

COMMUNITY IN CRISIS EXTENSION ACTIVITIES



indicates that the activity may be enhanced by online resources, however no extension activity is dependent on computer access.

CIC EPISODE	CIC EXTENSION ACTIVITY	CIVICS MESSAGE OF THE DAY
<p>Episode 1: “In the Dark”</p> <p>A woman, Suna, has arrived in desperate need of help. She has been separated from her young son, Feza, who went missing from the emergency shelter where they were riding out the storm. The Director’s efforts pay off when he or she assembles the necessary information to decide where to search for the boy, and Feza is reunited with his mother.</p>	<p>Mapping My Community</p> <p>In this episode, it is important for the Youth Task Force Volunteers to be familiar with the neighborhood in order to locate Feza efficiently.</p> <p>Have students imagine that they have been tasked with looking for places in their communities that can benefit from the services Common Ground provides. Have student teams work together to create a map of their school or home communities. Using symbols (and a map legend showing what they stand for), students should show places that could use Common Ground’s services. Set aside future class time to share out and create a bulletin board of community maps.</p> <p>Activity Suggestions/Resources</p> <ul style="list-style-type: none"> • Sample map of school or community •  Students can use the presentation program Google Slides to create their maps. 	<p>Write this civics message on the board:</p> <p><u>C</u>ommunity <u>I</u>nvolvement <u>V</u>alues <u>I</u>nformation <u>C</u>ommitment <u>S</u>haring</p> <p>Have a brief discussion about civics—the rights and duties of citizenship. Then have students write a brief essay about how this message plays out in Port Douglas today. To follow up, have a class discussion about civic values, and then challenge student teams to come up with their own civics message or acronym for this episode.</p> <p>As an extension, have students discuss how this message could be applied across the globe.</p>

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<p>Episode 2: “Stranded!”</p> <p>The Director learns that the majority of people in Fog Hollow, a poor neighborhood in Port Douglas, are trapped in their homes due to flooding, and badly in need of food and medical attention. Meanwhile, Pierre—who has experience dealing with the earthquake in Haiti—seems like he’s trying to take over operations. The Director, juggling available resources and safety concerns, must come up with a plan to get staff and supplies to those who need them most.</p>	<p>What’s Your Mission?</p> <p>Explain that a <i>mission statement</i> is a statement of an organization’s purpose and that it also reflects their values. Have student teams create a <i>mission statement</i> for Common Ground. Teams should then create a <i>logo</i> that best represents the Center and its mission. Set aside future class time to allow volunteers to share their finished products.</p> <p>Activity Suggestions/Resources</p> <ul style="list-style-type: none"> • Preteach the vocabulary word <i>logo</i>. •  Key questions for writing an effective mission statement • Carve out time for presentations 	<p><i>One cannot raise the bottom of a society without benefitting everyone above.</i> —Michael Harrington, Sociologist</p> <p>This statement suggests that by helping the people who need it the most, everyone benefits. This is an important civic value for students to be aware of because it can be overlooked by people in power. Ask students to discuss the meaning of the message. Have them write a list of how they might take action right now to improve the lives of people who might not benefit from all the resources our society has to offer.</p> <p>As an extension, have students do research to provide their schoolmates with ideas of how they can get involved in their communities. Post this information on school website or class web page, or get permission from principal to make an announcement to share this info school-wide.</p>

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<p>Episode 3: “House and Home”</p> <p>Mai and Gabe are working together to respond to the most critical needs in the community, but with two different clients who’ve been displaced by the storm—and only one available apartment—they squabble about whose client deserves the break. The Director has to balance the competing priorities and investigate alternative solutions to figure out which client is most in need.</p>	<p>Let’s Compromise</p> <p>Divide the class into teams. Each team should brainstorm a list of situations in which they’ve found themselves in a conflict with one or more people. Each student team should pick one conflict to present in a comic strip or skit form. Students should set up the conflict pictorially, include words spoken by each party, and then offer a solution to resolve the conflict, keeping in mind the civic values of finding common ground, respecting differences, and promoting a sense of community. Set aside future class time for presentations.</p> <p>Activity Suggestions/Resources</p> <ul style="list-style-type: none"> •  BrainPOP Moby & Tim animation on conflict resolution (free) •  Templates and/or example for comic strip or website alternative, such as pixton.com • Additional class time for presentations 	<p><i>It takes a village to raise a child</i> —African Proverb</p> <p>Have a brief discussion about what this traditional African proverb means, then have students create a story told through pictures only (no text) depicting examples of this proverb.</p> <p>Post all picture stories around the room. Have groups do a gallery walk in which they share their interpretations of the story, citing evidence of the idea behind the proverb.</p>

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<p>Episode 4: A Job to Do</p> <p>Gabe is starting to feel that his traditional educational programs don't make much sense when there is so much else that needs doing after the storm. The Director encourages him to focus on connecting those looking for work to appropriate jobs. Meanwhile, the Center is in need of a new employee itself. It's up to the director to find the perfect candidate.</p>	<p>Get a Job!</p> <p>Brainstorm a list of types of after-school or summer jobs available to students and write them on the board. Review with students the kinds of information that appear on a résumé: <i>education, work experience, special interests and abilities, and references</i>. Then divide the class into teams and have each team write a résumé to send as part of the job application process. Student teams should also include a short letter of introduction, stating the job they are applying for and why they are suited to it.</p> <p>Activity Suggestions/Resources</p> <ul style="list-style-type: none"> • Pre-teach elements of a résumé (see italicized terms above) •  Examples and templates for comic strip or website alternative, such as pixton.com or scratch.mit.edu • Students can save their set of materials in a portfolio for when it comes time to apply for a real after-school or summer job. • Additional class time for presentations 	<p><i>Service is the rent we pay for being. It is the very purpose of life, and not something you do in your spare time.</i> —Marian Wright Edelman, Children's Rights Activist</p> <p>Post the statement above on a class blog or Google Doc and have students respond in real time to their and their classmates' views about the statement.</p> <p>If time allows, have a round-table debrief whole-class discussion afterwards.</p>

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<p>Episode 5: “Not It”</p> <p>A new client, Herb, is clingy and difficult; it’s hard to figure out what his main problem is because he complains about everything! Sofia presents the Director with his intake file, and the Director tries to get to the bottom of his problems. But no one at the Center seems to think they should prioritize Herb over their other clients. It’s starting to seem like Herb isn’t going to get any help at all, and it’s up to the Director to get him the assistance he so desperately needs.</p>	<p>NIMBY – Not in My Backyard</p> <p>Have students imagine that as Director they have the opportunity to open an alcohol and drug treatment center at Common Ground. Although people may feel that such a center is needed in town, they may be unwilling to have it in their neighborhood.</p> <p>Divide the class into pairs and give each pair 10- 15 minutes to write a script in which one student plays the Director of Common Ground and the other plays Hilary Dubois. The Director must sell Hilary on the alcohol and drug treatment center. Hilary’s role is to ask questions about the program’s goals, where the money will come from, and how the Director plans to address community concerns about keeping the neighborhood safe and nuisance free.</p> <p>After each role play is presented, the class votes on the what the outcome should be, based on the Director’s main points and responses to Hilary’s questions.</p> <p>Activity Suggestions/Resources</p> <ul style="list-style-type: none"> •  Google Docs for pairs to create their scripts. • Additional class time for presentations and/or debrief 	<p><i>You never really understand a person until you consider things from his point of view. –Harper Lee, To Kill a Mockingbird</i></p> <p>Ask students how this message relates to civics and what listening skills have to do with the message. Follow up by having students identify and discuss different listening skills they know (e.g., put the speaker at ease, patience, empathy, remove distractions, be attentive to speaker’s tone). Discuss how listening skills relate to what’s happening in Herb Benson’s case in Episode 5.</p> <p>As an extension, have students write a couple of sentences about how good listening could have changed the predicament CG staff found themselves in with Herb Benson.</p>

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<p>Episode 6: Food Rules!</p> <p>Pierre wants to institute some food rules in the office—such as no fried snacks and no sugary sodas—but the others are horrified at the suggestion, and Mai, who likes to make home-baked treats for her co-workers, is more than offended. Can the Director find a middle ground?</p>	<p>Food Debate</p> <p>Ask students to restate the basic disagreement between Pierre and Mai. Then assign half the class to Mai’s side of the argument and half to Pierre’s. Ask students to make a list of arguments representing the side of his or her character. <i>Encourage them to list arguments that were <u>not</u> used in Episode 6.</i></p> <p>Then invite pairs representing each side to use their lists as an aid to arguing their cases before the class. The rest of the class can choose the winner of the debate, based on the strength of the main points and reasons in their arguments. Keep a tally of winners (student or principal) on the board.</p> <p>Activity Suggestions/Resources</p> <ul style="list-style-type: none"> • Pre-teach elements of a debate •  iCivics game Argument Wars (prepare) (free on BrainPOP) • Timer • Additional class time for debates and/or debrief 	<p><i>The physical and emotional health of an entire generation and the economic health and security of our nation is at stake.</i> —First Lady Michelle Obama at the Let’s Move launch</p> <p>The Let’s Move! campaign was launched by the First Lady as a means to address the problem of obesity and instill and provide resources for healthier lifestyle choices for future generations.</p> <p>Ask students to share their thoughts about the quote. Break class into seven groups and assign each one of the following:</p> <ul style="list-style-type: none"> • Parents • Schools • Chefs • Elected officials • Community Leaders • Healthcare Providers <p>Focusing on their role, ask groups to list steps they can take to raise awareness and provide healthy choices for those who rely on them.</p>

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<p>Episode 7: Sowing the Seeds</p> <p>Everyone is hoping that sales from the Community Garden will help support the Center’s programs. But trouble is brewing. The teens and the seniors are arguing about experience versus new ideas, and, importantly, whether to grow and sell flowers or vegetables (the teens are the practical ones). It’s giving everyone a headache, and it might make them miss the spring growing season. Clive takes the teens’ side. Gabe takes the seniors’. It’s up to the Director to break the tie.</p>	<p>Locally Grown Top Five</p> <p>Lead a discussion on locally grown food by asking these questions:</p> <ul style="list-style-type: none"> • What are the benefits of buying locally grown foods? • How are local foods different from those that come from far away? • Have you visited or worked at a community garden that grows food, or know someone who has? What was the experience like? • In what way do you think locally grown and eaten food affects the environment? <p>Work with the class to come up with a list of the top five benefits of locally-grown food (e.g., cost, freshness, benefits environment, food has more nutrients, supports local economy, food safety)</p> <p>Have students create a brochure, poster, or PPT: <i>Five Reasons Why You Should Buy Local.</i></p> <p>Activity Suggestions/Resources</p> <ul style="list-style-type: none"> • Poster board or paper; pencils and markers •  Trailer for Can You Dig This, a film about changing communities through gardening •  Buy Local animation on YouTube (students can watch individually or you can show on a Smartboard) • Additional class time for final touches/presentations 	<p><i>Gardening is the most therapeutic and defiant act you can do, especially in the inner city. Plus, you get strawberries.</i> —Ron Finley, “Gangsta Gardener” and star of the film <i>Can You Dig This</i></p> <p>Write the quote on the board and have a student read it aloud. Make sure students understand the meaning of the words <i>therapeutic</i> and <i>defiant</i>.</p> <p>Explain that Ron Finley, who grew up in gang-ridden South Central LA. He later founded a guerilla gardening movement in South LA. He is the subject of the film <i>Can You Dig This</i>, produced by John Legend.</p> <p>Have students write a short essay analyzing the quote. Their essays should answer the questions:</p> <ul style="list-style-type: none"> • What does Finley mean when he says gardening is therapeutic? In what ways? • How is inner city gardening a defiant act? <p>Have volunteers read aloud their essays and discuss them with the class.</p>

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<p>Episode 8: A Star is Born</p> <p>The local news show <i>Metro Morning</i> has asked Common Ground to send a spokesperson for their next update on storm recovery. The Director can't go because of a meeting with the board of directors and needs to pick someone to go in his or her place. Ultimately, it's up to the director to choose between Pierre—who's been with the Center the longest—and Suna, a former client and the Center's new Communications Associate.</p>	<p>Employee of the Month</p> <p>The CG staff has been hard at work helping the community come back from the effects of Hurricane Dante. Tell students it is time that they recognize the staff member who has gone beyond the call of duty. Who would they choose for the honor and why? Have student teams write a "Thank You" acceptance speech from the perspective of that person, presenting his or her own attitudes and ideas of citizenship and community involvement. Encourage students to "get into character" as much as possible.</p> <p>As an alternative, after the speeches, the class can have a question-and-answer session with all the speakers.</p> <p>Activity Suggestions/Resources</p> <ul style="list-style-type: none"> •  Tips on Writing an Acceptance Speech (Prepare) • Pre-teach what an employee/staff bio is - perhaps provide some examples pulled from the internet. 	<p><i>I've always been a firm believer in local news, because it's an opportunity to connect with the community where you live. —David Shuster, Broadcast Journalist</i></p> <p>Reinforce the message by asking students specifically how local news can connect you to your community. If necessary, give them cause-and-effect examples, such as these:</p> <ul style="list-style-type: none"> • News: Elderly people trapped in their homes after a snowstorm (cause) • Community: Residents come together to shovel snow that is keeping these people from getting out. (effect) • News: Basketball team of local high school wins state championship (cause) • Community: Community leaders organize a public event to honor the team. <p>Then have volunteers share a recent or current piece of local news they know about. Ask them how that news might be an opportunity to connect with their community.</p>

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<p>Episode 9: Medical Mystery</p> <p>Suna has brought Feza with her to the office because he's been feeling ill. Pierre takes a look, but can't figure out what's wrong with the little boy. It's a mystery, until the staff discovers that a few other people at their temporary housing complex are also sick. Pierre checks it out and reports back that there's a serious mold issue. This could be a big health problem. This housing complex is administered by the Center, and the Director needs to decide what to do about the residents while fixing the mold situation.</p>	<p>Make a Cooperation PSA Poster</p> <p>Public Service Announcements (PSA) are messages in the public interest, which are on television, radio, print or other media. They raise public awareness of an issue and influence attitudes or actions for the good. Show the PSAs listed under Activity Suggestions/Resource. How is each raising awareness and influencing attitudes or actions for the better?</p> <p>In their role of Director of Common Ground, have students make a PSA poster announcing a community-wide event to help people displaced by Hurricane Dante. Students can come up with any kind of event they want, but their PSAs should answer the questions: <i>Where? When? Why?</i></p> <p>Display finished PSAs.</p> <p>Activity Suggestions/Resources</p> <ul style="list-style-type: none"> ●  Example PSAs (Pre-Activity) <ul style="list-style-type: none"> ○ Boys and Girls Club ○ Foodbank for New York City ○ Free2Luv (anti-bullying campaign) ○ New York Cares Coat Drive ● Poster board and markers ●  Free Online Poster Maker 	<p><i>Ask not what your country can do for you. Ask what you can do for your country.</i> –John F. Kennedy, 35th President of the United States</p> <p>Ask students to write a brief essay or Journal entry about what President Kennedy might have meant by these words. Ask volunteers to share their writings, then have a class discussion, prompting students with these questions:</p> <ul style="list-style-type: none"> ● Do you agree with the spirit or philosophy of President Kennedy's message? Why or why not? ● What are some specific things a citizen can do for his/her country? ● Can the basic idea behind this message be applied to a community? An office? A classroom? If so, how? If not, why not?

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<p>Episode 10: Trust Me</p> <p>Amid reports of increased petty theft in the neighborhood, the staff notices that a few small items are missing, including one of the laptops Gabe uses in the classroom. Pierre has become concerned about how much access Youth Task Force members should have to the office. Clive objects, feeling like the nurse is insulting his volunteers, and demands an apology. It's up to the Director to decide what to do.</p>	<p>Identity Theft: Don't Let It Happen To You!</p> <p>Have students share what they know about identity theft. Depending on what they come up with, provide some basic information on what identity theft is, how it happens, and measures that can be taken to prevent it.</p> <p>Give students this scenario: <i>There have been several recent cases of identity theft in Port Douglas. The Director suggests that Gabe include a piece on identity theft in his financial literacy course.</i></p> <p>Tell students that, as Gabe, they should plan an identity-theft presentation for Port Douglas residents attending his class. They can sketch out the presentation on paper or use one of the tech tools suggested below.</p> <p>Their 5-10 minute presentation should cover 1) what identity theft is, 2) how it can happen, and 3) what people can do to help prevent it from happening to them.</p> <p>Suggestions/Resources for this Activity:</p> <ul style="list-style-type: none"> • paper, pencils, markers •  Identity Theft Glog, created by Classroom, Inc. (Prepare) •  Google Slides presentation tool •  PowerPoint application 	<p><i>It is the duty of the good citizen not to be silent. –Charles Eliot Norton</i></p> <p>Ask students to include their ideas about why this is a civics message. How is this quote relevant to today? Ask students to individually write a short story in which the quote is the moral of the story.</p>

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<p>Episode 11: Money Troubles</p> <p>Because he handles so many of the community's problems, it's hard to remember that Pierre has his own. His home was damaged in the flood, and he's still waiting for an insurance payout (which may never come). He comes to the Director to ask for a hefty advance on his paycheck so he can cover the repair work and make ends meet. The Director has to decide how to handle Pierre's problem compassionately, but without compromising the Center's integrity.</p>	<p>Make a Decision</p> <p>Write these problem-solving steps on the board:</p> <ol style="list-style-type: none"> 1. Define the problem 2. Gather information from a variety of sources 3. Analyze information and identify options for solving the problem 4. Look at the pros and cons of each option 5. Make a decision <p>Have student teams come up with their own problem scenario, or suggest the following:</p> <ul style="list-style-type: none"> • Parent loses his/her job and only has two-weeks savings • Person has a health crisis during a power outage <p>Using the problem-solving steps, students role-play solving their problem.</p> <p>Activity Suggestions/Resources</p> <ul style="list-style-type: none"> •  animation on solving problems and making decisions 	<p><i>Rain does not fall on one roof alone.</i></p> <p>Ask students to discuss what it means to be a citizen of the world as well as a citizen of their community, state, and country. What problems in other parts of the world affect us all?</p> <p>Draw a two-column chart on the board. On the left side, write global problems students suggest. Parallel to each on the right side of the chart, note what students say about ways in which the problem affects everyone.</p>

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<p>Episode 12: Tr00th T3ll3r Gabe explains that, since yesterday, someone on social media has been targeting the office with all sorts of mean gossip. Sofia has been the brunt of most of it – the rumors say she’s trying to get a promotion by getting other people fired. But the whole office is affected. It’s up to the Director to find the mysterious Tweeter and get to the bottom of the rumors before things get any worse.</p>	<p>Digital Citizenship Have a discussion with your students about the importance of digital citizenship, the elements of appropriate and responsible technology use. Ask why it is important to follow appropriate digital citizenship at school, work, and during personal use. Brainstorm a list of what good digital citizenship attitudes and actions are. Have the class create digital citizenship guidelines they will commit to following. Post these guidelines on a classroom or school hallway wall for future reference.</p> <p>Then break class into groups and give groups a choice of creating a <i>website/blog/podcast/poem/rap</i> about any of the topics listed below:</p> <ul style="list-style-type: none"> ★ Dangers of office/school gossip ★ How to stay safe online ★ What to do about cyber-bullies <p>Activity Suggestions/Resources</p> <ul style="list-style-type: none"> •  Flocabulary’s “Don’t Be Anything But You” (NOTE: Can only be accessed if your school subscribes to Flocabulary) •  “Digital Citizenship” - an animation covering the basic (Post-Activity) 	<p><i>To the art of working well, a civilized race would add the art of playing well.</i> –George Santayana, Spanish American Philosopher</p> <p>Have students discuss what this message means. Then have a class discussion about the importance of play, using these questions to get the discussion going:</p> <ul style="list-style-type: none"> • <i>Why do you think play is so important? How would your community be different if people never relaxed or played?</i> • <i>How do forms of play typically change as people get older?</i> <p>Then ask students to make a three column chart with the labels THEN, NOW, FUTURE. Under THEN, students can list forms of play they engaged in as young children. Under NOW they should list their favorite recreational activities, and under FUTURE they should predict 3-4 relaxation activities they will enjoy as an adult.</p> <p>Spend some time having students share out for the purpose of comparing and contrasting their lists.</p>