



OVERVIEW

Students will consider how government affects their daily lives and begin to think about how and when they can affect government, and why they should consider doing so. An opening “rank order” small group activity will then segue into a brief overview of the “advocacy hourglass,” a process for making change that they will learn through taking action on an issue they care about during this course.

OBJECTIVES

By the end of this lesson, students will be able to:

- recognize ways in which government shapes their daily lives
- describe the advocacy framework of this action civics course
- utilize and explain the purpose of small group work guidelines

MATERIALS

- Student handbooks (will either be delivered directly to the school or distributed to DCs at initial training)
- Printed tactic slips from the page following this lesson (1 set of slips for every small group of 4-5 students)
- Paper to make name tents to put on desks (1 per student)
- Board space or chart paper to create “Looks Like/Sounds Like” poster

PREPARATION BEFORE CLASS

- Complete Lesson 0 to introduce yourself and the GC program overview during your first observation day.
- Return any collected consent forms and surveys to CDs or GC staff
- Create “Strongly Disagree,” “Disagree,” “Agree,” and “Strongly Agree” posters for use in Four Corners activity.
- Print and cut up Rank Order slips.
- Familiarize yourself with various stories of past projects and focus issues and the basic GC structure.
- Bring paper to have students make name tents.
- Talk to your teacher about any usual classroom process for working in small groups and review GC small group procedures outlined in the student handbook.
- Pick up, read, and give feedback on student self-introduction letters (if your teacher has had them complete these as part of the portfolio project).
- Create an “Advocacy Hourglass” poster to use as a visual aid

INTRODUCTION (5 minutes)

- Briefly reintroduce yourself
 - Your name
 - Your role as a Democracy Coach
 - Which days you will be in class
 - A funny fact about yourself (or other ice-breaker intro, see Generation Citizen internal website for ideas)
 - Remind students that Generation Citizen is a chance to make

NOTES:

Begin with small group guidelines leading into the Rank Order activity if you led Four Corners during Lesson 0.

TO SHORTEN THIS LESSON:

- If introductions go long, have students rank only four actions during the Rank Order activity.
- Skip the Advocacy Hourglass review and discuss it in Lesson 2.
- Have your teacher do today’s exit ticket in another period or assign it for homework before the next class.



change on something you care about by actually taking action

- Have students make name tents then go around and introduce themselves, saying their names and funny get-to-know-you facts. (See Generation Citizen internal site for ice-breaker ideas.)
- **Lesson overview and framing:** *Explain that today we are going to get to know each other and start talking about what we'll be doing this semester and why.*

EXPLORING CIVIC IDENTITIES (10 minutes)

- Explain how the Four Corners activity works.
 - You will read a statement and students move to the appropriately corner of the room with the sign that describes how they feel about the statement (corners are labeled: strongly agree, agree, disagree, or strongly disagree). If a student has conflicting opinions about the statement, he or she can stand in the middle of the room.
 - Emphasize that students should try to think about how they feel, not about where their friends are moving and that every issue has multiple perspectives, so every student should be treated respectfully regardless of where they stand.
 - Instruct students that they will have just a few seconds to travel quietly to their chosen corner. Once there, you will ask a few volunteers to explain their responses.
- Implement Four Corners: After each statement, ask for student volunteers (or choose students) from different groups to explain why they're standing in the corner they have chosen. Probe students' thinking and suggest multiple alternative perspectives, while remaining respectful and impartial. Begin with simple, easy statements and then increase in complexity, aiming for 4-8 statements. Possible statements may include:
 - I like dogs more than cats.
 - The Red Sox are better than the Yankees. (or Giants and A's)
 - I think students should be paid to go to school.
 - In my opinion, global warming is a big problem.
 - I think anyone should be allowed to own a handgun.
 - I believe that government affects my life on a daily basis.
 - I believe that our government responds to the needs of its citizens.
 - I believe that I can affect how government functions.
- Debrief Four Corners: Ask students how it made them feel to stand with or in opposition to their classmates. How did they feel when they were in different sized groups? What did you learn from hearing other perspectives on the issues?

LEARNING TO WORK IN SMALL GROUPS (6 minutes)

- Explain that this class is built around student voice, and that you'll be



working in different ways throughout the semester to encourage all students to participate because you're interested in hearing what they have to say. So in addition to calling on individuals like you did during 4 Corners this morning, students are going to be doing a lot of work in small groups, where everyone has a chance to talk.

- Explain that to allow for good conversation in groups, there are a few practices that you can use to help make the discussion work. Students can turn to page 6 of their student handbooks for tips and to take notes for later reference.
- Ask students as a whole class to respond verbally to the following questions while you or write or a volunteer writes their answers in a T-Chart ("Looks Like" vs. "Sounds Like") on the board.
 - Think about a time when you've worked in small groups successfully before. What did it look like? What did it sound like?

LOOKS	SOUNDS
<ul style="list-style-type: none"> • Eye contact • Engaged • Leaning in • Notes/recording • Sitting close • Circle of some sort 	<ul style="list-style-type: none"> • Everyone contributing • Talking in turn • Don't run over each other • Build ideas • "Respectful" (tone, volume, open to ideas, affirmation) • Verbal prompts • Focus/getting things done

- Explain that students will be working in small groups of three to five students often in this class and that they should use similar techniques to guide their conversations so that we can collaborate as much as possible with each other.
- Ask if students have any objections to the list and agree to these guidelines.

THE ROLE & SCOPE OF GOVERNMENT (14 minutes)

- Break students into small groups of 4-5. If possible, have them quietly move their seats to be clustered in these groups.
- Explain that you're now going to be doing an activity called "Rank Order" to build on students' previous thoughts about their interaction with government. You want to challenge them to think about how government affects their own lives.
- Explain and hold up the activity slips that you are about to pass out. Explain that there is a different daily activity written on each slip of paper and that in small groups, using small group techniques, the students need to decide as a group how they would rank the slips in order of ones most impacted by the government to activities least influenced by the government. (They can put the most impacted at the

ADAPTATION FOR RIGOR:

Do not have high school students complete the T-Chart. Instead, briefly ask for their tips for working in small groups. Validate their suggestions and share your experience with and priorities of: close seating, positive body language, focus on topic at hand, and participation from all.

TIP:

Each class period should hang up the "Looks Like, Sounds Like" chart as a constant reminder of expectations for small group work. You can also refer to the chart to get students back on track.



top, the least impacted at the bottom.)

- Encourage students to think about how each level of government might affect that activity. Ask students to review the different levels.
 - **City:** Includes city council and local courts, led by the mayor (**review Mayor's name**) and handles local city issues (such as trash collection, traffic safety, and park maintenance) and implementation of policies. Also referred to as “municipal” government.
 - **State:** Headed by the governor (**review Governor's name**) and includes the State Senate, State Assembly and State Supreme Court. They handle issues that affect the entire state, such as granting funding for public education and organizing voting districts.
 - **National:** Headed by the President (**Barack Obama**) and includes the Senate, House of Representatives, and Supreme Court. Also referred to as “federal” government, they work on issues affecting the entire country, including managing relationships with other countries, determining immigration systems, and managing interstate transportation.
- Offer one example: Getting in touch with a relative across the country.
 - How do you think the government influences this?
 - Other questions to consider include:
 - Who else is participating in this?
 - Who is paying for this?
 - Who is responsible for making sure or influencing how this happens?
 - The Postal Service is a federal agency charged with picking up, sorting, and delivering all of your mail, at little hassle to you.
 - The Federal Communications system organizes all of our telecommunication, making sure that radio and cell phones and TVs and computers all operate on different channels.
- Getting in touch with someone might be an independent activity, but it is influenced by policies and systems that we don't often realize shape our actions and the organization of our society profoundly.
- Ask one student to repeat the directions in his or her own words. Ask for other questions or clarification before passing out tactic slips and telling students to begin. Tell students that at the end of this session they will need to choose one student from each group to verbally share the decisions they made with the class.
- While they discuss, walk around to the small groups and question them when needed to ensure they follow the small group procedures and create a fully ranked list.
- After 8 minutes, have one student from each group to report out to the class about the following questions and keep notes of their answers on the board.

- Which method did we rank as most influenced by government?
Why? How is this issue affected by government?
- Which method did we rank as least influenced by government?
Why? How is this issue affected by government?
- Clarify that there are no right (ranking) answers because every issue that you discussed is influenced by government on some scale. Government influences everything we do. Our rankings just reflect our familiarity with each of the policies and structures working behind the scenes.
- Use the “Government’s Influence on Daily Life” answer sheet at the end of this lesson to share examples of how each issue is influenced by government, one-at-a-time.

PROCESS OF MAKING CHANGE (10 minutes)

- How does this related to Generation Citizen? Make the point that every one of those laws and agencies referenced in the activity has to be created and regulated, and we as citizens have the power to affect how that happens. We just have to know how to use that power. That’s what we’re going to be learning about this semester.
- Explain that one way to make change on a particular issue is advocacy, and that all the structures you just examined can be influenced by advocacy. This is what we will be learning to do – and actually doing – this semester.



- Display the above advocacy hourglass on the board or chart paper. Explain that this is a visual way to show how to do advocacy (in other words, make change on a problem) and to plan out how to make that change. Label each section of the chart and have students copy this on page 11 in their handbooks and write in the short definitions below. Explain that this is the process we will use to make change on an issue in *our* community – whether that’s the state, city, neighborhood, or school – this semester. Explain that your Democracy Coach(es) and teacher are here to guide you in the process of determining what the most effective actions will be to address the problem you identify as a class.
 - Community Issues: the range of problems/issues in the

ADD TO GLOSSARY:

- **Advocacy**
Definition: Getting support for a solution to a particular problem, idea, or cause
Sample Sentence: Advocacy for equality, by civil rights groups and individuals like Martin Luther King, Jr., led to the end of segregation.

TIP:

Create an advocacy hourglass poster to post in the classroom and refer to throughout the semester. Consult with other Democracy Coaches working in the same classroom to share resources.



- neighborhood and school (Ex. homelessness, safety, etc.)
 - Focus Issue: the problem/issue you care most about that we'll work on this semester
 - Root Causes: the main reasons why a challenge exists (Ex: Students are not signing up for the SAT because no one teaches them how to do so)
 - Goal: the impact we'll make on the focus issue by addressing/fixing a root cause
 - Targets: the major influential people or groups who can help accomplish a goal (Ex: a decision-maker, those who can influence the decision-maker, etc.)
 - Tactics: the actions taken to convey your messages to targets (Ex: set up a meeting, write a newspaper article, organize an assembly)
- In Generation Citizen, you will choose a problem that *you* care about, and use advocacy to help solve it. Advocacy allows *anyone*, student or adult to make change in our democracy.

CONCLUSION (5 minutes)

- Remind students of the next date you will see them and preview what they will be doing in the next class.
- Explain that addressing a problem actually starts, of course, by deciding which problems actually matter most to us and are worth our time in this program and in general. In response to this idea, have students complete exit ticket and submit it to you.
- Call on a student to read the exit ticket prompt out loud or do this yourself.
- Collect any guardian and student consent forms and surveys.

TIP:

Stand by the door to collect these exit tickets from students. This will help you practice learning their names. Smile.

ASSESSMENT and PORTFOLIO ELEMENTS

- **Exit Ticket:**
Use one sentence to answer each of the following prompts. Hand this in to your Democracy Coach or teacher on the way out.
 - Describe what you think you'll be doing with Generation Citizen this semester.
 - What is one thing you're excited about?
 - What is one question you still have about today or about the program?
- **Portfolio:** Student introductory letter

COMMON CORE STANDARDS

- SL.9-10.1.a-d
- SL.9-10.6

COMMON CORE STANDARDS

- SL.8.1.a-d
- SL.8.6

REFERENCES

http://www.johnzola.com/JohnZola.com/Teaching_Strategies.html
<http://www.governmentisgood.com/articles.php?aid=1&p=1>

Brushing your teeth

.....

Going to the bathroom

.....

Checking the weather

.....

Getting to school

.....

Sitting in class

.....

Buying a snack after-school

.....

Walking down the street

.....

Going to sleep

Guide to Government's Influence on Daily Life

Brushing your teeth

- Your city water department is charged with constantly managing water quality, including checking it constantly and correcting any misbalances.

Going to the bathroom

- Your city government is responsible for collecting and removing all waste in a timely, reliable, and environmentally responsible way. All you have to do is flush.

Checking the weather

- The National Weather Service, which is an agency funded by the federal government, reports the weather. They take hundreds of thousands of temperate and climate readings every day to give you the latest weather information.

Getting to school

- Local police enforce traffic laws and local governments fund public transportation options like the bus or the subway.
- State governments mandate that all vehicles are inspected for safety on a regular basis and require seat belts and auto insurance for drivers.

Sitting in class

- States are responsible for educating all of their citizens, including building schools, developing curricula, and determining graduation requirements.
- The federal government contributes funding to states for different education initiatives.

Buying a snack after-school

- The Food and Drug Administration oversees all food safety and packaging requirements. That's how you know what exactly you're eating and are able to have confidence that it's free of diseases.
- Your city government conducts regular inspections to ensure that all restaurants are clean and up to code.

Walking down the street

- City law requires that pet owners clean up after their animals so that you don't step in dog poop as you walk down the street.
- City Animal Control offices keep stray cats and dogs off the street.
- City and state governments are responsible for the conditions of roads (potholes, sidewalks, speed limits, etc.) depending on how far the roads run.

Going to sleep

- A smoke detector runs all night to monitor dangerous levels of carbon dioxide. This is a mandate from your city government.
- The city police department enforces noise limits to help everyone sleep peacefully.



Write the name(s) of your Democracy Coach(es) here:

OVERVIEW AND OBJECTIVES: *Consider how government affects your daily life and begin to think about how and when you can affect government, and why you should consider doing so. An opening “rank order” small group activity will then lead into a brief overview of the “advocacy hourglass,” a process for making change that you will learn through taking action on an issue you care about during this course.*

By the end of this lesson, you will be able to:

- recognize ways in which government shapes your daily life
- describe the advocacy framework of this action civics course
- utilize and explain the purpose of small group work guidelines

[WORK SPACE]



Small Group Guidelines

Looks Like	Sounds Like

When in a small group make sure:

- Your **desks or chairs are arranged close together and to directly face each other**, so you can hear each other and are not too close to other groups.
- You are listening to your classmates to understand, make your ideas clearer, and develop your thinking. You should **ask questions** that help you and your group members do all this productively.
- Your **body language and attitude** show **listening and respect**.
- **Every member** in the conversation has voice and is **invited to speak** and share.
- **Everyone speaks thoughtfully** – avoid “...and stuff” or “...blah, blah.”

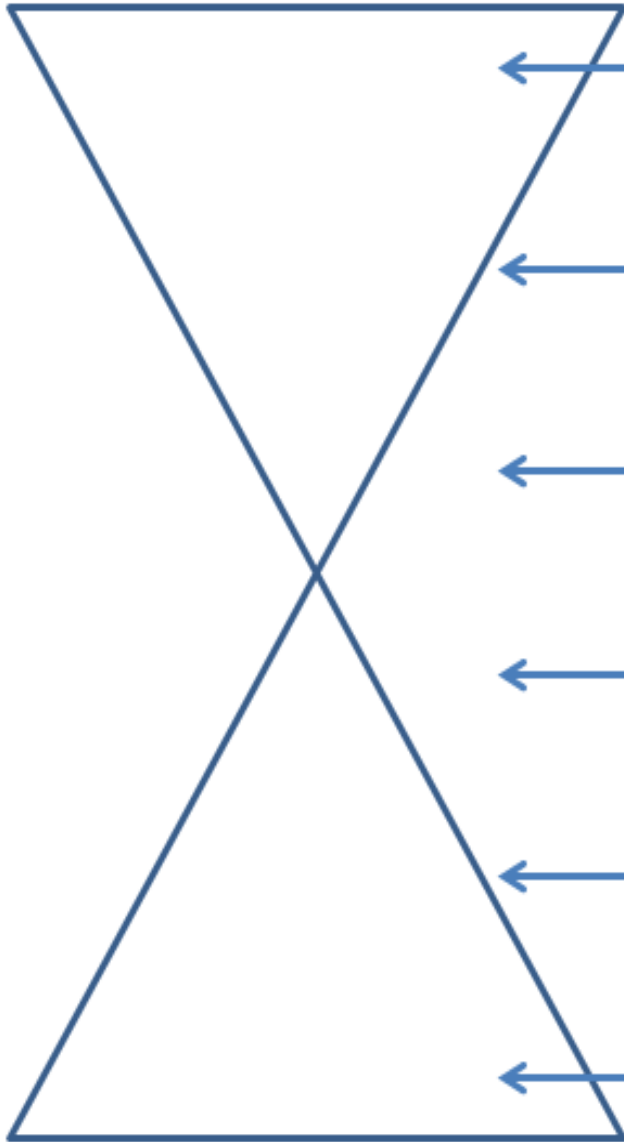
When in a small group, your job is to:

- Have the attitude of “I want to learn” and “I want to teach others”
- Use your curiosity to make connections between new and old learning
- Participate for the sake of your own learning – not just to perform for a grade
- Care about the learning of everyone else

Sentence starters to help your conversation:

- Can we think of another example?
- Tell me more about ____.
- Explain your thinking about ____.
- Why might someone disagree with us? What could we say?
- Can we summarize our thoughts?
- What if...?

Parts of Advocacy Hourglass



Definitions

EXIT TICKET:

Write your name and your response on a separate sheet of paper. Hand this in to your teacher or Democracy Coach at the end of class.

Use one sentence to answer each of the following questions. Hand this in to your Democracy Coach or teacher on the way out.

- Describe what you think you'll be doing with Generation Citizen this semester.
- What is one thing you're excited about?
- What is one question you still have about today or about the program?