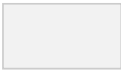
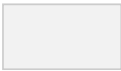
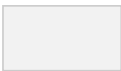
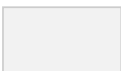
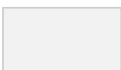
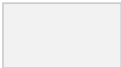
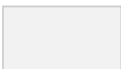
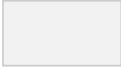
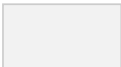


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| 1 |  | <p>To the teacher: If this is a continuation on the same day as Module 1 is taught, there is no need to use the introduction.</p> <p>Otherwise, with the opening slide:</p> <ul style="list-style-type: none"> ● Introduce LWV and its goals of empowering voters and defending democracy ● Introduce yourself as a volunteer. ● State: "LWV maintains a non-partisan stance regarding political parties and candidates but does take positions on issues." <p>Say: As we move towards a more perfect union, issues that challenge our democracy arise. It is clear that more and more frequently, young people are bringing attention to these issues since they know that resolving them – or not -- will affect their lives for years to come.</p> |
| 2 |  | <p>To the teacher: This slide has a reminder about intellectual property rights and is hidden during a presentation</p> |
| 3 |  | <p>To the teacher: Slide contains instructional notes</p> |
| 4 |  | <p>To the teacher: Slide contains instructional notes</p> |
| 5 |  | <p>To the teacher: <u>Skip if students have participated in <i>What's Your Issue?</i></u> This slide serves as a meaningful introduction to <i>I AM the Change</i>.</p> <p>SAY: There are many young people around your age demonstrating global, national and local leadership around critical issues. Leaders "do" things -- many different kinds of things -- and are very different individuals.</p> <p>As you watch, make notes:</p> <ul style="list-style-type: none"> ● What <u>actions</u> they are taking to try to bring about a change in an issue important to them ● What <u>personal qualities they have</u> which help them be effective as a leader. <p>TO THE TEACHER: Play videos, one at a time. Videos are about 1 min each. Pause slightly between them. Remind students to make notes about what they saw and heard.</p> |

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| | | <p>SAY: Here are the questions you need to answer.</p> <p>TO THE TEACHER: If remote, copy and paste these questions in the chat. In person, put the questions on the board as a reference.</p> <p>SAY:</p> <ul style="list-style-type: none"> • What personal traits or leadership qualities does each have that help them be effective? • What did they “do” - what actions have they taken? <p>TO THE TEACHER: After the videos, go to the next slide for group discussion. Depending on the size of the group, the you can decide whether</p> <ul style="list-style-type: none"> • Students go into small groups to discuss, then share with the whole group • Or, share their observations directly with the whole group. |
| 6 |  | <p>TO THE TEACHER: <u>Skip if students have participated in <i>What’s Your Issue?</i></u></p> <p>SAY:</p> <ul style="list-style-type: none"> • Leaders are only part of the picture. <p>CLICK</p> <ul style="list-style-type: none"> • Who else is needed? <p>CLICK to show the word <i>supporters</i>.</p> <p>SAY: Both leaders and supporters are needed to make change. They work together. There are plenty of choices of actions to take at every level.</p> |
| 7 |  | <p>TO THE TEACHER: <u>Skip if students have participated in <i>What’s Your Issue?</i></u></p> <p>SAY: When citizens care about an issue, how can they get involved in making a change? Here are two possible actions.</p> <p>CLICK</p> <ul style="list-style-type: none"> • Lead a protest <p>CLICK</p> <ul style="list-style-type: none"> • Discuss the news with someone. <p>CLICK</p> <ul style="list-style-type: none"> • There are many other possibilities. <p>TO THE TEACHER: CLICK QUICKLY 8 Xs to display all the X’s on the circle</p> <p>REMOTE SAY: (We’re going to have some fun with a jamboard.) Copy and paste this link into the chat and hit enter. Students can click on the link or can copy and past the</p> |

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| | | <p>url into a new tab on their computers. Use the jamboard link: https://jamboard.google.com/d/1Q01CcumqjY87F3GXR_57_dMY9HcnqhmXBOucSdme6F4/viewer?f=1</p> <p>IN PERSON: Give students small sticky notes. Have them write their ideas on the notes, then ask them to bring up the notes and stick them to the projection surface (if appropriate) or to a wall surface.</p> <p>In either strategy, if no one offers “vote” be sure to add that yourself! In big letters!! SAY: EVERY action is important, but voting in EVERY election is super important.</p> <p>SAY: Followers and leaders work together to reach their goals. Each action has a different type of impact, but ALL actions move us along the arc to justice.</p> |
| 8 |  | <p>BEGIN HERE IF STUDENTS HAVE PARTICIPATED IN <i>WHAT'S YOUR ISSUE?</i></p> <p>TO THE TEACHER: This slide transitions from FFC Mod 1: <i>What's Your Issue</i> which helped students define the issues of greatest importance to them and possible actions they might take to actually participate in a civic action. This module, <i>IAM the Change</i> module, is intended to empower students, whether they choose to be leaders or supporters, by giving them action steps that will allow them to contact their representatives at the appropriate level to achieve their goal related to their issue.</p> <p>Read the slide -</p> <p>SAY: The Essential Question today is “How do you exercise your power and knowledge to create change in our society whether as a leader or as a supporter?”</p> <p>Say: “This is the goal for today, to give you the know-how and the tools to begin to make change.”</p> |
| 9 |  | <p>This slide is a build.</p> <p>SAY: the <u>definition of <i>civic action</i> is things people do to defend democracy and bring about change.</u> That can mean anything from registering and voting through more dramatic actions like planning a demonstration or participating in non-violent civil disobedience.</p> <p>CLICK -</p> <p>SAY:</p> <ul style="list-style-type: none"> • Civic action in a process (you'll learn how the process works) <p>CLICK -</p> <p>SAY:</p> |

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| | | <ul style="list-style-type: none"> • Civic action requires a plan (you'll learn how to make one) • The acronym I-A-M neatly becomes "I AM" -- and we've added "the change". <p>TO THE TEACHER: You might want to quote Ghandi who said, "Be the change that you wish to see in the world."</p> <p>SAY: What does IAM stand for? The three basic steps in your plan.</p> <p>CLICK</p> <ul style="list-style-type: none"> • I = Inform <p>CLICK</p> <ul style="list-style-type: none"> • A = Act <p>CLICK</p> <ul style="list-style-type: none"> • M = Maintain |
| 10 | | <p>TO THE TEACHER: Emphasize the importance of getting reliable and accurate information before starting any action. Also, acknowledge the importance of knowing what your opponents believe and the facts that they rely on to support their beliefs (but be aware of the validity and reliability of those sources as well.) This knowledge may help them develop counter-arguments that may help sway a person they hope to influence.</p> <p>SAY:</p> <ul style="list-style-type: none"> • Where can you find reliable, accurate? • Where should you exercise caution? <p>TO THE TEACHER: When responses slow, ask students to comment on what they themselves observe from what others have said. Then add any observations you feel are important which students have missed.</p> <p>Resource article: Bias Isn't Always Bad</p> |
| 11 | | <p>TO THE TEACHER: There are other media bias sources. We use Ad Fontes Media resources because they</p> <ol style="list-style-type: none"> 1. Are transparent about the process they use to place a source on their charts 2. Allow access to the articles they used to make placements, permitting you to make your own judgments about whether or not the placement is accurate 3. Assess not only print but also TV and podcasts 4. Update their ratings and include new sources monthly 5. Have a monthly "hot topic" around an issue of current debate and dig more deeply into the reliability and validity of sources reporting on that particular issue. 6. Provide educational opportunities so people can learn to assess a source using their strategies 7. Have an app which students can download directly to their phone for future |

reference

8. Don't charge, allowing people with any degree of privilege access to the same information.

TO THE TEACHER:

- Help students understand what each axis on the graph represents.
- Be sure they realize that the chart is not all encompassing. There are always new sources that pop up to fill particular needs.
- This company provides this chart free to all (www.adfontesmedia.com.) It is updated monthly adding new sources and re-evaluating older ones and now offers a free app..
- Reliability (accuracy) is shown on the vertical axis from top, the most reliable source (give the example of AP Reuters) to the bottom (give the examples of Enquirer and WorldTruth RV)
- Bias shown on the horizontal axis (from left to right, shows left leaning, centrist, and right leaning sources) AdFontesMedia, Inc. says that the most extreme left source is (Wonkette) to the most extreme right (Punch and Infowars)
- The green box at the top indicates the most reliable sources - original fact reporting, fact reporting and complex analysis
- The tan frames to the left and to the right indicate the hyper-partisan and the most extreme sources.
- The the center of the graph indicates sources with mixed reliability
- The yellow box at the bottom of the chart indicates the source provides selective or incomplete information
- The red box at the bottom indicates that the source contains inaccurate or fabricated information

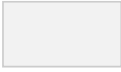

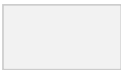
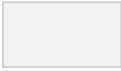
SAY:

- it is critical that when you research, develop and refine your position, that you use reliable and unbiased sources.
- However, you will also be facing questions and concerns from people of all stripes.
- You will want to be able to rebut their arguments – and to do that, you have to know what those other positions are.
- Therefore, just as if you are preparing for a debate, we suggest you also become familiar with arguments on all sides that might be used against you – and do the research to form rebuttals based on factual, unbiased information.

CLICK

SAY:

- If you go to the actual website, you can enlarge the image so you can read it more easily.
- You can also do searches for particular sources and actually read the articles on

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| | | <p>which the ratings are based.</p> <ul style="list-style-type: none"> The media chart is updated monthly with new sources being added continuously (TV, podcasts, print, TV shows, etc.) |
| 12 |  | <p>SAY: Let's take a closer look quickly at the reliable, unbiased sources.</p> <p>SAY: Do you understand the sources where you can only see a branding image?</p> <p>TO THE TEACHER: Answer any questions students have about the graph and/or the sources of information mentioned.</p> <p>SAY: Name one source other than AP Reuters that you can turn to that you believe can offer you reliable, unbiased information on a topic in the news. Try not to duplicate one another.</p> |
| 13 |  | <p>SAY: An app is now available so that you have up-to-the-minute information available on your smart devices.</p> |
| 14 |  | <p>TO THE TEACHER: This is a hidden slide, If a question comes up about how the ratings are determined, use this 4 minute slide:</p> <p>SAY: <u>Frequently, we are asked how we know that Ad Fontes Media is balanced.</u> This video explains the process by which they make their judgments. Users can click on the source, find dots representing the articles that were used by the evaluators to arrive at their judgments. By reading those, the user can determine whether or not they, too, believe the placement of the source is correct.</p> |
| 15 |  | <p>TO THE TEACHER: This exercise needs to remain issue agnostic (for the facilitators) and focus on students learning the process, not the outcome of change making.</p> <p>SAY:</p> <ul style="list-style-type: none"> Reflect on your burning issue. Let's pretend you've done all your research. You have a clear idea of what needs to change and you can back up your view with facts and figures from reliable sources, and you know the positions expressed by left, right and center. With that knowledge, let's state what you want in your law as clearly as possible. <u>What <i>exactly</i> do you want to see</u> when your representative is successful in having his/her/their bill become a law? We're going to have some fun brainstorming <p>TO THE TEACHER:</p> <p>REMOTE: (The link is also on the slide.)</p> |

- More explicit directions for using jamboards are on the hidden slides at the start of the slideshow.
- Copy and paste the link to the jamboard into the chat box. Students then either click on the link or copy the link to a new tab in their browser. They are then all connected to the same page and can write/revise in view of all participants.
- Alternatively, you can ask students to write in the chat or write on a piece of paper, but it's easier to revise if the jamboard is used -- and they WILL be revising!

SAY: We're going to hop over to the "Targeting the Issue" jamboard . Grab a sticky note and tell us as clearly as you possibly can, exactly what your change will look like in real life.

IN PERSON: You, as the presenter, can use the jamboard or the classroom whiteboard to describe what your own change would look like. Then demonstrate how you continue to refine your idea until a clear, observable objective is stated.
[https://jamboard.google.com/d/1OKGGe4kRpiq0ZTGe0eOIW1SY-rBf5Jk0sk_4C5LI.tw/viewer?f=0]

If wipe-off or white boards and markers are available for the students, they are helpful. (We use sheet protectors with a piece of white paper inserted.) Otherwise, students can write their ideas on paper, double-spaced (or more) in order to leave room for revisions.

SAY: On your white board/paper, write a sentence that tells us as clearly as you possibly can, exactly what your change will look like in real life.

TO THE TEACHER: Remind students that not all will agree with goals other students have, but that respect for the ideas of others is part of civic participation. Their job in this exercise is to help their partner clarify their ideas, not to criticize their ideas.

SAY: When you are drafting a statement about the change you want to see, you need to:

1. Be clear on your "why?" Why is this so important that it's worth a lot of your time and effort to bring about the change.
2. Be targeted. What is the specific meaning of every word of your goal? What level of government has the ability to make the change you want to see?
3. Make your goal measurable and observable. If you can't "see" it, you won't know whether you've reached your goal or not.

TO THE TEACHER: Model how one person might go from a general idea about what they want to see changed to a very specific targeted achievable goal that is measurable.

SAY: My goal is that *schools should teach civics*. How do I get to a clearer statement with

a targeted, achievable end point?

My thinking goes like this:

- What's my why?
 - ...because as citizens, I believe we need to know how to be engaged in our democracy, voting and taking actions to make our voices heard. If we don't know how to do those things and how to act on them in accordance with our national norms, our democracy is at risk.
 - Schools are the one place in our country that touch everyone, so that's where we need to create the opportunity to learn civics.

SAY: Now, write down your goal (leaving lots of space to revise) and your "why?"

TO THE TEACHER:

Pair and Share:

- After students have written their goal and their "why?," have students turn to the person next to them.
- The first student has one minute to share their goal and their "why" with the person next to them.
- The listener should ask questions until they are sure they understand what the stated goal of their partner is and why that is important to them (or ask questions until the minute is up even if not done.)
- Then switch roles.

SAY: Let's go back to my goal: ***schools should teach civics***. I am going to "think aloud" for you. I am going to say aloud the words that run through my head when I'm trying to clarify my objective.

So, here goes: ***schools should teach civics***

- That's an important goal, but it's not targeted, so something very different from what I have in mind may be the outcome – then I'll still be unhappy.
- So when I say the word *schools*, what do I really mean? Well, I'd love to see civics taught from grades K-12 all across the nation. But that's unachievable since states are allowed to make their own rules when it comes to education.
- So instead, I have to ask myself, "What state?" I'm in NJ. That's where I only see civics being taught in middle school. So, NJ is where I want to start the change.
- "What level – can I really achieve a change in all grades, K-12?" My why is that I want to be sure all students become lifelong, thoughtful voters, so if I have to target it, where should we teach a civics course that is likely to have the greatest

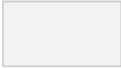
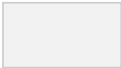
chance of achieving those goals?

- I'm probably going to get more bang for the buck from a course close to the time they vote for the first time and when they still have a teacher who can guide them through the process of being civically engaged.
- NJ already has a new law requiring middle school civics, which is before then – but it's pretty far away in kid years.
- So it makes more sense to target high schools in my state. BUT...I want to be sure EVERY kid learns this stuff.
- I don't want only students who are smart enough to take AP classes, or who stay in school long enough and take a social studies course in their senior year to learn the importance of the vote and the way to use our democratic processes. I want a target before they turn 16 which is when they are no longer required to attend school in NJ. Maybe junior year would work – but a better bet would be sophomore year when kids are 15-16.
- I am going to revise the *schools* in my goal to read as follows: *NJ students will have civics as their social studies course during their sophomore year in HS.*
- BTW, I know I will have to do more revisions, but this is a good first step.

TO THE TEACHER: Pair and Share - Have students individually parse the first important word in their goal statement and do the think aloud with a partner. Have them revise their original statement so that the first word is much more specific.

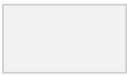

- You can use other examples, if needed. Here's my second word:
 - When I say *should*, the question in my head is, "Who's going to make me? Who is going to enforce the law?" That's going to help me target my request. In NJ, it's the state department of education that mandates educational standards.
 - For the word *teach* my question is how should it look?- a stand alone course or integrated into a more general social studies course? How long should it last- a semester, a year? What methodology should be used?
 - *Civics* - what content? What skills?

TO THE TEACHER: After the first pair and share, allow students to complete parsing the other words in their goal statements individually - preferably during class so questions can be answered immediately, or as a homework assignment so you can check for understanding.

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| 16 |  | <p>SAY: The next important consideration is what level of government do you need to take this to? Who makes the decisions about your burning issue?</p> <p>CLICK -</p> <p>SAY: At the national level in Washington, it's the President, the Senators, and the House of Representatives.</p> <p>CLICK -</p> <p>SAY: At the state level, it's the Governor, the State Senators (different from Washington senators), and the Assembly (again, different from those in Washington)</p> <p>CLICK -</p> <p>SAY:At the county level in your county, it's the Commissioners, the Sheriff, the Clerk, and other elected officials.</p> <p>CLICK -</p> <p>SAY: At the municipal level in your town, it's the council people and the Mayor</p> <p>CLICK -</p> <p>SAY: At the school board level, it's the local, elected, community members.</p> <p>SAY: You can make change at the state or national level. But you have greater power to make change at more local levels, like your school, town and the county.</p> <ul style="list-style-type: none"> • Find out when your Board or Council meetings are held and watch (many are available online) or attend. • <u>Just your presence</u>, even if you don't speak a word, can be a powerful influence since most people don't attend. It shows you really care. |
| 17 |  | <p>SAY:</p> <ul style="list-style-type: none"> • Having a clear goal will help you be effective, and knowing exactly what you want to see when all is said and done can let you choose an appropriate action. • Involving others will make the action stronger. Think about who else might be interested in your issue. How can you let them know what you are doing? How will you involve them in your cause? <p>TO THE TEACHER:</p> <ul style="list-style-type: none"> • Use the link on the slide or here to learn from a student how citizens can inform state or national legislators. https://www.youtube.com/watch?v=dWcjDguxnbU • Use the link Who is your legislator? (also on the slide) Have students look up their own legislator |

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| | | <p>SAY: Representatives work for you and other <i>constituents</i> in your district. Representatives want to be re-elected so they try to keep their voters happy. You can:</p> <ol style="list-style-type: none"> 1) Let them know what you want. 2) At the state and national levels, ask them to <i>sponsor</i> a bill and work to have it become law. 3) At the more local levels, ask for a resolution, an ordinance or a policy. You can make suggestions to help them craft the language so it does what you want it to do |
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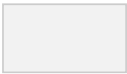
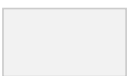
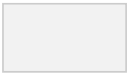
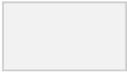
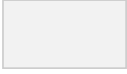
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| 18 | | <p>SAY: You know what you want to say and to whom to say it – then what? <i>Communicate, communicate, communicate!</i></p> <p>TO THE TEACHER: This is a timed, individual activity</p> <p>SAY: Look at your clear, specific goal statement. Who can make it happen? Who's the decision maker and at what level of government?</p> <ul style="list-style-type: none"> • We are going to work at several levels. Decide whether you need to contact your federal, your state or your local elected officials. Write it down on your paper. • Now you need to make another choice: Will you contact your representative by letter, or by phone, or will you appear in person with your 3 minute statement in hand. Write down your choice: formal letter, formal email, phone call or in person statement. <p>SAY: Here's a tip sheet that will help you do any of those communications</p> <p>REMOTE: Put Tip Sheet info into the chat box to be seen by all when in breakout groups</p> <p>IN PERSON: Leave the slide with the tips showing while students work.</p> <p style="text-align: center;">TIP SHEET</p> <ol style="list-style-type: none"> 1. Identify that you are a constituent 2. Share personal stories that have an impact and that are directly tied to the legislation 3. Keep it brief, straightforward, simple (bullet points) 4. Be clear on the action you want (Sponsor? Bring to the floor? Hold a hearing?) <p>TO THE TEACHER: Allow 3 minutes for students to begin independently crafting a</p> |
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| | | <p>letter/formal email/phone script/public statement to their representative about the issue they would like to see changed following the guidelines given in the video clip just seen.</p> <p>SAY: This is a draft; it does not have to be perfect. Just get your ideas down as best you can as quickly as you can. After 3 minutes, I am going to ask you to share what you started with others. I am going to ask the listeners to make 1) a positive comment about what was shared; 2) one suggestion to make it more powerful.</p> <p>TO THE TEACHER: At the 3 minute mark: Remind people that these are drafts, and drafts require changes. One of the best ways to know how to revise is to ask others.</p> <p>SAY: Is there someone who will be the first to share what he/she/they wrote so we can give them positive feedback so they know what is working in what they said.</p> <p>TO THE TEACHER: Once positive feedback is finished, ask for one suggestion that, to that person, would make the communication more likely to get attention and be acted upon. Feedback is not criticism, it is helpful.</p> <p>SAY: When you are taking an action in real life, be sure to get feedback. You want what you say to be as clear and instructive as possible.</p> |
| 19 |  | <p>TO THE TEACHER: At this point, you have a choice of 3 options to help students understand how a bill becomes a law:</p> <ol style="list-style-type: none"> 1. This slide featuring a short, student created video explaining the process in NJ 2. The slides that follow this one describing steps needed to have a bill become a law 3. Access to the synchronous and asynchronous version of IAM the Change, produced by Connect 4 Education and available on a pilot basis to selected schools. Contact us if you are interested in learning more. |
| 20 |  | <p>SAY: Let's follow your bill.</p> <p>CLICK</p> <p>What happens from here?</p> <p>CLICK</p> <p>How can you influence the outcome?</p> <p>CLICK</p> <p>Communicate, communicate, communicate - you will be doing that a lot</p> <p>CLICK -</p> <p>Step 1: Ask your rep to sponsor your bill (you just did.)</p> <p>CLICK -</p> <p>Your rep says, "Let me do some research..."</p> <p>CLICK -</p> <p>Yes! It oughta be a law, and gets sponsors for the bill</p> <p>CLICK -</p> |

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| | | <p>Off to committee you go</p> <p>CLICK -</p> <p>what you can do while it's in committee</p> <p>CLICK -</p> <p>Nah! bad idea.</p> <p>CLICK -</p> <p>Back to the drawing board to try a different approach</p> |
| 21 | | <p>SAY: Step 2 - Yay! It's out of committee... now what?</p> <p>CLICK -</p> <p>After debate, if the committee thinks it's a good bill, it might be referred to another committee – or it gets placed on the <i>calendar</i> and goes to the <i>floor</i> for MORE debate.</p> <p>TO THE TEACHER: Be sure students are familiar with the italicized terms.</p> <p>SAY: Then, a vote is taken.</p> <ul style="list-style-type: none"> ● But, it's still not a law. To become a law, the bill has to be approved in both chambers, the <i>Assembly/House</i> and the <i>Senate</i>. <p>CLICK -</p> <ul style="list-style-type: none"> ● Sometimes the bill is submitted in only one chamber. It goes through the whole process in that chamber. Then, if it passes, it goes to the other chamber and goes through the same process there. ● Sometimes similar but not identical bills are submitted to both chambers at the same time - each chamber can suggest and approve amendments. <p>CLICK -</p> <ul style="list-style-type: none"> ● Then differences between them need to be ironed out in a conference committee. Once it passes both chambers, you're almost at the finish line. <p>CLICK</p> <ul style="list-style-type: none"> ● Here's a list of what you can do while the bill is <i>on the floor</i>. |
| 22 | | <p>SAY: Step 3 - Yay! So now it's a law, right? Not quite yet.</p> <p>CLICK -</p> <ul style="list-style-type: none"> ● Here's what may happen: <p>CLICK -</p> <ul style="list-style-type: none"> ● The President or Governor may SIGN the bill - hooray it's law <p>CLICK</p> <ul style="list-style-type: none"> ● or VETO the bill - read what can happen if it's vetoed <p>CLICK -</p> <ul style="list-style-type: none"> ● or DO NOTHING??? - In that case, in some states it becomes a law; in others it dies (called a pocket veto) |

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| | | <p>CLICK -</p> <ul style="list-style-type: none"> Whether you get your wish or not, you still have the power... communicate... publicly |
| 23 | | <p>SAY: Our last step: Maintain means keep an eye on things and use “pressure” when and where needed.</p> <ul style="list-style-type: none"> Once the action is accomplished, that is not the end of the story. You will need to follow up to make sure the action was effective. If it was effective, be sure to thank everyone who helped. If your action was not effective, you will need to go back to informing yourself why and determining the next action. SAY: Another way in today’s world that we can communicate with lawmakers is Resistbot. You can nudge using Resistbot if action is dragging Don’t give up! Remember, civic action is a process. Sometimes it takes several – or many – legislative sessions before you get what you want. |
| 24 | | <p>SAY: Wow! That’s a lot of information. You’re probably wondering if you can remember everything -- or do anything. You may be thinking, “Do I really have any power?” The answer is a clear, loud, “YES.”</p> <p>CLICK:</p> <p>SAY: Remember, most people fall somewhere in-between being a strong leader and doing nothing. You came up with lots of ‘in-between’ actions people can take if they feel passionate about an issue.</p> <p>CLICK:</p> <p>SAY: To make change, both leaders and supporters are needed.</p> <p>CLICK:</p> <p>SAY: You get to decide on how engaged you want to or can be. A word of advice: start small.</p> |
| 25 | | <p>Skip if students have participated in <i>What’s Your Issue?</i></p> <p>TO THE TEACHER: Let students read to themselves, “here’s why”</p> <p>CLICK:</p> <p>And “Let me ask you a question or two”</p> <p>SAY: :</p> <ul style="list-style-type: none"> Have you ever been to a holiday dinner where certain topics can’t be mentioned |

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| | | <p>because one person or another will be upset by the subject matter?</p> <ul style="list-style-type: none"> • Or do you know people who will no longer speak to one another at all? • Do you know some individuals who become upset about everything that happens and that makes the news? • Do you know anyone who has become depressed or burned out because of the problems they see in the world today? <p>SAY: Fueled by mass media that churns out one crisis after another 24 hours a day, 7 days a week, feelings are high, feelings that can take a toll if we don't take care of ourselves and our mental health</p> |
| 26 | | <p>SKIP if students participated in What's Your Issue?</p> <p>SAY:</p> <ul style="list-style-type: none"> • Think back to the young leaders in the video clips. <ul style="list-style-type: none"> ◦ How effective would Greta be if she tried to address climate change -- and BLM, and LGBTQ+ issues? ◦ How effective would Kristin be if she tried to address pro-life policies- and CLICK; • Do you think Greta Thunberg, David Hogg, Kristin Turner, and Charlie Kirk have experienced satisfaction, excitement, a feeling of power? • Do you think they have also faced frustration, anger, or other emotions that test their well-being? • All of those feelings are normal. But some of them can really get us down and make our world seem pretty dark. <p>TO THE TEACHER: Lead a discussion to answer the question, "What are some of the things we can or should do when we start to feel overwhelmed?"</p> <p>CLICK</p> <p>SAY:</p> <ul style="list-style-type: none"> • Let's look at two young people who have been role models for good mental health recently. • How have Naomi Osaka and Simone Biles shown us the importance of mental health? <p>-</p> <p>TO THE TEACHER: If students are unfamiliar with Naomi and Simone:</p> <p>SAY:</p> <ul style="list-style-type: none"> • Naomi Osaka wore masks supporting the Black Lives Matter movement with the |

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| | | <p>names of young people who had died. She experienced extreme pressure from the press. She put her mental health first and stopped giving press conferences until she felt OK again.</p> <ul style="list-style-type: none"> • Simone Biles also put her mental health first. She backed out of the Olympics for which she had trained for years and in which she was very likely to medal. Olympics drug regulations required that she stop taking her medication for ADHD. She began to experience what many gymnasts do at times (the <i>twisties</i> - when they aren't aware of where their body is in space.) Simone chose mental health and physical safety first. • We can look up to all of these young people, role models who are making a difference in our world, today and for the future. |
| 27 |  | SAY: It's your turn now - let's review to be sure you know what to do to make a civic action plan |
| 28 |  | <p>SAY: Young people DO make a difference. Your votes will count when you are eligible. Your civic actions count now - no matter how old you are. You can go out and change the world for the better. You will be living in it for a long time. Make it what you think it should be.</p> <p>CLICK - the EYV logo appears.</p> <p>SAY: Let's make the final point: Accept the challenge at whatever level you can for the betterment of all. That level will change over your lifetime. Do what you can when you can. Know that when you need to take a break, it's OK to do so. Others still are doing the work. You can jump back in when you feel ready.</p> <p><u>Every single role is important.</u> We cannot all be leaders, nor do we want to be. We CAN all participate in our democracy and defend our positions on our issues.</p> <p>TO THE TEACHER: PLEASE COPY THIS LINK INTO THE CHAT AND ASK STUDENTS COMPLETE THE FORM. I AM the Change https://forms.gle/xMVSg4NARQjZbBvh9</p> |
| 29 |  | SAY: Use the QR code to learn more about and register for Energizing Young Voters' Ambassador Program - looks great on college applications and job resumes! |
| 30 |  | SAY: Check out our socials - join us - follow us |
| 31 |  | SAY: There are links to "how to" lessons - for a number of things from writing a letter to the editor to lobbying for an issue. Students are also welcome to join our Legislative |

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| | | Committee which meets monthly via Zoom to influence K-12 education in the state of NJ |
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