

GOAL: Get Involved With Your Community

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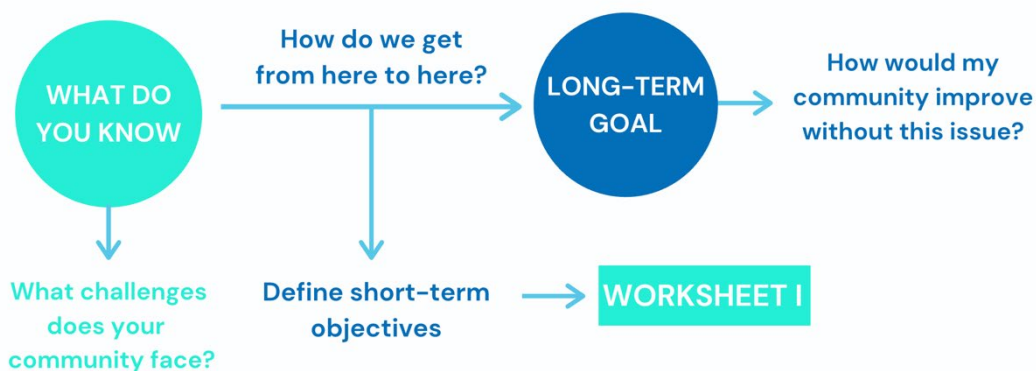
Guidepost I: Where to Start

1. Guidepost I will define the goal and objectives of your learner. Parting from the learner's knowledge and insight of their community, engage in a conversation and encourage them to visualize their future without the issues they recognize. The gap between their long-term goal and the current state of their community will define their short-term objectives. The following chart can help you guide the conversation with your learner.

GUIDE POST I



Defining the goal and objectives



2. In a conversation with your learner, utilize Worksheet I: DEFINING YOUR GOAL to explore which community issue they would like to focus on. When you reach question number 5 “What actions can you take?” brainstorm the different ways your learner can get involved and what skills are needed to do so. These skills will be the short-term goals you should develop with your learner.

WORKSHEET I: DEFINING YOUR GOAL (single page copy at end of document)

NAME: _____

DATE: _____

WORKSHEET I

DEFINING YOUR GOAL

Answer the following questions to help you define your goal to get involved with a community issue.

Use drawings, newspaper cutouts or anything that comes to mind!

1

WHAT ARE SOME OF THE CHALLENGES THAT YOUR YOUR COMMUNITY FACES?

2

OF THESE, WHICH ONE WOULD YOU LIKE TO FOCUS ON?

WHY?

3

WHAT DO YOU THINK CAUSES THESE CHALLENGES?

4

HOW CAN THIS ISSUE BE SOLVED?

5

WHAT ACTIONS CAN YOU TAKE?

WHAT DO YOU NEED TO LEARN TO TAKE THESE ACTIONS?

a.

b.

c.

THESE ARE YOUR SHORT-TERM GOALS

CONGRATULATIONS!

1. Guidepost II will determine, based on the short-term objectives, the instructional activities your learner will fulfill. All of these activities, which will be found in WORKSHEETS II-IV include a research component. This component is designed to motivate your learner to engage with different sources of information and develop context-based learning. The different activities incorporate the use of local resources and instructional components to enhance the learner’s experience. Guide post II is intrinsically tied with Guide post III in the terms of strategies and product outcomes.

GUIDE POST II



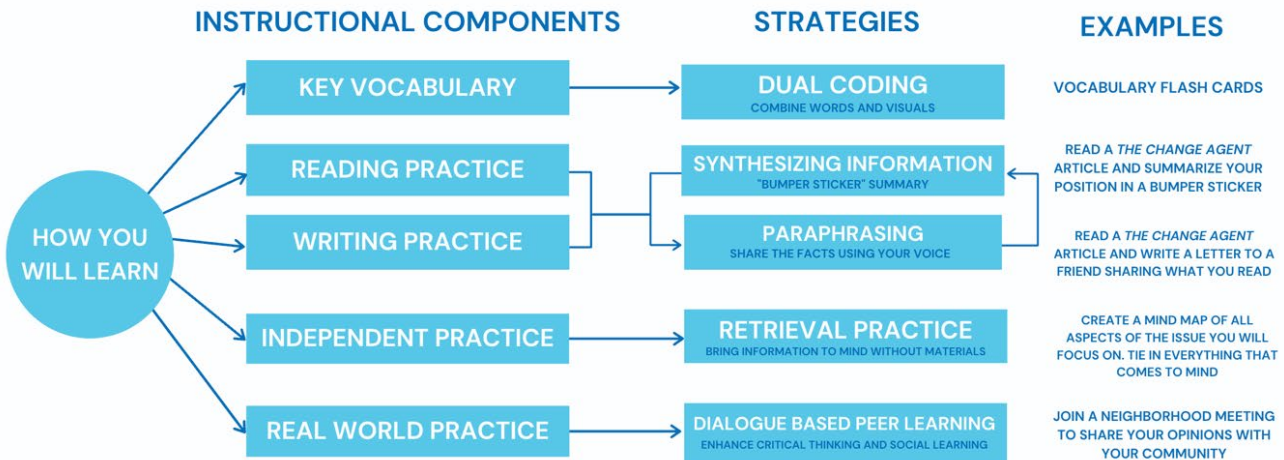
Instructional Activities



Guidepost III: How You Will Learn

1. Guidepost III allows tutors to associate instructional components to the strategies implemented in the lesson. Instructional components refer to the task the learner will be completing; while the strategies refer to the method the learner will be utilizing. Examples are the concrete result or product of both elements.
2. As it was mentioned, Guidepost II & III can be found in Worksheets II-IV (found at end of document). Each worksheet consists of two parts (a) and (b). Part (a) of all worksheets will serve learners who want to engage with their community in person; part (b) presents slight changes for learners to get involved with their community digitally.

GUIDE POST III



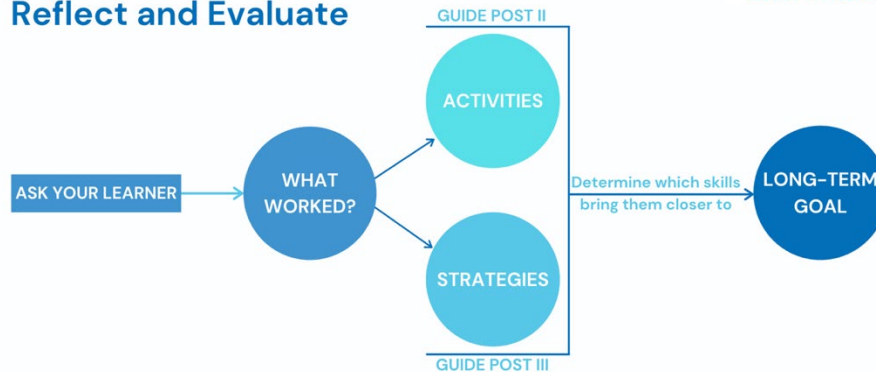
3. Review Worksheets II-IV attachments. They are designed to be progressive, but if your learner is not interested in completing one, feel free to only use the elements your learner is interested in.

Guidepost IV: What Worked, What Didn't, What Can You Use?

1. Guidepost IV is based on a conversation with your learner about what activities and strategies (Guide post II & III) they prefer. Their answers should offer you insight on what works best for your learner and what type of activities to focus on. For example, if a learner enjoyed creating the bumper sticker over attending a community meeting, focus on other activities using *synthesizing information* as a strategy.

GUIDE POST IV

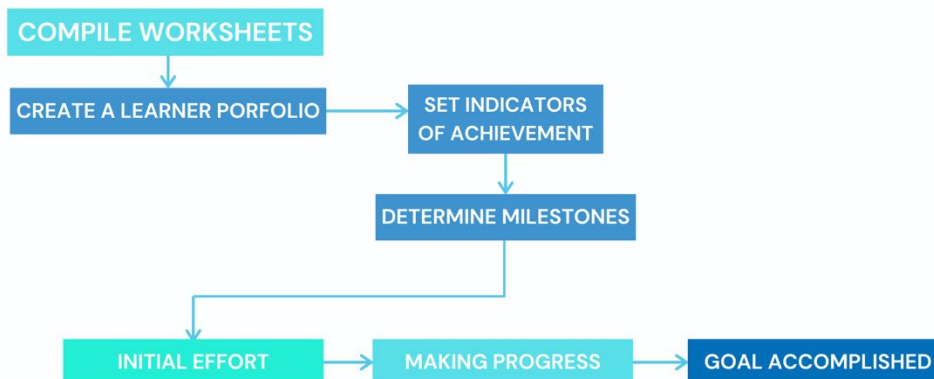
Reflect and Evaluate



2. Once your learner has completed the worksheets, you will be able to create with them a Learner Portfolio. Based on this compilation, determine which of the different activities were milestones for them.

GUIDE POST IV

Document Achievement



3. Milestones can be categorized on *initial effort*, *making progress* and *goal accomplished* based on the following definitions:

Initial Effort – The ultimate goal has been broken down into smaller components and your learner understands the skills needed to achieve the final goal. You and your learner have discussed where to start.

Making Progress – You and your learner have recognized indicators of progress and put aside specific physical and anecdotal evidence that shows improved abilities.

Goal Accomplished – Your learner can independently perform the reading and writing tasks necessary to meet the goal.

Additional worksheets as described above.

NAME: _____

DATE: _____

WORKSHEET 1

DEFINING YOUR GOAL

Answer the following questions to help you define your goal to get involved with a community issue. Use drawings, newspaper cutouts or anything that comes to mind!

1

WHAT ARE SOME OF THE CHALLENGES THAT YOUR YOUR COMMUNITY FACES?

2

OF THESE, WHICH ONE WOULD YOU LIKE TO FOCUS ON?

WHY?

3

WHAT DO YOU THINK CAUSES THESE CHALLENGES?

4

HOW CAN THIS ISSUE BE SOLVED?

5

WHAT ACTIONS CAN YOU TAKE?

WHAT DO YOU NEED TO LEARN TO TAKE THESE ACTIONS?

a.

b.

c.

THESE ARE YOUR SHORT-TERM GOALS

CONGRATULATIONS!

GET INVOLVED WITH A COMMUNITY ISSUE

NAME: _____

DATE: _____

WORKSHEET II (a)

LESSON: JOIN A COMMUNITY ORGANIZATION

Complete the following activities to help you join a community organization and get involved with a community issue. Use drawings, newspaper cutouts or anything that comes to mind!

RESEARCH

**WHAT ARE SOME OF THE ORGANIZATIONS THAT FOCUS ON THIS ISSUE?
CHECK WITH YOUR**

FRIENDS & FAMILY

NEIGHBORS

LOCAL NEWSPAPER

LIBRARY

VOCABULARY

**WRITE WORDS RELATED TO YOUR TOPIC
THAT YOU WANT TO RESEARCH**

_____	_____
_____	_____
_____	_____

Activity 1: Create vocabulary flash cards

SOLO PRACTICE

**WHAT WORDS COME TO MIND
WHEN YOU THINK ABOUT THIS
ISSUE?**

Activity 3: Create a mind map tying
all of these concepts together

WRITING

SUMMARIZE YOUR POSITION ON THE ISSUE

Activity 2: Create a bumper sticker

REAL WORLD PRACTICE

**JOIN A COMMUNITY
MEETING OR EVENT
INVOLVED WITH YOUR ISSUE**

What was experience joining the event?

Activity 4: Share your experience with
your friends and family

CONGRATULATIONS!

YOU'RE INVOLVED IN YOUR COMMUNITY

GET INVOLVED WITH A COMMUNITY ISSUE

NAME: _____

DATE: _____

WORKSHEET II (b)

LESSON: JOIN A COMMUNITY ORGANIZATION ONLINE

Complete the following activities to help you join a community organization online and get involved with a community issue. Use drawings, newspaper cutouts or anything that comes to mind!

RESEARCH

WHAT ARE SOME OF THE ORGANIZATIONS THAT FOCUS ON THIS ISSUE?
CHECK ON

FACEBOOK

GOOGLE SEARCH

ONLINE NEWSPAPERS

VOCABULARY

WRITE WORDS RELATED TO YOUR TOPIC
THAT YOU WANT TO RESEARCH

_____	_____
_____	_____
_____	_____

Activity 1: Create printable vocabulary flash cards

WRITING

SUMMARIZE YOUR POSITION ON THE ISSUE

Activity 2: Create and design a bumper sticker

SOLO
PRACTICE

WHAT WORDS COME TO MIND
WHEN YOU THINK ABOUT THIS
ISSUE?

Activity 3: Create a mind map tying
all of these concepts together

REAL
WORLD
PRACTICE

JOIN A VIRTUAL COMMUNITY
AND PARTICIPATE IN THE
CHAT

What did you learn from this experience?

Activity 4: Write a post on social media
and share it with friends and family

CONGRATULATIONS!

YOU'RE INVOLVED IN YOUR COMMUNITY

GET INVOLVED WITH A COMMUNITY ISSUE

NAME: _____

DATE: _____

WORKSHEET III (a)

LESSON: SPREAD THE WORD

Complete the following activities to help you spread the word about the community issue you're focusing on. Use drawings, newspaper cutouts or anything that comes to mind!

RESEARCH

HOW CAN YOU SPREAD THE WORD? CHECK WITH YOUR

FRIENDS & FAMILY

NEIGHBORS

LOCAL NEWSPAPER

LIBRARY

VOCABULARY

WRITE WORDS RELATED TO YOUR TOPIC THAT YOU WANT TO RESEARCH

_____	_____
_____	_____
_____	_____

Activity 1: Create vocabulary flash cards

SOLO PRACTICE

HOW COULD YOU SHARE INFORMATION WITH YOUR COMMUNITY?

Activity 3: Brainstorm actions you
can take to spread the word

WRITING

SUMMARIZE YOUR POSITION ON THE ISSUE

Activity 2: Write a letter to a friend sharing your
thoughts

REAL WORLD PRACTICE

JOIN A COMMUNITY MEETING AND SHARE THE ISSUE

What was your experience joining the event?

Activity 4: Write a draft of what you want
to share

CONGRATULATIONS!

YOU'RE INVOLVED IN YOUR COMMUNITY

GET INVOLVED WITH A COMMUNITY ISSUE

NAME: _____

DATE: _____

WORKSHEET III (b)

LESSON: SPREAD THE WORD (ONLINE)

Complete the following activities to help you spread the word about the community issue you're focusing on. Use drawings, newspaper cutouts or anything that comes to mind!

RESEARCH

HOW CAN YOU SPREAD THE WORD?

CHECK ON

FACEBOOK FRIENDS

COMMUNITY ORGS SOCIAL MEDIA

GOOGLE SEARCH

VOCABULARY

WRITE WORDS RELATED TO YOUR TOPIC THAT YOU WANT TO RESEARCH

_____	_____
_____	_____
_____	_____

Activity 1: Create printable vocabulary flash cards

SOLO PRACTICE

HOW COULD YOU SHARE INFORMATION WITH YOUR COMMUNITY USING TECHNOLOGY?

Activity 3: Brainstorm actions you can take to spread the word

WRITING

SUMMARIZE YOUR POSITION ON THE ISSUE

Activity 2: Write an email to a friend sharing your thoughts

REAL WORLD PRACTICE

SHARE YOUR OPINIONS ON YOUR SOCIAL MEDIA OR A COMMUNITY ORG PAGE

What was experience joining the event?

Activity 4: Share your experience with your friends and family

CONGRATULATIONS!

YOU'RE INVOLVED IN YOUR COMMUNITY

GET INVOLVED WITH A COMMUNITY ISSUE

NAME: _____

DATE: _____

WORKSHEET IV (a)

LESSON: CONTACT YOUR REPRESENTATIVES

Complete the following activities to help you contact your representatives about the community issue you're focusing on. Use drawings, newspaper cutouts or anything that comes to mind!

RESEARCH

WHAT ARE THE WAYS TO CONTACT YOUR REPRESENTATIVES? CHECK WITH YOUR

COMMUNITY ORGS

LIBRARY

NEIGHBORHOOD
ASSOCIATIONS

VOCABULARY

WRITE THE WORDS YOU FOUND DURING YOUR RESEARCH THAT YOU WANT TO LEARN

_____	_____
_____	_____
_____	_____

Activity 1: Create vocabulary flash cards

SOLO PRACTICE

WHAT DO YOU WANT TO SAY TO YOUR REPRESENTATIVES?

Activity 3: Brainstorm the main ideas
you want to share

WRITING

SUMMARIZE YOUR POSITION ON THE ISSUE

Activity 2: Write a letter to one of your
representatives

REAL WORLD PRACTICE

SHARE YOUR LETTER WITH YOUR COMMUNITY

How did your community respond to you
taking action?

Activity 4: Get together with your
community and share your actions

CONGRATULATIONS!

YOU'RE INVOLVED IN YOUR COMMUNITY

GET INVOLVED WITH A COMMUNITY ISSUE

NAME: _____

DATE: _____

WORKSHEET IV (b)

LESSON: CONTACT YOUR REPRESENTATIVES (ONLINE)

Complete the following activities to help you contact your representatives about the community issue you're focusing on. Use drawings, newspaper cutouts or anything that comes to mind!

RESEARCH

WHAT ARE THE WAYS TO CONTACT YOUR REPRESENTATIVES?

CHECK WITH YOUR

COMMUNITY ORGS
WEB PAGE

GOOGLE SEARCH

LOCAL GOVERNMENT WEB PAGE

VOCABULARY

WRITE THE WORDS YOU FOUND DURING
YOUR RESEARCH THAT YOU WANT TO LEARN

_____	_____
_____	_____
_____	_____

Activity 1: Create printable vocabulary flash cards

SOLO PRACTICE

WHAT DO YOU WANT TO SAY
TO YOUR REPRESENTATIVES?

Activity 3: Brainstorm the main ideas
you want to share

WRITING

SUMMARIZE YOUR POSITION ON THE ISSUE

Activity 2: Write an email to one of your
representatives

REAL WORLD PRACTICE

SHARE YOUR EMAIL WITH
YOUR COMMUNITY

How did your community respond to you
taking action?

Activity 4: Get together with your community
and share your actions. Motivate them to use
your email as a template.

CONGRATULATIONS!

YOU'RE INVOLVED IN YOUR COMMUNITY