

COMMUNITY IN CRISIS EXTENSION ACTIVITIES

EPISODE 5



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 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>