

## core principle activity 1.3

### Activity 3: The Good, the Bad, the Better

<b>OVERVIEW</b>	In this four-part activity, participants think about issues in their own community. In part 1, participants discuss the assets and needs of their community. In part 2, participants select three issues to investigate. In part 3, participants conduct a survey to learn more about the issues. In part 4, the class discusses the survey results.
<b>CORE PRINCIPLE</b>	<b>Citizenship is a way of life, not a singular event.</b> <ul style="list-style-type: none"><li>• Citizenship is more than voting during the elections.</li><li>• Citizens participate in democracy when they exercise their rights and responsibilities through everyday relationships in their homes and communities.</li></ul>
<b>SESSION MATERIALS</b>	Chalkboard/white board, chalk/dry erase markers Chart paper, markers Handout: Issue Survey
<b>APPROXIMATE TIME</b>	<ul style="list-style-type: none"><li>• 20 minutes part 1</li><li>• 20 minutes part 2</li><li>• 20 minutes part 3</li><li>• 30 minutes part 4</li></ul>

### Activity Part 1: Considering Assets and Needs

1. Write "Good" on one side of the board/chart paper and "Needs Improvement" on the other.
  - Ask participants to consider positive aspects of their local community and write down examples in the "Good" column. [Examples: Our community supports recycling; we have a senior citizen center and a youth center.]
  - Ask participants to brainstorm what needs improvement and write those examples in the "Needs Improvement" column. Try to keep participants focused on the local community but include state and national examples if they are brought up. [Examples: The playground equipment is broken and unsafe; we have no crossing guard to help before or after school.]
2. Ask participants to think about what issues they would like to consider addressing.

## Activity Part 2: Selecting Issues

1. Review the issues list from part 1. Lead a discussion focused on the following points:
  - Who is impacted by each change?
  - How will each group be affected if you decide to advocate for a particular change?
  - Which issues seem most urgent and/or most relevant to the school or local community?
2. After group discussion, choose three issues based on:
  - student interest and passion
  - ability to impact change
3. List the three issues on the board or on chart paper. Divide participants into three groups. Assign one issue to each group for further investigation.

## Activity Part 3: Listening to the Community

1. Explain to participants that the first step they will take will be to listen to what other community members have to say about their designated issues. They will use a simplified version of the investigative process that Congress uses before introducing a bill.
2. Hand out four survey forms to each participant. Tell them to write the three designated issues on each of the four surveys. Have participants complete one survey.
3. Have participants use remaining surveys to interview three community members. Participants should retain completed surveys for the next group meeting.

## Activity Part 4: Reviewing Data

1. Draw a chart on the board, listing the issues on the left-hand column and the rankings across the top.
  - Canvass the group to tally where the issues ranked.
  - Brainstorm about changes that can reasonably be accomplished with each of the issues.
2. Discuss with participants how each issue would impact the members of the community.
  - Who would be positively impacted?
  - Who would be negatively impacted?
  - Who would not be impacted at all?
3. Ask participants to look at each issue. Discuss over which might have the most impact. Explain to participants that impact can make many forms
4. Encourage participants to continue discussing these issues with each other and in the community in preparation for choosing an issue they will address in Part II.



1. Rank the following three issues in order of importance to your community with (1) being the most important to do something about.

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2. Which of these affected you directly? How?

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3. What changes would you suggest to improve one or more of the issues listed above?

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4. Are you willing to support policies that are not personally best for me, but do serve the common good.

Very Willing                      Somewhat Willing                      Not Likely                      Not Willing