

# Activating My Democracy

- HIGH SCHOOL -

LESSON  
1

## What can we do now?

How to move ideas  
into action

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CIVICS



# Activating My Democracy

**Civics lessons and resources for grades 9–12**  
**First Edition, March 2018**

**Explores how to:** (1) Move ideas into action; (2) Understand values, wealth, and liberties; (3) Understand rights, privileges, and the balance of power; (4) Trace the historic roots of the democracy crisis in current events; (5) Amend the U.S. Constitution to protect human rights; and (6) Exercise our rights to defend what we love.

**Empowers:** Youth by nurturing self-efficacy and by teaching foundational civics concepts and skills to take control of their destiny.

**Engages:** Youth as change agents to define their roles as global citizens during a critical time in human history.

## **Special thanks to**

ad hoc focus group of retired teachers of King County, WA  
Sunnyside Environmental School grades 6–8 (2015–2016)

## **Contributors**

occasional gifts from those able to pay it forward  
and the Jane Smith Turner Foundation

## **Riki Ott, PhD**

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***“Tengo el poder de actuar.”  
I have the power to act.***

**~ Erica Fernandez  
2007 Brower Youth Award winner**

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# What can we do?

## How to move ideas into action

### Rationale

In teaching about current issues, students often ask, “What can we do?” Students are passionate about many issues, but they often lack the skills to move ideas into action.



If students are to write a paper, they are taught to create an outline. This lesson teaches how to create an efficient action plan, as a framework and basic civics skill for students to move their own ideas into action.

For democracy to work, citizens must believe that their voices and their participation matters. They must believe in the power of one, the power of working as a team, and the power of organizing as a movement. For a democracy to work well, its citizens should learn at an early age how to effect change within society and government—beyond voting.

*“Self-efficacy”* is the belief in one’s ability to make change in one’s own life and in

the world at large. Self-efficacy underpins a democratic system. When youth belief in their ability to take control of their destiny, they can effect change in their own lives and in the world at large. They are free to define their role as global citizens.

Youth are often the catalysts for change in society, as young voices can focus adults on important, current issues. For example, youth are currently raising awareness of America’s gun control issue and of the global need to reduce greenhouse gas emissions.

This lesson features short profile films from the New Leaders Initiative to highlight the role that youth can play in creating a more sustainable and democratic society. In these films, youth demonstrate their ability to recognize problems—either in their community or globally, set goals, and design strategies to achieve important changes.

**“I get called a ‘tree-hugger’ all the damn time. I don’t mind it. If, because I’m trying to save my community and keep everybody from dying of cancer, if that makes me a tree-hugger, then, yeah, I’m a tree-hugger. That’s the way I feel about it.”**

**~ Junior Walk, 2011  
Brower Youth Award**



At first viewing, these empowered youth may seem exceptional. But, in reality, most youth can master the skills used by the youth in the films; and these practices can be shared with young people everywhere.

Peer learning is a proven active learning pedagogy that enhances critical thinking. This lesson plan uses films as peer-learning tools to inspire and engage youth in exercising their power and responsibilities as citizens to promote constructive social change. If we want our youth to be the change, we need to prepare them for that role.

This lesson – “What can we do now?” – assists youth in awakening to their own power and teaches them how to use their power as responsible citizens to promote the common good.

### **Enduring Understanding for Civics Grades 9–12\***

- Analyze the role of citizens in the U.S. political system. (D2.Civ.2.)
- Evaluate citizens’ effectiveness in addressing social and political problems. (D2.Civ.5.)
- Apply civic virtues and democratic principles when working with others. (D2.Civ.7.)
- Use appropriate deliberative processes in multiple settings. (D2.Civ.9.)
- Analyze the impact and appropriate roles of personal interests and perspectives on the application of civic virtues, constitutional (human) rights, and civil rights when people address issues and problems in government and civic society. (D2.Civ.10.)

\* C3 Framework for Social Studies State Standards  
<http://www.socialstudies.org/system/files/c3/C3-Framework-for-Social-Studies.pdf>

**“Stop waiting ‘til tomorrow. Stop living yesterday. ‘Cuz there won’t be tomorrow if we don’t change today.”**

**~ Ta’Kaiya Blaney, Earth Revolution song  
Project Protect, Native Children’s Survival Awareness Campaign  
<https://www.youtube.com/watch?v=I9tTdy4OnQs>**

### **Essential Questions**

- Do you believe you have the power to change the world?
- What is a game-changing action plan?

### **Supporting Question**

- What are the elements of a SMART action plan?

### **Learning Objectives**

Students can:

- Describe the concept and basic elements of SMART action plans.
- Create and implement game-changing action plans.
- Understand how participation in civic life can help a citizen attain personal and professional goals.
- Explain the role of youth in effecting social and political change.



# Materials & Preparation

## Lesson 1

Lesson introduces a basic tool of civic engagement – organizing a game-changing action plan. Students analyze and discuss film stories to identify basic elements of SMART action plans created and implemented by their peers. Peer learning and interactive exercises nurture self-efficacy and support the role of young citizens in creating a more sustainable and democratic society.

### Time

Approximately 50 minutes: interactive activities supported by films and PowerPoint slides.

### Materials

- PowerPoint notes and slides
- 1 pocket copy per student of Declaration of Independence and U.S. Constitution
  - » Bulk discounts available: [www.nccs.net/pc](http://www.nccs.net/pc)
- 18 single-sided copies (3 per table group) of “Core and Support Vocabulary”
- 3 double-sided, ½-sheet copies per student of ACTIVITY, “Analyzing SMART Action Plans”
- 4 Brower Youth Award profile films
  - » Slide 2, Junior Walk, 2011  
<http://www.broweryouthawards.org/winner/junior-walk/>
  - » Slide 9, Anne Lee, 2017  
<http://www.broweryouthawards.org/winner/anne-lee/>
  - » Slide 11, Erica Fernandez, 2007  
<https://www.youtube.com/watch?v=TG0zC3sq2dQ>
  - » Slide 13, Charlie Jiang, 2017  
<http://www.broweryouthawards.org/winner/charlie-jiang/>
- Exit ticket: 1 single-sided copy per student of ACTIVITY, “Moving Ideas Into Action”

Analyzing SMART Action Plans	
Specific	3 Ts
GOAL	Targets (key players)
Strategy Tactics	Allies
	Oppose
Strategy Tactics	Decision-Makers
	Talking points
Strategy Tactics	Timeline
	Calendar: Who is doing what? When?

### Preparation

- Review lesson materials: PowerPoint notes and slides, films, teacher guides, student activity sheets, vocabulary, and resources.
- Cue all films on slides listed above. Choose either Erica or Charlie for viewing in a 50-minute timeframe.
- Find and mark page number in your classroom’s pocket Constitutions for:
  - » Activity on slide 8, 1<sup>st</sup> Amendment on page \_\_\_\_.
- Arrange desks in groups of 4 to 6 students
- Place on each set of desks:



- » pencils
- » enough ACTIVITY sheets for 3 per student
- » 3 copies of vocabulary sheets
- Clear white board behind screen where slides will be projected
- On a different part of the white board or poster paper write:
  - » Vocabulary
    - action plan & elements
      - goal
      - strategy
      - tactic
    - activist
    - game changer
    - civic engagement
  - » Examples of strategies
    - education
    - outreach
    - political
    - legal
    - NVDA, non-violent direct action

**“We are front-line communities. All of us.... We are all trailblazers in the world we want to create... If you want innovation, if you want change, if you want results, then you have to involve innovation. You have to involve change. You have to involve results. You have to involve the youth. You have to involve the Indigenous. You have to involve the front-line communities. You have to engender that innovation and change and be the results.”**

**~ Ta’Kaiya Blaney, 14 years old  
2015, Parliament of the World’s Religions  
<https://www.youtube.com/watch?v=XulsAkyAqls>**

**“We can’t simply call ourselves a democracy—we have to wake every morning and be a democracy. We know well how to do this, and how not to do this. Democracy requires constant vigilance and reexamination of everything our governments do and don’t do. It requires open criticism of government, and openness on the part of government to accept criticism from its citizens. And it requires transparent conduct in government and industry.**

**This will require nothing short of revolution in the truest sense – a revolution not of bullets and bombs, but of ideals, passions, and commitment to real social progress through the reform of the existing dysfunctional status quo in government and industry.”**

**~ Rick Steiner, October 23, 2003  
retired professor, University of Alaska  
<http://www.oasis-earth.com/>**



# PowerPoint Notes

## Lesson 1

### 1. *Ultimate Civics* COVER SLIDE

Everyone has a story.

Every citizen has an “awakening” – an “ah-hah” moment when they realized something’s not right. These moments are a call to action. Engaged citizens are the ones who act on what they care about.

#### **Suggested instruction for teacher**

- ADD *your* “ah-hah” moment and *your* decision point as a 1-minute story to set this lesson.

<YOUR STORY HERE>

### 2. Essential Questions

Today we will look at ways that young people – young citizens – are taking control of their destiny and changing the world. They all start with a clear vision of what they want to do – and they create an action plan.

If you are going to write a paper, you create an outline. If you want to do an action, you create an action plan – a way to move ideas into action.

Our essential questions are:

- Do you believe that you have the power to change the world?
- What is a game-changing action plan?

### 3. Youth leader: Junior Walk

Let’s start by watching a short film with youth leader Junior Walk.

After watching the film, we will identify elements of a SMART action plan together. Then we’ll watch a couple more films and analyze them in table teams.



**SHOW FILM**

#### **RESOURCE**

Brower Youth Awards recognize outstanding youth leaders for their game-changing work

<http://www.broweryouthawards.org/about/>

### 4. Analyzing SMART action plans

An “action plan” is the roadmap that helps move ideas into action. Let’s identify the keys parts of an action plan. This is all core vocabulary.

Take an ACTIVITY sheet, “Analyzing SMART Action Plans.”

**“S” is for “SPECIFIC.”**

A SMART action plan is focused with a specific goal, strategies, and tactics, and the three “Ts.”



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# Film Guide for *Junior Walk*

## SPECIFIC

**Goal** ~ Stop strip mining and mountain top removal of coal in Appalachia and protect regional environment

**Strategy** ~ Education

### Tactics

- Research issue; spoke with people
- Educated community through newsletters and media
- Researched other ways to drive local economy and meet energy needs for system change

**Strategy** ~ Outreach

### Tactics

- Engaged community at meetings
- Engaged general public with talks and tours about stewardship of Appalachian mountains and waters
- Earned media with actions

**Strategy** ~ Nonviolent direct action

### Tactics

- Tree-sits to physically stop mining activities
- Protests and rallies

**Strategy** ~ Legal

### Tactics

- Water sampling
- Photo documentation

## MEASURABLE

**Outside** ~ Raised national awareness. Documentary film (The Last Mountain). Built demonstration wind project.

**Inside** ~ Became lifetime of civic engagement in system change.

## ACHIEVABLE

### Obstacles to overcome

- Local economy and community are dependent on coal mining.
- Harassment from mine workers
- Secrets from his father

## REWARDING

**Fun** ~ Hunting and riding 4-wheeler in Appalachia.

**Fulfilling** ~ Working with his friends; protecting his favorite places.

## TIMELY

Yes, the need to reduce greenhouse gas emissions is urgent.

## The 3 Ts

### Targets (key players)

**Allies** ~ Adult mentors, Coal River Mountain Watch, environmental groups  
**Oppose** ~ Coal companies and mine workers, including father  
**Decision-makers** ~ Local people and other U.S. citizens

### Talking points

- America's water is being poisoned
- Appalachia is being poisoned
- Stop mountain top removal

### Timeline

Lifetime of civic engagement  
<http://www.broweryouthawards.org/winner/junior-walk/>



"Goal" is a dream with a deadline. It's something that a person wants to get done.

- What was Junior's goal? See Film Guide.
- Why is this specific?
  - » It is a focused goal with specific objectives to achieve.
  - » An unfocused goal, like "Help stop climate change," leaves one wondering, "how?"

"Strategy" is a plan or method to achieve the goal. Each strategy has a set of tactics.

"Tactics" are action steps to carry out a strategy. Tactics are what you saw Junior doing in the film.

<CLICK>

## 5. Strategies & tactics

### Instructions



- Roll up screen to project and write directly on white board.
- Use Film Guide to facilitate dialogue.
- What were some of the actions (tactics) that Junior did in the film?
- Students should use different strategy and tactic boxes on activity sheet for each column on white board.
- Note the back of the activity sheet has room for more strategies and tactics.

As students list tactics, write in separate columns under blank header lines like this.

-----  
Wrote newsletters  
Talked with people

-----  
Presentations  
Community meetings

-----  
Photo documentation  
Water sampling

-----  
Tree-sitting  
Protests

- What strategies match these tactics?  
Refer to list of strategies on white board while explaining each.

An outreach strategy is about getting people informed and involved. Examples include bringing information and services to where people live or spend time, hosting or attending community meetings, and social media.

Political and legal strategies address public policies.

- A legal strategy addresses public policies through the court system as a last resort after exhausting political processes.
- A political strategy addresses public policies through administrative or legislative processes.

A non-violent direct action strategy is peaceful civil resistance such as sit-ins, strikes, protests, rallies, occupation of public spaces, and blockades.

- Work together at tables to choose strategies to match tactics. Be ready to explain your answers.

### Discussion guide

#### Education

Wrote newsletters  
Talked with people

#### Outreach

Presentations  
Community meetings

- What other tactics might be used for outreach?
  - » social media, texting, video postings
  - » sharing what you learned with people like parents, grandparents,



friends, local businesses, and other community members or organizations

#### Legal

Photo documentation

Water sampling

#### Non-violent direct action

Tree-sitting

Protests and rallies

- What are other historical or current examples of NVDA?
  - » Boston Tea Party
  - » Abolitionists' underground railroad
  - » Lunch counter sit-ins
  - » Freedom riders on buses during 1960s
  - » Labor strikes
  - » Documentary expose films
  - » Artful activism like flash mobs, light projections, banner drops
  - » Blogging, letter-writing, giving talks
  - » Spoken word, hip hop, songs

Pull down screen and continue with slides.

## 6. Analyzing the 3 "Ts"

A SMART action plan also has the "3 Ts" – SPECIFIC Targets, Talking points, and a Timeline.

### **Instructions, continued**

**"Targets"** are key players.

- **"Allies"** are people who support your position.
- **"Oppose"** are people who oppose your position.
- **"Decision-makers"** are people who decide issues or have a final say over a step in a process.

**"Talking points"** are the key messages that are on T-shirts and banners or in talks and newsletters.

## RESOURCES

Artful activism with Backbone Campaign

<http://www.backbonecampaign.org/workshops>

Youth leader, actress, singer, climate activist Ta'Kaiya Blaney  
<http://www.takaiyablaney.com/>  
Earth Revolution, <https://www.youtube.com/watch?v=l9tDy4OnQs/>

Youth leader, hip hop artist, author, climate activist Xiuhtezcatl  
<https://www.xiuhtezcatl.com/projects/>  
<https://www.earthguardians.org/>  
<https://www.youthvgov.org/>

### Tree-hugging

[http://www.earthisland.org/journal/index.php/elist/eListRead/where\\_did\\_the\\_word\\_tree-hugger\\_come\\_from](http://www.earthisland.org/journal/index.php/elist/eListRead/where_did_the_word_tree-hugger_come_from)

- Work together at your tables to identify the allies and talking points in the film.
- Discuss as a class without writing on the white board.  
See Film Guide and frame questions if students need help.

A **"Timeline"** is a schedule of WHO is doing WHAT tactic by WHEN.

Say the Coal River Mountain Watch was planning a rally and march in the community.

- What would the organization have to do in advance of the action to ensure a successful action? (Facilitate open discussion.)
  - » Identify key messaging for action



- » Inform community members
- » Schedule workshops for preparing banners and signage
- » Inform the media and write media articles
- » Prepare social media campaign
- » Prepare and practice testimony (like Judy Bonds in the film)
- » Plan, conduct, and coordinate field action
- » Plan debriefing session

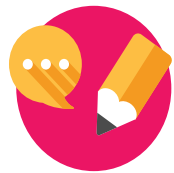
Each of these tasks would have to be scheduled and assigned to an organization member or volunteer to make sure there is enough time to complete the tasks and all tasks are completed.

A timeline is a key part to achieving a goal. It keeps an action plan focused and coordinated – and it helps hold people accountable.

## 7. the “M.A.R.T.” part

“M.A.R.T.” stands for four things.

### Instructions



- Ask students to turn over their ACTIVITY sheet.
- Use Film Guide and have students fill in ACTIVITY sheets during discussion.

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### “M” is MEASURABLE.

Measurable change happens two ways.

1. Something changes **Outside** in the world.
2. Something changes **Inside** a person so that they think or act differently in the world.

A SMART action plan results in both kinds of change.

Some action plans are “*game changers*.”



They change the way we think and act in the world. Game-changing action plans lead to system change.

- What changed in the Outside world?
- What changed Inside for Junior?

To determine if the work of Coal River Mountain Watch is game-changing, we’d have to do a bit of research.

Consider:

- A documentary film raised national and international awareness of coal mining in Appalachia – and the United States.
- This contributed to changing people’s minds or behaviors, as measured by a drop in national public support for, and use of, coal energy.
- While coal mining is still permitted on 5,600 acres, some mines are idled due to lack of international demand.
- Economic feasibility study found 328 MW wind farm would generate power for 70,000 West Virginia homes, provide permanent jobs, and generate \$1.7MN in taxes annually.

So – is the work of Coal River Mountain Watch game-changing? Why or why not?

- Yes, this work transformed Junior into an engaged citizen.
- Yes, the work is contributing to system change, reflected in decreasing coal use and in increasing number of wind energy projects in the U.S.

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### “A” is ACHIEVABLE.

There is always opposition to change. There are usually setbacks. Actions rarely succeed the first try.

- What obstacles did Junior have to overcome to work towards his goal? Think: Outside and Inside.

## RESOURCES

*The Last Mountain*, documentary film about coal mining in Appalachia  
<http://thelastmountainmovie.com/>

Coal River Mountain: Current status  
<http://www.crmw.net/projects/coal-river-mountain-current-status.php>

Coal River Wind  
<http://www.crmw.net/projects/coal-river-wind.php>

Coal mining trends  
<https://www.eia.gov/coal/annual/>

<CLICK>

### **“R” is REWARDING.**

Rewards also happen two ways: **Fun** in the outside world like doing your favorite things, and **Fulfilling** inside like feeling happy or satisfied.

- How was Junior’s life fun and fulfilling?

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### **“T” is TIMELY.**

Timely means the outcome helps address an urgent issue and makes an immediate difference.

- Was this a timely action? Why or why not?
  - » Yes. Once a mountain is gone, it’s gone for many millennium.
  - » Also, burning coal contributes to global climate change and there is an urgent need to reduce carbon dioxide and GHG (greenhouse gas) emissions.

## 8. Civic engagement

“*Civic engagement*” is one of the responsibilities of a citizen. This core vocab means working to make a difference in society and developing the knowledge, skills, values, and motivation to make that difference.

Citizens have protected 1<sup>st</sup> Amendment rights to carry out this responsibility.

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- What 1<sup>st</sup> Amendment rights are people exercising in this photo?
- Students may refer to 1<sup>st</sup> Amendment on page \_\_\_\_\_, if needed.

The definition of “*activist*” is a person involved in civic engagement—one who works to bring about social or political change. This is core vocab.

<CLICK>

- **Ask:** Does exercising 1<sup>st</sup> Amendment rights make a citizen an “activist”?



### **Instructions and discussion guide**

- Turn to another person and discuss.
- Then discuss as a class.

The point of this exercise is to show that “activist” is often used to label a concerned citizen. Civic engagement is a citizen’s responsibility in a democratic society. An action plan is a tool to help citizens participate more effectively.

<CLICK>

Thomas Jefferson felt that, “Dissent is the highest form of patriotism.”



## 9. Youth leader: Anne Lee

Let's watch another short film. Use another ACTIVITY sheet to take notes.

After the film, you'll work together at your tables to analyze the action plan.



**SHOW FILM**

## 10. How did she do it?

### Instructions and discussion guide

- Take 10 minutes to analyze the Action Plan. Work together at your tables.
- When done, ask what strategies and tactics were used. Work through any confusion, using Film Guide.
- Who was the main target in this action?
  - » Youth and schools
- Was the action a game changer? Ask students to support their answer with evidence from the film.
- How might such direct actions influence public policy?

### Choosing films for your class

- If time allows, show both films below.
- If there is time for only one more film, advance slides to the film you wish to show next
  - » Erica Fernandez (slides 11–12)
  - » Charlie Jiang (slides 13–14)

## 11. Youth leader: Erica Fernandez

Let's watch another short film. Use another ACTIVITY sheet to take notes.

After the film, you'll work together at your tables to analyze the action plan.



**SHOW FILM**

## 12. How did she do it?

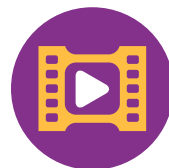
### Instructions

- Take 10 minutes to analyze the Action Plan. Work together at your tables.
- When done, ask what strategies and tactics were used. Work through any confusion, using Film Guide.
- Who were the key decision-makers in this action?
  - » State boards and commissions
- Was the action a game changer? Ask students to support their answer with evidence from the film.
- How might such direct actions influence public policy?

## 13. Youth leader: Charlie Jiang

Let's watch another short film. Use another ACTIVITY sheet to take notes.

After the film, you'll work together at your tables to analyze the action plan.



**SHOW FILM**



# Film Guide for *Anne Lee*

## SPECIFIC

**Goal** ~ Help stop climate change by local actions to reduce GHG emissions 28%

**Strategy** ~ Education

### Tactics

- Research and develop programs to reach goal
- Develop ways to track and measure goals and to incentivize programs

**Strategy** ~ Outreach

### Tactics

- Recruit teachers, staff, students by sharing goal, needs, and programs
- Formed school organization to guide effort consistently
- Scale up: Started Schools Under 2C

**Strategy** ~ Non-violent direct action

### Tactics

- Compost program at school lunches
- Lighting pledges with teachers
- Transportation app to encourage students to take green transport
- Incentive program with rewards

## MEASURABLE

**Outside** ~ Set and exceeded initial goal to reduce carbon footprint; created legacy program with Schools Under 2C

**Inside** ~ Firm belief in her ability to change society and the world

## ACHIEVABLE

### Obstacles

- Leaders who won't accept climate change is happening now; action is needed now
- Inconvenient or scary to accept truth; impossible to combat
- Belief in political solutions like Paris Climate Accord

## REWARDING

**Fun** ~ Wild foraging with family; her work

**Fulfilling** ~ Dreams of starting up 2C programs at universities and businesses

## TIMELY

Yes, the need to reduce greenhouse gas emissions is urgent.

## The 3 Ts

### Targets (key players)

**Allies** ~ Students, teachers, school administrators

**Oppose** ~ People who do not want to accept climate crisis

**Decision-makers** ~ the students

### Talking points

- We have technology to mitigate problems.
- We need to take action and implement them.
- Smaller individual changes add up.

### Timeline

One-year project became lifetime of civic engagement.

<http://www.broweryouthawards.org/winner/anne-lee/>





# Film Guide for *Erica Fernandez*

## SPECIFIC

**Goal** ~ Stop development of a liquefied natural gas facility off the coast of her community in Oxnard, California

**Strategy** ~ Education

### Tactics

- Research, write, talk with people
- Identify public decision-makers

**Strategy** ~ Outreach

### Tactics

- Mobilized youth and Latino voices
- Held regular community meetings
- Earned media with actions
- Create feeling of solidarity with blue T-shirts

**Strategy** ~ Direct action

### Tactics

- Weekly protests at local BHP Billiton offices
- Held rallies in neighborhoods that would be most impacted

**Strategy** ~ Political

### Tactics

- Testified before key public decision-makers

- Did letter-writing and phone-calling campaigns to Governor

## MEASURABLE

**Outside** ~ Public officials denied project

**Inside** ~ Firm belief in her ability to change society and the world

## ACHIEVABLE

### Obstacles

- Discriminatory practices in siting polluting industries in poor areas
- Language and cultural barriers
- Scale: BHP Billiton is wealthy corporation

## REWARDING

**Fun** ~ Enjoys working with her community

**Fulfilling** ~ "A united community is more powerful than money. I have the power to act."

## TIMELY

Yes, the need to reduce greenhouse gas emissions is urgent.

## The 3 Ts

### Targets (key players)

**Allies** ~ Students, Latino community, Sierra Club, The Coastal Alliance

**Oppose** ~ BHP Billiton and industry allies

**Decision-makers** ~ Governor, CA Coastal Commission, other state boards

### Talking points

- BHP LNG – A risk to our lives!
- Community first; don't discriminate against us

### Timeline

Experience with Billiton and community became lifetime of civic engagement.

<https://www.youtube.com/watch?v=TG0zC3sq2dQ>





# Film Guide for Charlie Jiang

## SPECIFIC

**Goal** ~ Help stop climate change by fossil fuel divestment campaigns

**Strategy** ~ Education

### Tactics

- Research key players
- Research reasons for DC Council
- to divest from Wells Fargo bank

**Strategy** ~ Outreach

### Tactics

- Regular rallies outside Wells Fargo to recruit in high foot traffic area
- Local school children

**Strategy** ~ Political

### Tactics

- Hijacked city council budget meeting to demand divestment from Wells Fargo and reinvest in local banks founded on social equity
- Engaged youth in campaign
- Collective actions targeting key investors to divest from fossil fuels

## MEASURABLE

**Outside** ~ DC City Council seriously considering steps to divest from bank

**Inside** ~ Firm belief in his ability to change society and the world

## ACHIEVABLE

### Obstacles

- Financial industry and fossil fuel industry – trillion dollar industries
- Older adults not taking them seriously

## REWARDING

**Fun** ~ Hanging out with other committed youth organizers

**Fulfilling** ~ Determination of those fighting for their future

## TIMELY

Yes, the need to take committed action to reduce GHG emissions is urgent.

## The 3 Ts

### Targets (key players)

**Allies** ~ Local youth, concerned citizens

**Oppose** ~ Bank and fossil fuel industry

**Decision-makers** ~ DC City Council

### Talking points

- DC divest from Wells Fargo
- #DCreinvest
- Divest from fossil fuels

### Timeline

5-year plan because DC has 5-year contract with Wells Fargo

<http://www.broweryouthawards.org/winner/charlie-jiang/>



**"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has."**

**~ Margaret Mead**

## 14. How did he do it?

### Instructions



- Take 10 minutes to analyze the Action Plan. Work together at your tables.
- When done, ask what strategies and tactics were used. Work through any confusion, using GUIDE for this film.
- Who was the target in this action?
  - » School board, administrators, staff, teachers, students
- Was the action a game changer? Ask students to support their answer with evidence from the film.
- How might such direct actions influence public policy?

### Reflections



- Ask students to turn to a partner and discuss the question:
  - » Did this lesson help you believe that you have the power to change the world? Why or why not?
- Allow time for a round of class sharing.

## 15. Ultimate Civics COVER SLIDE

### Instructions



- Hand out exit tickets 10 minutes before the end of class.
- Collect as students exit.
- If time permits, consider asking students to share their "take-aways."

Find exit ticket guide right before the vocabulary section.



# How to Move Ideas into Action

## Exit ticket guide

### 1. What is a game-changing action plan?

A plan to move ideas into action that will result in system change.

### 2. What are the basic elements of a SMART action plan?

<u>Specific</u>	<u>Measurable</u>	<u>Achievable</u>	<u>Rewarding</u>	<u>Timely</u>
Goal	Outside	Overcome	Fun	Urgent need
Strategies	Inside	obstacles	Fulfilling	
Tactics				
3 Ts: Identifies				
Targets				
Talking points				
Timeline				

### 3. Organize these elements into part of an action plan.

community meeting	legal		goal
education	public speaking		
photo evidence	compost program	education	outreach
political	outreach	research	public speaking
blockade	air samples	talk with people	talk with people
NVDA	research	reading	community mtg
game changer			
testify	sit-ins	legal	NVDA
goal	scale up plan	photo evidence	blockade
reading	talk with people	air samples	compost progr.
		research	sit-ins
		political	
		testify	game changer
		research	scale up plan

### 4. How does participating in social and political change contribute to personal growth and fulfillment?

Increased sense of self-worth and power, increased sense of interconnections within community, sense of knowing your place in life, sense of accomplishment and learning (failures are teachers), sense of civic responsibility and duty as part of whole

### 5. What is the role of youth in effecting social and political change?

The same as adults – doing it; sparking adults into action to help meet needs of youngest and future generations

### 6. What is your take-away from this lesson?



# Vocabulary

## Core Vocabulary

**action plan:** a detailed plan outlining actions to reach a goal

### action plan elements

**goal:** an aim or desired result; a dream with a deadline

**strategy:** a plan or method to achieve a goal

**tactic:** an action step to help achieve a goal or strategy

**activist:** a person involved in civic engagement; a citizen engaged in social or political change

**civic engagement:** working to make a difference in society and developing the knowledge, skills, values, and motivation to make that difference

**game changer:** an idea or event that changes people's minds and/or behaviors and can lead to transformative (system) change

## Support Vocabulary

**divestment campaign:** getting rid of stocks, bonds, or investment funds that are unethical or morally ambiguous

### strategies, types of

**education:** researching an issue and gathering evidence to support a position

**legal:** addresses public policies through the court system as a last resort after exhausting political processes

**nonviolent direct action:** peaceful civil resistance such as sit-ins, strikes, protests, rallies, occupation of public spaces, and blockades

**outreach:** getting people informed and involved such as by bringing information and services to where people live or spend time, hosting or attending community meetings, and social media

**political:** addresses public policies through administrative or legislative processes

**testify:** to make a statement in a public building before elected officials about something that you saw, know, or experienced

