



**C.A.P.E.S.**

Classroom Applications,  
Practical Extensions,  
& Strategies

The C.A.P.E.S page serves as a supplemental resource to personalize your learning. Free materials are linked for your consideration to support the implementation of current and controversial issue discussions.

### Creating a Climate for Students to L.E.A.D.

#### DESCRIPTION

- Students critically think about issues related to identity and community to help them assess possible biases that could impact their understanding of self and others.
- Students are clear on ground rules that reflect key principles of inclusive and reflective civic spaces. Ideally, student voice should be included in building or clarifying norms.
- Students are clear on how they will be assessed and ideally, participate in defining proficiency, allowing for multiple ways to express and enrich learning.
- Students reflect on how their lived experiences impact their attitudes towards the informed action initiative.
- Student reflection occurs before, during, and after the informed action.

#### POSSIBLE RESOURCES

- **Identity, Community, and Biases**
  - [Confirmation and Other Biases](#), from Facing History and Ourselves
  - [Classroom Culture](#), from Learning for Justice
  - [Reflection: What is your FRAME?](#), from Learning for Justice
  - [Project Implicit](#), from Harvard University
  - [Icebreakers that Rock](#), from Cult of Pedagogy
  - [10 Powerful Community-Building Ideas](#), from Edutopia
  - [Peel the Fruit](#), from Project Zero
- **Engaging Student Voice in Building Norms**
  - [Civil Discourse in the Classroom](#), from Learning for Justice
  - [Do you REALLY want to hang that poster?](#), from Illinois Civics Hub
  - Facing History and Ourselves
    - [Class Contracting](#)
    - [Fostering Civil Discourse](#)
    - [8 Components of a Reflective Classroom](#)
- **Engaging Student Voice in Creating Rubrics**
  - [Involving Students in Creating Assessment](#), from Galileo Educational Network
  - [Co-Creating Success Criteria with Students](#), from Cult of Pedagogy
  - [Know Your Terms, Holistic, Analytic and Single-Point Rubrics](#), from Cult of Pedagogy



Informed Action through  
Service Learning



**L.E.A.D.**

**Learn**

### DESCRIPTION

- Students can identify the essential and supporting questions related to the informed action.
- Students can identify the learning objectives (disciplinary content and/or skill) to be employed in the informed action.
- The student analyzes appropriate materials to acquire the background information necessary to take informed action.
- Students identify and practice the pertinent civic dispositions and processes inherent in the informed action.

### POSSIBLE RESOURCES

- **Tools for Differentiation**
  - [Rewordify.com](#)
  - [Text to Speech Reader](#)
  - [Talking Points](#)
  - [Read Aloud: A Text to Speech Voice Reader](#)
  - [Announcify](#)
  - [Voice in Voice Typing](#)
  - [Dyslexia Friendly](#)
- **Resources to Create Essential Questions**
  - [What are Essential Questions?](#), from The Second Principle
  - [Questions about Questions](#), from Grant Wiggins
  - [Teaching Teachers and Students to Ask Big Questions](#), from SSChat
  - [A Giant List of Really Good Questions](#), From Teach Thought
- **Engaging Student Voice in Creating Questions**
  - [The Question Formulation Technique](#), from Right Question Institute
  - [The Q Matrix](#), from Howard Gardner's Multiple Intelligences
  - [Visible Thinking](#), from Project Zero
    - [See-Think-Wonder](#)
    - [Think-Puzzle-Explore](#)
    - [Slides of Visible Thinking Routines](#), from Dr. Caitlyn Tucker
- **Resources to Build Background Information for Informed Action through Service Learning**
  - [Student Government Affairs Program](#)
  - [All Sides](#)
  - [Illinois Civics Hub Lesson Plans](#)
  - [The Choices Program](#)
  - [National Issues Forums](#)
  - [Street Law Deliberations](#)
  - [KQED – Above the Noise](#)



**Informed Action through  
Service Learning**



**L.E.A.D.**

**Explore and Engage**

**DESCRIPTION**

- Students engage with others to build coalitions and collect information to explore the multiple needs, motivations, and perspectives of the community.
- Students explore possible informed actions and employ democratic processes to evaluate appropriate actions.
- Students engage appropriate allies to build coalitions necessary in the informed action.
- Students explore and anticipate challenges to the informed action and prepare possible responses.

**POSSIBLE RESOURCES**

- **Collecting Information**
  - [Participatory Asset Mapping](#), from Community Science
  - [Community Mapping for Youth](#), from generationOn
  - [Civic Literacy Understanding and Identifying Misinformation](#), from Civic Education Research Group
  - [Writing Good Survey Questions](#), from ReadThinkWrite
  - [Polling Lesson Plans and Activities](#), from Roper Center for Public Opinion Research
  - [Tips for Effective Interviews](#), from StoryCorps
- **Types of Informed Action through Service Learning**
  - [Four Types of Action](#), from Learning to Give
  - [Six Types of Service Learning](#), from Boise State University
- **Exploring Options**
  - [Blue Sky Envisioning Activity](#), from Learning to Give
  - [Youth Interest Inventory](#), from generationOn
  - [Series Educating for Democracy in the Digital Age: Encouraging Students to Take Action](#), from The Learning Channel
  - [Iceberg Diagrams](#), from Facing History and Ourselves
  - [5 Whys Technique Video](#), from ASQ TV
  - [IPARADE Resources](#), from generationOn



**Informed Action through  
Service Learning**



**L.E.A.D.**

**Authentic Action**

**DESCRIPTION**

- Students identify and employ systemic supports to take informed action.
- Students employ appropriate norms of participation throughout the informed action.
- Students identify and employ appropriate means of communication to engage others in the informed action (oral, digital, written, visual, other).

**POSSIBLE RESOURCES**

- [National Youth Leadership Council](#)
- [The Our American Voice Institute](#)
- [Civic Action Project](#)
- [Mikva Challenge](#)
- [WE.org](#)
- [Project Citizen](#)
- [The Illinois Holocaust Museum and Education Center](#)
- [National Geographic Geo-Inquiry](#)
- [National Action Civics Collaborative](#)
- [Empowering Youth for Positive Change](#)
- [Educating for Democracy Deep Dive](#)
- [StoryCorps](#)



**Informed Action through  
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**L.E.A.D.**

**Digest and Demonstrate**

### DESCRIPTION

- Students can articulate how the informed action experience relates to the learning objectives, both skill, and content.
- Students identify areas of personal improvement for future actions.
- Students use the informed action experience to identify areas of future systemic change with democratic institutions and processes explored.
- Students extend learning by creating additional essential and supporting questions to extend the inquiry and inform future action.

### POSSIBLE RESOURCES

- **Reflection Strategies**
  - [15 Ways to Spark Reflection in Your College Classroom](#)
  - [Service Learning Reflection Activities](#), from generationOn
  - [Reflection and Action for Civic Participation](#), from Facing History and Ourselves
  - [Big Paper: Building a Silent Conversation](#), from Facing History and Ourselves
  - [Reflective Writing and Thinking](#), from UTM Experiential Education Office
  - [Visible Thinking Routine Toolbox](#), from Project Zero
  - [Slides of Visible Thinking Routines](#), from Dr. Caitlyn Tucker
- **Formative Assessment Ideas to Assess Student Growth**
  - [56 Different Examples of Formative Assessment](#), from David Wees, New Visions for Public Schools
  - [53 Ways to Check for Understanding](#), from Edutopia
  - [Tools for Formative Assessment](#)
  - [75 Tools to Improve Student Learning](#), compiled by Stefanie Wager
- **Engaging Student Voice in Creating Questions**
  - [The Question Formulation Technique](#), from the Right Question Institute
  - [The Q-Matrix](#), from Gardner's Multiple Intelligences



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