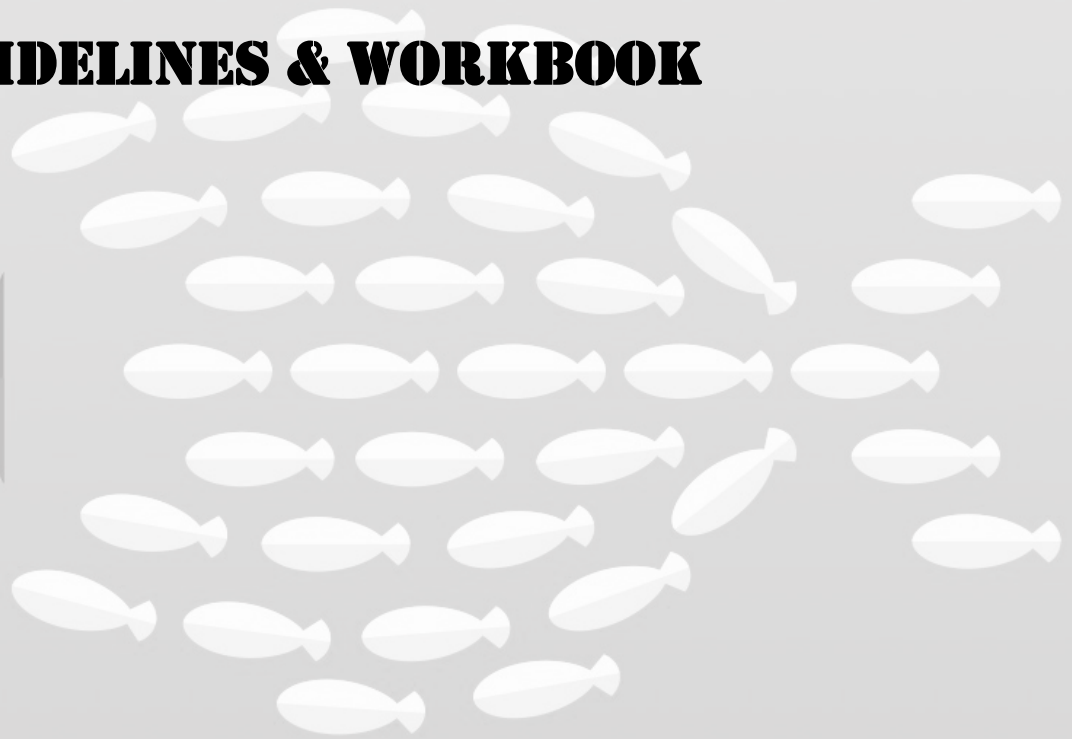




SOCIAL ACTION PROJECT

GUIDELINES & WORKBOOK



**SOCIAL CHANGE IN THE 21ST CENTURY
HONORS SEMINAR (HON 401)**

SPRING 2018

NAME: _____

© Carol L. Glasser 2018.

If you would like to reproduce or distribute portions of this workbook please contact Carol Glasser at carol.glasser@mnsu.edu

WHAT'S IN THIS WORKBOOK

Project components...3

Project due dates and deadlines...7

Required assignment guidelines

Activist Profile Assignment (Individual) ...	9
Social Issues Report Assignments (Individual) ...	10
Team Contracts (Group) ...	11
Meeting Summary Form (Group) ...	13
Project Proposal (Group) ...	14
Background Research (Individual) ...	15
Project Summary (Group) ...	18
Activist Statement (Individual) ...	19
Evaluations (Individual and Group) ...	20

Other Policies

Expulsion from group work ...	21
University rules ...	21
Financials ...	22

Course grading...23

Project workbook...24

PROJECT COMPONENTS

The best way to learn about how social change happens is by actually doing it. For this project, you will engage in activism in a group setting. You will work with a team to create social change in the Minnesota State Mankato or the greater Mankato community by executing a social movement campaign or action that you can enact in the course of this semester. How you do this is and what topic you address is very open and flexible. However, it must be part of a social movement, which means going beyond an education campaign. This section provides an overview of all of the graded components of the project. I am confident your projects will be great- so let's get started!

Activist Profile

The activist profile is a brief informal inventory of each person's skills and experiences that might be helpful to a social movement campaign. It will also help uncover issues each person in the group cares about to help you all find common ground. It is recommended that you bring these to your initial group meetings and use them as an icebreaker to get to know each other as you decide on an issue to work on.

These assignments are turned in as individuals and grades are assigned individually

Specific assignment guidelines are included on page 9

Social Issues Reports

To get started each member of the group will identify current social issues that impact the Minnesota State Mankato or greater Mankato community. Students will find news articles that address social issues and identify tactics and practices to address social issues that they find of interest. It is recommended that you bring these to your initial group meetings and use them as an icebreaker to get to know each other as you decide on an issue to work on.

These assignments are turned in as individuals and grades are assigned individually

Specific assignment guidelines are included on page 10

Team Contracts

Early on in the group work you are expected to develop a set of bylaws that everyone in your group agrees to follow. This will include things like what the goals of your group are, how to handle absences or tardiness by a group member, decision making processes, and what to do if someone feels that the work load is inequitable.

This assignment is turned in as a group and the grade is assigned to the group

A template for Team Contracts is posted on D2L and included on page 11

Group Meetings

Every week, beginning in the 4th week of class, students will meet with group members for at least one hour to develop and plan their actions. The class periods are reduced by 45 minutes during much of the planning and action phases of this project to allow for all students to engage in this activity. Students are not required to meet in the time from 7-8 when the class period is still scheduled to run because it may be more productive for some groups to meet at other times to facilitate the project. However, because this time is already allotted in your schedules, it is assumed that there will be no difficulties with meeting with your team. It is highly recommended you meet during the regularly scheduled class time unless there are reasons not to, such as meeting to table or to facilitate meeting with other supports or groups who can support your campaign.

Students are required to do the following each week for group meetings:

- Meet for one hour each week
- Notify the professor of the meeting place and time
- Notify the professor within 24 hours of any meeting location/time changes
- Complete a Meeting Summary Form and upload it to D2L within 24 hours after your meeting

Meeting attendance and performance is graded on an individual level and is assessed by the meeting attendance forms and peer evaluations.

Meeting effectiveness and productivity is graded on a group level and is assessed by the Meeting Summary Forms, Professor and GA visits to meetings, and peer evaluations.

A template for the Meeting Summary Forms is posted on D2L included on page 13

Project Proposal

Your group will determine a social justice issue that they want to help improve in the Minnesota State Mankato or greater Mankato community. Your group will then design and propose a social action that can help facilitate improving this issue. The goal should be to create change on an individual or structural level. However, this must go beyond an educational campaign and be a social movement action (you will learn about the difference in this class!)

This assignment is turned in as a group and the grade is assigned to the group

Specific assignment guidelines are included on page 14

Background Research

Activists are the most educated people about the issues they address. That's right! They are typically more knowledgeable about the issues than professors, professionals, politicians, and just about anyone else! That means you will need to do some research to get in the mindset of an activist and know what you are tackling. Each member will need to complete background research and submit annotated bibliographies of this research. Though each individual is responsible for their own research, the group is responsible for ensuring each member finds unique assignments and the group grade will be reduced if multiple members summarize the same source.

These assignments are turned in as individuals and grades are assigned individually

Specific assignment guidelines are included on pages 14-17

Final Social Action Project

What the final social action project will be is largely up to you! You will be held accountable to your project proposal (or any changes you made to the original plan along the way). For many, this is your first activist action and a lot of aspects of it can't be planned. You are not being graded on it being perfect, but you are being graded on how you plan and execute the project.

This is graded on a group level and is assessed by the Meeting Summary Forms, Professor and GA visits to meetings, peer evaluations, planning and execution

There are no additional guidelines/documents for this project in the Assignment Guidelines section

Project Summary

After you complete your action you will write a summary of the action. The summary will include an overview of the action followed by an analysis that addresses the process of deciding what to do, how you came about your final action and any hurdles along the way. You will also analyze your action's effectiveness using concepts learned in coursework and class this semester.

This assignment is turned in as a group and the grade is assigned to the group

Specific assignment guidelines are included on page 18

Activist Statement

This statement is a personal reflection of how each student feels they grew as an activist and what they learned from the project. It will be turned in at the end of the project.

This assignment is turned in as individuals and grades are assigned individually

Specific assignment guidelines are included on 19

Evaluations

At the end of the project you will turn in evaluations for each team member and yourself. These will be used to assess the final project and individual performance.

These assignments are turned in as individuals and grades are assigned individually

An evaluation form is posted on D2L and included on page 20

PROJECT DUE DATES AND DEADLINES

Date	Assignment
1/22 Monday	Activist Profile- due in class (individual)
1/29 Monday	Social Issues Report #1 Due in class (Individual)
2/5 Monday	Social Issues Report #2 Due in class (Individual)
2/9 Friday	Team Contracts Due on D2L by Friday 2/9 at midnight (Group)
3/22 Friday	Project Proposals Due on D2L by Friday 3/22 at midnight (Group)
3/23 Friday	Movement, Website, and Topic annotated summaries due on D2L by Friday 3/23 a midnight (Individual) <i>These will take some time, be sure you start this a few weeks in advance</i>
4/5 Friday	Activist Interviews are due on D2L by Friday 4/5 at Midnight (Individual) <i>The planned action must occur before this date</i>
4/23 Monday	Project Summary (Group) Activist Statement (Individual)
2/25 Wednesday	Peer and self-evaluations are due by 4/25 at midnight

REQUIRED ASSIGNMENTS

GUIDELINES

ACTIVIST PROFILE

As we will learn this semester, activists are everyday people like you. Take a minute to answer these questions to find out what type of causes you might be an activist for. You can answer each question in 1-3 sentences, or with a list if appropriate. It is suggested you bring this to the first few meetings with your team as knowing the interests, experiences, and skills each of you has will help you when planning the social issue and tactics you will work with this semester.

Do you consider yourself an activist? Why or why not?

What do you think about activism and activists? Just write for a few minutes—anything that comes to mind go ahead and put down.

What are some social issues or causes you care about?

Have you ever volunteered for any causes? Which ones?

What are some communities you are involved in? *These can be physical communities (like a neighborhood or town) as well as clubs and groups, or affinity groups.*

Have you ever done any of the following? *Check or highlight all that apply.*

- Change your profile picture for a certain cause
- Attend a protest
- Sign a petition
- Join a social media campaign for a cause
- Attend a vigil
- Volunteer for a political candidate
- Participate in a sit-in or other form of social disobedience
- Hand out leaflets or table for a cause
- Any other activist actions? Please list them here:

List 2-3 assets or skills you have that can help you be a good leader.

List 2-3 assets or skills you have that can help you work as part of a group.

SOCIAL ISSUES REPORTS

To determine what your group will work on it will be important to understand what issues are out there in the world and what strategies have been used to before to create social change. You will complete two Social Issues Reports at the beginning of this project and share them with your team members.

For each Social Issues Report:

- 1) Find an issue:
Search the news and other sources of current events. Identify a current social justice issue that interests you. Include a print out of this issue and in your report briefly (no more than one paragraph) explain what the issue is and why it is of interest to you.
- 2) Make the connection:
Identify in your report if this issue relates to the Minnesota State Mankato or the greater Mankato community. Explain why or why not.
- 3) Explore Tactics and Principles:
Spend some time browsing through the “Tactics” and “Principles” of *Beautiful Trouble*, which can be found online: <http://beautifultrouble.org/all-modules/>

Choose two tactics and one principle of interest and state in your report what they are. Briefly (in about one paragraph, and no more than two) explain how you think one or more of these might be applied to helping with the social issue you addressed.

What to turn in:

- ✓ A print out of an article or other document explaining the social issue you choose
- ✓ A typed (1.5 or double spaced) report that is 2-3 paragraphs in length which describes: 1) the social issue you are interested in, 2) how this connects to the MSU or Mankato community 3) two tactics and one principle that you find interesting.
- ✓ You will turn in two Social Issue reports. Each report must identify a different social issue and different tactics and principles than the other report you turned in. It is helpful, but not required, that your second social issues report identifies different issues, tactics, and principles than those your team members identified in the first social issue report.

TEAM CONTRACTS

All teams will develop a contract for group work. This contract will outline the goals, expectations, and procedures that all members of the group agree on. Below are the items that need to be in the contract.

You may format your contract however you wish—many groups might choose to use the headings below to format their contract, but other formats are acceptable as well as long as they contain all the necessary components identified below. The final contract must be typed and printed and all group members and the professor must be given a signed copy.

GOALS

In this section, you should identify what the *collective* goals of your group for this project are. *Collective* goals are goals *everyone* in the group can agree on. Your goals might include what you want on your final project grade, but they should also include more substantive goals (for example, the quality of the final project you all expect, if you want to strengthen skills you already have, or try to learn new skills, etc.). Select two to three goals that are a priority for your group.

Optional: you might also each also agree on letting each individual group member identify a personal goal that they everyone agrees they can accomplish with this project (for example, take a leadership role, become a better listener, get over a fear of speaking, learn a new graphic design software, etc.). This can help when splitting up tasks, since you can focus on assigning tasks to members in a way that can help them achieve their individual goals.

EXPECTATIONS & POLICIES

It is important to collectively establish expectations of working in a group in order to help you achieve your goals. Be sure to address your expectations and policies regarding the items below; you may also add more if your group decides.

ATTENDANCE & DEADLINES

Group meetings are required. What is the expectation in terms of the number of meetings that can be missed, how to notify others if you will be absent or tardy on a deadline, etc.

Note: Each group may only allow a *maximum* of TWO missed group meetings, any more will result in an individual having their grade lowered

COMMUNICATION

Identify the basic decision making processes and how you will communicate. For communication, you would outline basic things such as politeness, letting others speak,

whether it is okay to discuss a group member's performance when they aren't there, etc. You should also address preferred form of communication outside of class (email, texting, a combination?), expected response time, and if there are forms of communication that will *not* be used at all. Whatever you agree to allows all group members to know what contact details they need to share and check regularly. How will decisions be made—will you use a democratic procedures or complete consensus? Will all members have to agree or just those in attendance? Deciding these things now will make decision making easier if there are points of disagreements in the future.

ROLES

All groups must establish who will fill two roles—Communicator and Treasurer. The Communicator will be primarily responsible for reaching out to the professor on behalf of the group project. This allows the professor to have a solid point of contact in each group and maintains a single conversation to address questions rather than having multiple points of contact within a group. (Other members can of course contact the professor as well if they have any questions/concerns). The Treasurer is in charge of filling out any paperwork or emails related to reimbursements or budgeting for the group.

If other roles are desired (such as a Secretary to take notes in meetings, etc.) you may also establish these roles, but they are not required.

CONSEQUENCES

How will you address issues when a group member does not uphold the agreed upon expectations and procedures? Come up with a clear process for how you will discuss it with each other and at what point you will contact the professor to have additional assistance with the issue or group member.

SIGNATURES

All group members should sign and date the team contract and a copy should be provided to all students and the professor.

MEETING SUMMARY FORM

Students are required to do the following each week for group meetings: 1) Meet for one hour each week 2) Notify the professor of the meeting place and time, 3) Notify the professor within 24 hours of any meeting location/time changes 4) Complete this Meeting Summary Form and upload it to D2L within 24 hours after your meeting.

DATE AND TIME OF MEETING	
TEAM MEMBERS IN ATTENDANCE	
ANYONE ELSE IN ATTENDANCE	
SUMMARY OF WHAT WAS DISCUSSED IN THE MEETING	
TO DO LIST If applicable, be sure to note who is responsible for each task and the agreed upon deadline	
TIME, DATE, AND LOCATION OF NEXT MEETING	
NOTES (if needed)	

PROJECT PROPOSAL

You must turn in and have approved a proposal for what your project will be. There are few guidelines for this action, other than that of the three types of protest (numbers, bearing witness, and damage), it should **not** be *damage*. This is not because of an ideological opposition to this form of protest (it is for you to decide how you feel about that this semester), but because this is in the context of the classroom. As such, none of your activities should cause damage to the people or places in our institution or community as we are held accountable to the university.

Here are some things to keep in mind when choosing your project:

- ✓ Choose something you all care about in some way—activism takes passion!
- ✓ Choose something that is doable in a single semester—you will be developing a single action for a single campaign, not an entire social movement.

Tip: It might be strategic to develop a campaign that aligns with a social justice group one of your groups members is already involved in so your project can continue to grow after this class is over and so that you will have supporters to join you in your action.

- ✓ Know the rules and regulations of the university or any other location where your action will occur. Doing this as a class assignment will not excuse you from any consequences there are for breaking rules—so be sure to be aware of rules and guidelines and assess personal, group, and public risk before deciding on any action. Some of the school policies that might be relevant to you on MSU Mankato's campus are on page 21.
- ✓ Be strategic: keep in mind that this action should address the collective action frame of your movement.
- ✓ Be flexible: as you learn new concepts and social movement histories in class you might be able to incorporate new knowledge into how you execute your action. That being said, be sure you also follow the next piece of advice:
- ✓ Commit! It is easy to keep changing your mind, but once you have an action idea in place and your proposal is in, stick with it. Do be flexible and improve that tactic based on new information, but try not to scrap the whole thing. The only way to make traction is to get busy working, so once you have your idea commit to it.

BACKGROUND RESEARCH

To be an activist you need to know a lot about the issues you are addressing. That means you will need to do some research to get in the mind set of an activist and know information about the issue you are addressing. Each member will need to complete background research and submit annotated bibliographies of this research to the professor. It is also expected that you share this information with your team members. Though each individual is responsible for their own research, the group is responsible for ensuring each member finds unique assignments and the group grade will be reduced if multiple members summarize the same source.

Each member of the group will submit and annotated bibliography of the following sources to D2L:

- ✓ One (1) movement informational or historical source about in the movement you are working with.
- ✓ Two (2) topical informational or research-based sources that provides information on the topic/issue you are advocating for or against
- ✓ One (1) website or blog from an organization or activist in the movement you are working with
- ✓ One (1) Interview with an activist in the movement

Annotated Summary Guidelines

For **each** individual source, you must turn in an annotated summary of the source. his means you will turn in FIVE summaries in total.

Your annotated summary will be one to three 1.5- or double-spaced type written pages. It must include the following:

Citation:

Provide a citation for the source. You may use any citation format you are learning to you use in your major. This can include ASA, APA, MLA or Chicago style. Just choose one and be consistent! Not sure how to cite? Check out this website on how to cite in ASA style: <https://owl.english.purdue.edu/owl/resource/583/03/> or visit Dr. G in office hours for help.

Summary:

Summarize the source. What are the main arguments? What is the point of this book or article? What topics are covered? If someone asked what this article/book is about, what would you say? The length of your annotations will be determined by the source, but this will likely take 1-1.5 pages, typed, 1.5 or double spaced.

Reflection:

Once you've summarized and assessed a source, you need to ask how it fits into your project. You can address whatever is most useful to you in this section, but here are some questions you might address: Was this source helpful to you? How does it help you shape your understanding of the topic? How can you use this source in your research project? Has it changed how you think about your topic? This should take about one to two paragraphs.

Sources needed- more information

Movement Informational/Historical source

You must find one source addressing the history or political grounding of your movement. This can be a book, journal article, documentary, book chapter, comprehensive article, or a well-researched comprehensive website produced by a reputable source.

Be sure your sources are well-researched and rooted in movement fact, not opinion. Try to get at least one academic source among your group if you can, but remember many social movements are fighting established social norms and may not be taken seriously yet by academics.

Tip: Wikipedia is NOT an acceptable source. Did you find a good Wikipedia article you want to use? Check out the citation list and go to the original sources to read those.

Issue Informational/Historical source

You must find one source addressing the issue that your movement is addressing. This can be a book, journal article, documentary, book chapter, comprehensive article, or a well-researched comprehensive website produced by a reputable source.

Be sure to split up the research you do as a group strategically. For example, if you are working on the issue of stopping the development of oil pipelines in Minnesota, you might have one group member do research to identify any past examples of pipelines breaking and what the consequences were, another could look into the environmental repercussions if a pipeline breaks, another could investigate the issues associated with disputes involving claims that Native Americans and Indians have to the land being used, and another can research the proposed alternative options to building more pipelines. With eight sources addressing those topics your team would be armed with a lot of facts to build an effective campaign on!

Movement website or blog

To acquaint yourself with the activist perspective on the topic or issue you choose you will find another website or blog from an activist/organization working on the same issue.

Please note, the historical sources you find and some of the factual information you find will likely also be from the moment perspective but in this section, you need to find resources that *make arguments about the issue* from the movement perspective.

Interview with an Activist

Before you do this make sure you have become acquainted with your topic, but don't wait too long! It can be tough to find someone and to schedule the interview. Interview someone who considers themselves a current or former activist in the movement you are studying and who also works/ed on the specific issue or campaign you are interested in. This person should not be someone who you know exceptionally well (e.g. a roommate, classmate, etc.) unless you receive prior approval from Dr. G. (If you know an activist in this movement well, perhaps you can let a teammate interview them).

Your summary of the interview must include at the top of the page:

- ✓ Activist's name
- ✓ How you learned about this person
- ✓ Length of time the interview took
- ✓ Five of the questions that you asked
- ✓ A summary of what you learned from the activist

Tip #1: Ask if they will let you record the interview. You may get an overwhelming amount of information that can be tough to remember. If you don't record take lots of notes!

Tip #2: If you have an ideal of what your group action will be about and what is trying to accomplish run this by your interviewee and see what they think. They are likely to have some good feedback.

PROJECT SUMMARY

Write a 4-6 page summary and analysis of your final project. This will include a recap of the action that took place and an analysis of the action and the activist process.

- ✓ In your Project Summary *use (and define) at least three (3) concepts you learned in class this semester* and apply them to your analysis.
- ✓ The summary should be typed, 12 point font, and 1.5 or double spaced.

Action Recap:

In the action recap your group describe the issue you addressed, the action you chose, your reasoning for choosing this action. In this recap be sure to include all of the following:

- ✓ Explain the social movement or campaign that this action was is for, include in your explanation *the collective action frame* of this movement.
- ✓ Who the intended audience of your action was
For example, is it other activists, bystanders, a certain group of potential sympathizers, your opponents? A mix of some of these groups? Another audience not listed?
- ✓ What was the purpose/goal of your action
For example, is it to educate, teach people how to do something specific, touch people emotionally, create collective identity? Some combination of these? Some other purpose?
- ✓ Describe why you strategically chose the action you chose
- ✓ Identify at least one social movement theory learned in class that supports the use of the action you chose to achieve the goals of your movement's collective action frame.

Analysis:

In the analysis, you will critically assess how the event went. Please keep this in a separate section than the recap. Your analysis must include the following components.

- ✓ Describe the way that your team made decisions in the planning and execution phases and analyze if it was effective
- ✓ Identify any hurdles your team had and how you overcame them
- ✓ Explain at least two ways your action met the goals of the collective action frame of your movement
- ✓ Explain at least two lessons your group learned to improve activism and impacting social change in the future

ACTIVIST STATEMENT

After you have completed your project you will write a 2-3 page statement about who you are as an activist. This should be typed and 1.5- or double-spaced.

What you write about is completely up to you. Some things you might address include the issues you care about, what you feel your role in creating social change is, and/or how you feel you can contribute to a better world.

Note: If you do not feel you are an activist or know you don't want to be one after this class, explain why you feel that way and what you feel are better routes for creating social change.

TEAM MEMBER EVALUATION FORM

Please fill out an evaluation for EACH group member, ***including yourself***. The self-evaluation is the last evaluation on the sheet.

Your Name: _____

Group Member Name: _____

Group Member Evaluations

For each of the criteria below for each group member, enter the appropriate letter grade for how well you feel they accomplished that aspect of the group project. Fill in any relevant comments in the column to the right of the letter grade, if appropriate. At the bottom of each person's evaluation, write in comments about their overall participation. You must include at least 2-4 sentences about each participant in your evaluation.

	Group Member Name (write in):		
	Grade	Comments	
Student was willing to meet to discuss project.	A B C D F		
Student actively participated in deciding how to arrange the project and work together.	A B C D F		
Student actively participated in preparing the class presentation.	A B C D F		
Student completed agreed upon work.	A B C D F		
Student completed agreed upon work on time .	A B C D F		
Overall, I would give this student a grade of _____ for his/her contribution to the group project.	A B C D F		

Additional Comments:

OTHER POLICIES

EXPULSION FROM GROUP WORK

You will be expected to follow the rules agreed to by your group in the Team Contract, to meet the timetable your group has agreed upon for completion of tasks, and to communicate and behave toward group members in a respectful and mature manner. Failure to do so will affect your grade.

If a student does not participate in the group setting and/or if a complaint(s) is made about the student by a group member(s), every attempt will be made by the instructor to resolve the issue. If it cannot be resolved, if the problem leads others to feel unsafe, or if problematic behavior persists, it is at the instructor's discretion to remove the student from the group.

In the event that this happens the student will be given an alternate assignment in lieu of the Social Action Project. Because group work is a fundamental skill needed to gain competency in promoting social change, the *maximum* grade the student will be able to receive for the alternate project is a C (75%).

UNIVERSITY POLICIES

All students agree to certain university rules and have certain rights as students. Be sure you know your rights (especially your free speech rights!) and that you also know the policies you agreed to as a student. Doing this as a class assignment will not excuse you from any consequences there are for breaking rules—so be sure to be aware of rules and guidelines and assess personal and group risk before deciding on any action.

The University Statement of Student Responsibilities is available online:
<https://www.mnsu.edu/students/basicstuff/policies.html>

The University summary of Student Rights is also available online:
<http://www.mnsu.edu/students/basicstuff/policies.html#studentrights>

FINACIALS

All groups will receive a \$50 budget from the Honor's Department for their project. Below are the procedures for how to acquire this money—if these procedures are not followed reimbursement cannot be guaranteed.

- ✓ Each team must appoint a single person to be the Treasurer. That person is responsible for communicating with the Honors department about expenses and should be the only person contacting the department.
- ✓ Supplies, such as markers, poster board, binders, etc. can be purchased through the Honors office using their Office Depot account. Office Depot has most basic office and arts & crafts supplies. Students can ask for assistance to see the supply catalogue from an Honors staff and should allow for at least 48 hours from the time of the order for the supplies to arrive at our office.
- ✓ If students wish to purchase supplies on their own and then be reimbursed, they will need to keep ALL receipts and complete the http://www.mnsu.edu/busoff/purch/forms/pdf/cao21_nonstate_emp01f.pdf form, attach receipts to form and turn in to Dr. Dahlman. *The paperwork should be done within two weeks of the purchase date.*
- ✓ Please note, the Honors Department does have some supplies, such as markers and construction paper, available for use in the office.
- ✓ Purchases on campus, such as at the bookstore, can be arranged by working with an Honors staff member. The staff member can then find a time to use the department card to make the purchase.
- ✓ For on campus printing or copying needs, students should work with an Honors staff member to place orders. It will be the student's responsibility to determine how much the print job will cost. If they need a quote for something, they should contact Printing Services. Since the printing is for a class the students are not required to go through Printing Services and may find that off-campus options are cheaper.

PROJECT GRADING

Assignment/ component	How grades are assessed	Number of points of total class grade	Percentage of Project Grade
Activist profile and Social Issues reports	Individual	15	5%
Team Contract	Group	15	5%
Meeting Summary forms <i>Included in this grade are not just turning in the forms but also how effectively you work as a team</i>	Group	75	25%
Project Proposal	Group	30	10%
Background Research	Individual	45	15%
Project Summary <i>Included in this grade are not just turning in the report but also how effective the final action was planned and executed overall</i>	Group	75	25%
Activist Statement	Individual	15	5%
Individual performance	Individual	30	10%
		300	100%

WORKBOOK

As you are getting started, this workbook might be helpful to help you start brain storming and working together. You do not need to use this, but you and/ or your team might find some of these exercises useful

GETTING TO KNOW EACHOTHER- An option exercise for your fist meeting

STEP 1: Sit in a circle. Pass your Activist profile to the person on the left. Once you are done reading the one handed to you, pass it on to the person on your left.

STEP 2: Once everyone has read all the profile spend 5 minutes free writing about the skills other team members have that impress you or that you might find useful or complimentary to your own.

STEP 3: Go around the circle and share a few of your thoughts, allowing each team member at least 2 minutes to speak without interruption.

FINDING COMMON INTERESTS—An optional exercise for an early meeting

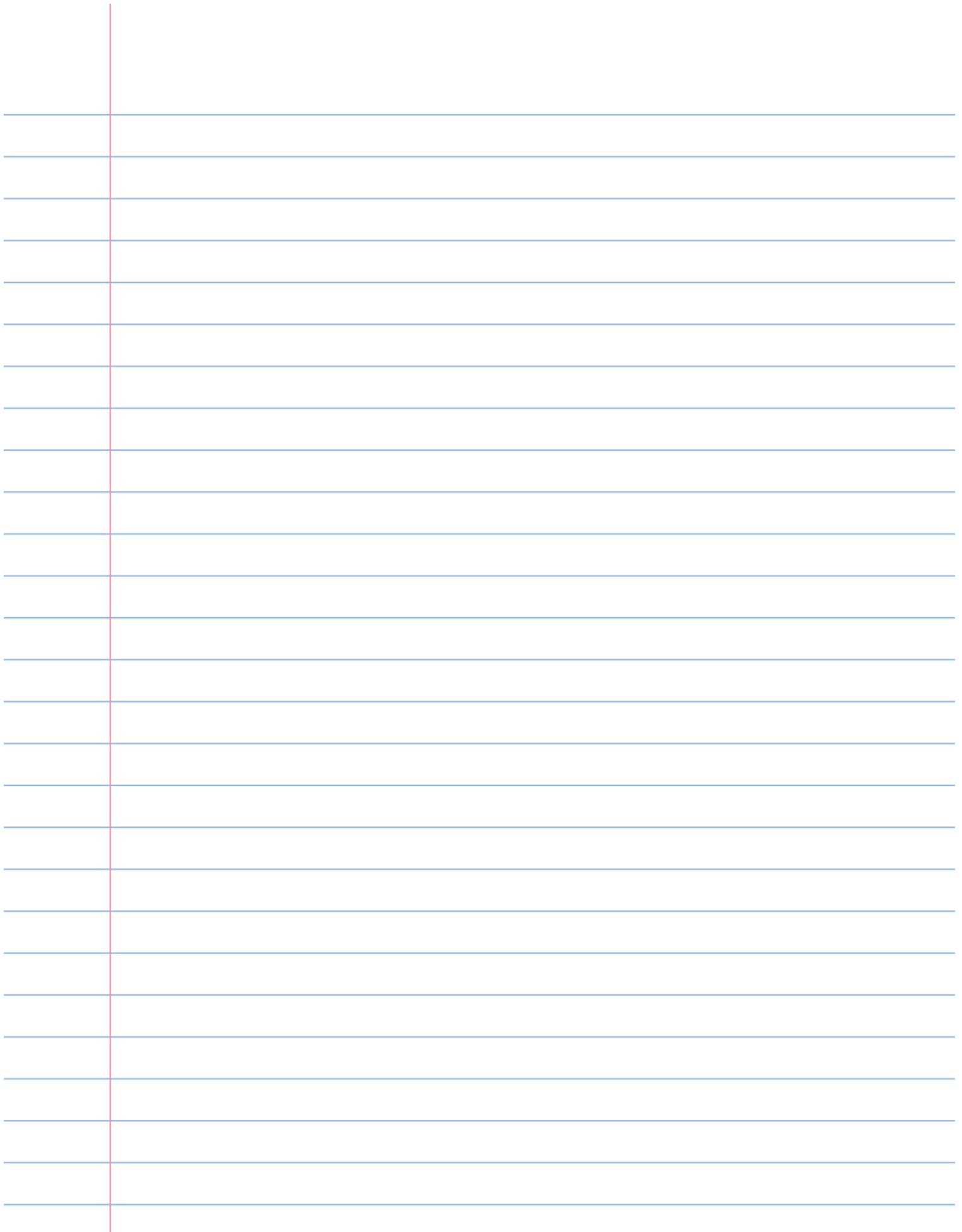
STEP 1: Sit in a circle.

STEP 2: Set a timer for three minutes. Have all member silently write for three minutes about social issues they care about and why.

STEP 3: Starting with the person whose middle name comes first in alphabetical order, allow each team member two uninterrupted minutes to share social justice issues they care about. Continue in a circle with each member sharing. As each member shares they should talk only about their own passions, and should not address any comments made by other team members in the circle.

STEP 4: After all team member have gone, open dialogue to discuss with other these interests. Use this as a springboard to begin to discuss what you brought in your Social Issues Reports.

NOTES



A blank sheet of lined paper. On the left side, there is a vertical red line that serves as a margin. The rest of the page is filled with horizontal blue lines, spaced evenly, providing a guide for writing.

MY TEAM MATES

Name	Phone	Email	Best way to contact/ rules about contacting

"There is no such thing as a single-issue struggle because we do not live single-issue lives." -Audre Lorde "We must not allow ourselves to become like the system we oppose." -Archbishop Desmond Tutu "When will our consciences grow so tender that we will act to prevent human misery rather than avenge it?" -Eleanor Roosevelt "Washing one's hands of the conflict between the powerful and the powerless means to side with the powerful, not to be neutral."-Paulo Freire "People must take a modicum of public responsibility for each other even if they have no ties to each other." -Jane Jacobs "We have a world to conquer...one person at a time...starting with ourselves." -Nikki Giovanni "We must use time creatively, and forever realize that the time is always ripe to do right."-Dr. Martin Luther King, Jr. It is not enough to be compassionate - you must act."-The Dalai Lama "The people are the only ones capable of transforming society."-Rigoberta Menchu "Do not wait for extraordinary circumstances to do good; try to use ordinary situations."-Jean Paul Richter "There will be no Homeland Security until we realize that the entire planet is our homeland. Every sentient being in the world must feel secure." -John Perkins "Although the world is full of suffering, it is also full of overcoming it." -Helen Keller "Take your easy tears somewhere else. Tell yourself none of this ever had to happen. And then go make it stop. With whatever breath you have left. Grief is a sword or it is nothing." -Paul Monette "Nothing that is worth doing can be achieved in our lifetime; therefore we must be saved by hope." -Reinhold Neibuhr "During times of universal deceit telling the truth becomes a revolutionary act." -George Orwell "To be human, at the most profound level, is to encounter honestly the inescapable circumstances that constrain us, yet muster the courage to struggle compassionately for our own unique individualities and for more democratic and free societies." -Cornel West "If you are trying to transform a brutalized society into one where people can live in dignity and hope, you begin with the empowering of the most powerless. You build from the ground up." -Adrienne Rich "Wisdom lies neither in fixity nor in change, but in the dialectic between the two." -Octavio Paz "I swore never to be silent whenever and wherever human beings endure suffering and humiliation. We must always take sides. Neutrality helps the oppressor, never the victim." -Elie Wiesel "The more you move, the stronger you'll grow..." -Ha Jin "One child, one teacher, one book, and one pen, can change the world." -Malala Yousafzai "How wonderful it is that nobody needs to wait a single moment before starting to improve the world," -Anne Frank "Try and understand what part you have to play in the world in which you live. There's more to life than you know and it's all happening out there. Discover what part you can play and then go for it," Ian McKellen "There's a gap somehow between empathy and activism. Rev. Dr. Martin Luther King Jr. spoke of soul force, something that emanates from a deep truth inside of us and empowers us to act. Once you identify your inner genius, you will be able to take action, whether it's writing a check or digging a well," Sue Monk Kid "Do it! What are you waiting on? Do it! Stand up for what you believe in. The world needs your voice. Whoever you are, you have something to say. Say it." -Kerry Washington