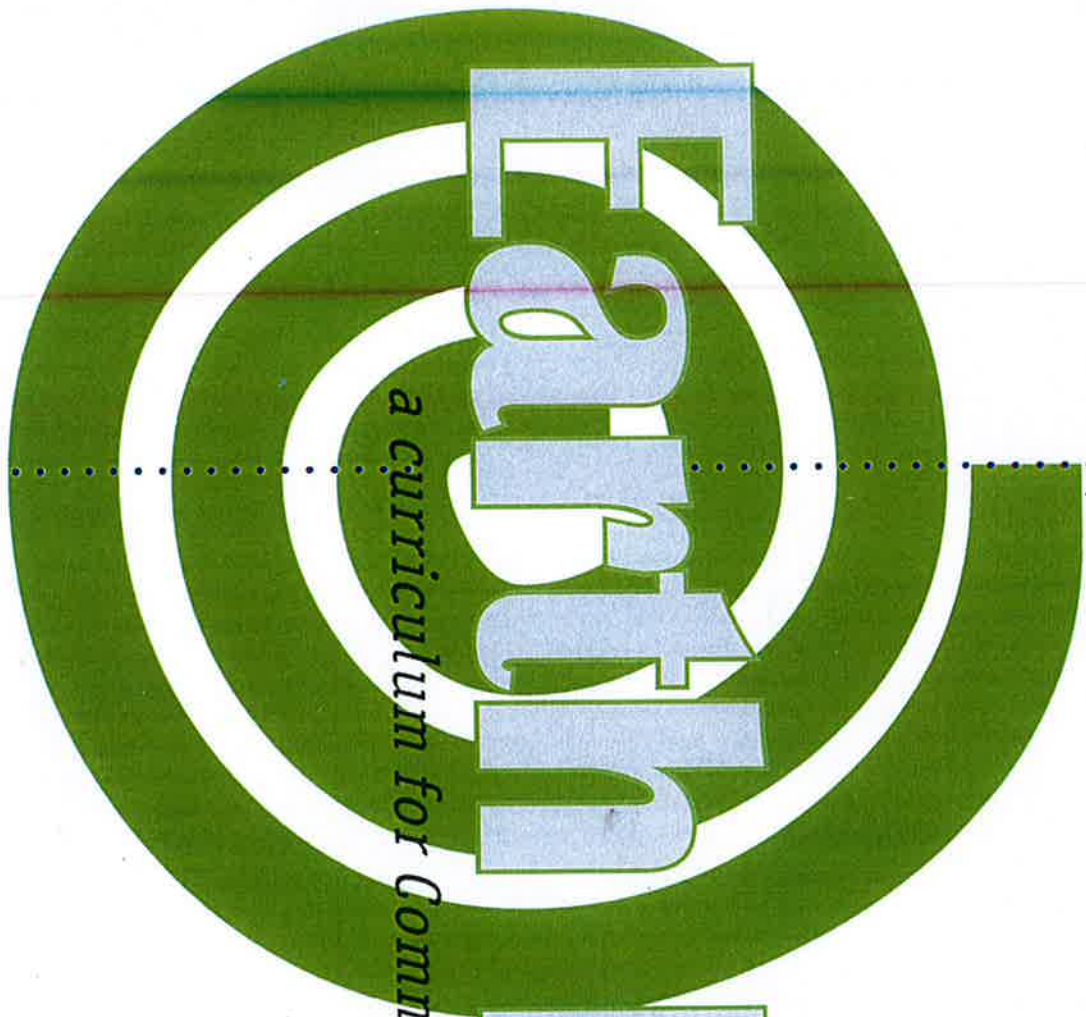


Earth

FORCE

a curriculum for Community Action & Problem Solving



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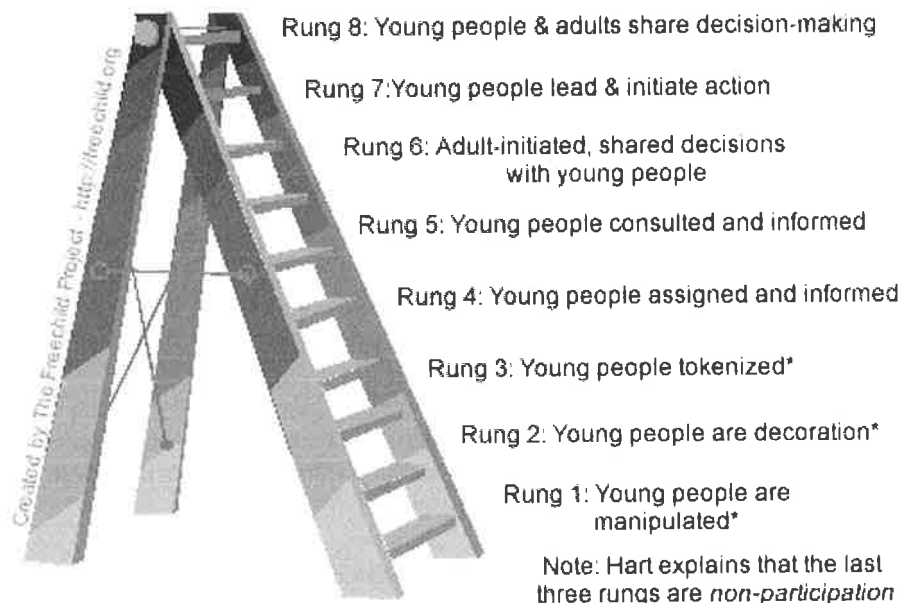
Revision 2008

Ladder of Young People's Participation

About the Ladder

Sociologist Roger Hart wrote a book called *Children's Participation: The Theory And Practice Of Involving Young Citizens In Community Development And Environmental Care* for UNICEF in 1997. This groundbreaking work put the work of young people and adult allies around the world in the context of a global movement for participation, offering needed guidance and criticism of many efforts. The "Ladder of Children's Participation," also called the "Ladder of Youth Participation," is one of many significant tools from the book.

Roger Hart's Ladder of Young People's Participation



Adapted from Hart, R. (1992). *Children's Participation from Tokenism to Citizenship*. Florence: UNICEF Innocenti Research Centre.

Exploring the Rungs of Participation

8) Young people-initiated, shared decisions with adults. This happens when projects or programs are initiated by young people and decision-making is shared between young people and adults. These projects empower young people while at the same time enabling them to access and learn from the life experience and expertise of adults.

7) Young people-initiated and directed. This step is when young people initiate and direct a project or program. Adults are involved only in a supportive role.

6) Adult-initiated, shared decisions with young people. Occurs when projects or programs are initiated by adults but the decision-making is shared with the young people.

- 5) **Consulted and informed.** Happens when young people give advice on projects or programs designed and run by adults. The young people are informed about how their input will be used and the outcomes of the decisions made by adults.
- 4) **Assigned but informed.** This is where young people are assigned a specific role and informed about how and why they are being involved.
- 3) **Tokenism.** When young people appear to be given a voice, but in fact have little or no choice about what they do or how they participate.
- 2) **Decoration.** Happens when young people are used to help or "bolster" a cause in a relatively indirect way, although adults do not pretend that the cause is inspired by young people.
- 1) **Manipulation.** Happens where adults use young people to support causes and pretend that the causes are inspired by young people.

The 7/8 Debate

Roger Hart's Ladder of Participation shows young people-initiated, shared decisions with adults as the top form of young people's participation, followed immediately by young people-initiated and directed. This is somewhat controversial an issue for many people working with and around young people. Essentially, the debate is which of these levels of participation is actually the most meaningful?

Many believe that shared decision making is most beneficial to both young people and adults. Others believe that young people are most empowered when they are making decisions without the influence of adults. Most often, this doesn't exclude adults but reduces their role to that of support.

Both arguments have merit; ultimately, it is up to each group to determine which form of decision-making best fits with the groups' needs.



Snapshot of the CAPS Units

UNIT	What Needs to Happen	Lessons			
		Lesson Name	Learning Objective	Class Time	Handouts
LAUNCH The Earth Force Launch: <i>Getting Started</i> Purpose: <i>To prepare students for the Earth Force experience.</i>	1. Introduce the concept of environmental citizenship.	L.1 - Youth for Change	<ul style="list-style-type: none"> Develop an enhanced sense of their personal role as a citizen 	60 minutes	LA - Mutated Frogs: The Images LB - Mutated Frogs: The Story LC - Community Problem Solver
	2. Convey the Earth Force purpose and process.	L.2 - Welcome to Earth Force	<ul style="list-style-type: none"> Describe the 6-step Earth Force process used to solve an environmental problem. List indicators of a "quality" Earth Force project. 	60 minutes	LD - Earth Force Project Rubric (Completed) LE - Earth Force Project Rubric (Shell) LF - Rubric descriptions
STEP ONE Checking It Out: <i>Community Environmental Inventory</i> Purpose: <i>To learn about the community's strengths and issues.</i>	1. Learn about community.	1.1 - What is a Community?	<ul style="list-style-type: none"> Describe the physical and cultural aspects of their community. 	45 minutes	1A - Coat of Arms
	2. Prepare for the community environmental inventory.	1.2 - Choosing Inventory Methods	<ul style="list-style-type: none"> Identify at least 2 methods for conducting inventory. 	45 minutes	1B - How We Find Out 1C - Comparing Inventory Methods
	3. Conduct and make sense of the community environmental inventory.	1.3 - Inventory Time	<ul style="list-style-type: none"> Explain the benefits and procedures of taking a community environmental inventory. Evaluate their community and assess its strengths and issues. 	Varies	1D - What We Found 1E - Comparing Results
		1.3 - Inventory Time	<ul style="list-style-type: none"> Explain the benefits and procedures of taking a community environmental inventory. Evaluate their community and assess its strengths and issues. 	Varies	1D - What We Found 1E - Comparing Results

Lessons					
UNIT	What Needs to Happen	Lesson Name	Learning Objective	Class Time	Handouts
STEP TWO Choosing One: <i>Issue Selection</i> Purpose: <i>To choose an environmental issue that students want to address.</i>	1. Get to know the issues. 2. Select an issue.	2.1 - Digging Deeper Into the Issues	<ul style="list-style-type: none"> Identify cause and effect relationships. Classify issues. 	45-60 minutes	2A - Cause and Effect 2B - Digging Deeper 2C - Classification Examples 2D - Classifying Environmental Issues
		2.2 - Criteria-Based Issue Selection	<ul style="list-style-type: none"> Apply democratic principles to criteria-based decision making. Value the democratic process. 	45-60 minutes	2E - Issue Selection Grid
STEP THREE Discovery: <i>Policy and Community Practice Research</i> Purpose: <i>To understand the issue and how to address it.</i>	1. Learn about policies and practices. 2. Research and evaluate the relevant public and private policies and community practices. 3. Students research options for changing policies and/or practices.	3.1 - Policy vs. Practice	<ul style="list-style-type: none"> Distinguish between policies and community practices. 	45 minutes	3A - Policy and Practice 3B - Personal Planning 3C - Policy/Practice Example
		3.2 - Burning Questions	<ul style="list-style-type: none"> Construct a set of questions about their issue that will guide their research. 	45 minutes	3D - What Do We Want to Know?
		3.3 - What's Going On?	<ul style="list-style-type: none"> Employ skills for interacting with individual and organizational stakeholders in the community. Examine research to find initial answers to their burning questions and to identify the policies and practices related to their selected issue. Identify how people and/or organizations are responsible for these policies and practices. Construct a timeline of the history of these policies and practices. Discover a variety of diverse perspectives about their issue. 	Varies	3E - Stakeholder Web 3F - Sample Stakeholder Letter 3G - Finding Policies/Practices 3H - Things to Think About 3I - Timeline Evaluation 3J - Timeline Template 3K - Who's Responsible? 3L - The Change I'd Like to See
		3.4 - The Change We Want to See	<ul style="list-style-type: none"> Synthesize policy and practice research. Begin to analyze potential ways to make a change to specific policies and practices. 	50 minutes	3L - The Change I'd Like to See

UNIT		Lessons			
		What Needs to Happen	Lesson Name	Learning Objective	Class Time
STEP FOUR Deciding What to Do: <i>Goal and Strategy Selection</i> Purpose: <i>To decide what to change and how to change it.</i>	1. Select one policy or practice to be changed.	4.1 - Setting a Project Goal	<ul style="list-style-type: none"> Evaluate the potential consequences of the various options for changing policies and practices. Apply democratic principles to criteria-based decision making. 	45-60 minutes	4A - Course of Action Example 4B - Goal Statement Planning
	2. Select the most appropriate strategy to achieve the desired change.	4.2 - Criteria-Based Strategy Selection	<ul style="list-style-type: none"> Identify selection criteria when making a decision. Apply selection criteria when making a decision. Demonstrate cooperative group efforts when making decisions by listening respectfully and valuing others' ideas and opinion. 	45 minutes	4C - Strategies for Change 4D - Strategy Selection Grid 4E - Goal/Strategy Statement
	3. Develop and post a project goal and strategy statement.				
STEP FIVE Getting It Done: <i>Planning and Taking Civic Action</i> Purpose: <i>To design and complete the Earth Force Project.</i>	1. Write an action plan.	5.1 - Writing an Action Plan	<ul style="list-style-type: none"> Work collaboratively with classmates to develop an action plan. Break down tasks into work for committees. Address sustainability and project evaluation within the action plan. 	45-60 minutes	5A - Action Planning Sheet 5B - Committee Task Sheet 5C - Committee Budget Plan
	2. Implement the action plan.	5.2 - Taking Action	<ul style="list-style-type: none"> Review the action plan. Work with classmates and the community to implement a sustainable project. Analyze and revise plans and adjust project activities as obstacles arise. 	Varies	5A - Action Planning Sheet 5B - Committee Task Sheet 5C - Committee Budget Plan 5D - Committee Work Plan
	1. Analyze and celebrate personal experiences with Earth Force.	6.1 - Looking Back	<ul style="list-style-type: none"> Evaluate their overall experiences with the program. 	45-60 min.	6A - Earth Force Reflection
STEP SIX Wrapping Up: <i>Reflecting, Going Public & Planning for the Future</i> Purpose: <i>To make sure the impact of the Earth Force experience is lasting.</i>	2. Publicize project successes.	6.2 - Taking It Public	<ul style="list-style-type: none"> Design, conduct and evaluate a public presentation. 	Varies	6B - Success Stories
	3. Plan for what lies ahead.	6.3 - Looking Ahead	<ul style="list-style-type: none"> Synthesize what they've learned and identify ways to apply this knowledge in the future. 	45 min.	6C - Parting Thoughts & Commitments

2.1 Lesson Detail

1. Introduce Step Two.

- Explain that in this step students will need to make a decision about which issue they should address as a group. There are several choices and many students may already have their favorite, but some may not be the right choice for the group. In order to help narrow down the list of issues, it might be helpful to do 2 things: look at cause and effect, and classify the issues.
- Provide the conceptual framework and expectations for Step Two.

- This Step is about using criteria to make a decision. The class will develop criteria to select one environmental issue to address for their Earth Force project. Since it is a group project, they will need to decide together what issue to address.

2. Explore cause and effect relationships for specific issues.

The first step in the selection process involves generating causes and effects for each issue that appear on the class list. This is important because Earth Force is about getting to the root cause of an issue - not finding quick fixes. Looking at cause/effect relationships broaden the possibilities because new issues may begin to appear. For example, by identifying the causes of air pollution in a particular city, students may

list school bus exhaust, factory emissions, and a local coal-burning plant. This could lead to students becoming interested in addressing the school buses idling in front of their school or the local coal burning plant.

Cause and effect can also help narrow the list of issues by allowing students to see which issues they may have no control over. Consider the following list of issues that have appeared on Earth Force inventories:
Broken tree branches

Snow covering the playground

Dead plants

Identifying the cause of each (ice storm, snow storm, winter season) helps students see that sometimes these are not issues that it would be worthwhile to address since they were all caused by weather and climate.

- Use Handout 2B as a model for introducing cause and effect sequence. Students will use the handout to develop cause and effect relationships for two issues based on their knowledge of this specific problem. Students can work alone or in small groups. Divide all issues among the students. At this stage, the goal is to have students compile the causes and effects that they are aware of, as well as make reasonable guesses about suspected causes and effects. Later

in the process, they can verify their guesses as they do more extensive research on their selected issue. Questions for further research can be compiled on Handout 2C.

- As a large group, students compare and contrast issues to identify the underlying principles of issues. For example, one underlying principle for some issues could be that human action creates pollution, which has a negative impact on the environment.

3. Classify the issues into categories.

Another way to help students get to the bottom of an issue is to classify them. This classification helps students understand the issue better and can influence what and how students think about their community.

Listing issues into categories by location or by problem type (see Handout 2D) may help students decide which issues need to be eliminated (for example if the issue occurs in a park that can only be reached by bus) or which need to be considered (if the park is walking distance). Grouping issues in different ways also influences students' perception of the issues. For example, our perception of foods may change if we group them into "gives us energy" and "drains energy" instead of looking at "sweets" and "vegetables".

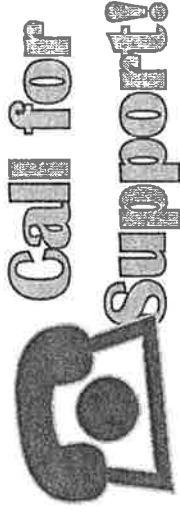
2.1 Lesson Detail

- Use Handout 2D to help students develop an understanding of classification of issues. Give students Handout 2E and have them choose their own categories to classify issues and state how the classification changed their view on the issues. Students can work alone or in small groups or pairs. Have one person act as a scribe/recorder and the others as investigators/reporters.
- Let students share their classifications and how their views changed by discussing answers to the questions (on bottom of Handout 2E- Classify Issues)

How did you reclassify the items?

What do the items in your categories have in common?

Students should file their handouts in their Portfolios.



Invite Earth Force staff members to facilitate the criteria-based decision-making activity or any other part of this step.

Discuss with Earth Force staff how this process worked in other classes, how criteria can be used to meet the curriculum needs set by the school or school district.



Cause and Effect:

Example and Organizer

Handout 2A

Sample Issue: Lots of litter in the park.

CAUSES

Not enough trash cans.
Trash cans not emptied enough.
Trash cans in wrong locations.
Too many park users.
People do not care.



EFFECTS

Park looks unpleasant.
Rats in park.
Birds getting caught in plastic.
Parents do not want to bring their kids into the park.

Now You Try It!

Select one of the issues identified in Step One. What could be the cause and the effect of this issue?

CAUSES



EFFECTS

Select another issue identified in Step One. What could be the cause and the effect of this issue?

CAUSES



EFFECTS



Digging Deeper

Handout 2B

ISSUE	QUESTIONS WE STILL HAVE	HOW WILL WE FIND INFORMATION?	WHO WILL FIND IT?



Classifying Environmental Issues:

Some Examples

Handout 2C

If these are the issues you've found in your inventory ...

- Lots of litter in the park.
- Nearby creek is polluted.
- Puddle of oil next to storm drain.
- Landfill will run out of space in 10 years.
- Lots of exhaust from cars of parents waiting for their children.
- Pond at the park is nasty.

- Lots of litter near school bus stop.
- Smog index is often high.
- Sewer system is old.
- School cafeteria uses Styrofoam plates.
- Air pollution from coal-burning power plant.
- Only 25% of people use voluntary recycling.

... you could classify them into categories by the environmental problem they pose ...

(Kinds of Categories: Type of Environmental Issue)

Water Pollution	Air Pollution	Waste/Trash
<ul style="list-style-type: none"> • Nearby creek is polluted. • Sewer system is old. • Pond at the park is nasty. • Puddle of oil next to storm drain. 	<ul style="list-style-type: none"> • Air pollution from coal-burning power plant. • Lots of exhaust from cars of parents waiting for their children. • Smog index is often high. 	<ul style="list-style-type: none"> • Lots of litter in the park. • Landfill will run out of space in 10 years. • Lots of litter near school bus stop. • School cafeteria uses Styrofoam plates. • Only 25% of people use voluntary recycling.

... or you might classify them into categories by where they take place.

(Kinds of Categories: Location of Environmental Issue)

School	Park	Whole Community
<ul style="list-style-type: none"> • Lots of exhaust from cars of parents waiting for their children. • Lots of litter near school bus stop. • School cafeteria uses Styrofoam plates. 	<ul style="list-style-type: none"> • Lots of litter in the park. • Pond at the park is nasty. • Puddle of oil next to storm drain. 	<ul style="list-style-type: none"> • Nearby creek is polluted. • Landfill will run out of space in 10 years. • Smog index is often high. • Sewer system is old. • Air pollution from coal-burning power plant. • Only 25% of people use voluntary recycling.

☉ THERE ARE LOTS OF POSSIBILITIES! ☉



Classifying Environmental Issues:

An Organizer

Handout 2D

Take the environmental issues the class identified in Step One and reclassify the issues using categories that you determine.

Kinds of Categories:		
Category One:	Category Two:	Category Three:

- ⊙ Examine your categories and answer the following questions:
- ⊙ What steps did you follow to reclassify the items?
- ⌋ What do you see differently about the items items now that they have been reclassified?

Questions are taken from: Robert J. Marzano... *A Handbook for Classroom Instruction that Works*, 2001



2.2 : Criteria-Based Issue Selection

LEARNING OBJECTIVES:

- Students will apply democratic principles to criteria-based decision making.
- Students will gain a greater understanding of the democratic process.

KEY CONCEPTS

Criteria

Democratic Decision-Making

Criteria-Based Decision Making

GUIDING QUESTIONS

- How can a group of people make the best decision in selecting an issue to address?
- What kind of process is needed to ensure that a group's decisions are made fairly?

MATERIALS

- Tips Cards: #17
- Handouts: 2E
- Other: Sticky dots (if using dot-voting)

TIME

45-60 minutes

ADVANCE PREP

- Read "Democratic Voting Processes" on page 55.
- Have the list of issues and strengths visible for students.
- If you think your students will need to practice the use of the Issue Selection Grid (Handout 2E), review *Snack Attack* (in Toolbox).

PROCEDURES IN BRIEF

- Convey the context and goal for this lesson.
- Narrow down the list of possibilities to three to five issues.
- Establish criteria for selecting an issue.
- Use the Issue Selection Grid to apply the criteria.
- Facilitate a whole group discussion.

PORTFOLIO

Completed decision-making grid

REFLECTION

- Do you feel that everyone had a voice in making this decision? Why or why not?
- What other decisions in your life could be made using this method?
- Have students review Tip Card #17 and discuss how their decision-making process incorporated each of those elements.
- Have students revisit the Earth Force Project Rubric (Handout 1E), asking how they would rate themselves so far on Youth Voice and Democratic Decision-Making.

LESSON 2.2 SNAPSHOT

2.2 Lesson Detail

Students can use Snack Attack in the Toolbox to practice Criteria-Based Decision Making, or CBDM.

1. Convey the context and goal of this lesson.

- Having reached a better understanding of the issues students are now ready to choose one of the issues to research and eventually address.
- In this lesson, students will practice using criteria to make a group decision. In particular, they'll be working together to choose one of the many issues from their inventory.

2. Narrow down the list of possibilities to three to five issues.

If the class has a long list of issues, use dot voting or another voting method to eliminate some issues. See page 55 for explanations of voting processes.

3. Establish criteria for selecting an issue.

- Ask students what kinds of decisions they make on a daily basis. They may say things like, "what to eat", "what to watch on television", "what to buy at the store", or "when to do my homework".
- They may not know it, but they are using criteria each time they make a decision. Criteria helps us determine the

best choice for ourselves when we are making a decision. Criteria are defined as, "standards on which decisions are based."

- Encourage students to come up with 4 criteria for an issue to put down the side of the chart. Examples might be

- Impacts a large number of people
- Is interesting to work on
- Is happening on/off school grounds
- Affects our lives directly
- Affects other parts of the environment besides people.

4. Use the Issue Selection Grid (Handout 2E) to apply this criteria.

- After students have identified and agreed upon criteria, the group will need to choose a selection method.
- Have students write the criteria down the left side of the grid. Then they will apply the criteria by rating each issue against each criterion on a scale of 1-5. For example, if an issue is "waste in the cafeteria", and a criterion is "fun and interesting", they will choose how well "waste in the cafeteria" meets that criterion and will assign a number, 1

meaning it does not meet the criterion and 5 meaning that it absolutely does.

- Students should hold up their vote on their hands for the teacher to tally. You can add individual votes to take an average or look for a majority.
- Choose the number that most students are holding up to put in the box where the issue and criterion meet.
- Add the numbers in each row and the issue that has scored the highest is the one that best meets the criteria.

5. Facilitate a whole group discussion.

- What would have been your first choice before we used the criteria? How did that compare to the one that best met the criteria?
- Do you always create criteria before making a choice between one thing and another?
- Do your parents create criteria before making choices?
- Did this process seem fair? Why or why not?

Democratic Voting Processes



CRITERIA-BASED RANKING:

Using copies of the Issue Selection Grid (Handout 2F), individually rank each issue against each criterion, then add the totals for each issue. The results are compiled into a single chart that allows students to compare how each issue across the various criteria. For example, a high score in interest might be offset by a low score in feasibility. Tips Card 17 offers an example of individual rankings. Based on the individual rankings, fill in a class grid with tallies of individual scores on each criterion. Add the grand total for each issue. The maximum score for each criterion is [total number of students] x [highest score].

HUMAN CONTINUUM:

Two signs, one saying "High" and the other "Low," could be placed on opposite sides of the wall (or on the floor) to form the ends of a continuum. For each issue, students stand somewhere along the continuum to

the class votes do not identify an issue, have more discussion before casting another vote. For younger students: have issues posted in the corners of the room (open space needed) and give all students time to choose silently what topic they want to vote for, and then have them stand in the corner corresponding to their topic.

*NOTE ABOUT MAJORITY VOTE:

Students often believe that majority rule is the end-all, be-all, and that whatever the majority wants is fine - without any regard for minority ideas. This is an opportunity to discuss a number of factors:

- There is a difference between majority rule and consensus building.
- Majority Rule is a good tool to begin the conversation or to narrow the options so that the group can use consensus to reach a final decision. It is important to facilitate the group so that those who "lose" the vote stay vested.

- Our political system is based on majority rule with strong protections that guarantee respect for minority views.

demonstrate their ranking. A student standing at the high end describes why he or she has taken that position; similarly, a student at the low end describes her or his reasoning. Then hold a brief discussion. After discussion, students have the opportunity to change their location on the continuum. Repeat this for each issue. Tally the results on a poster or on the board. If the votes do not identify a preferred issue, have more discussion before casting another vote.

DOT VOTING:

Write each of the remaining issues on the board in large letters. Distribute three dot stickers to each student. Explain the rules of voting: students may use their three votes in any way they choose, from one vote on three different issues, to all three votes on one issue. Invite students to walk up to the board and place their dots next to the issue(s) of their choice.

MAJORITY VOTE:

Review the criteria chosen by the group. Give students time to review, in pairs or alone, which issue best meets the set criteria. Hand out pieces of paper and have student write down one issue. Collect the papers and count how many votes each issue was given. If



3.2 : Burning Questions

LEARNING OBJECTIVE:

Students will construct a set of questions about their issue that will guide their research.

KEY CONCEPTS

Formulating questions

GUIDING QUESTIONS

- What do you know about the issue?
- Who is affected by it? How has it made the community better or worse?
- How and when did it start? Why hasn't it been taken care of before now?
- Do people disagree about the policies or practices related to this issue? Why?
- What would you like to know or learn about this issue?

PROCEDURES IN BRIEF

- Convey the context and goal of this lesson.
- Students develop questions around trivia statements.
- Students randomly select question words and generate their own questions.
- Students narrow or consolidate the list of questions into one that will ultimately serve as their guiding questions.

PORTFOLIO

Evaluate group work by giving an individual grade for completeness of Handout 3C. Make sure you tell students how you will quantify their grade. For example, they need at least 3 questions per section.

REFLECTION

- What was one question you asked about your issue that you think might be useful in solving other problems you encounter, either at school, in your community, or at home?

LESSON 3.2 SNAPSHOT

MATERIALS

Tips Cards: None

Handouts: 3C

Other: Dice (or strips of scratch paper), chart paper

TIME

45 minutes

ADVANCE PREP

Read the Background Information.

Prepare the question words.

If using a die, prepare the chart paper to show the following:

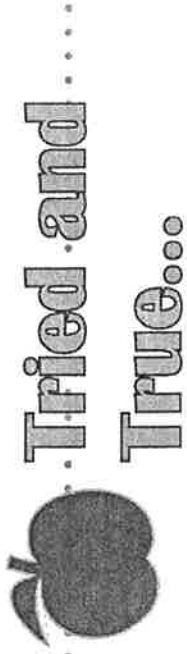
1 = Who? 2 = What?

3 = When? 4 = Where?

5 = Why? 6 = How?

If using paper, cut strips of paper with the above questions (several duplicates of each question word).

3.2 Lesson Detail



1. Convey the context and goal of this lesson.

- Remind the students that Step Three is about researching the policies and practices that affect the issue they've chosen.
- In Lesson 3.1 they learned about the different kinds of policies and practices, and began to understand their importance. In this lesson they will begin the research process by creating the questions that will guide their research.

2. Students develop questions around trivia statements.

- Begin discussion by making the statement, "a shark is the only known fish that can blink with both eyes." Ask students to come up with questions scientists must answer before they can understand this phenomenon.
- Next ask one or two students to report a trivia statement (like the shark example) and have the class come up with questions to explore the topic more deeply.

3. Students randomly select question words and generate their own questions.

- If using a die, have students take turns rolling it and, based on the number showing when it comes to rest, generate a question

about the issue that begins with the appropriate question word.

- If using papers, each student will draw a question word and formulate a question about the issue beginning with that word.
- Use the guiding questions to prompt students if needed.
- Ask one student to volunteer to write each question on chart paper as it is generated.

4. Students narrow or consolidate the list into one that will ultimately serve as their guiding questions.

- Help students narrow or consolidate the list of questions to serve as guiding questions for the remainder of Step Three.
- Ask students to record the final list of questions onto Handout 3C.

Students may have to practice the skill of asking questions. For more information about Bloom's discussion of asking questions as a developmental skill, do an Internet search using the terms "Bloom's taxonomy" and "questions".

For Handout 3C, emphasize that the questions should be about the issue itself, not the project that they will eventually develop. You may decide to assign certain questions to certain groups in the next lesson.



Call for Support!

Check with your Earth Force support person about scheduling a guest speaker on public policy, such as a local councilperson, a school district administrator or even a member of the city planning department.



4.2 : Criteria-Based Strategy Selection

LEARNING OBJECTIVES:

- Students will identify selection criteria when making a decision.
- Students will apply selection criteria when making a decision.
- Students will demonstrate cooperative group process when making decisions by listening respectfully and valuing others' ideas and opinion.

KEY CONCEPTS

Criteria

Project strategies

GUIDING QUESTIONS

- What are some reasonable strategies you can use to address the issue and achieve the project goal?
- Why can't you just try all the strategies and see which one works best?

PROCEDURES IN BRIEF

- Revisit the possible strategies that could be used to change policies and practices.
- Narrow the list of strategies to three to five strategies.
- Establish criteria for selecting a strategy.

MATERIALS

- Tips Cards: #17
- Handouts: 4C, 4D, 4E
- Other: Chart paper

TIME

45 minutes

ADVANCE PREP

- Read the Background Information.
- Draw a large criteria grid for use in the lesson. See Handout 4D for a template.
- Review Lesson 2.2 (Criteria-Based Issue Selection). This lesson follows a similar procedure—Lesson 2.2 students used criteria to select an issue; in this lesson students use criteria to select strategies.

PORTFOLIO

Completed Strategy Selection Grid

REFLECTION

- How confident are you that we have a good project goal? A good set of strategies to achieve that goal?
- What has the experience been like developing the goal and strategies?
- How might you apply this goal and strategy developing experience to other aspects of your life?
- Have students revisit the Earth Force Project Rubric (Handout 1E), asking how they would rate themselves so far on Youth Voice and Democratic Decision-Making.

4.2 Lesson Detail

1. Revisit the possible strategies that could be used to change policies and practice.

- Drawing from experience: Remind students that in Step Three, when they were conducting their policy and practice research, they discussed some possible strategies that could be used to change policies and practice.
- Tell students that now that they have an official project goal, they will take a look at these strategies again, and pick one or more that they think will be the best way for them to achieve their goal.
- Refer to the list of possible strategies that emerged in Step Three. Additional ideas are provided on Handout 4C, Examples of Strategies for Change.

2. Narrow down the list of possibilities to three to five strategies.

- This selection could be done by letting students use any of the Voting Procedures listed in the Background Information of Step Two.

3. Establish criteria for selecting a strategy.

NOTE: Handout 4D provides a template for one method of applying the criteria. But there are many ways to apply criteria. Refer to Lesson 2.2 for other ideas. You may want

to choose a different method than you used in Step Two, or use this opportunity to have students practice the skills they developed in Step Two. The following procedure uses Handout 4D.

- Introduce the criteria-based decision-making grid (Handout 4D) on the board or on an overhead transparency.
- Write the possible strategies along the top row of the grid.
- As a class, decide on criteria for choosing strategy that students will focus on. Some considerations when identifying criteria for selection of a strategy:

- **REALISTIC:** will students be able to carry out the strategy given the available resources?

- **PRECEDENT:** how have others used this strategy before, and how well did it work?

- **RELEVANCE:** how much does the strategy actually address the project goal?

- **SIMPLICITY:** how easy or difficult will the strategy be to carry out?

- **IMPACT:** how likely is it that the strategy will have a lasting impact?

- **OPPOSITION:** how much opposition will you likely get from other people or organizations?

- **TEAMWORK:** will it be possible for everyone to have an important role in carrying out the strategy?

4. Use the Strategy Selection Grid (Handout 4D) to apply this criteria.

- Have students write the criteria down the left side of the grid. Then have students apply the criteria by rating each strategy against each criterion.
- Tally the results using the Strategy Selection Grid. After students have ranked each strategy against the criterion, one strategy may stand out, but there could be others in close competition. If one strategy does not emerge, students may need to establish additional criteria to apply to each possible strategy.

5. Use the chosen strategy(s) to create the course of action.

- When students have identified their strategy(s), complete Handout 4E as a class, posting the completed Project Goal and Strategy statement after you are finished. You now have a course of action in mind. This means you are ready to move on to Step Five.