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Do you ever feel like there’s a lot going on in your neighborhood but that you don’t have the opportunity or knowledge or support to have a say in what’s happening?

Do you ever feel like your voice isn’t heard or that others just aren’t collaborating or working together or understanding what needs to be done?

Generation Citizen exists to change that.

Welcome to Generation Citizen (GC)! GC is built on the belief that students can create change in their communities. In a democracy like ours, every person is responsible for being an engaged and informed participant so that together we can achieve great things.

By participating in this class, you’re joining over 10,000 students working with GC across the country. You’re becoming part of a national movement of active young people working to prove that they can and should have a say in how communities work and working to make change on real, important issues that affect their lives.

How does this happen?

- A GC Democracy Coach (DC), a college student volunteer, will lead the GC program with your teacher twice a week. DCs have taken action in their communities, and want to help you create change in yours.

- You and your class will identify an issue in your community that you want to solve. Students in the past have worked on topics like safety, joblessness, public transportation, and school issues such as recycling and parent engagement.

- With your DC and teacher’s guidance, your class will create a plan to impact your issue, and then you’ll actually put that plan into action. You’ll contact experts for advice, you’ll write articles, hold events, and meet with the people who can make your plans a reality. GC students have created community centers, edited state laws, developed school programs, and brought resources to their communities.

- GC concludes with a special event called “Civics Day” at the end of the term. Your class will prepare a presentation to showcase your work. A few students from your class will join up with other GC students from across the city to share your project with local officials and community leaders.

We hope that you’ll have a great semester and a successful project. Even more importantly, we hope that you take what you’ve learned in your GC class, and go forward to your next challenge or opportunity knowing that you have power and can make a difference.
Generation Citizen Mission and Values

Generation Citizen strengthens our nation’s democracy by empowering young people to become engaged and effective citizens, starting now.

We believe in...

- **Grassroots Change**: *Every individual has a voice and the potential to change his or her communities.*

  We believe all people play a role in the development of their communities and that meaningful change grows from local and personal knowledge. We work specifically with young people who have the chance and capacity to be life-long leaders and advocates.

- **Systemic Impact**: *We believe in big change, but always start at the root of the issue.*

  We address the root causes of problems instead of focusing on surface-level symptoms. Working through our democratic system of government is challenging, complex, and incremental — and necessary to create lasting change.

- **Collaboration and Diversity**: *Our differences make us stronger.*

  Our work is strengthened by incorporating multiple points of view into everything we do. We respect and embrace the diverse backgrounds, perspectives, insights, and experiences of our partners and believe that strong personal relationships allow us to best work and learn together.

- **Action**: *We learn by doing.*

  We believe that the process of trying can teach us as much as achieving our outcome. At the same time, we think carefully about the way things get done, and value learning from failure as much as celebrating success. We strive for our students to learn through experience so that they understand the process of effecting change and can apply it both now and in the future.

- **Open-mindedness**: *We are always learning and growing.*

  We do not have all of the answers, and there are many solutions. We must be curious, listen, reflect, make changes, and operate with humility in order to achieve our goals.
GC Curriculum Framework

Over the course of the semester will work through four different units. Together, these are designed to support you in playing an active role our democracy and your community, working together with others to make a difference on issues that matter to YOU!

**Unit 1: Identifying our Issue**
By the end of this unit, we will have decided on our collective focus issue, have identified a root cause contributing to the problem, and have set a clear goal for what we want to accomplish.

**Unit 2: Planning our Action**
By the end of this unit, we will have identified specific targets, including one decision-maker and other influencers, who can make the change that we want to see. We will also have outlined a clear plan of action to engage those targets.

**Unit 3: Taking Action**
By the end of this unit, we will have taken action! We will have worked in small groups to engage at least one target in at least one tactic outside of the classroom.

**Unit 4: Taking the Next Step**
During the last Unit of GC, we will have prepared a presentation and visual aid for Civics Day, an event where GC students from across the city share their projects with other students, community members, and public officials, who serve as judges to provide feedback so that students can continue their efforts. We will also critically reflect upon our work and discuss avenues for continued active civic engagement.
Generation Citizen Student Handbook

You’ll use this handbook through the GC course to support your work. This year, we listened to feedback from students just like you who participated in GC to make the handbook easier to use.

The handbook is divided into several sections:

- **General Information**: Given that you are here, you’ve already read through this section. This includes the basics and everything you need to know about GC.

- **Graphic Organizers**: These are worksheets that you’ll use and build upon each lesson. They are designed to help you visualize the work that you are doing and how your action plan fits together to achieve your ultimate goal.

- **Appendix**
  - Tips for Public Speaking and Presenting: There are best practices that you can refer to through GC to make sure that you are clearly and effectively communicating with others.
  - Glossary: This is where you’ll write the new words that you learn each week. When you Democracy Coach asks you to, turn to this section and record the word, definition, and sample sentence here. Then everything will be in one place. If you forget what a word means, you can just turn to the glossary for a quick reminder.
  - Do Now & Exit Tickets: You’ll start the beginning and end of each class the same way—with a Do Now and an Exit Ticket. These are opportunities for you to take a minute and reflect upon what you are going to or have learned during the lesson. At the end of each lesson, you’ll tear out the page and give it to your Democracy Coach.
  - Blank Notes Pages: There are extra pages at the back of your handbook for you to use during brainstorm sessions and to take notes to help you follow along.
Advocacy Hourglass

Parts of Advocacy Hourglass

Definitions
Community Issues

Community Issue Option 1:

Community Issue Option 2:

Community Issue Option 3:
Issues & Root Cause

Community Issue:

(select one from the previous page)

Focus Issue:

__________________________ is an issue that affects

(focus issue)

__________________________ in

(who?)

__________________________

(where?)

Root Cause:

__________________________ is an issue

(focus issue)

because ____________________________

decision-maker’s group or title

which is part of the ______________ branch.

(legislative, executive)

has/has not ______________________.

(action they have/have not taken that cause the focus issue)
## Analyzing Evidence

**Learning Group guidelines:** In this group, your job is to learn as much as you can with your group about the evidence. Read your article. Take notes in the appropriate column of the chart on the following page so that you have enough information to be an “expert” about this evidence in your second group. Discuss your answers with your group. As you are reading, fill in the rows on the chart.

**Expert Group guidelines:** In this group, your job is to share what you learned from the evidence in your learning group and to learn about the evidence that other groups gathered. Take notes in the chart so you have information from all the groups.

<table>
<thead>
<tr>
<th>Evidence #1</th>
<th>Evidence #2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is the title of the article?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Where was this article published?</strong> (magazine, book, journal?)</td>
<td></td>
</tr>
<tr>
<td><strong>When was this article published?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Who are the people or groups mentioned, and how can they support our project?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>What statistics or facts stand out to you?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>What is the main idea of the article?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>What does this article say about why our focus issue exists or is a problem?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Compare/contrast the article’s subject to our school or neighborhood. What is different? What applies to our situation?</strong></td>
<td></td>
</tr>
<tr>
<td>Evidence #3</td>
<td>Evidence #4</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>What is the title of the article?</strong></td>
<td></td>
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<tr>
<td><strong>Compare/contrast the article’s subject to our school or neighborhood. What is different? What applies to our situation?</strong></td>
<td></td>
</tr>
</tbody>
</table>
Levels & Branches of Government

<table>
<thead>
<tr>
<th></th>
<th>Legislative</th>
<th>Executive</th>
<th>Judicial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>State</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local</td>
<td></td>
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</tbody>
</table>
Class Goal & Targets

Goal:
We will convince ____________ _____________________________.
(decision maker's group or title)
which is part of the ________________ ____________________________ branch.
(legislative, executive)
to ________________ ____________________________
(action they will take to address root cause)
around the issue of ________________ ____________________________
(focus issue)
Decision Maker:

Name: __________________________

Where they work: __________________________
(first blank in goal statement)
Their job/title: __________________________

Ask: __________________________

Influencer #1
Name: __________________________
Where they work: __________________________

Influencer #2
Name: __________________________
Where they work: __________________________

Influencer #3
Name: __________________________
Where they work: __________________________
## Class Targets, Asks, Outcomes, & Group Members

<table>
<thead>
<tr>
<th></th>
<th>Decision-Maker:</th>
<th>Influencer 1:</th>
<th>Influencer 2:</th>
<th>Influencer 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Where Target Works</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Target’s Title/Job</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Ask</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Outcome</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Group Members</strong></td>
<td></td>
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</tbody>
</table>
# Tactics Overview & Articles

Some tactics are more intuitive than others. This guide briefly outlines major differences.

<table>
<thead>
<tr>
<th>FIRST TACTIC</th>
<th>FOLLOW-UP TACTIC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Canvassing with a Petition:</strong> Collecting signatures on a statement supporting your action project</td>
<td><strong>Participating in an Outside Event:</strong> Attending a coalition partner’s organized rally or protest</td>
</tr>
<tr>
<td><strong>Testifying at a Hearing:</strong> Delivering a statement at an official meeting, usually regarding proposed legislation</td>
<td><strong>Holding a Press Conference:</strong> Assemble media outlet reporters in public place and prepare speakers to present on the focus issue.</td>
</tr>
<tr>
<td><strong>Holding a Meeting:</strong> Meeting in-person with a decision-maker</td>
<td><strong>Hosting a Workshop/Assembly/Panel:</strong> Planning and organizing an event</td>
</tr>
<tr>
<td><strong>Meeting with a Coalition:</strong> Attending or organizing an in-person meeting with coalition partners</td>
<td><strong>Using a Letter-Writing or Email Campaign:</strong> Mobilizing others to reach out to many other people with information (advertising an event or educating about an issue or system or policy)</td>
</tr>
<tr>
<td><strong>Writing a Letter:</strong> Handwriting a letter to a decision-maker, including organizing others to write letters to the decision-maker</td>
<td><strong>Organizing Phone-Banking:</strong> Similar to above tactic, but calling via phone</td>
</tr>
<tr>
<td><strong>Making Phone Calls:</strong> Making a call to a decision-maker</td>
<td><strong>Writing an Editorial:</strong> Writing and publishing an op-ed or letter to the editor</td>
</tr>
<tr>
<td><strong>Raising Awareness:</strong> Using social media, creating a short film or documentary, collecting testimonies to share, or launching a poster campaign to advertise an event or educate an audience</td>
<td><strong>Delivering a Petition:</strong> Summarizing petition results and delivering to target</td>
</tr>
</tbody>
</table>
**Tactic Example Article 0 (to be reviewed as a group)**

Real Food Challenge is an organization that is working to change our current food system into one that is sustainable and just. College students run campaigns to get their school president and dining directors to sign the Real Food Campus Commitment to commit to spending 20% of their food budget on real food by 2020. College chapters work towards this goal by circulating petitions to students and alumni, hosting panels, collecting statements of support from local farmers, writing pieces for their school newspaper, and many other tactics. These efforts add up to convincing their president and dining director to sign the RF Campus Commitment.

**Tactic Example Article #1**

A Generation Citizen class in Boston wanted to take action on teen pregnancy. The students’ goal was to change current district policies to be able to allow high school nurses to provide contraception to students. The students met with their school’s principal to get her support for the policy, and then posted flyers around the school letting other students and teachers know about their goal. They also circulated a petition to gain support among fellow students. At the same time, they lobbied the Sex Education subcommittee on the Boston Public Schools School Committee to introduce their initiative. As a result, they were invited to testify to the Wellness Council of the School Committee to present their idea.

**Tactic Example Article #2**

An eighth grade GC class at Highlander Charter School selected vandalism as their community issue, with a focus on graffiti in the neighborhood around their school. After researching the issue, the students learned about the Providence Office of Neighborhood Services, a city agency that was supposed to handle issues such as vandalism. The class made the Office of Neighborhood Services the decision-maker of their project.

The class wrote emails to the Office of Neighborhood Services, asking about graffiti and who they should talk to about getting it cleaned. Cindy, a representative in the office, told the students that community members could report incidents of vandalism using a phone app or through an email system, but no one from their community was using the service. On a phone call, the students asked Cindy to come meet them after-school to talk about the service and scheduled her visit. They then invited their DCs, several teachers, their Principal and GC staff to attend their coalition meeting, and held a discussion with Cindy about the services that the city offered to address vandalism.

After their coalition meeting, the class wrote letters and invitations to their parents, peers, community members and other influencers to attend an assembly regarding graffiti. At the assembly, the students and Cindy presented about the reporting system for graffiti, and how to send in requests for cleanup crews to come and paint over the graffiti. Through this process, this class achieved their goal, and set up a path for community members to continue addressing the issue in the future.
**Tactic Example Article #3**

Elementary school students in Colorado launched a campaign for new sidewalks, focusing on changing the City Council budget. They met with the city planner, surveyed business and property owners to use their responses in support of the project, recorded traffic patterns, and researched the cost of sidewalk construction by interviewing contractor companies. They then presented the result of these statistics, surveys, and petitions to the City Council to achieve their final collective goal. The kids’ demands were heeded.

**Tactic Example Article #4**

A 10th/11th grade class at New York’s EBC High School for Public Service class chose “Quality and Variety of School Lunches” as their focus issue. The initial consensus among the students was that the food served at EBC was horrible. Using research on other school lunch programs and advice from a Health Counselor at the school, the students identified the root cause of this issue as a lack of funding. They set their goal as convincing the Department of Education to provide more diverse food options in school lunches.

The students saw their peers as a great group of influencers and surveyed more than 160 students of all grade levels and compiled the results as quickly as possible so the remaining groups could use the statistics within their individual tactics. The survey group also created a 1-page “summary sheet” that illustrated the results of the survey, posting the sheet around the school to rally other students behind the class’s cause.

The second group targeted the media, writing a letter to the editor of their city paper, to convey the problem the class was addressing and what could be done to solve it. The letter included statistics from the survey group to dispel the notion that it was simply a bunch of kids just complaining about their school food, as well as personal testimonials from the writers and comments on the surveys to illustrate the awful quality of the food was.

The last group emailed Mr. Goldstein, who works for the city’s Department of Education and is in charge of the NYC School Lunch program, and invited him to come to EBC and eat the food alongside them. Mr. Goldstein visited EBC along with other officials from the department. They met with the school’s principal, the teacher, and the entire class, and ate the lunch together. They agreed the quality was unacceptable and resolved to take care of EBC’s issues from the district level. They proposed a system for students to contribute to the selection for their school’s lunches. They left their business cards with the students and charged them with contacting them the next year if the food had not improved.

During the course of the project, students mentioned seeing a noticeable improvement in the school lunches. They believed this was due to the fact that they sent a letter to the cafeteria manager, José, explicitly mentioning their concerns. The letter, along with the survey result sheets and letter to the editor, must have gotten the attention of the cafeteria staff, which began improving the quality and variety of the food even before Mr. Goldstein’s visit.
**TACTICS**

<table>
<thead>
<tr>
<th>First Tactic</th>
<th>Follow-Up Tactic</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Canvassing with a Petition</td>
<td>☐ Participating in an Outside Event</td>
</tr>
<tr>
<td>☐ Holding a Meeting</td>
<td>☐ Testifying at a Hearing</td>
</tr>
<tr>
<td>☐ Meeting with a Coalition</td>
<td>☐ Hosting an Assembly/Workshop/Panel</td>
</tr>
<tr>
<td>☐ Making phone calls</td>
<td>☐ Organizing Phone-Banking</td>
</tr>
<tr>
<td>☐ Sending Emails</td>
<td>☐ Delivering Petition</td>
</tr>
</tbody>
</table>

**STEPS TO ACHIEVING TACTICS**  
*Can include, but are not limited to:*

| ☐ Reserving space for an event | ☐ Calling people to tell them about an event |
| ☐ Drafting a petition          | ☐ Calling volunteers to help at an event          |
| ☐ Drafting a letter or email   | ☐ Drafting an editorial                           |
| ☐ Making Calls                 | ☐ Social Media                                    |
| ☐ Sending Emails               | ☐ Calling potential coalition members             |

**ARTICLE #___**
- What is the group’s goal?
- Who is their main decision-maker or influencer?
- Who are their other targets?
Sample Overall Class Action Plan

CLASS GOAL: School District Endorse H5073

Outcome: School District Commit to Endorse H5073

Outcome: General Assembly Support H5073

Outcome: Transit Authority Endorse H5073

Outcome: Collect and Share Student Transit Stories

Follow-Up Tactic: Letter Writing from Constituents

First Tactic: Attend a Meeting

First Tactic: Lobby

First Tactic: Attend a Meeting

Follow-Up Tactic: Petition Supporting H5073

Follow-Up Tactic: Host a Rally

Follow-Up Tactic: Host a Rally

First Tactic: Video of Student Testimonies

School District Transportation Office

General Assembly

Transit Authority

Public
Small Group Action Plan

____________________ Group
(Target)

CLASS GOAL

Group Outcome:

____________________

Follow-up Tactic:

____________________

Step 1:  Step 2:  Step 3:

____________________  ____________________  ____________________

First Tactic:

____________________

Step 1:  Step 2:  Step 3:

____________________  ____________________  ____________________
Sample Small Group Action Plan

**Class Goal:**
School District Transportation Office endorses H5073

**Outcome:**
School District Transportation Office verbally commits to endorsing H5073

**Follow-up Tactic:**
Letting writing from constituents

**Step 1:**
Draft example letter

**Step 2:**
Circulate letter to students, teachers

**Step 3:**
Follow up with supporters

**First Tactic:**
Meeting

**Step 1:**
Send Email

**Step 2:**
Follow-up phone call

**Step 3:**
Create agenda & goals for meeting
Good Stories

Good stories don’t just explain – they inspire. They use feeling and emotion in addition to facts to spur us to empathy and action.

<table>
<thead>
<tr>
<th>A Good Story Is...</th>
<th>A Good Story Is Not...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative</td>
<td>Explanation</td>
</tr>
<tr>
<td>Has real plot that puts you in the moment</td>
<td>“I’m working on a project to combat drug use.”</td>
</tr>
<tr>
<td>Experience</td>
<td>Belief</td>
</tr>
<tr>
<td>What’s happened in my life or the life of someone I know that’s led me to believe this</td>
<td>“I believe that everyone should...”</td>
</tr>
<tr>
<td>Showing</td>
<td>Telling</td>
</tr>
<tr>
<td>The rich details – what he was wearing, what it smelled like, what the weather was like</td>
<td>“I was angry.”</td>
</tr>
<tr>
<td>How I feel</td>
<td>What I know</td>
</tr>
<tr>
<td>“And at that moment I felt like a total failure, and that I’d really let my team down.”</td>
<td>“People make mistakes – it happens.”</td>
</tr>
</tbody>
</table>

Barack Obama

<table>
<thead>
<tr>
<th>ME</th>
<th>US</th>
<th>NOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tell a story about what motivates you to do the work that you do.</td>
<td>What do you have in common with the person or people you’re speaking to? What do you all have in common with the issue?</td>
<td>What is your call to action/ask? Why is this urgent?</td>
</tr>
</tbody>
</table>

Practice Example:

Unemployment is an issue affecting our nation. I know this because a lot of people are unemployed and can’t find jobs. I believe that the mayor should do something to stop it because thousands of people in this city are suffering. My class is working on this issue by organizing a job fair with local businesses to share job opportunities with our peers. We want to help and you should too.

Who is the speaker’s audience? How do you know?

Identify three things that could be improved about their story:
My Me, Us, and Now Story

ME:

US:

NOW:
Effective Public Speaking Tips

Knowing how to speak well in public is absolutely critical to making your case to other people. When you present your project on Civics Day, you will use the same techniques that effective public speakers and politicians use all the time. If you get comfortable with these techniques, you’ll be well on your way to having strangers listen and moving crowds.

Before speaking in front of an individual or group, it is essential that you know your material and your audience so that you can adjust what you are saying to match their interests and needs. Finally, it is important to practice, practice, practice!

GET ATTENTION – Begin with something that will grab the attention of your audience. This may be a startling statement, statistic, or personal story. You want to make sure that your audience is engaged from the start.

BODY LANGUAGE – More important than even the text of what you’re going to say is that you need to project confidence to your audience. First impressions are extremely important, and even before you open your mouth, your audience will decide whether they should listen to you or not. SPEAKING CLEARLY and maintaining GOOD POSTURE and EYE CONTACT are the two most important things that will make sure you’ll have an attentive audience.

CHANGE YOUR TONE – Inject energy into your speech. You may be talking about what you think is the most interesting and important thing in the world, but others may not agree, and those who don’t will be looking for excuses to zone out. Reading in a monotone is the definition of “boring,” and you’ll give your audience a reason to stop listening. VARY THE TONE AND PITCH of your speech every now and then. If you feel confident and passionate about the issue you’re talking about, it will come through in your tone and hopefully persuade others to feel just as passionately about the topic.

KEEP IT SIMPLE – When you are in front of a group of people, you PRESENT NO MORE THAN A HANDFUL of the most important points (maybe 4 or 5) from your work. A speech is like a verbal summary of what you’ve done. Do not read from notes for an extended period of time, though it is quite acceptable to glance at your notes from time to time.

PERSONALIZE – If you’re making a point that is particularly meaningful or is key to convincing people, hammer it home by TELLING A SHORT, CONCISE STORY that illustrates what you’re saying. It helps make your speech more memorable and gives the listeners a context for why they should care. The story should have a clear, immediately understandable connection to what you’re saying – it should be obvious why you’re talking about this moment in your life.

PAUSE – Make sure that you are not racing through your presentation. Give your audience a little time to reflect on what you are saying. Listen to their questions and respond.

SOMETHING TO THINK ABOUT/CALL TO ACTION – Finally, leave your audience with something to think about. People remember best what you say last. You might want to summarize your main points, but make sure that your last words have an effect on your audience.
## Civics Day Judging Rubric

<table>
<thead>
<tr>
<th>Award Category</th>
<th>Key Question</th>
<th>Additional Questions</th>
</tr>
</thead>
</table>
| Grassroots Change: Students can clearly and compellingly articulate why their focus issue matters to them and matters to their community. | Why does this issue matter? | • How did you choose your issue?  
• Why is this issue important?  
• How does this issue affect young people?  
• How does this issue affect others in the community?  
• Why should I care about this issue? |
| Systemic Impact: Students can provide logical and evidence-based reasoning to explain how their project goal addresses the systemic root cause(s) of their issue. | How does your project address the root cause of the issue? | • How did you research your issue to understand its root causes? (What did you read? Who did you talk to?)  
• What were some of the other root causes you came up with?  
• Why did you choose this specific goal for your project?  
• How will your project create long-term change? |
| Collaboration and Diversity: Students have engaged a variety of local community members in their work and can clearly explain why each has a stake in the issue. | Who did you target and why? | • What decision-makers did you identify that have the power to make your goal happen?  
• What influencers did you identify that have direct ties to your decision-maker?  
• How do you know these people have power or influence over your issue?  
• How do you know these people care about your issue? |
| Action: Students have utilized a variety of tactics to engage their targets and have shown considerable thoughtfulness and attention to quality in completing their tactics. | What tactics did you use? | • Can you show me or describe to me examples of your work?  
• What tactics did you use to reach out to your main decision-maker?  
• What tactics did you use to get others involved?  
• Which tactics were most effective and why?  
• Which tactics were least effective and why? |
| Open-Mindedness: Students can thoughtfully reflect on the GC process and connect their GC experiences with future implications and possibilities. | What advice would you give me if I wanted to do a GC action project? | • What lessons did you learn that you can use in the future?  
• What do you think you did well?  
• What would you have done differently?  
• How can your efforts be built upon or continued in the future? |
Appendix: Professionalism

Professionalism for Meetings & Civics Day

When meeting with decision makers, influencers, or presenting your class project at Civics Day, it is important to present yourself, your project, and your school professionally. It helps to convince people you are taking your project seriously and that you want to see real change. Don’t worry! It is easier than it sounds to present yourself professionally.

**Dressing Professionally**
You’re probably already dressing professionally in many ways and didn’t even know it.

Follow these guidelines for your next meeting or Civics Day presentation.

*If you’re wearing your school uniform —*
  - Tuck in your school shirt and wear a belt, if possible
  - Khaki/dark pants (no jeans please!)

*If you don’t have a school uniform —*
  - Button down/blouse/sweater/polo
  - Khaki/dark pants (no jeans please!)
  - Dress or skirt/nice blouse
    - The bottom of your skirt should extend beyond your fingertips when your arms are straight
    - Neckline should be no lower than one hand width below your collarbone

**NOTE:** For Civics Day participants, you will be standing for an extended period of time to present your projects. Wear comfortable shoes!

**Handshakes + Making The Introduction**
You’ll have the opportunity to meet new people through your Generation Citizen experience. Remember these tips when you’re meeting them and you’ll make a great impression!

**HANDSHAKES**

GOOD!
NOT SO GOOD!
Make sure to put your thumb NEXT to their thumb, not around the back of their hand. This way, you can squeeze firmly without worrying about crushing their hand.
MAKING THE INTRODUCTION

- Look them in the eyes and smile while you say your name.
- Try and stand up straight when meeting someone new.
- “Hello! I’m John, an 8th grader from PS 206. How are you today?”

Speaking And Presenting
When you present your idea, think of your audience — who is listening to you?

Follow these tips when you present at your next meeting or at Civics Day:
- Make eye contact while you are speaking. It is okay to look away to gesture at your visual, but make eye contact regularly.
- Be sure to speak loudly and clearly.
- Use a happy tone. You are excited to change your community/school!

Responding To Questions
Presenting your idea means people will probably have some questions about it. This is a good sign — it means people want to know more about your ideas and experiences. Sometimes people will ask questions you don’t know how to answer. This is okay! Just make sure to follow up. Check out the examples below.

- “I don’t know but I can find out for you.”
- “I don’t know but my teacher can help answer that question.”
- “I don’t know but my Democracy Coach can help me find out.”

Say Thank You
Make sure to thank your guest, your meeting participants, or your judge at Civics Day. They have listened thoughtfully, asked questions, and want to see you succeed! Try to shake hands with someone while you thank them (it helps them remember you).
Appendix: Voting 101

Voting 101

How much do you know about voting? Take the quiz below to find out.

1. In what year did women win the right to vote?

2. In what year did African American males win the right to vote?

3. Out of 172 democracies in the world, what place does the US rank in voter turnout?

4. Are young people today more likely to participate in community service or government, political, or issues-oriented work?

5. At what age can you vote in state and national elections?

Answer questions 6, 7, and 8 about the graphs below.

6. What percentage of eligible 18-29 year olds voted in the 2012 presidential election?

7. What percentage of eligible voters 65 years old or older voted in the 2012 presidential election?

8. Does the US’ black or Latino population historically have greater voter turnout?

BONUS: How do you register to vote?
Record new and important vocabulary words you encounter throughout the semester here.

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Student Information Sheet

Thanks for your participation in the Generation Citizen program over the last semester. We would like to stay in touch with you to learn more about and support your civic experiences as you progress through high school and beyond. Please include your contact info below.

Thanks again!

The Generation Citizen Program Team

First name: _______________________________
Last name: _______________________________
E-mail address: ___________________________
Phone number: ___________________________
Birthday (Month/Day/Year): _______________
School name: _____________________________

☐ Would you like updates and information on opportunities with Generation Citizen? Check the box and we’ll add you to our email list!