program and will need to be handled with care. It may be especially important for classes or youth groups that are populated by youth from diverse socio-economic backgrounds to be sensitive to issues that may arise when exploring and comparing the challenges in each of their home neighborhoods. This may present a valuable opportunity for facilitated discussion depending on the development level and dynamics of the groups, but may also raise tensions that could distract from the larger goals of the project.

An alternative approach is presented in the curriculum that offers youth the opportunity to examine the community directly surrounding the school. Prior to launching the lesson, consider which option will be most appropriate for your youth community. In preparation for launching the curriculum, we also advise that you contact your school counselor or social worker to discuss policies and procedures and be prepared to provide students with targeted support or the option of adjusting or changing their topic or the location of research, as needed.

## PROCEDURE:

### I. ANNOUNCEMENTS, AGENDA OVERVIEW, AND DO NOW (10 MINUTES)

#### Do Now Activity:

- As youth arrive, have them put a pin in the map indicating where they live and connect a piece of colored string from their home to school.
- Ask students to consider what they notice when they look at the map. Do they see any patterns?

### II. WARM-UP: VISUALIZING OUR COMMUNITY (10 MINUTES)

- **EXPLAIN:** Tell students that we can become so familiar with our neighborhoods and communities that we may not pay close attention to the people, places, and things that we pass by every day. "Today we will take a virtual tour through our community using our imagination, then work together to document what we know about where we live."
- Instruct students to close their eyes as you talk them through a walk in their community. Speak slowly and calmly as you invite students to visualize their community in the **daytime**.

- You are walking through your community. What is on the streets? What do the buildings look like? What do the people look like? Are the people friends or strangers? What are they doing? Are there any children around? Animals? Are there sidewalks? What do they look like? What types of building are there? Where do people live? What types of shops are there? Do you know the people in your community? Do people greet each other on the street? Are kids playing outside? Are people getting together? What are they doing? Where do people work? How are people getting around to places? Is there artwork? What kind? Are there trees, flowers, bushes? Is there litter? Does it feel safe? Do you enjoy walking through your community?
- Ask the students to open their eyes and write down four adjectives to describe their neighborhood in the daytime.
- Now imagine that it is dark. What, if anything, changes in your community?
- Ask the students to open their eyes and write down four adjectives to describe their neighborhood at **night**.

### III. COMMUNITY MAP: DESIGNING OUR NEIGHBORHOOD (60 MINUTES)

#### Community Map Part 1 (35 MINUTES)

- Divide students into groups based on where they live and distribute butcher paper and drawing supplies to each group. Have each group assign roles: Cartographers (map drawing), Illustrators (artists who add creative details), Note Takers, and Facilitators (who will guide the process, ask questions on behalf of the group, and present the group's work).
 

*Facilitation Tip: Try to have as few categories as you can. If students live in disparate areas they can work individually or join a group to do a community map of the area around the school. An additional alternative would be for the all of the youth to focus their research on the school neighborhood and to have each group to select or be assigned a block (or several blocks) to examine for the project.*
- **Explain:** Like the Daredevils and the youth groups we learned about through the **Map Your World** website, we are going through the first step in taking action—which is exploring our neighborhoods and identifying issues that we see everyday.
- Instruct the groups to work on developing their maps using the visualization as a guide. Each youth should share what they visualized with their group and develop their map based on those images.
 

*Facilitator Note: If students get stuck, revisit the questions you asked in the visualization. Some categories that they should consider while making their map could include: types of residences, businesses, traffic, public transportation, garbage, graffiti, public lighting, police / neighborhood watch presence.*
- When they have finished their map ask the groups to look at what they have created and use the prompts to guide a discussion:
  - What do you notice about the map?
  - What are the best features and qualities of your neighborhood?
  - What are some of the problems in your community? How are they represented on the map?
  - Revisit your Take Home Assignment from Session 1: What were the three issues or problems that affect you and other youth in your community? How are they represented on your map?
  - Have the groups make refinements to their maps based on these observations.

#### COMMUNITY MAP PART 2 (25 MINUTES)

- Once again, ask students to close their eyes, but this time ask them to visualize what an **ideal** community would look like. Have them walk through their neighborhood and imagine what it would look and feel like if their neighborhood was the best that it could be. Revisit some of the visualization prompts from earlier in the lesson to guide the process.
- Ask the students to open their eyes and write down four adjectives that best describe their ideal neighborhood

- Instruct the students return to their groups and share what they visualized with their peers, and make revisions to their maps based on what they would like to change or improve when designing their ideal neighborhood. They should also consider the positive qualities that already exist in their neighborhood that they would like to highlight or enhance. Examples could include: community spaces (playgrounds, parks, sports areas, etc.), community groups, kids playing outside, neighbors knowing and greeting each other, crossing-guards, bike lanes, farmers' markets/grocery stores, more effective garbage/waste elimination, improved lighting, pedestrian zones, etc.
- When they have finished their maps, ask the groups to use the prompts to guide a final discussion:
- How has your map changed over the course of the activity?
  - What were the best resources and qualities of your neighborhood before you made the changes? How can you utilize those assets?
  - What changes have you suggested to improve some of the problems in your neighborhood?
  - What are the three biggest problems that your neighborhood is facing?
- Conclude the activity by asking all of the groups to share their neighborhood's three biggest issues and record them on the board. Are there any similarities among the groups' responses?
- Explain to the youth that they will be working together over the coming month to become Change Agents. They will identify an issue in their community and develop a plan to research, understand, and take action on it using the **Map Your World** resources.
- Hang the maps around the room and revisit them throughout the MYW project.

#### EXTRA MILE:

Share the brief excerpt from Sandra Cisneros' book, *The House on Mango Street*, and use the questions provided to discuss how their own neighborhood might look through the eyes of an outsider:

[http://teacher.scholastic.com/scholasticnews/indepth/one\\_world/pdfs/spread.pdf](http://teacher.scholastic.com/scholasticnews/indepth/one_world/pdfs/spread.pdf)

#### IV. DEBRIEF (10 MINUTES)

Conclude the activity with a group discussion or journaling assignment using the following prompts:

- What surprised you most as you created your maps?
- What issues were common among many or all of the neighborhoods? What issues were unique to one neighborhood? What can we learn from this?
- What happens when there is a problem within the community? Who does it affect? What about when something positive happens?
- What types of positive resources are there for youth in your community? Do you think youth use these resources or go to these places? Why or why not? Have you used these resources? Do you know who has?
- What do youth need that doesn't currently exist?
- Who is responsible for making change?

#### V. TAKE-HOME ASSIGNMENT: NEIGHBORHOOD MAPPING ACTIVITY

Distribute **Student Handout 2.A: Neighborhood Mapping Activity** to each student, and instruct the class to complete the assignment for the following session.

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The recognition we are getting from our neighborhood is making me more confident... I have started taking care of my community much more than before. Now I hardly find a difference between my community and my family."

—"Daredevil" Shikha Patra, age 16

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What is the problem or issue that you want to address and/or change in your school or community?  
What are your goals for addressing this issue?

## OBJECTIVES:

### Students will:

- Identify issues and assets in the community.
- Brainstorm research topics and explore issues addressed by other youth in the **Map Your World** community.

## SUPPLIES:

- Computers with internet access
- Student handouts
- Whiteboard/blackboard and markers/chalk
- Pens and writing paper
- Butcher paper
- Washable markers
- Project binders (distribute one to each group and instruct them to use the binder to organize all of their handouts and activity sheets)

## PROCEDURE:

### I. ANNOUNCEMENTS, AGENDA OVERVIEW, DO NOW (10 MINUTES)

#### Do Now Activity:

- Ask students to think about an issue in their school, neighborhood, or community that has concerned them in the past and write about it for two minutes using the following prompts:
  - Were they able to take action on it? If so, what did they do? What was the outcome?
  - If not, what action would you have liked to take? What resources, support or information would have made it possible to achieve positive change?
- Ask volunteers to share their responses.

### II. IDENTIFYING PROBLEMS (15 MINUTES)

#### Facilitation Tip: Dividing into Groups

*Youth will need to be divided into research groups that will work together for the remainder of the project. The group selection process may vary based on the needs of each classroom community, and if each research group will be working on their own topics or a single topic selected by the entire class. If students will be collecting data outside of the regular session time or if they live in a variety of neighborhoods, you may want to organize the research groups according to where the youth live. Other classes may want to give the students the option to organize their groups in relation to the research topic that interests them most.*

- Divide participants into groups of approximately four youth per group and give each group a piece of paper and pens. Have them create two columns on the paper, and label the columns with the name of your school and the neighborhood or city/town.
- Ask participants to brainstorm as many problems they can that exist in these places. Encourage students to think about what really bugs them, or if they could change something, what would they change? Encourage them to think big and to think small. Small problems like broken streetlights and cigarette butts on the ground can lead to or signal bigger issues. Problems can also include social issues like safety and bullying.

#### Facilitation Tip: Share stories from the MYW case studies for additional examples and ideas.

- After brainstorming, come back to the full group and record all of the issues on chart paper. Compare participants' responses and recall the importance of different perspectives in understanding their community.

### III. IDENTIFYING STRENGTHS (15 MINUTES)

- Remind the group about the concept of assets: positive things or strengths. An asset can be a skill, a quality, or a resource (like money, a building, or a program). Ask youth for examples.
- In the same small groups, have youth turn their paper over and label the same columns: school, and neighborhood or city/town. Under each heading, have youth write assets (e.g., people, places, programs) that are supportive and important for them and for youth in general and that make their community a better place to live.
- Share as a full group: Invite the participants to share their lists of assets, and write them all up on a chart paper above or next to the chart of problems or issues.

*Facilitation Tip: Walk around the room as youth work, offering additional prompts such as: What do you like about living here? What is unique or special about this place? Who or what supports you or helps you? People? Places? Programs? Be sure to refer to the role of personal assets in bringing strength to a community (and vice versa!). Refer to the Community Maps that youth created as part of Session 2 earlier in this Unit.*

### IV. TOPIC BRAINSTORM (40 MINUTES)

- Come together as a class and discuss some characteristics of a good **Map Your World** research topic. Share the following list and ask if the students have anything to add:
  - Specific and focused
  - Affects people in your school and community
  - Easy to understand and explain
  - Important to other youth
  - Could use more examination
  - Has realistic or possible solutions
  - Is possible to research and document with our resources
- Ask students to return to their groups and give them 10 minutes to brainstorm possible topics based on what they have identified as issues or concerns in their community. List all topics mentioned on a piece of butcher paper. Remind everyone that this is a time to get all ideas out, not to make decisions or evaluate options.
- Once each group has a list of possible topics, instruct them to record the pros and cons of addressing each issue. Refer them back to the characteristics of a good research topic that the class developed together. How does each of these ideas measure-up to our guidelines?
- Instruct the groups to take 15 minutes to visit the **Map Your World** website: <http://www.mapyourworld.org/> and further explore examples of issues and assets that other youth groups have identified in their communities. What can we learn from their projects? What challenges did they face? What made their projects successful?
- Have the groups revisit and refine their topic selections and identify the three issues that would make the best **Map Your World** project topics.
- Ask each group to partner with another team to share their topic selections and receive feedback.
- Explain that the groups will continue to work together in the following session to decide on a final topic for their **Map Your World** research project. Between today and the next session, they may think of additional ideas for their research topic and are welcome to submit them to the group for consideration.

### V. DEBRIEF (10 MINUTES)

Conclude the activity with a group discussion or journaling assignment using the following prompts:

- What **Map Your World** projects created by other youth groups are most interesting?
- What surprised you most when you were reviewing their projects?
- What did you learn from their research that you could use in your projects?



## VI. TAKE-HOME ASSIGNMENT: ARGUING YOUR CASE

Instruct students to identify the issue that they are most excited to research and develop an argument in favor of their topic. They can write a journal entry or record a vlog (video blog) and share the video link on your **Map Your World** webpage. The following video hosting websites provide classroom-friendly alternatives for uploading and sharing student videos:

- **SchoolTube:** <http://www.schooltube.com/>
- SchoolTube allows teachers and students to create their own channels and start sharing student-generated videos.
- **Vimeo:** [www.vimeo.com](http://www.vimeo.com)
- Vimeo has all of the sharing options found on YouTube, but in a much cleaner and easier-to-use interface that allows users to password protect their content as needed.

## SESSION 4



## WHAT DO WE WANT TO CHANGE?

What is the problem or issue that you want to address and/or change in your school or community? Why is it important? How can we use social media to address this issue?

### OBJECTIVES:

#### Students will:

- Understand what makes a strong research topic
- Debate the merits of each issue and collaborate on the selection of a project topic
- Learn how to create a profile page on the **Map Your World** website. Go to [www.mapyourworld.org](http://www.mapyourworld.org) and click "Sign Up" or "Sign In" at the top of the screen.

### SUPPLIES:

- Computers with internet access
- Student handouts
- Whiteboard/blackboard and markers/chalk
- Pens and writing paper
- Butcher paper
- Washable markers
- 3-ring binders (one for each research group)

### PROCEDURE:

#### I. ANNOUNCEMENTS, AGENDA OVERVIEW, TAKE-HOME ASSIGNMENT REVIEW

(10 MINUTES)

##### Do Now Activity:

Ask youth to identify one of the candidates from their group's list of issues that they were not as interested in researching. Ask them to imagine that this issue was their top choice and have them create a brief argument in its defense by describing the following:

- Why is this issue important to me?
- How does this issue affect my life?
- What positive outcome could result from using this as our **Map Your World** topic?

#### II. COMING TO AGREEMENT (50 MINUTES)

*Facilitation Tip: Each student group may select their own topic or the class may select one topic that every group will work on. Choose one of the following activities to help your students choose their **Map Your World** research issue:*

##### OPTION A—Use when choosing one topic for the whole class **Forced Choice Activity**

###### Part 1: Taking a Stand (15 MINUTES)

- Write each issue on a separate piece of paper and post the papers in different areas of the room. Have all students stand in the center of the room. For each statement, ask students to go to the

issue they feel fits the statement the most appropriately. Choose from the statements below. Add any additional statements that you feel are important

- Note: It is crucial that you take notes during this activity so you can remember the discussion. After each statement, let a few people from each corner speak about why they are standing there.
  - What issue most affects you personally?
  - What issue impacts the most people at our school? (the most widely felt)
  - What issue affects people so that they feel they can't come to school? (the most deeply felt)
  - What issue do you think teachers know the least about?
  - What issue will the adults at school be the most okay with?
  - What issue will the adults at school be the least okay with?
  - What issue would be the hardest to make change on?
  - What issue will be the easiest to make change on?
  - What issue will be easiest to involve lots of other students in the school on?
  - What issue will take the most time and energy for us as a group
  - What issue are you most passionate about?
- Discuss the activity using the following prompts
  - What did you notice during this activity?
  - What factors seem to be the most important in choosing our campaign?
- Explain: When we pick an issue, we have to consider all kinds of factors, including what will make the biggest difference and practical concerns—what are our resources, is this issue winnable, do we have allies in the school? Problems can be deeply felt, or widely felt or both. We should consider both deeply felt and widely felt problems. Some problems may not have been said as many times as other problems, but they may be deeply felt—they affect people in serious and profound ways, cause severe stress or threaten your physical or emotional health. These problems may not be voiced as often because they may be difficult to talk about or they may be specific to a certain population.

*Facilitation Tip: Some issues may be emotionally challenging or personally painful for youth in your program and will need to be handled with care. Prior to launching the lesson, please contact your school counselor or social worker to discuss policies and procedures for handling these issues and be prepared to provide students with support or the option of adjusting or changing the topic of research, when needed. Also consider which issues will present challenges within the political landscape of the school and community, and be sure to keep open communication about the project with school administration and community leaders, as needed.*

## **Part 2: Advocating for Your Issue** (35 MINUTES)

- Break students into groups depending on what issue they are most interested in.
- In groups, students should create an argument for their issue. Hand out copies of the *Student Handout 4.A: Research Topic Debate Preparation* to each group and have the groups prepare for the debate by answering the questions on the worksheet. Use markers and butcher paper to create a visual that illustrates the importance of their issue—what are the effects of this problem on people?
  - Why should this problem be important to this class?
  - Who is affected the most (neighborhood, people, age group?)
  - Is it deeply felt, widely felt, or both?
  - What are some possible solutions that we as a class could accomplish concerning this issue?
  - Include anything else that they think is persuasive
- Have students present their issues in groups to the entire class. During this time, the entire class should discuss any concerns they have about the issue.
- VOTE on the issue. Options:
  - Do a secret ballot vote
  - Do a "five finger" vote (shows range of interest)
  - Allow multiple votes (e.g. they vote for their top 2 choices)
  - Put post-its near their favorite and least favorite issues
  - Simple hand-raising vote

**OPTION B**—Use when allowing each group to select their own topics

**TOPIC DEBATE ACTIVITY** (50 MINUTES)

- Ask each group to review their top three topics from the previous session and instruct the group to assign at least two people to advocate on behalf of each of the top three issues. When possible, have the youth assigned to the topic they had selected for the Session 3 Take Home Assignment or the topic they had chosen for their Do Now Assignment, since they would have already had the opportunity to think more deeply about.
- Students should work together to create an argument for their issue. Hand out copies of the **Student Handout 4.A: Research Topic Debate Preparation** to each group and have the groups prepare for the debate by answering the questions on the worksheet. They should also use markers and butcher paper to create a visual that illustrates the importance of their issue—what are the effects of this problem on people?
  - Why should this problem be important to this class?
  - Who is affected the most (neighborhood, people, age group?)
  - Is it deeply felt, widely felt, or both?
  - What are some possible solutions that we as a class could accomplish concerning this issue?
  - Include anything else that they think is persuasive.
- Have each debate team take two to three minutes to present the case for their topic. Give the rest of the group one minute to respond with a counter argument.
- After the debate, review the topics as a group, and use your group decision-making process to narrow it down to your final topics.
- VOTE on the issue. Options:
  - Do a secret ballot vote.
  - Do a “five finger” vote (shows range of interest).
  - Allow multiple votes (e.g. they vote for their top 2 choices).
  - Put sticky notes near their favorite and least favorite issues.
  - Do a simple hand-raising vote.

**III. MAP YOUR WORLD PROFILES** (25 MINUTES)

- Explain: Now that the topic has been selected, each group will create their project’s profile page on the **Map Your World** website. This page will be where we store our data, create our maps, document our progress, review our research, and share our results.
- Download and distribute the **Map Your World Guidebook** to each group. Demonstrate how to create a profile page by projecting an image from your computer and/or walking through the process step-by-step with student groups following along at their own computers.
- If you have additional time, allow the students to explore the site independently and ask questions as needed.

*Facilitation Tip: Provide each research team with a binder where they can collect important hand-outs, group work-plan, printed data, and process notes.*

**IV. DEBRIEF** (5 MINUTES)

Conclude the activity with a group discussion or journaling assignment using the following prompts:

- What factors were most important in choosing our issue?
- Why were they important?

**V. TAKE-HOME ASSIGNMENT: WHAT DOES IT MEAN FOR ME?**

- Explain: In order to effectively create change you must thoroughly understand the issue you are addressing—this requires research. There are many ways to research and an important resource is our own experience. Remind students that “*the wealth is in the room*,” meaning personal history/experience is the best first place to start your research.
- Ask students to write about the impact that their research topic has had on their own lives.



Why is this issue important? What are the underlying causes? What are the unseen or misunderstood consequences?

## OBJECTIVES:

### Students will:

- Identify the causes and effects of their selected community issue.

## SUPPLIES:

- Computers with internet access
- Pens and writing paper
- Student handouts
- Butcher paper
- Whiteboard/blackboard and markers/chalk
- Washable markers

## PROCEDURE:

### I. ANNOUNCEMENTS, AGENDA OVERVIEW, DO NOW (15 MINUTES)

#### Do Now Activity:

- Instruct students to pair-up and share what they wrote in their Take Home Assignment for Session 4
- Each student will have 2 minutes to talk about her/his connection to the issue. Youth should talk about themselves ONLY. The 2 minutes are theirs to use. If they stop talking before 2 minutes, their partner will remain silent.
- Remind students about attentive listening and confidentiality and speaking from your own point of view. After the 2 minutes are up, the partner will have 1 minute to follow up with questions. The speaker can choose what questions they want to answer.

### II. WARM-UP DISCUSSION: WHAT DOES IT MEAN FOR ME? (10 MINUTES)

Explain: We are all connected to the issue chosen in some way or another. Even if this is not the issue that affects each of us the most, we are still all affected by it. As we work on changing this issue, it is important to remember how we are all connected to it collectively and how we are individually connected to it. If they wish, students may share their reflections. Write up all follow-up ideas on chart paper. Discussion questions:

- What did you learn from this experience?
- What things did you hear in common?
- Based on the experiences of this class, how can/should we direct our attention to this topic?
- What areas seem most important to follow-up?

### III. GETTING TO THE ROOT OF THE PROBLEM (30 MINUTES)

Select one of the following activities to help youth explore their topics more deeply:

#### OPTION 1: BUT WHY?

- Review the community issues and assets that youth identified in the previous sessions, including the final issue(s) or topic(s) that youth selected. Explain that today you will try to identify the roots of this issue(s). Stress that the way to create change is to get to the root of the problem. Start with an example that explains the difference between a cause and an effect. (The flu is a good example: have youth identify what might cause someone to get the flu, and what are its effects or symptoms.)
- Select an issue or problem from the **Teacher Handout 1 Map Your World Case Study Collection** and write a brief description on the board. For example: *Cigarette butts are littered around our neighborhood.*
- Now ask the students to say why this is a problem. Once they have brainstormed a list, pick one of the most salient causes they raised and then repeat the process for that particular cause. Do this at least one more time, and then share the case study with the class. Did they see the same issues as the youth in the case study? Compare and contrast their responses.

### EXTRA MILE:

A great way to get personal and passionate responses to “but why?” is to have students write a poem. Students could write a short poem in the style of a haiku or sonnet or a group poem such as a renga. Visit [Poets.org](http://Poets.org) for tips and resources on poetic forms and introducing poetry into the classroom:

[www.poets.org](http://www.poets.org)

- Divide into groups and ask each group to sit in a circle. Have one student begin by describing why the research topic is a problem. The first student should complete her/his statement by asking the person to their right “But why is that a problem?” The second person should respond to the question then complete her/his statement by asking the person to their right “But why is that a problem?” This should continue until the root of the problem is reached.
- Debrief with participants: How hard was it to get to the root of the problem? When did they know they had reached it? How can you tell a symptom from a cause? Are some things both causes and effects?
- What were some of the root causes that the activity generated? Any similarities among groups?

### OPTION 2: ROOTS AND BRANCHES

*Facilitator Tip: You can use the following activity for student groups who need more help exploring causes and effects.*

- Distribute a large piece of paper to each group and instruct them to draw a tree with many roots and branches.
- Explain that the branches are the symptoms of the problem, and the roots are the causes of the problem.
- For example: For the issue of alcohol abuse, the branches could be bad grades, skipping school, violence, failed relationships, accidents, and falling down. The roots could be depression, stress, insecurity, and easy access. If you opt to use this model, encourage “sub-roots,” or smaller roots that feed into the larger roots. For example, a sub-root of depression could be genetics, or a sub-root of easy access to alcohol could be lack of enforcement of laws against selling to minors.

### IV. CHARITY AND CHANGE (30 MINUTES)

- Brainstorm examples of charity and change. Start with an example like homelessness: Charity would be volunteering at a soup kitchen or setting up a homeless shelter; change would be figuring out why homelessness occurs and finding ways to prevent it. Think of examples of charity and change throughout the world. Examples range from donating clothes to the poor (charity), to helping the unemployed find jobs (change). See example below.

PROBLEM/ISSUE	CHARITY	CHANGE
Homelessness	Spend a Saturday helping at a soup kitchen.	Interview homeless people about why they became homeless, then act on those reasons
Litter	Spend an afternoon cleaning up a park	Raise money and provide bright colored trash cans for areas where there are none.

Adapted from “UNIT 3: Research and Action” from *Youth Engaged in Leadership and Learning (YELL) A Handbook for Program Staff, Teachers, and Community Leaders* developed by the John W. Gardner Center for Youth and Their Communities in 2007

- Distribute the **Student Handout 5.A: Charity and Change** to all participants and divide youth into pairs. Have youth:
  1. Identify the differences between charity and change using the examples from the brainstorm.
  2. Brainstorm examples of charity and change related to their selected issue or problem.
- Have pairs share some of the things they discussed. Ask for responses from the group.

### V. DEBRIEF AND CLOSING (5 MINUTES)

- Which seems more powerful in addressing the issues that concern us—charity, change, or both? How do charity and change work in combination?
- Who does charity or change impact? How? What are the goals of each?
- How will these ideas help us in thinking about our project? How does research connect with charity and change?

### IV. TAKE HOME ASSIGNMENT: CHARITY AND CHANGE

- Ask students to write a journal entry discussing a time in their life when they wanted to make a difference and which course of action they chose.
  - Did you choose charity, change, or both? Why?
- Encourage students to blog or vlog their story and add it to their project profile page.

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Through **Map Your World** you come into contact with others doing community work in different corners of this globe and we all become good friends. We share with each other our own problems, and your friends sometimes come up with more workable solutions than yours.

—“Daredevil” Salim Shekh, age 16

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# WHAT DO WE WANT TO SEE? HOW DO WE GET THERE?



What are the goals of your project and what outcomes do you hope to achieve? What specific kind of information might you need to solve or address the problem? Who are your allies and opponents, and who makes the decisions that make change possible? How will you make sure your research is complete? Who is responsible for doing what? By when?

## OBJECTIVES:

### Students will:

- Develop the mission and vision statement for the project and identify research questions that will help meet the project goals.
- Create a Work Plan for the **Map Your World** project.

## SUPPLIES:

- Computers with internet access
- Student handouts
- Whiteboard/blackboard and markers/chalk
- Pens and writing paper
- Butcher paper
- Washable markers

## PROCEDURE:

### I. ANNOUNCEMENTS, AGENDA OVERVIEW, DO NOW (10 MINUTES)

#### Do Now Activity:

- Finish this sentence: "We will know our project is successful, if \_\_\_\_\_."
- Ask students to share their response with a partner then request volunteers to share with the class.

### II. DEVELOPING THE VISION AND MISSION (30 MINUTES)

- On a large sheet of butcher paper, write the selected research topic (or topics). Youth should think of themselves as teaching others in their community about youth experience as related to this topic (youth can refer to **Student Handout 6.A: MYW Mission and Vision Samples** to assist with the following section). As you move through this exercise, encourage youth to think about how they will get other people excited about their topic.

*Facilitation Tip: To assist with the brainstorming, it would be helpful to provide the template of a "mind map" that you regularly use in class or use an online mind mapping tool such as:*

- Text to Mind Map: <http://www.text2mindmap.com/>
- Bubbl.us: <https://bubbl.us/>

#### • STEP 1: What is your guiding vision?

This is what youth would like to see happen in an ideal world if their problem or issue was completely solved. For example: "We envision a community free from violence, where all youth feel safe and supported." The vision needs to be clear and motivating. It does *not* need to be attainable.

#### • STEP 2: What is your mission?

The mission is what you will actually attempt to do or make happen. For example: "Our mission is to increase understanding of youth's perspectives on violence and youth's experiences of violence in our school and community, and show adult decision makers that young people can be part of making a positive difference for the whole community."

#### • STEP 3: WHAT ARE YOUR SPECIFIC GOALS?

Start with a brainstorm: Have youth imagine that they have finished collecting all their information and are ready to share what they found. What type of impact do they expect? What type of change do they want their findings to make? What do they want to be able to share? Have youth agree to at least two goals. Make sure the goals are realistic based on the time frame available.

For example:

“Our goals are:

1. To share research findings and recommendations with decision makers in our school and community.
2. To develop action steps for putting our recommendations into practice.”

• **STEP 4: What questions do we have about our topic?**

Divide youth into groups of two or three. Give each small group three sticky notes. Each group is responsible for coming up with at least three questions they think will help them better understand their topic. Have youth write one question per sticky note. After they have completed their questions, have them number their questions from one to three, with one being the most important, and three being least important.

Come back together as a group and have each group pass up the question they think is the most important. Post all of these #1 questions on a whiteboard or piece of butcher paper. Once all of the #1 questions are up, ask if anyone has any duplicates, and if so to pass them up for the facilitator to group accordingly. Then, have youth pass up any non-duplicate #2 questions, and repeat the process until all questions are up on the board or paper. As much as possible, group the questions according to common themes. After the questions are grouped, have youth state the key overarching question that covers each grouped set of questions. Write these overarching questions on a separate sheet of butcher paper. If there are more than three question categories, have youth prioritize the three most important by whatever decision-making process is best for your group.

**III. HOW DO WE GET STARTED?** (40 MINUTES)

- Instruct groups to take out their **Map Your World Guidebook** and give each group five minutes to brainstorm what roles they think will be required to take-on the *Map It, Track It, Change It, Share It* process. For example: Project Coordinator, Surveyor/Cartographer, Interviewer, Photographer, Note-Taker/Progress Reporter, Equipment Manager, Data Analyzer, etc.
- Have each group share their results with the class and record the responses on the board. Refine the results into a list of 5 to 7 roles that will be needed for the project.  
*Facilitation Note: Groups will have the opportunity to revisit and refine these roles and facilitators should feel free to provide more targeted feedback on the necessary roles when needed – especially for younger participants.*
- Provide the class with a schedule for the project: data collection days, progress deadlines, the project completion date, and the celebration/presentation date.
- Divide class (or research groups) into three teams and assign each team a section of the planning timeline (Methods, People, or Products). Give each team a piece of butcher paper and **Student Handout 6.B: Getting Started**. Students can brainstorm on the butcher paper, and then transfer their results to the handout.
- For now, they should focus on tasks and the dates, and leave the People Responsible section blank.

**GROUP 1: METHODS**

- Using the *MYW Guidebook*, have the youth brainstorm all of the deliverables and deadlines that will help complete their research and write them on the butcher paper. Be sure to address the following questions:
  - How many data collection trips, interviews, or surveys, do you plan to do?
  - When will you have your questions ready? A draft? Final copy?
  - When will you start and complete your data analysis?

**GROUP 2: PEOPLE**

- Using the *MYW Guidebook*, have youth list the individuals and groups that they need to inform and enlist along the way, and write them on the butcher paper. Youth should consider the following:
  - Who needs to know about your research plan? Whose permission do you need to carry out your research? Whose support and involvement could help you get things done?
  - What groups or individuals have the greatest impact or influence? How do we get them involved (or get involved with them)?
  - With whom will you share your final recommendations and findings? When?

### GROUP 3: ACTIONS AND PRESENTATIONS

- Using the *MYW Guidebook*, ask this group to think about the presentations that would best communicate findings and recommendations and what actions they want to take to bring about positive change. Make sure the following questions are addressed:
  - What outcomes do you hope to achieve based on your research project? (This may change as the project develops)
  - What actions will help you reach those goals?
  - How will you share your findings and recommendations using the **Map Your World** resources? What presentations will you create?
  - How long will it take to make each presentation? In addition to the **Map Your World** Community, who are the audiences for it?
- Bring everyone back together and ask each small group to share their main tasks and assigned completion dates. As the groups present, ask everyone for feedback:
  - Is this timeframe realistic?
  - Are there any tasks we may have overlooked?
- As the group comes to agreement on each task, fill in the planning worksheet or have the group replicate the project plan on a large sheet of butcher paper.
- Identify which MYW role will be responsible for each task. Once all of the tasks have been written in chronological order, ask the group again if this timeline seems realistic, if the responsibilities are evenly distributed, and if anything has been overlooked. Make revisions as needed.
- Each student will select or be assigned a role and will become an expert in that area of the project using the Jigsaw Classroom Model. The selection will be made after the work plan has been developed so participants have a clear idea of what each role will require. (*Facilitation Tip: Instructions on using the Jigsaw Classroom Model can be found at Jigsaw.org: <http://www.jigsaw.org/steps.htm>*)
- Remind youth of the mission and goals of their project, and that all of this work is helping to fulfill that mission and meet those goals.  
*Facilitation Tip: The teacher/facilitator may need to help guide younger students through this process.*

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Whoever thought that using mobile phones will be child's play? And when you do the survey with mobiles you will see that you save a lot of time and the data is totally authentic.

– “Daredevil” Shikha Patra, age 16

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### IV. DEBRIEF DISCUSSION (10 MINUTES)

- What aspect of this project are you most excited about?
- What are you most nervous about?

### V. TAKE HOME ASSIGNMENT: CONNECTING WITH OUR COMMUNITY

- Look for examples of interviews that relate to your issue or similar issues.
- What techniques does the interviewer use? What questions did s/he ask? Who was interviewed and what opinion did the interviewee have on the issue? Was the interview successful (why or why not)? What would you have done differently? What techniques could you use in your interview?  
*Facilitation Tip: Prepare the youth for this activity by sharing some examples of great interviewing from radio, television, or print sources. The following resource provides additional tips and information: [Interviewing Tips from a Pro: <http://www.qualitative-researcher.com/listening/terry-gross-on-interviewing/>](http://www.qualitative-researcher.com/listening/terry-gross-on-interviewing/)*



# WHAT DO WE WANT TO KNOW? HOW DO WE FIND OUT?



## PART 1

- How are you going to get information? What tools will you use to collect it?
- How are you going to get people to answer your questions and be involved?
- Whose ideas, perspectives, and knowledge do you need to better understand this issue?

## OBJECTIVES:

Students will

- Understand what types of data can help bring their issue to life.
- Learn how to collect and data using the **Map Your World** resources.
- Create a collection of survey questions that will provide the data needed to better understand their issue and how to act on it.

## SUPPLIES:

- Computers with internet access
- Pens and writing paper
- Student handouts
- Butcher paper
- Whiteboard/blackboard and markers/chalk
- Washable markers

## PROCEDURE:

### I. ANNOUNCEMENTS, AGENDA OVERVIEW, DO NOW (10 MINUTES)

#### Do Now Activity:

- Imagine you are conducting a survey on your research topic but you can only ask three questions, what would they be?

### II. MAP YOUR WORLD: DATA COLLECTION STRATEGIES (30 MINUTES)

- Instruct each research group to visit the **Map Your World** website and select a project to examine (each group should look at a different project). Give the groups 5 minutes to review their project and list all the different ways that the youth gathered information. If the groups used surveys, what types of questions did they ask? (Yes/No, multiple choice, fill in the blank, photographs, GPS coordinates, etc.)
- Ask each group share their examples with the class and have a volunteer to record the results on the board or a large piece of butcher paper. Compare the strategies used by the MYW groups and look for similarities as well as unique approaches to collecting data.
- Create a complete list of all of the methods used to by the MYW researchers. Discuss the benefits and limitations of each data collection method, and how the approach will be shaped by the issue being explored and the kind of information that is needed for the project.
- Using **Student Handout 7.A: Data Collection Strategies**, have the groups list each data collection method, what kind of information it could help them collect for their project, and what the limitations would be.
- Have each research group partner-up to share their results and give feedback.

### III. MAP YOUR WORLD: SURVEY QUESTIONS (45 MINUTES)

- Ask each person to write down two or three general questions that they could ask someone about their research topic (on index cards or paper). After youth have had a few minutes to write on their own, have them share out. List all the questions on butcher paper or the board.
- Pass out the **Student Handout 7.B: Types of Survey Questions** and review each question type: Yes or No Scale, Multiple choice, Open-ended.

- Divide groups into pairs. Have each pair come up with survey questions in at least three of the survey question categories. They can use or revise the brainstormed questions or make up new questions.
- Using their newly created survey questions, have youth move about the room and find five different people to take their survey. Encourage students to ask each other questions and give feedback if a survey question is confusing. Have youth return to their pair and revise their questions according to the feedback they received, and then add at least one survey question to each category.
- Explain and discuss: Depending on the issue we chose, some of the information we gather may be considered sensitive. On the **Map Your World** website, we have the option of indicating whether a survey is public or private but we can only share data that is “public”. How do we collect and share important data without violating our participants’ privacy or undermining their trust in our project?
  - What type of information would be considered “private”? (Ask students to if the following information should be considered private or public—or does it depend on the circumstances: telephone numbers, email addresses, names, street addresses, health information, personal income)
  - What are the pros and cons of doing a survey that remains private?
  - What are the benefit and drawbacks of displaying the data in a public forum?
  - Which of our questions should private or public?
  - Groups have the option of creating two surveys for the same project: one private and one public. When they collect data they can use both surveys at the same time as follows:
    1. Researchers ask the subject for the private information needed for their research such as phone numbers, email addresses, health information, photos, or even their full name, and collect that data in the private survey uploaded on their cell phone. They also assign each subject a Subject ID such as *Research Subject A*, which they record in the private survey as well.
    2. Researchers then collect the public information from *Research Subject A* (GPS, photos, survey questions, etc.) and record that in the public survey along with the same Subject ID.
    3. Researchers repeat this process for every subject. This will allow them to share the public information while protecting their subjects’ privacy. It will also help researchers to organize the public and private information when they are analyzing their results later in the project.

- Share examples of surveys from the **Map Your World** website and discuss the importance of privacy. Explain that if you are interviewing an individual you will need to ask for their permission to publish any of their personal information online. If you are collecting private information, you will need to include a consent question in your survey. You can write a consent question into your survey using the Survey Builder on the MYW site. For example: Do you give permission for your responses to the survey and any associated photos to be published online at [www.mapyourworld.org](http://www.mapyourworld.org)?

#### IV. DEBRIEF AND FINALIZE SURVEY QUESTIONS (10 MINUTES)

- Have one pair at a time read out their questions (by category) to the group. Have volunteers type the questions into. (If possible, have four pieces, one for each type of question.) As you go around the group, have people add questions that have not yet been stated by another pair. After everyone has had a turn, ask if there are any additions.
- Instruct groups to keep their finalized questions in their binders or a safe storage area in the classroom. Tell them that they will learn how to upload their finalized survey questions to their profile pages and cell phones during the following session.

#### V. TAKE-HOME ASSIGNMENT

What other ways can we gather information that can help us make positive social change? During the next session we will learn how to use images to collect data.

- Use your cell phone or digital camera, to practice collecting images that help to reveal the story behind your issue.
- Experiment by taking close-up photos and wide shots (that show the object or area plus its surrounding) and photograph from several different angles.
- Bring your three best images to the next session.

#### EXTRA MILE— DEVELOPING SURVEY QUESTIONS

*Facilitator Tip: Developing successful survey questions can be one of the most challenging aspects of the **Map Your World** project. Consider adding one of the following activities to give youth a deeper experience in creating effective, meaningful projects and surveys:*

- Middle School and High School Students: Design Thinking Design Thinking For Educators Toolkit: <http://www.designthinkingforeducators.com/about-toolkit>
- High School Students: **Map Your World** Surveys: A Classroom Guide <http://www.mapyourworld.org>. Go to the For Teachers section of the MYW website for a step-by-step survey guide.

# WHAT DO WE WANT TO KNOW? HOW DO WE FIND OUT?

## PART 2

### OBJECTIVES

#### Students will:

- Learn how to collect photographic data and understand the data-collection protocol.
- Learn how to use the **Map Your World** survey tools and input survey questions into the project page/phone.

### SUPPLIES:

- Computers with internet access
- LCD projector
- Cellphones/digital cameras
- Student handouts
- Teacher handouts
- Whiteboard/blackboard and markers/chalk
- Pens and writing paper
- Butcher paper
- Washable markers

### FACILITATION NOTES:

- Some schools have restrictions regarding the use of cellphones on campus. Be sure to discuss this project with school administration and security in advance to confirm if and how cellphones can be used.
- If students are asked to use their own cellphones, that they have permission to bring in and use their phones on school property and provide them with a permission form to keep with them.
- You can download ODK Collect, a free application available through the Google Play Store. Refer to the **Map Your World Guidebook** under Technical Clues for download and configuration instructions or visit the FAQ on the MYW website.
- Connect the phones to the wi-fi prior to the lesson, or work together with the students to teach them how to log onto the phone's wi-fi settings.
- Students can use digital cameras to gather images for blog entries, but they will need a cellphone or tablet to collect image data and record the GPS coordinates to create the online map.
- Don't forget to charge the phone/camera batteries before the session starts.

### PROCEDURE:

#### I. ANNOUNCEMENTS, AGENDA OVERVIEW, DO NOW (10 MINUTES)

##### Do Now Activity:

Describe three ways that photographs can help you explore your issue?

#### II. WHAT MAKES A STRONG PHOTOGRAPH? (20 MINUTES)

- Share the *How to Make Strong Photographs* slide show and instruct students to note the four "rules" illustrated in the presentation: <http://www.photoblazr.com/photoblazr/index.php/2010/02/four-simple-composition-rules-for-strong-photography/>
- Divide the class into their research groups and assign each a photo essay from one of the following resources. Ask each group to review their photo essay and identify the techniques used in each photo and how they help to illustrate the story of the photo essay.
  - <http://www.time.com/time/photoessays/>
  - <http://mediastorm.com/client/projects>
  - <http://www.magnumphotos.com/>
- Ask the groups to pair-up, present their photos essays, and share their findings.



### III. LEARNING HOW TO COLLECT VISUAL DATA (30 MINUTES)

#### PART 1:

- Instruct each research group to visit the **Map Your World** website and select a project to examine (each group should look at a different project). Ask the groups to review their sample project and list the different types of photos that the youth used to gather information. Students should consider what types of photos were taken and what information the images helped the researchers to gather (close-up, wide shots, included objects only, included objects with people, etc.). How do these photos compare with the photographs the youth took for the Session 7 Take Home Assignment?
- Ask each group to share their examples with the class and have a volunteer record the results on the board or a large piece of butcher paper. Compare the strategies and techniques used by the MYW groups and look for similarities as well as unique approaches to collecting data.
- Create a complete list of the types of photographs used to by the MYW researchers. Revisit the benefits and limitations of using photographs that the groups discussed in Session 7.
- Using this discussion as a guide, have the groups decide what types of photos will be most effective to document their issues.
- Distribute the cellphones or digital cameras that will be used for the project. Create a documentation system for the equipment and have each student sign out and any equipment that they use.
- Develop a Group Agreement, in collaboration with your students, that outlines the “Dos” and “Don’ts” of having cellphones in class. Write the agreement on large butcher paper, ask all of the students to sign it, and hang it up where it will be visible throughout the project.

#### PART 2:

- Distribute **Student Handout 8.A: Tips for Stronger Photos**. Ask for volunteers to read each “tip” out-loud and demonstrate the wrong and right way to use the cellphone to achieve the desired results.
- If there is additional time, allow youth to practice the photo techniques they learned during the activity.

#### OPTION 2: Literacy Through Photography

Literacy Through Photography (LTP) is a teaching philosophy and methodology developed by world-renowned photographer Wendy Ewald, in partnership with Duke University Center for Documentary Studies. LTP encourages children to explore their world as they photograph scenes from their own lives and to use their images as catalysts for verbal and written expression. Framed around universal themes such as self-portrait, community, family, and dreams, LTP provides children and teachers with the expressive and investigative tools of photography and writing for use in the classroom. Visit the website for more information on classroom resources and educator workshops (for middle school and high school). <http://documentarystudies.duke.edu/projects/past-projects/literacy-through-photography>

#### OPTION 3: Looking at Photography—The Elements of Photography

Using this lesson by the Getty Museum, students will learn the basic elements of photography and the visual language of photographs (high school and up.)

[http://www.getty.edu/education/for\\_teachers/curricula/esl2/esl2\\_lesson05.html](http://www.getty.edu/education/for_teachers/curricula/esl2/esl2_lesson05.html)

### IV. MAPPING OUR WORLD (20 MINUTES)

- Explain that you will introduce students to the **Map Your World** phone application to upload data, images, and GPS coordinates to the MYW website.
- Instruct each group to log on to their dashboard on the **Map Your World** website and ask them to refer to the **Map Your World Guidebook** section titled “*Create a Survey and Download It to Your Phone.*”
- Walk them through the process of inputting their survey questions, and instruct the groups to add their final surveys from the previous lesson to their account. (*Reminder: be sure to create two separate surveys if research groups will be collecting both public and private data.*)
- Using the cellphones distributed earlier in the class, guide the groups on uploading the surveys to their phones.
- Instruct each group to do a test-run of their survey by role-playing the data collection procedure in the classroom with a peer or teacher. Review the data on the **Map Your World** website and troubleshoot as needed.

#### EXTRA MILE: PHOTOGRAPHY, SOCIAL JUSTICE, AND STORYTELLING (OPTIONAL)

##### Option 1: *PBS NewsHour* Extra, A Picture is Worth a Thousand Words

Further explore the power of photography and evaluate the impact of the media on society through this optional 90-minute lesson plan from the *PBS NewsHour* Extra: A Picture Is Worth a Thousand Words (middle school and high school).

[http://www.pbs.org/newshour/extra/teachers/lessonplans/arts/july-dec10/photography\\_10-20.html](http://www.pbs.org/newshour/extra/teachers/lessonplans/arts/july-dec10/photography_10-20.html)

#### **V. DEBRIEF** (10 MINUTES)

- Instruct groups to refer to the **Map Your World Guidebook** and take turns reading out the ten *Map It!* tips from the "*Map Your World: Strategy Guide*" section. Do any of these tips surprise you? Which tips are most helpful? Which tips are confusing or unclear? What do you think will be the biggest challenge as we begin to map our world? What are you most excited about?

#### **VI. TAKE-HOME ASSIGNMENT:**

Use one or both of the following collection of prompts for a journaling or blogging assignment:

- If you could only collect data using one method photographs or surveys, which would you choose and why? What are the benefits and limitations of each method? Why is it important to have both?
- How reliable are photographs? Do they always show the truth? In what ways can photographs be biased?



# MAP IT: COLLECTING DATA PUTTING OUR RESOURCES AND TECHNIQUES TO THE TEST

How will you make sure your research is complete? Who is responsible for doing what? By when?

## OBJECTIVES:

### Students will:

- Test their group's data collection methods and techniques.
- Review the results and group's work plan and identify what needs to be refined, revised, or replaced.

## SUPPLIES:

- Computers with internet access
- Cellphones/digital cameras
- Whiteboard/blackboard and markers/chalk
- Pens and writing paper
- Butcher paper
- Washable markers

## FACILITATION NOTES:

- Data collection may take multiple sessions or could be carried out by the students as a take-home assignment. The more opportunities students have to collect data, the richer their results will be. Research groups can move on to the *Track It* lessons and begin to plan the *Change It* project while still completing their data collection.
- Connect the phones to the wi-fi prior to the lesson, or work together with the students to teach them how to log onto the phone's wi-fi settings.
- Students can use digital cameras to gather images for blog entries, but they will need a cellphone or tablet to collect image data and record the GPS coordinates to create the online map.
- Don't forget to charge the phone/camera batteries before the session starts.

## PROCEDURE:

### I. ANNOUNCEMENTS, AGENDA OVERVIEW, DO NOW (10 MINUTES)

#### Do Now Activity:

- Complete the following sentence:  
When we look at our data today, I expect to find out \_\_\_\_\_.

### II. DATA COLLECTION (50 MINUTES)

- Use the **Map Your World Guidebook** for reference, tips, and strategies.

### III. REVIEW AND REFINE ACTIVITY (20 MINUTES)

- Have all the groups assemble and provide each with a piece of butcher paper. Ask them to create three columns on the paper labeled: Worked Well, Needs Improvement, Didn't Work. Give them five minutes to review their research tools and add each method/technique to the appropriate column.
- Come together as a class and have each group share their results. Are groups having similar difficulties? What solutions can we come-up with? How successful are the survey questions? Do they need to be refined further? Was it difficult to approach people in the neighborhood to ask questions? Can anyone offer advice or suggestions that worked for them?
- Have students return to their groups and discuss what they have learned today.

### IV. DEBRIEF AND CLOSING (10 MINUTES)

- How accurate was your expectation from the Do Now exercise?
- What did you expect to learn? What did you actually learn?
- What do you hope to learn as the project continues?

### V. TAKE-HOME ASSIGNMENT:

- Vlog or Blog about your first day of collecting data. Share your expectations and the reality that you experienced when you were in the field. Invite other MYW researchers to comment and provide feedback.

### EXTRA MILE

The following resource from PBS *History Detectives* provides valuable tips on preparing for and facilitating successful research field trips: <http://www.pbs.org/cpb/historydetectives/educators/technique-guide/taking-a-field-trip/>

## SESSION 10



# TRACK IT: ORGANIZING DATA REVIEWING, REFINING, AND REVISING OUR TOOLS AND RESOURCES

How are your research tools performing? Is your work-plan efficient? Are your survey questions delivering the data needed to learn more about your issue? What are the major trends or themes that your data show?

## OBJECTIVES:

### Students will:

- Review the survey results from the first MYW data collection
- Organize and review data and discuss preliminary results
- Troubleshoot and refine research tools

## SUPPLIES:

- Computers with internet access
- Student handouts
- Whiteboard/blackboard and markers/chalk
- Pens and writing paper
- Butcher paper
- Washable markers

## FACILITATION NOTE:

Data analysis may take multiple sessions. The more opportunities students have to review their data the richer their results will be.

## PROCEDURE:

### I. ANNOUNCEMENTS, AGENDA OVERVIEW, TAKE-HOME ASSIGNMENT DEBRIEF

(10 MINUTES)

#### Do Now Activity:

- Instruct groups to pair up and refer to the **Map Your World Guidebook**. Each pair should take turns reading out the ten *Track It* tips from the “*Map Your World: Strategy Guide*” section.

### II. REVIEW DATA: UNDERSTANDING PERCENTAGES AND CREATING GRAPHS

(30 MINUTES)

- Pass out the **Student Handout 10.A: Survey Math and Graphing**. Review what a fraction is (a part of a whole), how you turn a fraction to a decimal through the use of division, and how to change a decimal to a percent by moving the decimal two place values to the right.
- Remind the students that in surveys the “whole” is the total number of people surveyed and the “part” is the number of people who answered the survey a certain way.
- Brainstorm and record youth’s answers:
  - Why is it important to understand the majority opinion?
  - Why should you pay attention to the minority opinion as well?
- Instruct youth to return to their groups and log into their MYW account. Under *Map It!*, use the “view by” tool to sort and visualize data in various ways, generate graphs, or compare the results of individual survey questions. Further strategies for data visualizations are available under *Track It!*
- As a group, discuss the graphs and identify findings that are the most striking. Have youth look for findings that go together. Are there findings that would be interesting to see next to each other in a graph?

### III. REFINE GROUP WORK-PLAN AND RESEARCH TOOLS (30 MINUTES)

- Ask the youth to revisit their results of the **review and refine activity** from **Session 9** and make any additional recommendations based on reviewing the preliminary data.
- Each group should make the necessary edits and additions to their research tools and resources. Remind the groups that they will be collecting data again and this is their opportunity to adjust their research strategy based on their first experience in the field. Encourage the groups to share resources and information and collaborate where possible.
- When they have completed their revisions, ask the groups to revisit their work-plan and make needed adjustments based on their progress.

### IV. DEBRIEF: REVIEW GOALS FOR FOLLOW-UP DATA COLLECTION (10 MINUTES)

What is the most important lesson you learned last time we were in the field? How will you use that information during our next outing?

### V. TAKE-HOME ASSIGNMENT:

Write a progress report entry on the **Map Your World** blog and invite other MYW communities to comment.

## SESSION 11

## MAP IT: COLLECTING DATA

How will you make sure your research is complete? Who is responsible for doing what?

### OBJECTIVES:

#### Students will:

- Collect data using the methods and techniques that they refined.
- Record a report from the field.
- Review the research results.

### SUPPLIES:

- Computers with internet access
- Cellphones/digital cameras
- Whiteboard/blackboard and markers/chalk
- Pens and writing paper
- Butcher paper
- Washable markers

### FACILITATION NOTE:

Data collection may take multiple sessions or could be carried out by the students as a take-home assignment. The more opportunities students have to collect data the richer their results will be. Research groups can move on to the *Track It* lessons and begin to plan the *Change It* project while still completing their data collection.

### PROCEDURE:

#### I. ANNOUNCEMENTS, AGENDA OVERVIEW, DO NOW (10 MINUTES)

##### Do Now Activity:

Complete the following sentence: While collecting data today, I expect to learn...

#### II. DATA COLLECTION (60 MINUTES)

- Use the *Map Your World Guidebook* for reference, tips, and strategies.
- Instruct each group to record a brief progress report from the field in the form of a video blog (vlog) to be added to their project profile page.

#### III. REVIEW RESULTS (10 MINUTES)

Have students return to their groups, review their results from that day's fieldwork, and discuss what they have learned.





#### IV. DEBRIEF AND CLOSING (10 MINUTES)

How was today's data collection process the same or different from our previous experience? Was it better or worse? What did you learn? Do we have the data we need?

#### V. TAKE-HOME ASSIGNMENT:

Post the progress report vlogs (or blogs) from today

## SESSION 12

# COMING INTO FOCUS: WHAT HAVE WE FOUND?

What major trends or themes does your data show? How does this data compare with the expectations we had before our **Map Your World** project began? What can we learn from this data? How can this data inform how we take action?

### OBJECTIVES:

- Review data and identify emerging themes
- Understand the how to “read” research and survey results using percentages and graphs

### SUPPLIES:

- Computers with internet access
- Cellphones/digital cameras
- Whiteboard/blackboard and markers/chalk
- Pens and writing paper
- Butcher paper
- Washable markers
- Sticky notes

### PROCEDURE:

#### I. ANNOUNCEMENTS, AGENDA OVERVIEW, DO NOW (10 MINUTES)

##### Do Now Activity:

- What is the most interesting *fact* that you have learned so far from your research? How can understanding this fact help you to be a change agent?

#### II. ANALYZING DATA (70 MINUTES)

- Distribute sticky notes and a large sheet of butcher paper to each group, and ask each group to review **Student Handout 6.B: Getting Started** and revisit the Main Questions that they hoped their research would answer.
- Have the students make a grid on their butcher paper using the following example as a guide:

	WHAT WE KNOW	WHAT WE GUESS	WHAT WE DO NOT KNOW
Question 1			
Question 2			
Question 3			
Question 4			
Question 5			
Question 6			

Adapted from "UNIT 3: Research and Action" from *Youth Engaged in Leadership and Learning (YELL) A Handbook for Program Staff, Teachers, and Community Leaders* developed by the John W. Gardner Center for Youth and Their Communities in 2007

- Split the groups up into pairs and instruct each pair to select one of the Main Questions to work on. Write on each sticky note one piece of information that they hope the data will provide in answer to their question.
- Instruct them to place their sticky notes on the grid in the appropriate columns.
- Ask each group to log in to their **Map Your World** project page and review the results of their surveys.

## MAPPERS' USER EXPERIENCE:

### Prayasam Surveys

### Food Resources, Physical Hazards, and Household Preventive Health

As an example, what follows are brief results of the food resources survey:

#### FOOD VENDORS:

55% sold chips

23% sold soda

3% sold fruit

0% sold veg.

31% unsanitary

The data presented above was used as an educational tool created by Stanford Medical School student Shahed Alam in collaboration with Prayasam in India to explore sanitary food practices within the community. Completing the survey sparked an interest in better understanding healthy dietary practices.

- Guide the groups in developing graphs for each data set and demonstrate different graphs or visualizations of their data can change how we understand the information that we collected.
- Have the pairs analyze the data compare the information that the data actually provides with what they had hoped it would provide. Was there information we thought was fact but was not actually supported by the data? Is there information in the data we did not previously see that helps to answer our question? Tell the pairs to adjust the position of the sticky notes on the grid as needed and add additional sticky notes as new information is revealed.
- When each pair has finished analyzing the data have them present their results to their group. Discuss: What do we know? What do we understand about our issue based on the data? What can we guess, but do not have sufficient evidence for? What information has the data failed to provide?
- After each pair presents findings, their project partners may ask clarifying questions. Following this, they can offer feedback and suggestions.
- Ask the groups to look at the data again and identify what patterns are emerging. Are there questions that the data set is answering that the youth did not anticipate? If so, have them add those new questions to their grid and analyze the information the data provides.
- When each group has completed analyzing their data, have them present a Progress Report for the class using their grid and presenting graphs, which illustrate their findings.
- Follow each report with a Q&A using the following questions as a guide:
  - What are the main findings from the data that you see at this point?
  - What do you think is important or relevant about these findings?
  - What surprised you? What did you find interesting?
  - Has anything changed in the way you think about or view your topic?

### III. BRAINSTORMING AND DEBRIEF: TAKING ACTION (20 MINUTES)

- Brainstorm the meaning and purpose of a recommendation. A recommendation is a specific solution or action that outlines how change will happen. In particular, discuss the power of a recommendation that is based on data. Example of youth recommendations:
  - "We recommend that the administration include a youth research and leadership class as part of the school curriculum."
  - "We recommend that the administration and Climate Committee of our school re-instate the peer mediation program."
  - "We recommend that the city provide free bus passes to low-income students."
  - "We recommend that the school district implement teacher training in positive discipline methods."
- Share the MYW Marina Middle School case study. Discuss:
  - What did the students discover through their research?
  - How did their research help them understand the underlying causes of bullying at school?
  - What recommendation did students decide on?
- Ask youth: What is the difference between a recommendation based on opinion and a recommendation based on data? Imagine the above statements starting with "based on our research" vs. "we believe." What makes for a stronger argument? How might the Marina Middle School's approach and outcomes have been different if they had not carried out the research?

### IV. TAKE-HOME ASSIGNMENT: RESEARCH TO ACTION

Share examples of actions that **Map Your World** participants have taken and identify partnerships and coalitions that they have developed to improve the impact of their campaign. Ask youth to research their issue and identify the following to bring to the next session:

- What actions have others taken to make positive change regarding your issue? Have there been any youth projects on this issue? Bring in at least one example.
- What local organizations, community groups, or institutions in your area are working to address this issue? Bring in at least one example.
- What websites or social media platforms are talking about, offering information, or taking action on this issue? (Websites, blogs, Facebook pages, Tumblr, Twitter, etc.) Bring in at least two examples.



What are your main recommendations based on the evidence you gathered?  
 What types of actions, presentations, or products will make these recommendations accessible?

## OBJECTIVES:

- Transform the results of the data collection into recommendations for action
- Develop a plan of action to implement positive change

## SUPPLIES:

- Computers with internet access
- Student handouts
- Teacher handouts
- Whiteboard/blackboard and markers/chalk
- Pens and writing paper
- Butcher paper, washable markers, tape
- Sticky notes and sticker dots

## PREPARATION

Copy and cut **Teacher Handout 13.A: Forms of Action**, and place the individual slips of paper labeled with different actions in a paper or cloth bag.

## PROCEDURE:

### I. ANNOUNCEMENTS, AGENDA OVERVIEW, DO NOW (10 MINUTES)

#### Do Now Activity:

- Ask the students to pair-up and share the resources they found for the Session 11 Take Home Assignment.
- Ask for volunteers to share their findings with the class.

### II. IDENTIFY RECOMMENDATIONS FOR ACTION (40 MINUTES)

- Revisit your topic, vision, and mission: Ask the group(s): Who remembers our vision and mission? Based on the research and analysis we have done so far, what new or more specific information have we learned about our topic? How has our view of our topic changed (or been confirmed)?
- Share a different MYW case study with each group and give them 10 minutes to read and summarize the actions the youth took to make positive change. Ask each group to share their summaries and record the different types of actions on the board or on butcher paper.
- Ask each group to divide onto pairs revisit their findings together. Each pair should brainstorm and write their recommendations based on the research. After five minutes, have youth rotate to a different partner, repeat the process on more time. If youth agree with what the previous group listed, they should put a check next to that statement or recommendation. Encourage youth to discuss their ideas with their group-mates. Have each group share their key recommendations to take action and summarize how the findings support those recommendations. Cross off any duplicate recommendations (Hint: make sure duplicates are exactly the same).
- Vote and prioritize: Hand out three sticker dots to each person. Give youth a few minutes to vote by placing a sticker by the three recommendations on which they most want to focus. Ask youth to consider the following: Is the recommendation specific enough? Do you think it is realistic? Youth can also put all three stickers at one recommendation. After the voting, list the top recommendations on a separate piece of paper. Allow people to advocate for recommendations with fewer dots: Are there compelling reasons to re-examine one of the recommendations that received fewer votes?

### III. BECOMING AN AGENT FOR CHANGE (30 MINUTES)

- Divide youth into their research groups. Give each group a **Student Handout 13.A: Change Agent Planner**. Have them use the Worksheet on Page 3 or copy the chart on butcher paper. Ask the members of each group to take turns picking an action strategy out of the bag or box you

prepared before session. Explain that once they pick an action, they should return to their group, read the slip of paper, and then lead a discussion on that action. Sample discussion structure:

- Determine whether the action is primarily education, activism, or advocacy.
  - Is this action Charity or Change?
  - Think of an example from their experience, current events, or history.
  - Consider the advantages and challenges of using this action.
  - Discuss how appropriate, feasible, and effective they believe this action is for their particular campaign.
- When all of the papers have been drawn and their charts are fairly full, ask each group to take a few moments to rank the actions and agree on some actions they think would work best for their project.
  - Have each group appoint a presenter to share the highlights of their discussion and their conclusions with the other group(s). Ask the spokespeople to present their charts and explain their rankings and agreements. Check to make sure everyone understands each type of action.
  - After everyone has shared, give each youth three or four sticker dots (depending on the number of actions you think would be reasonable to plan and execute). Ask them to place their dots next to the action or actions they think would be most effective.
  - Tally the results and record the top two or three on the left side of a clean sheet of butcher paper. Check to make sure the workload is evenly distributed for each action. If not, discuss how to equalize imbalances.
  - The groups' *Change It* campaigns should highlight the power of social media to bring about positive change and should utilize a variety of media platforms.
  - Each project should include a multi-media presentation of the data, interviews, research, and photographs from the **Map Your World** project and should seek to connect with community partners and allies with whom the project participants can work.

#### **IV. DEBRIEF** (10 MINUTES)

What actions from your *Change It* campaign are you most excited about and why? What do you think will be the most challenging aspect of the campaign? Which action do you think will have the most impact?

#### **V. TAKE-HOME ASSIGNMENT: MARKET RESEARCH**

- Using your survey writing skills, create an online questionnaire on the **Map Your World** website about your group's *Change It* campaign.
- Describe each aspect of your campaign and ask for feedback.
- Send the survey to a selection of people in your community who represent your campaign's target audience.
- Bring the results to your next session and share with your group and the class.

# MAKING CHANGE HAPPEN AND SHARING YOUR MESSAGE



Who should know about your *Change It* Campaign? How are you going to share the information and get your message out? How can you make sure your research leads to action? How will you celebrate your success?

## OBJECTIVES:

### Students will:

- Work with their group to complete their *Change It* Campaign.
- Give and receive constructive feedback to help refine projects.
- Plan the project celebration and how to use the event to share their message.

## SUPPLIES:

- Computers with internet access
- Cellphones/digital cameras
- Student handouts
- Whiteboard/blackboard and markers/chalk
- Pens and writing paper
- Art supplies

## PROCEDURE:

*Facilitation Tip: Your students may need multiple sessions to work on the project depending on the complexity of their Change It Campaign. Students may also be asked to complete aspects of the project as a take-home assignment.*

### I. ANNOUNCEMENTS, AGENDA OVERVIEW, DO NOW (10 MINUTES)

#### Do Now Activity:

Complete this sentence: My goal for today is \_\_\_\_\_.

### II. CHANGE IT CAMPAIGN STUDIO SESSION (50 MINUTES)

- Groups should work on their *Change It* campaigns, including developing outreach materials and sharing their work online through the MYW website.
- Provide opportunities for students from different groups working on similar activities to collaborate and share resources and best practices.
- At the end of the studio session, ask each group to present a brief status update on their *Change It* campaign. After each group presents, the class may ask clarifying questions followed by warm and cool constructive feedback.

### III. SHARE IT AND CELEBRATE IT: EVENT PLANNING (20 MINUTES)

- It is important that youth have the opportunity to share their experiences with others and to take pride in their efforts and the efforts of their team.
- Work with students to plan a celebration that acknowledges the positive growth that the individual participants, the group as a whole, and other community members have experienced. The event should also raise awareness about the *Change It* campaign and illustrate how youth can become Change Agents through social media projects such as **Map Your World**.
- Use **Teacher Handout 14.A: Share It and Celebrate It!** to guide the planning process.

### IV. DEBRIEF (10 MINUTES)

What surprised me today?

### V. TAKE-HOME ASSIGNMENT: WRITE A BLOG ENTRY

What outcomes do you hope to achieve through your Community Action Campaign? How have your goals changed throughout the process? What do you hope the audience will learn from your research?

## EVENT: SHARE IT AND CELEBRATE IT!

What have you achieved? What successes do you want to celebrate?

Who do you want to include in your celebration? How can our celebration help us share the results of our work?

### ACTIVITIES:

- Celebrate the students' hard work and accomplishments.
- Share research conclusions through presentations and activities that inform, educate, and inspire.
- Integrate social media into the celebrations and presentations, and highlight the impact of the MYW resources and online tools.

## SESSION 16



## REFLECT

What impact did our research and outreach campaign have on the community? How did the actual outcomes compare with our expectations? What would we do differently next time? What was our biggest success?

### OBJECTIVES:

- Reflect on the impact of the **Map Your World** research project and our Community Action Campaign.
- Discuss how the outcomes compared with our earlier expectations.
- Write Blog Entry sharing our reflections on the **Map Your World** experience.

### PROCEDURE:

#### I. ANNOUNCEMENTS, AGENDA OVERVIEW, DO NOW (10 MINUTES)

##### Do Now Activity:

- Complete this sentence: I am a Change Agent because \_\_\_\_\_.

#### II. MAP REDUX (30 MINUTES)

- Have students return to their groups from the Mapping Our Neighborhood activity in Session 2.
- Ask the groups to compare their maps with the version they created in the earlier activity. Discuss:
  - What is different?
  - How has your image and understanding of your neighborhood changed since that first mapping activity?
  - What do you know now that you did not know then?
  - What would you change about the original map?
- Have the groups revise their old maps or create a new map illustrating how their view of their community has changed. Ask them to indicate on the map any areas of importance to their projects and illustrate the impact that the **Map Your World** project has had on the neighborhood.

#### III. BLOG ENTRY: FINAL REFLECTIONS (30 MINUTES)

Ask each student to write or record a blog entry that reflects on the impact of the MYW project.

Provide the following prompts to guide their reflection:

- What were your expectations at the beginning of the project?
- Did you think of yourself as a Change Agent then? How about now? Why or why not?
- How did the process change your relationship with your community? Give examples.
- What was the most difficult part of the project?
- What was the most inspiring aspect of the project?
- What positive changes have resulted from your group's work?
- If you had the chance to do another **Map Your World** project what is one lesson you learned from this process that you could use?

#### IV. DEBRIEF: (10 MINUTES)

- Congratulations circle: Have the class sit in a circle and ask each youth to congratulate the person on their right for a specific success that they had in completing the project. Go around the room until you return to the first student.

## NATIONAL STANDARDS

### Common Core: Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Writing Standards 6–12

**6.** (9–10, 11–12) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

### Speaking and Listening Standards 6–12

**4.** (9–12) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. **5.** (9–10, 11–12) Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**5.** (6–8, 9–10, 11–12) Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

### Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

**7.** (9–10, 11–12) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

### National Curriculum Standards for Social Studies

#### 5. INDIVIDUALS, GROUPS, AND INSTITUTIONS

Institutions such as families and civic, educational, governmental, and religious organizations exert a major influence on people’s lives. This theme allows students to understand how institutions are formed, maintained, and changed, and to examine their influence.

#### 10. CIVIC IDEALS AND PRACTICES

An understanding of civic ideals and practices is critical to full participation in society and is an essential component of education for citizenship. This theme enables students to learn about the rights and responsibilities of citizens of a democracy, and to appreciate the importance of active citizenship.

## ADDITIONAL RESOURCES BOOKS

- *Choosing to Participate*. Brookline, MA: Facing History and Ourselves National Foundation, 2009.
- *Literacy & Justice Through Photography*, Teachers College Press/CDS Books, 2011.
- *I Wanna Take Me a Picture: Teaching Photography and Writing to Children*, Center for Documentary Studies and Beacon Press, 2001.

## WEBSITES

Prayasam: [www.prayasam.org](http://www.prayasam.org)

Team Prayasam is a professional, committed group on individuals from diverse backgrounds but with a common vision of a better future for children and youth.

## FILMS

ITVS Community Classroom Collection

[www.itvs.org/educators/collections/womens-empowerment](http://www.itvs.org/educators/collections/womens-empowerment)

Community Classroom is an innovative and free resource for educators, offering short-form film modules adapted from ITVS’s award-winning documentaries and standards-based lesson plans for high school and community colleges, NGOs, and youth organizations.

- *Taking Root: The Vision of Wangari Maathai*
- *Shadya*
- *Shayfeen.com: We’re Watching You*
- *Waiting for the Revolution*
- *Waste Land*
- *Garbage Dreams*

# ABOUT THE FILMMAKERS



## **The Revolutionary Optimists**

(L-R) Maren Grainger-Monsen and Nicole Newnham

Nicole Newnham co-produced and directed *The Rape of Europa*, about the fate of Europe's art treasures during World War II. The film played theatrically in 80 cities, was broadcast on PBS as a primetime special, was nominated for two national Emmys® and a WGA award, and shortlisted for the 2007 Documentary Oscar. Newnham was nominated for a national Emmy® Award for co-producing and directing *Sentenced Home*, which was broadcast on PBS's *Independent Lens* and follows three Cambodian refugees in Seattle who are deported back to Cambodia after 9/11. With Pulitzer Prize-winning photographer Brian Lanker, she also co-produced *They Drew Fire*, an acclaimed special for PBS about the combat artists of World War II, and wrote the companion book distributed by Harper Collins.

Maren Grainger-Monsen is a physician, filmmaker and director of the Program in Bioethics in Film at the Stanford University Center for Biomedical Ethics. Before co-directing *The Revolutionary Optimists*, Grainger-Monsen and Newnham also co-directed *Rare*, the story of one extraordinary mother's race against time to find a cure for her daughter's rare genetic disease. *Rare* won best feature documentary at the Brooklyn Girls Film festival, screened at the Cannes Film Festival Market and was selected to screen at Science Festivals around the US as well as broadcasting on national public television. Grainger-Monsen's past directing work includes *Worlds Apart* and *Hold Your Breath*, a large-scale project on cross-cultural conflicts in medicine, which was broadcast on national public television and is currently being used in 63 percent of US medical schools. Grainger-Monsen also directed *The Vanishing Line*, which was broadcast on *P.O.V.; Where the Highway Ends: Rural Healthcare in Crisis*, which won a regional Emmy® Award; and *Grave Words*, which was awarded first place in the American Medical Association Film Festival. She studied film at the London International Film School and received her medical doctorate from the University of Washington.

# CREDITS

## **ABOUT THE CURRICULUM WRITER**

Allison Milewski has over 15 years' experience in arts and media education and international and domestic program development with a focus on gender equality, human rights, and youth empowerment. She has developed art integration programs, professional development workshops, and arts and media curricula for organizations such as ITVS, Tribeca Film Institute, the Brooklyn Historical Society, Latino Public Broadcasting, and Urban Arts Partnership where she managed art-based programs for over 20 New York City public schools. Allison's professional experience also includes program management and administration with domestic and international NGOs such as PCI-Media Impact, the Center for Reproductive Rights, Goods for Good, and the Union Square Awards for Grassroots Activism. Allison is the Founder of *PhotoForward*, which she launched in 2004 to empower young artists to tell their own stories through photography, visual arts, and creative writing and engage with their communities as citizen artists. She currently lives and works in New York City, Laos, and Cambodia.

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# TEACHER + STUDENT HANDOUTS

Handout #s correspond with MYW Study Guide session #s

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**THE REVOLUTIONARY OPTIMISTS**

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**MAP YOUR NEIGHBORHOOD TAKE HOME ASSIGNMENT**

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**STRATEGY IDENTIFICATION WORKSHEET**

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**SHARE IT AND CELEBRATE IT!**

# MAP YOUR WORLD: STUDENT HANDOUT 1.A

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## WHO ARE THE CHANGE AGENTS?

Group Names \_\_\_\_\_

Class \_\_\_\_\_

**Work as a group to review the responses to the activity and answer the following questions:**

What patterns did we see emerging in our examples of Change Agents?

How many of our change agents are people we know or working in our community? Why do you think that is?

How many of our change agents are youth? Do we think of youth as being change agents? Why or why not?

How can social media bring about positive change? Can you give some examples?

Do we see ourselves as change agents, why or why not?

Have you ever wanted to make a positive impact on an issue in your community? Did you have the opportunity to take action? If so, what action did you take? If not, what action would you have wanted to take?

# MAP YOUR WORLD: STUDENT HANDOUT 1.B

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## THE REVOLUTIONARY OPTIMISTS

Names \_\_\_\_\_

Class \_\_\_\_\_

### INSTRUCTIONS:

Take notes while watching the video and record notes and quotes that answer the following questions:

What are the Daredevils trying to improve in their community?

What are some of the challenges that they face?

What tools do the children use to bring about positive change?

What quotes did you find interesting? (List at least two.)

# MAP YOUR WORLD: TEACHER HANDOUT 1.A

## MAP YOUR WORLD CASE STUDIES

### MAP YOUR WORLD—STORIES OF CHANGE (MAY 2014)

Additional case studies and updates are available at [www.mapyourworld.org](http://www.mapyourworld.org).

#### Prayasam—Polio Map and Tedx Video

Prayasam, the organization featured in *The Revolutionary Optimists*, reaches out to one million children. The goal of the Prayasam team has been to ensure that “every child live in a healthy environment” and to empower youth to become change agents in their own community. Half of Prayasam’s board of directors are children.

Prayasam youth, such as the Daredevils (see Water Map case study for more on the Daredevils), are invested in the health of every child in their community. Since India was declared “polio free,” many people think that there is no longer a risk of disease, but Prayasam youth know better. For years, Prayasam youth have been conducting paper surveys by going door-to-door to discover which children are in need of polio vaccines. If a mother is not able to take her child to the monthly polio clinic at their center, the youth return to each household and take the children to receive vaccinations. Armed with paper megaphones to inspire their neighbors to go to the clinics, the youth have been able to raise the vaccination rate from 40 to 80 percent.

Now the young people are using **Map Your World** to help them with their work. They hope to raise the vaccination rate from 80 to 100 percent. By using digital tools, they increase the accuracy of their data. When they look at their online digital map, they can quickly see which children are in need of vaccination and focus on those households.

These young change makers have made a huge impact in Kolkata. After seeing the success of one neighborhood, Prayasam youth in other neighborhoods immediately adopted the model, excited to become part of the movement. Eleven more communities are now working on collecting polio data and increasing vaccination rates.

#### Prayasam—Water Map

The Daredevils are a group of youth who participate in Prayasam, a youth organization in Kolkata, India. These kids live in one of the most notorious squatter’s colonies in the city. They have made a dramatic improvement in the health of their community, a place that cannot even be found on the map. The Daredevils undertook the task of making their own map of their colony, and have been painstakingly tracking and collecting data around health issues that impact them – water, sanitation, and infectious diseases.

The Daredevils used **Map Your World** to map every water point in their slum in Kolkata by photographing and recording the GPS coordinates of every water tap with their smart phones. They surveyed over 100 water points, reporting whether the water site was functional, and also the color and quality of the water. The data shows that many water taps are broken and dirty, and none of them provide potable water. The Daredevils were able to take their data to their community elder and the city government to argue for change. They were able to show that there were over 9,000 people living in the community, and that there was not even one tap to provide clean drinking water.

Recently, an amazing thing happened: the city government finally listened and started digging the very first clean drinking water line to their community.

The government had not dug a line there for 35 years. Now the Daredevils are sharing the story of their success with other communities, encouraging them to do the same. They have skyped with other **Map Your World** users around the world, and are posting their success through social media, and gathering ideas for other things that they can do in their community to bring about further transformation.



#### Southeast Asian Young Men’s Group – Seattle, Washington

The Southeast Asian Young Men’s Group is part of Asian Counseling and Referral Service, a nonprofit organization in Seattle, Washington. This group serves Southeast Asian high schoolaged boys primarily from refugee families: Cambodian, Cham, Hmong, Khmu, Lao, Mien, and Vietnamese.

The young men’s group decided they wanted to become part of the **Map Your World** global movement for change. The group had an opportunity to meet Salim and Sikha, featured in the documentary, *The Revolutionary Optimists*, after a screening in Seattle. The teens left inspired, and decided they wanted to focus on the topic of safety, which is of major concern to them in their community.

Recently, the city of Seattle instituted an enrollment policy requiring students to attend the school they live closest to in an effort to save money on transporting students. The school system will only administer transportation passes for those living more than 2.5 miles from the closest school. If a student lives 2.49 miles from the school, he or she will not get a transit card, and will be expected to walk to school. The youth feel that this has presented safety risks because many students within the 2.5 mile boundary must walk and several students have been victims of crime.

The youth developed a survey so that they could determine how safe their peers feel in the community – on the way to school, and in school. They wanted to see if there was a correlation between the number of

students walking to school and students that have been victims of crime. Their survey also included general questions about safety so that they can have information to address the problem from multiple angles. They are hoping that this initial survey will give them enough information to find the root of the problem so they can determine where to focus their advocacy.

After they finish collecting their data, they hope to form an action plan that will increase safety for students. They are considering presenting their data to the school system to lobby for a change in the transportation policy. They may also develop strategies to engage the community and other partners to try to increase safety for students.

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### **St. Paul's Episcopal School – Oakland, California**

St. Paul's Sixth and Seventh graders have joined *The Daredevils* as beta testers of the **Map Your World** platform. The students have shared in a global exchange, Skyping with Salim, Sikha, and other Prayasam youth in India, swapping ideas about how they can be agents of change in their communities. Recently, St. Paul's students mapped all of the graffiti in the neighborhood surrounding their school and worked with the city to remove graffiti tags that made them feel unsafe.

Now the students at St. Paul's are tracking cigarette litter around nearby Lake Merritt and how it impacts the environment and wildlife. The students gather all of the cigarette butts littered on the ground, record the location, the number of cigarette butts, and photograph their findings to illustrate the problem. During the school year, they often found more than 200 cigarette butts in a single location, such as a park bench or bus stop. The record was 841 cigarette butts found littered in one location, in what is supposed to be a nonsmoking park. Through their work, they disposed of more than 5,000 cigarette butts.

Not only have the students been cleaning up the cigarette litter as they collect the data, but these young change makers have written letters to the city, given presentations at city council meetings advocating for ash trays in the park, approached local businesses for support, started a petition around the lake, and launched a cigarette butt exchange campaign where they attempt to get park-goers to turn in cigarette butts for money. They even made paper megaphones, similar to the *Daredevils* in India, and trumpeted their message to passersby. As a capstone project, the students made public service announcement videos (PSAs) about the impact of the litter on the environment and Lake Merritt, which they



presented to their community at a screening in a large local movie theater. The students were then invited to present their work at a nearby senior citizen center.

Finally, St. Paul's students were invited to present their work again at a city council meeting. After presenting all of their data and the work they had been doing, they were able to change the minds of their local leadership about the feasibility of putting ashtrays in some areas of the park. The city now wants to expand the concept and work with the Downtown Merchants Association.

St. Paul's hope is that by tackling the challenge through a multipronged approach, they will be able to make the greatest impact. The students plan on mentoring the younger class as they begin a **Map Your World** project next year.

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### **Youth Uprising – Oakland, California**

Many young people in East Oakland feel like they are being targeted by tobacco companies and have decided to take a stand. Students who attend an after school program at Youth Uprising, a state-of-the-art transformation center in the heart of East Oakland, launched a **Map Your World** project in order to map and track the ways tobacco companies may be targeting youth.

Students have set out to survey their peers about ways they may be targeted through advertisements, TV programs, movies, merchandise, or the influence of friends and family. Nearly everyone they interviewed said they felt like tobacco companies were targeting youth. 65 percent of their peers said they had used tobacco products. This is much higher than the national average; according to the American Lung Association, 20.6 percent of adults are smokers and 19.5 percent of high school students smoke. Youth Uprising was able to see that their community was, in fact, at a much higher risk. One unexpected outcome was that 85 percent of the people interviewed said that in the past seven days they rode in a car with someone who was smoking. The majority also answered that in the past seven days they had been at home with someone who was smoking, and that their four closest friends also used tobacco.

The students at Youth Uprising organized a community event to share their findings, and have partnered with the Tobacco Control Program to try to make a difference. After they analyze all of their data, they plan to identify creative measures that they can take in order to prevent the widespread use of tobacco in their community.

Through the surveying process, the youth realized that they would eventually like to conduct a new survey where they collect photographic evidence of all of the tobacco advertisements posted in their community and generate a map of each location to see if they can discover patterns.

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### **Marina Middle School – San Francisco, California**

Students at Marina Middle School in San Francisco were ignited with energy when their teacher presented them with an opportunity to do a new research project using smart phones and the **Map Your World** platform. The youth were participating in an after school program through Peer Resources, which seeks to empower youth by giving them leadership opportunities and peer-to-peer programs so that they can be change agents in their schools.

The after-school class quickly settled on a topic that they felt passionate about; they created surveys that would look at LGBT bullying in their school. In a matter of days, the students surveyed 120 classmates, discovering that nearly 70 percent of students didn't know what LGBTQQ (Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning) meant, that most students heard LGBT slurs in school multiple times daily, and that most bullying happens in their schoolyard.

The Marina students decided to take their surveying process a step further and engage the teachers and adults to see what their perception was around bullying. Most of the adults responded that they saw bullying happen everyday.

The Marina youth decided to take action and presented their findings to the school, educating the student body about bullying and encouraging students to stop others when they saw these incidents happening. The youth also presented their work to their larger community, classmates, and parents at a Community Cinema screening event of *The Revolutionary Optimists* at the Public Library in San Francisco.

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### **Community Sustainability USA, Inc. in partnership with Sierra Student Coalition—Nashville, Tennessee**

Several empowered high school youth in Nashville recognized that their community could make small changes that would have a huge impact on the environment and health. The students are going door-to-door conducting household surveys in order to map and track energy efficiency practices in low-income homes that were built between 1960 and 1970. These homes, in general, present energy efficiency deficiencies that are relatively easy to address through retrofits.

Through their data and community map, they hope to work with families to make changes at an individual level so they can live sustainably with the added benefit of helping community members lower their utility bills. The youth feel that if they can get their community to take simple steps like applying weather stripping to doors, reducing loads of laundry washed with hot water, or making sure downspouts are directed to areas where rainwater can go back into the ground, then they will be able to make a huge difference and create a culture of sustainability.

As the high school students go door-to-door surveying, they ask the homeowner about energy practices, such as how many loads of laundry they do or whether they use energy efficient light bulbs. They take photo-

graphs of compost bins, rain barrels, downspouts, and weather stripping around windows and doors. As an incentive to get community members to take their survey, the students partnered with a local organization to donate rain barrels and compost bins to use in a raffle. Each person that completes a survey will have an opportunity to win a prize.

As part of the survey, the students are also asking homeowners whether they would be willing to take a pledge to wash their laundry in cold water. If they say yes, the students take a photo of the individual holding a pledge sign committing to do so. In the end, the students will have a database of images on the Map Your World website that they can use for a grassroots campaign to spread the word throughout the community. They are hoping that when others see how many of their neighbors have taken the pledge, they will also want to change their habits.

The youth from the Sierra Student Coalition and Community Sustainability USA, Inc. plan to gather data over a period of time. In addition to getting people to make a change while they are conducting their surveys, they hope to analyze their data to find other ways that they can take actions to help people make changes to live more sustainably.



# MAP YOUR WORLD: STUDENT HANDOUT 2.A

## MAP YOUR NEIGHBORHOOD TAKE HOME ASSIGNMENT

### YOU WILL NEED:

- Drawing paper,
- Writing paper (or notebook)
- Pencils
- Erasers
- Markers
- Art supplies
- A mobile phone or tablet (with camera) or digital camera

Pick a two-by-two block area in your neighborhood or around your school.

With something to write on and pencils, slowly walk around the area drawing the major structures on these blocks (e.g., churches, stores).

Walk the area again, this time looking for (and adding to your map) less obvious things. Some examples: One well-kept yard on a street of concrete, a community garden, a row of trees on one street, a vacant lot, litter, billboards, graffiti. If possible, use your cell phone or digital camera to take pictures.

As you observe this time, write down not only what you see but also what you hear, feel, and smell.

Once you get back home, write about what it felt like to walk here:

- What does it feel like to live here?
- Does it feel safe?
- Is it quiet and peaceful, or is there loud construction, people yelling sirens blaring?
- What kind of people do you see? Do you know them? Do you feel “connected” to them?

After writing, neatly copy your map onto a large piece of plain paper. You can use symbols and pictures to represent what you saw.

# MAP YOUR WORLD: STUDENT HANDOUT 4.A

## RESEARCH TOPIC DEBATE PREPARATION

Name \_\_\_\_\_

Class \_\_\_\_\_ Topic \_\_\_\_\_

Why should we focus on this topic over the other(s)? Why is this topic important? What are the strengths of this topic?

What are some ways that research on this topic might help to create change? How can our research on this topic lead to improvement or possible solutions?

Who do you think would support you at the school and in the community?

What makes a good research topic?

- Specific and focused
- Affects people in your school and community
- Easy to understand and explain
- Important to other youth
- Could use more examination
- Has realistic or possible solutions
- Is possible to research and document with our resources

Adapted from "UNIT 3: Research and Action" from Youth Engaged in Leadership and Learning (YELL) A Handbook for Program Staff, Teachers, and Community Leaders developed by the John W. Gardner Center for Youth and Their Communities in 2007



# MAP YOUR WORLD: STUDENT HANDOUT 5.A

## CHARITY AND CHANGE

Names \_\_\_\_\_

Class \_\_\_\_\_

**Working in pairs, identify the differences between charity and change using the examples from the brainstorm, and think of examples of charity and change related to your selected issue or problem.**

PROBLEM OR ISSUE	CHARITY	CHANGE

Adapted from "UNIT 3: Research and Action" from Youth Engaged in Leadership and Learning (YELL) A Handbook for Program Staff, Teachers, and Community Leaders developed by the John W. Gardner Center for Youth and Their Communities in 2007

# MAP YOUR WORLD: STUDENT HANDOUT 6.A

## MISSION AND VISION SAMPLE

### RESEARCH TOPIC: YOUTH VIOLENCE

Our vision is of a community free from violence, where all youth feel safe and supported.

Our mission is to increase understanding of youth perspectives on violence in our school and community, and show adult decision makers and other youth that young people can be part of making a positive difference for the whole community.

#### GOAL:

Inform adult decision makers in our school and community (e.g., violence prevention task force, City Council, police chief, school board) of youth's experience of violence in school and community settings, and share youth perspectives and ideas for what works in decreasing violence in our community.

#### RESEARCH QUESTIONS:

How big of a problem is violence for the youth at our school? Where and how do youth experience violence the most? Where do they feel the most safe and supported? What do youth see as the biggest factors that lead to violence? What could help to decrease youth violence?

### RESEARCH TOPIC: RESOURCES AND SUPPORTS FOR TEENS IN OUR COMMUNITY

Our vision is a community where all youth have supportive, fun, and engaging activities, and places to hang out on weekends and after school.

Our mission is to increase understanding of what youth want and need in out-of-school and after-school activities and resources.

#### GOALS:

Inform adult decision makers and program leaders of what youth want and need in after-school and out-of-school activities and resources.

Find out if youth know about and use the activities and resources that already exist – and why or why not.

#### RESEARCH QUESTIONS:

- What do youth think about the programs, activities, and resources that are offered to teens in our community? Are there enough? Are they accessible to all teens?
- What types of activities or resources would teens be interested in having more of or being of better quality? Where and how do teens prefer to get information about activities and resources available in the community?

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# MAP YOUR WORLD: STUDENT HANDOUT 7.A

## DATA COLLECTION STRATEGIES

Names \_\_\_\_\_

Class \_\_\_\_\_

Working as a group, list each data collection method, what kind of information it could help you collect for your project, and what the limitations would be. When you have finished, partner with another research group to share your results and give feedback.

### **DATA COLLECTION STRATEGIES**

<b>METHOD USED</b>	<b>WHAT KIND OF DATA CAN WE COLLECT</b>	<b>WHAT ARE THE BENEFITS</b>	<b>WHAT ARE THE LIMITATIONS</b>	<b>NUMBER IN ORDER OF PRIORITY</b>

Adapted from "UNIT 3: Research and Action" from Youth Engaged in Leadership and Learning (YELL) A Handbook for Program Staff, Teachers, and Community Leaders developed by the John W. Gardner Center for Youth and Their Communities in 2007



# MAP YOUR WORLD: STUDENT HANDOUT 7B

## TYPES OF SURVEY QUESTIONS (2/2)

Names \_\_\_\_\_

Class \_\_\_\_\_

Circle a number that describes how much you agree with each statement using the scale.

1.	1 disagree	2	3 somewhat agree	4	5 strongly agree
2.	1 disagree	2	3 somewhat agree	4	5 strongly agree
3.	1 disagree	2	3 somewhat agree	4	5 strongly agree
4.	1 disagree	2	3 somewhat agree	4	5 strongly agree

For each question below, circle yes, no, or maybe

5. \_\_\_\_\_ ? YES NO MAYBE
6. \_\_\_\_\_ ? YES NO MAYBE
7. \_\_\_\_\_ ? YES NO MAYBE

For the questions below, circle the option that best represents your opinion.

8. \_\_\_\_\_ ?
- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
9. \_\_\_\_\_ ?
- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_

For the questions below, write your opinion in the space provided.

10. \_\_\_\_\_
11. Your Age \_\_\_\_\_ 12. Your Grade: \_\_\_\_\_ 13. Your Zip Code \_\_\_\_\_

14. Your Race/Ethnicity: \_\_\_\_\_ 15. Female Male (Check One)

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# MAP YOUR WORLD: STUDENT HANDOUT 8.A

## TIPS FOR STRONGER PHOTOS

### 1. KEEP THE CAMERA STEADY

Hold the camera with both hands and keep your elbows down near your sides to avoid shooting blurry photos. If there is low light (indoors, rainy day, sunset/sunrise) prop your hands on something when shooting.

### 2. FIND THE LIGHT

What is the main source of light for your photograph? The sun, a lamp, a candle, etc.? Identify the source of light and try to position yourself so the light is behind you or slightly off to the side. If the sun or a bright light is behind your subject and you cannot move to improve the lighting, try shooting with the flash on to balance the exposure. For research photographs it is important that the subject is easy to see and well-lit.

### 3. DON'T KEEP SHOOTING THE SAME EXACT PHOTO – EXPERIMENT!

It's important to experiment with perspective, distance from subject, and camera settings. Remember the basics: move around the subject, move up or down, change the modes depending on time of day, weather, and subject. Professional photographers take several shots of the same thing, and you should do the same.

- Take a photo from an unusual angle
- Crouch down to photograph flowers or other objects that are low to the ground
- Take both horizontal and vertical photographs
- Try shooting with the flash on in daylight and with the flash off in low light

### 4. ZOOM WITH YOUR FEET

It is tempting to stand far away and hope that the camera's zoom button can do the work for you but if you want your audience to connect with your subject you will need to get up close and personal. Shoot your subject close up then step back three paces to photograph your subject at an angle that includes the background. It is always better to zoom in on a subject with your feet, and when that is not possible, then you can use the camera's zoom feature. As a rule, however, digital zoom is not great, especially on cell phones, so try to avoid it.

### 5. AVOID CLUTTERED BACKGROUNDS

A useful piece of advice is to avoid backgrounds that distract attention from the subject, when possible. If you are photographing a person, check to see if there is a tree behind them that makes them look like they have branches growing out of their head.

## USE THE FOLLOWING STEPS TO IMPROVE YOUR PHOTOS:

LOOK --> STOP --> CLICK --> CHECK --> REPEAT

#### LOOK:

Look at the display screen and make sure the subject that you want to photograph is inside the frame.

#### STOP:

Hold the camera with two hands and keep your elbows close to your sides. Hold still, relax, and exhale.

#### CLICK:

At the end of the exhale, squeeze (don't push or tap) the shutter release button.

#### CHECK:

Look at your photo—is it showing everything the audience needs to see to understand the story or data you are trying to share? Is it too dark or too light? Is it blurry? Check the edges of the image as well as the subject itself. Is there a lot of clutter? Are there objects, shapes or people that are distracting?

#### REPEAT:

Always take at least 3 photos for every one image that you want to make. Try different angles and move closer or farther away as needed.

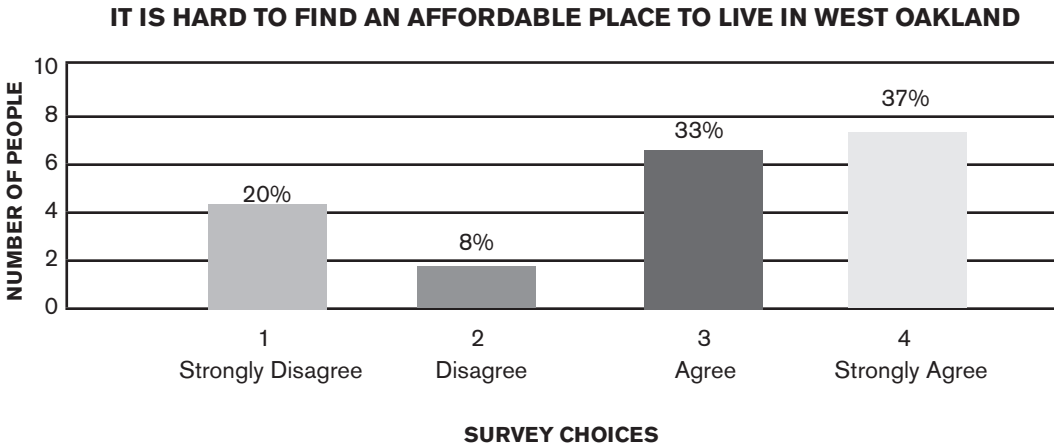
# MAP YOUR WORLD: STUDENT HANDOUT 10.A

## SURVEY MATH AND GRAPHING

Use the images and information below for guidance while analyzing your data.

### BAR GRAPHS:

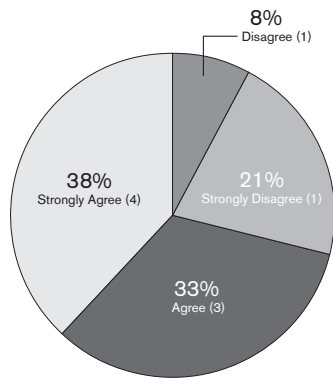
- The x axis (horizontal) represents the different types of answers people could give.
- The y axis (vertical) represents the number of people who chose that type of answer



### PIE GRAPHS:

- In a pie graph, each "slice" of the pie represents the number of people who selected a particular survey response.
- There are 360 degrees in a circle, therefore, you can multiply percents to find the number of degrees in each section of the graph and then use a compass to draw it.

**IT IS HARD TO FIND AN AFFORDABLE PLACE TO LIVE IN WEST OAKLAND**



Check out this Website to make graphs on line: <http://nces.ed.gov/NCESKIDS/Graphing/>

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# MAP YOUR WORLD: TEACHER HANDOUT 13.A

## FORMS OF ACTION

Create a weekly podcast and invite guests to discuss the issue from various points of view

Organize a Hang-Out on Google plus and invite students, teachers, community members, and members of the MYW community to participate.

Arrange a screening of *The Revolutionary Optimists* followed by a panel discussion about your issue and the power of youth to make social change.

Write letters to community members

Collect signatures on a petition

Create a mural

Distribute flyers with facts about your topic

Display banners asking for a specific change

Create and present an award

Testify in court

Picket

Schedule a rally

Hold a vigil

Set up an information booth at a public event

Produce street theater (skits, poetry, song)

Organize a "day of action" at your school and/or in community and live stream the event online. Invite experts on the issue as well as allies and advocates.

Organize a text-based fundraising campaign about your campaign and include a Skype Q&A with students from another MYW project to talk about the power of youth to make positive change

March to City Hall

Host a community forum

Give a presentation to City Council

Meet with the school board to ask for a particular change

Leave (walk-out)

Stay (sit-in)

Organize a strike or boycott

Produce a video and hold viewings

Produce a written report or a magazine

Create a Web site or blog

# MAP YOUR WORLD: STUDENT HANDOUT 13.A

## CHANGE AGENT PLANNER

### SOME APPROACHES TO SOCIAL CHANGE (1/3)

Depending on audience and the nature of your topic, you will select different approaches—or combinations of approaches—for sharing your findings and recommendations.

A Continuum: While your plan can fall squarely into just one of these approaches, usually all three work together in some combination. By using these approaches in tandem, you can strengthen and broaden your impact.

ACTION TYPE	MEANS...	PERSON	ACTIVISM
Advocacy	<ul style="list-style-type: none"><li>•Arguing on behalf of a particular issue, idea, or person</li><li>•Standing up for something you believe in</li></ul>	Advocate	<ul style="list-style-type: none"><li>•Stands up for people</li><li>•Speaks out and gets their voice heard</li><li>•Meets with people in power and asks for specific things</li></ul>
Education	<ul style="list-style-type: none"><li>•Building understanding and knowledge</li><li>•Sharing information and ideas</li><li>•Sharing findings from research</li></ul>	Educator	<ul style="list-style-type: none"><li>•Teaches</li><li>•Supports others</li><li>•Mentors or empowers others</li></ul>
Education	<ul style="list-style-type: none"><li>•Taking action or getting involved as a means of achieving a goal for change</li></ul>	Activist	<ul style="list-style-type: none"><li>•Acts!</li><li>•Fights for what they believe in</li><li>•Protests and demonstrates</li><li>•Gets people excited and involved</li></ul>

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# MAP YOUR WORLD: STUDENT HANDOUT 13.A

## CHANGE AGENT PLANNER STRATEGY IDENTIFICATION CHART (2/3)

ACTION	TYPE OF STRATEGY	ADVANTAGES	CHALLENGES	USE AND PRIORITY FOR THIS PROJEC
Distribute flyers with facts about your topic	<ul style="list-style-type: none"> <li>•Education Example: Place pamphlets about a topic that you care about in the student center.</li> </ul>	<p>Shares the facts and lets people read them according to interest</p> <p>Gets topic to a lot of different people</p>	<ul style="list-style-type: none"> <li>•Cost for production(copying and paper)</li> <li>•People might not read them</li> </ul>	<ul style="list-style-type: none"> <li>•High priority–could also do a column in the bilingual parent newsletter</li> </ul>
Protests at City Hall	<ul style="list-style-type: none"> <li>•Activism Example: Organize a rally for a policy that is up for a vote</li> </ul>	<p>Shows decision makers and the public that we are serious and that we care about this issue</p> <p>Media could come</p>	<ul style="list-style-type: none"> <li>•Transportation</li> <li>•Getting enough people there to make a real impact</li> <li>•Attracting media attention</li> </ul>	<ul style="list-style-type: none"> <li>•Maybe later–in the next phase–right now we need to build interest and momentum in our work</li> </ul>
Produce a video and hold viewings	<ul style="list-style-type: none"> <li>•Advocacy Example: Show a documentary on a topic that you care about.</li> </ul>	<p>Can publicize and have event at the school auditorium–get a wide audience</p> <p>Have footage of interviews, etc.</p>	<ul style="list-style-type: none"> <li>•Time to produce</li> <li>•Production equipment</li> <li>•Limited footage</li> </ul>	<ul style="list-style-type: none"> <li>•Medium priority–this would get youth’s attention, but we would need someone with strong skills and commitment</li> </ul>

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# MAP YOUR WORLD: STUDENT HANDOUT 13.A

## CHANGE AGENT PLANNER

### STRATEGY IDENTIFICATION WORKSHEET (3/3)

ACTION	TYPE OF STRATEGY (Advocacy, Education, Activism)	ADVANTAGES	CHALLENGES	USE AND PRIORITY FOR THIS PROJECT

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# MAP YOUR WORLD: TEACHER HANDOUT 14.A

## SHARE IT AND CELEBRATE IT!

### STEP 1: WITH PARTICIPANTS, DEFINE THE PURPOSE OF YOUR EVENT

#### EXAMPLES INCLUDE:

- Reflecting on the program
- Celebrating accomplishments
- Sharing findings and recommendations
- Thanking those who have been helpful
- Educating adults and other youth
- Thinking together about what is next
- Having fun!

Model the program or project: have lots of audience participation, opportunities for questions and feedback, and youth-led activities and presentations.

### STEP 2: WITH PARTICIPANTS, DECIDE ON THE ACTIVITIES TO INCLUDE

#### EXAMPLES:

- Slide Show: Have pictures from the year, along with pics of Event Crews and Committees, fun facts about participants and staff, cycling in the Event Work Plan: Example background while people are arriving. Event Work Plan Template
- Icebreakers: Start with a welcome and an icebreaker Day of Event Check List that familiarizes attendees with one another.
- Presentations: Participants can share their findings, recommendations, and products, and share how they have grown personally through their involvement.
- Dinner or appetizers: Youth can write letters requesting donations of food from local restaurants and follow up with phone calls or in-person visits. Offer to acknowledge the restaurants at the event and provide a certificate of support for the business location. A potluck can also work.
- Awards or certificates of completion honoring youth and adult staff.
- A "gallery" display of youth's artwork from the year.
- A youth keynote speaker.
- After presentations, have round-table discussions with a youth liaison at each table. From these discussions, come up with "next steps" for the action campaign.

### STEP 3: PLAN AND PREPARE

Use the following planning tool to get ready:

Event Title: \_\_\_\_\_

Event Date/Time: \_\_\_\_\_

Event Location: \_\_\_\_\_

Main Goals of Event: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Guests: What groups and individuals will you invite? Make sure your invitation list fits with your purpose: \_\_\_\_\_

Main Activities of Event (Your program):

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Special Awards or Honors? \_\_\_\_\_

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Keynote Speakers and/or Guest Speakers: \_\_\_\_\_

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Event: Budget (What do you need to make it happen? Material or financial?):

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