



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	POSSIBLE RESOURCES
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Identity, Community, and Biases <ul style="list-style-type: none"> ○ Confirmation and Other Biases, from Facing History and Ourselves ○ 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 <ul style="list-style-type: none"> ○ Do you REALLY want to hang that poster?, from Illinois Civics Hub ○ Facing History and Ourselves <ul style="list-style-type: none"> ▪ Class Contracting ▪ Fostering Civil Discourse ▪ 8 Components of a Reflective Classroom • Engaging Student Voice in Creating Rubrics <ul style="list-style-type: none"> ○ 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



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
Service Learning**



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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