

I Can, You Can Empowerment - Advanced

Description

Students identify an issue within their community/school/classroom that they feel needs to be fixed. Students develop a stronger sense of empowerment by researching a problem and collaborating to find a solution. Students learn how to take control of an issue and enact positive change.

NOTE: This module can and should be continued through Leadership Advanced 1, so the students can continue developing their ideas.

Objectives

- Develop planning and problem-solving skills.
- Identify, collaborate and work on an action plan to help alleviate or solve an issue.
- Develop a stronger sense of empowerment.
- Develop communication skills.

Materials and Supplies

- Paper
- Pens/pencils
- Computer/internet
- Library/books for research

Activity (45 minutes)

Introduction (10 minutes)

- Introduce the idea of empowerment.
- Questions to ask:
 - What do you think can help you feel empowered? (e.g. being listened to, helping others, having choices, etc.).
- Introduce the idea of an action plan.
 - Identify an issue, (global warming, littering, accessibility to clean water, etc.).
 - After some research, create a step-by-step plan on how to solve the problem.
 - Usually the whole problem can't be "fixed" but the action plan helps identify ways to lower the amount of people impacted by said problem.
- Allow students to create groups of 3-4.
 - Each group is to have a note-taker (sometime to keep track of their suggestions and ideas).

- Explain that the goal is to identify an issue in their school or community that they would like to solve.
- Explain that the issue can be something as simple as people not picking up after their pets, too many cars on the road, or lack of school programs/teams/clubs.

Brainstorming (25 Minutes)

- Students work together to brainstorm issues in their school or community that they want to address.
- Each group must come to a final decision about the issue they want to address by the end of the lesson.
- Students should seek out some basic information about the issue and what it means (i.e. what does pollution mean?)
- Allow students to access tools they feel are necessary prior to making their final decision:
 - Use the library
 - Research on the computer
 - Ask other teachers or school staff (i.e. principal)
- Provide support and clarification as needed.
- Visit each group as they do their work.
- Questions to ask:
 - What is it about the issue that interests you? Why?
 - What makes that an issue of concern? Why should people care about this issue?

Synthesize (5 minutes)

- Make sure every group has an issue (duplicates are acceptable)
- Make sure you write down the identified issues to keep them handy for future lessons.
- If moving on to the Advanced Leadership Activity, review the idea of an action plan and let them know that they will form one in the future.
- Questions to ask:
 - What parts of this process has helped you to feel empowered, in control, or capable?
 - How did it feel research possible issues in the school or community?