

5 GENDER
EQUALITY



GENDER EQUALITY
a service-learning handbook
for afterschool programs
(AGES 14-18)

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This handbook is based on NYLC's 35-year history developing service-learning programs and resources for both in-school and afterschool settings. It is enriched by ideas from the ACT Now Coalition, Afterschool Alliance, Afterschool Matters, Afterschool Technical Assistance Collaborative, the Mikva Challenge, and the World's Largest Lesson.



FOREWORD

Gender equality is an issue that the U.S. (and other countries worldwide) continue to grapple with, even in these times when “gender equity” might be the preferred descriptor. From America’s framing documents that assure that “all men are created equal” -- to these times of gender neutrality and fluidity, sexism across genders persists. Without the national ratification of the Equal Rights Amendment, first proposed in 1923 and still unratified in 2021, American women’s only legally protected constitutional right is the right to vote, granted in 1920 through the 19th Amendment. Such issues as divorce, property, and employment equality are up to the discretion of the states, 12 of which have not approved the ERA at the state level and five of which are reconsidering their previous ratification.

The tenuous legal status of women offers many opportunities for youth action on gender equality, whether supporting female leadership locally, assessing access to STEM classes, or reviewing required readings for female and/or non-binary protagonists. By encouraging young people to think critically about gender equity, we lean into greater inclusivity in all facets of life.

As the United Nations describes this fifth goal in the Sustainable Development Goals, true gender equality comes from working towards “the elimination of discrimination against women and girls, empowerment of women, and achievement of equality between women and men as partners and beneficiaries of development, human rights, humanitarian action, and peace and security.”

In other words, this book is designed to help young people understand the importance of gender equality and how to reach true equilibrium across all gender identities in a broad range of issues.

Although the United Nations uses phrases like “men and women,” we at NYLC have decided to take a non-binary approach to the topic of gender equality. We believe that as our society progresses towards gender equality, we must not overlook gender non-conforming, transgender, and gender fluid individuals. In order to fulfill this mission, we have decided not to use binary language, such as “he or she,” when writing this book. We encourage you to do the same when implementing these activities in your own group settings. We also advise you to ask participants for their personal pronouns, as that creates a more inclusive and accepting space. Such a discussion offers opportunities to consider the intersectionalities of race, geography, and heritage. It also offers an opportunity to recognize the dynamics of intersectional activism and feminism, and to discuss inherent differences in Black, Indigenous, and people of color’s (BIPOC) fight for equality.

This book is designed to help afterschool youth workers support young leaders on these issues of global significance so that young people can use their out-of-school time to lead this issue locally - to Serve. Learn. Change the world.®


Thank you for your interest in supporting youth-leadership and in strengthening communities!

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INTRODUCTION

The National Youth Leadership Council is excited to share this gender equality handbook as an afterschool approach to community engagement. Service-learning is an effective and engaging strategy across a range of out-of-school time programs, where the emphasis is on deeper understandings of the context around community needs.

This handbook will help build a team of committed youth participants through energizers, project-based experiences, and reflection strategies structured as one- to two-hour sessions, that will prepare young people to take action within approximately 13 sessions. See the “Resources” section for opportunities to expand the scope of the projects and the “Facilitator Tips” for opportunities to shorten or expand the activities (noted with this symbol: ). A list of digital tools to support your projects is available in [the resource center at nylc.org](https://www.nylc.org/resource-center) where a free membership is required.

This guide is one of a series that complement *Engage: A Service-Learning Handbook for Afterschool Programs*, available through NYLC ([nylc.org](https://www.nylc.org)). Please be sure to have a copy of *Engage* on hand for deeper explorations of service-learning, its fit with social and emotional learning, and the research base that supports high quality practice. Each of these topics is also rooted in the United Nations’ Sustainable Development Goals for 2030, areas of need identified in 2015, with a call for youth leadership in achieving the goals.

Gender Equality (SDG #5)

This focus on gender equality offers many opportunities for youth leadership, as young people pioneer a more non-binary world and address equity across genders and identities.

In the United States, 12 states still have not ratified the Equal Rights Amendment to the constitution, first proposed in 1923. Without its

passage, there is no legal protection for all Americans in employment, property, and divorce.

At the global level, progress on gender equity is more noteworthy. According to the United Nations: “More girls are going to school, fewer girls are forced into early marriage, more women are serving in parliament and positions of leadership, and laws are being reformed to advance gender equality.” (<https://www.un.org/sustainabledevelopment/gender-equality/>)

Still, the United Nations reports that many challenges remain. “Discriminatory laws and social norms remain pervasive, women continue to be underrepresented at all levels of political leadership, and 1 in 5 women and girls between the ages of 15 and 49 report experiencing physical or sexual violence by an intimate partner within a 12-month period.”

As noted earlier, the United Nations’ Sustainable Development Goals offer a helpful framework to address these and other issues—particularly with the U.N.’s recognition that youth involvement is key to achieving the goals by 2030. The seventeen goal areas are grouped into three overarching areas:

1. Ending extreme poverty
2. Fighting inequality and injustice, and
3. Tackling climate change

Young people will find opportunities to address gender equity on a local level -- whether addressing STEM levels of participation across genders or supporting girls, women, and nonbinary people in leadership roles -- within the following session plans.

WHAT IS SERVICE-LEARNING?

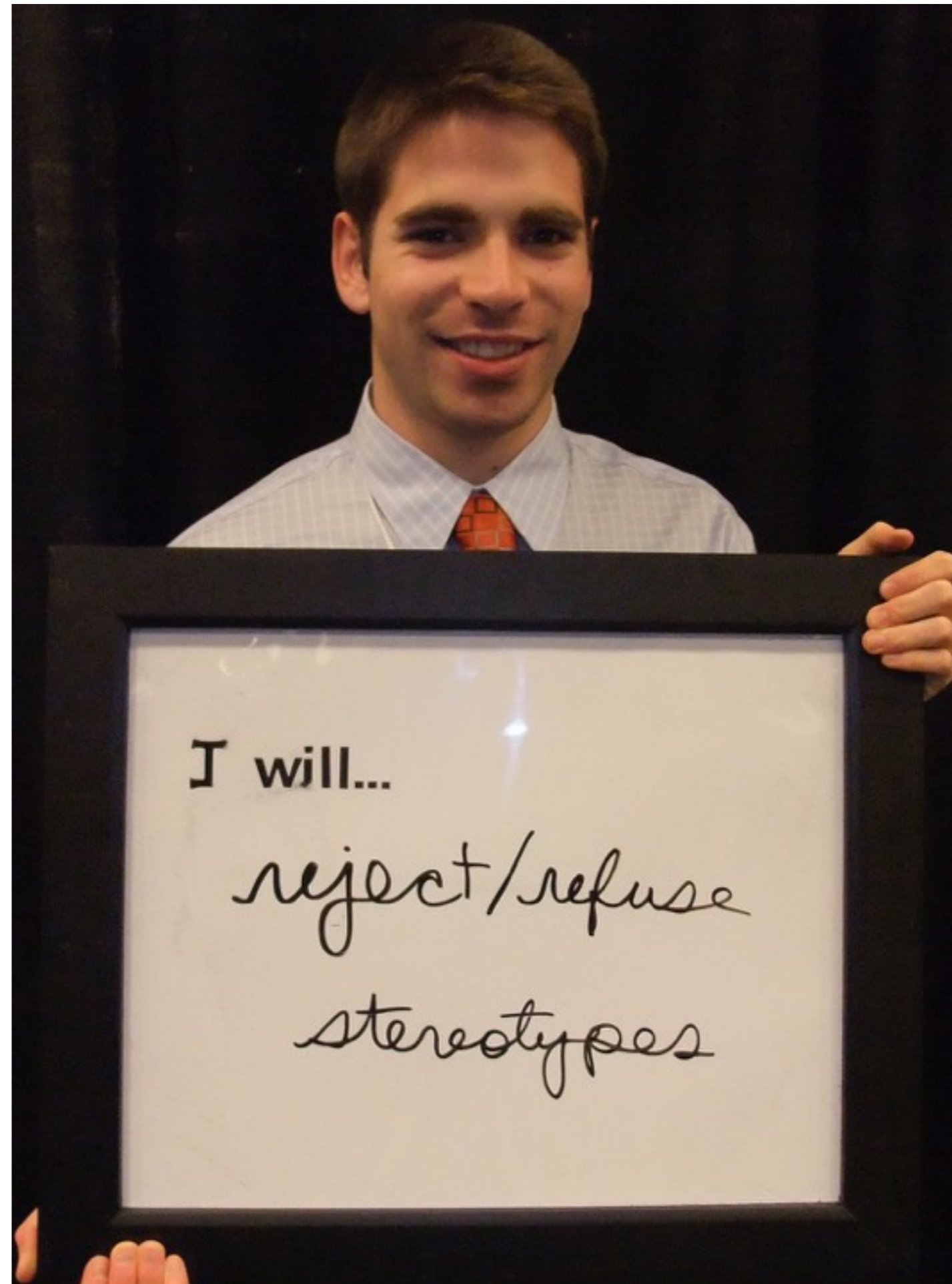
Service-learning is an approach to teaching and learning in which students use academic knowledge and civic skills to address genuine community needs.

Three phrases in this definition are particularly significant.

- **"an approach to teaching and learning"** -- Service-learning is a partnership among adults and young people. It is not something that youths are doing completely on their own and it is not something that educators are doing without youth input.
- **"academic and civic knowledge and skills"** -- Service-learning is a comprehensive approach that addresses leadership skills, civic engagement, and social emotional learning -- as well as academic standards.
- **"genuine community need"** -- Young people must investigate and understand the community that they are serving before they choose the need that they will address, and how to take action.



For more on service-learning, please see nylc.org particularly the **Engage** series of books for afterschool time.



For example:

Volunteering at a center on gender-based violence is **service**.

Studying women's suffrage movements is **learning**.

When young people learn about education equity, then embark on a study of how many girls are taking upper level STEM classes in their high school, and address gender gaps by presenting data to the school board, that is **service-learning**.

Service-learning projects can be either direct, indirect, or a form of advocacy.



Direct service-learning projects bring individuals face-to-face with those who are being served. For example, high school students offer direct service when they train elders in computer skills.

Indirect service-learning projects benefit a cause or group but do not necessarily involve direct contact with service recipients, as in refurbishing computers.

Advocacy projects feature action on behalf of a specific cause or social issue, such as city-level support for an electronics recycling day. Projects encourage action or create awareness of issues of public interest.

To learn more about service-learning, visit nylc.org/service-learning or see NYLC's three publications targeted to elementary, middle, and high school -- *Engage: A Service-Learning Handbook for Afterschool Programs*.

Outcomes

Participants will:

Gain foundational knowledge of others in group.

*(Social and Emotional Learning (SEL) Skill: **Social Awareness**)*

Time

60 minutes

SESSION 1

GETTING TO KNOW YOU

Activity #1: Gender Equity Name Game

Supplies: Space for the group to stand in a circle.

Time: Approximately 15 minutes

Directions:

1. Welcome everyone to the session, and let them know that each session will begin with a warm-up. The goal is for others to contribute their favorite warm-ups later in the program.
2. Note that for each game, the facilitator introduces themselves and names the game, then gives directions and asks if anyone has questions. After the game, reflection questions help the group process the experience.
3. If the group is new to the topic, start with a brainstorm of what gender equity means to them.
4. Ask that each person first says their name, and then thinks of a word that relates and begins with the same letter as their first name. For example, if your name is “Ellen” you might say “equal pay.” Have each participant say the previous person’s name and action and add their name and action. This should build an association with each



person's name.



This can also be a time when people share their preferred pronouns: he/she/their.

5. **Reflection.** Have the group share answers to the following questions:

- What did you notice during the game?
- How will this be helpful to the project to come?

Activity #2: 4 Corners Quotes Activity

Supplies: Copies of quotes (included at the end of the Session One pages), posted in four separate areas of room/meeting space.

Time: Approximately 15 minutes

Directions:

1. Read aloud each quote. Note that each one addresses gender equality. Ask that participants vote for the one that “speaks” to them by moving to that area of the room/space. Have them discuss with their peers who’ve gathered by the same quote why they chose that one.

- “A gender-equal society would be one where the word 'gender' does not exist: where everyone can be themselves.”
- “If people were silent nothing would change.”
- “We must reject not only stereotypes that others hold of us, but also the stereotypes that we hold of ourselves.”
- “We've come miles and miles, but we ... don't have an equal rights amendment yet. We don't have equal pay yet.”



For facilitators who think that their group may be more interested in and comfortable discussing nonbinary gender identity and equity, more quotes on identity are included in the resource section at the back of the book.

2. Reflection: Ask the whole group:

- What stood out for you among your group's comments?
- What similarities did you hear among people's comments?
- How does this activity build on the Name Game?

Activity #3: “Gender Equality Explained by Children” Video (in Norwegian, with subtitles)

Supplies: internet access to video (8 mins.); whiteboard or large sheet of paper and markers.

<https://www.youtube.com/watch?v=hLr2GNRnmXM> (about 2.5 minutes long)

Time: 10 minutes (including pre-reflection and reflection time)

Directions:

1. Draw a “K, W, L” chart on the whiteboard or paper.
2. Before watching the video, ask participants to brainstorm what they KNOW about gender equality and list those ideas in the “K” column.
3. Then ask the participants what they WONDER or WANT to know. (Examine the word for clues.) List those ideas under the “W” column.

4. Leave the “L” column (LEARNED) empty until after the video.
5. Watch the video “[Gender Equality Explained by Children](#)”.
6. Then ask participants to list what they learned by watching the video and add those thoughts to the the “L” column. (Insights may range from how young children understand inequity quickly and challenge it; their remarks about it being “weird” that the children didn’t all receive the same candy for their equal efforts, etc.)

Activity #4: Exit Ticket on Definition of Gender Equality

Supplies: scrap paper and pencils/pens

Time: 15 minutes

Directions:

- Ask participants if anyone has seen or experienced gender inequality. (This can be as simple as noticing that lines are always longer to the women’s bathroom in public spaces.)
- Have those who are inclined share their examples.
- From this discussion, ask that everyone draft their own definition of gender equity and share it.



Facilitator Tip: Hang on to these definitions for future reference.



“A gender-equal society would be one where the word 'gender' does not exist: where everyone can be themselves.”

~ Gloria Steinem, notable feminist and founder of *Ms. Magazine*.

**“If people were silent
nothing would change.”**

~ Malala Yousafzai,

**Pakistani girl who stood up to the Taliban for the right to education. Youngest
Nobel Peace Prize winner ever at age 17.**

“We must reject not only stereotypes that others hold of us, but also the stereotypes that we hold of ourselves.”

~ Shirley Chisholm, first female

Democratic candidate to seek party nomination for U.S. President (1972)

**“We've come miles and miles,
but we ... don't have an equal
rights amendment yet. We don't
have equal pay yet.”**

~ Marissa Tomei, American actress

Outcomes

SOCIAL & EMOTIONAL LEARNING

Participants will:

1. Reinforce their knowledge of names of people in group.
(Social Awareness)
2. Understand how teamwork builds trust among group members.
(Self-Management and Relationship-Building)

COLLEGE, CAREER & CIVIC LIFE (C3)

Participants will:

- Dimension 2: Apply civics tools and concepts

Time

60 minutes

SESSION 2

INTERDEPENDENCE DAY (TEAM-BUILDING)

Activity #1: Shakedown!

Supplies: Space to stand as group.

Time: 10 minutes

Directions: In this short and physical energizer, the group shakes out their bodies one limb at a time -- starting with eight shakes of the right arm, then eight shakes of the left, eight shakes of the right leg, then eight shakes of the left. The activity continues with a round of four shakes of each limb, then two, then one, ending in a big cheer.

This energizer is short and efficient. For it to be effective, the person leading it needs to model a high level of energy.

1. Gather group and have them stand in a circle with at least an arm's length of distance between them.
2. The group performs the "shake down" all together, counting loudly together as they go.



3. As a facilitator, lead with eight shakes of the right arm, eight shakes of the left arm, eight shakes of the right leg, and eight shakes of the left leg. Each time, counting “1 - 2 - 3 - 4 - 5 - 6 - 7 - 8!”
4. Next, four shakes of each limb. Then two shakes of each. Then one shake of each.
5. The shake down ends with a loud cheer.
6. As you transition to reflection, say “If you can hear my voice clap once; if you can hear my voice, clap twice,” then make sure that they raise their hands as they start sharing.

Reflection Questions:

- What did you notice during the game?
- How does this relate to community action?

Activity #2: SuperPower Energizer

Supplies: scrap paper plus markers

Time: 15 minutes

Directions:

1. Ask that everyone grab a piece of scratch paper and marker or pen that writes boldly.
2. Ask them to take a minute to think of a superpower they have that pertains to gender equity. These skills might range from listening skills to online skills with social media, to skills of empathy/being able to understand multiple perspectives on an issue.

3. Have them draw their superpower on the paper, large enough so that it can be seen at a distance.
4. Have people share their gender equity superpowers, and a time when they have used their superpowers, listening for related superpowers. Have people do a “thumbs up” reaction if their superpowers are similar.
5. Reflection: As the whole group:
 - Why do we care about each other’s super powers?
 - How do these superpowers relate to taking action in the community?

Activity #3: Group Norms Think/Pair/Share

Supplies: Scrap paper (plus tape) or post-its and writing utensils.

Time: 20 minutes

Directions: The goal with this activity is to come up with agreements on behaviors that will help the group function as a team.

1. THINK: Have participants individually consider what they think are helpful and healthy behaviors that will support the group’s experiences and note them on scratch paper. Ask that everyone come up with three behaviors, writing ONE per post-it/scratch paper.
2. PAIR: Have pairs share their individual traits or behaviors, then come to consensus on three behaviors as a pair.
3. SHARE: Have young people post their norms. Then, as a large group, narrow the collection down to four or five categories.

Reflection: Once the narrowing and posting is done, ask the large group: Can we agree to aspire to these team member behaviors in the upcoming sessions?

Activity #4: Exit Ticket Reflection

Supplies: scrap paper and writing utensil

Time: 10 minutes

Directions: Ask participants to write their idea(s) for the best way(s) the group can hold themselves accountable to these norms and have them jot down their ideas, sharing them aloud before they leave or with the facilitator as they leave the session.



Outcomes

SOCIAL & EMOTIONAL LEARNING

Participants will:

1. Understand the importance of clear communication in team-work.

(Social Awareness and Relationship-Building)

2. Know personal leadership styles, strengths, and challenges.

(Self Awareness)

COLLEGE, CAREER & CIVIC LIFE (C3)

Participants will:

- Dimension 2: Apply civics tools and concepts.

Time

60 minutes

SESSION 3

LEADERSHIP FOR COMMUNITY ACTION

Activity #1: Stretch Energizer

Supplies: None

Time: 10 minutes

Directions:

1. Ask all participants to stand up. Tell them that you are going to give them instructions on which direction to look. They have to turn their head (only their head, not the body) and look in the appropriate direction.
2. Explain the details. When you say, “Up”, the participants should tilt their head and look at the ceiling (or the sky). When you say, “Down”, the participants should lower their head and look at the floor (or their feet). When you say, “Left”, the participants should turn their head to their left. When you say, “Right”, the participants should turn their head to the right.
3. Say the words “up, down, left, and right” in a random order and encourage the participants to follow your instructions. Keep giving directions at a fairly rapid pace.



4. Then, change the meaning of the words. After about a minute, tell the participants that you are going to make a change. From now on, up will mean down and vice versa. So when you say “Down”, the participants should look up at the ceiling. Similarly, when you say “Up”, the participants should look down at their feet. Explain that the meaning of the words left and right remain the same. Call out the four directions in a random order and ask the participants to follow instructions. Remind them, however, that they have to remember the new meaning of the words up and down. You will see many “mistakes” and lots of embarrassed laughter.

5. Reflection

- Ask participants how difficult it was to follow instructions when the meanings of words were changed.
- Ask them to discuss any similar experiences they might have had in their real life.



Note that 1. It is difficult to learn new concepts without unlearning some old concepts. 2. The old way of doing things can interfere with learning new procedures.

Activity #2: Leadership Compass

Supplies: printed attachments from the end of this chapter: the Leadership Compass Self-Assessment, Scoring Sheet, Leadership Compass Descriptions and Analysis

Time: 20 minutes

Directions:

1. Introduce the topic by talking about the importance of knowing your personal leadership style in order to work effectively with others.
2. Assure group that there are no right answers.
3. Share the **Leadership Self-Assessment** and **Scoring Sheet** and have participants work individually to answer the questions about how they respond to work/school environments.
4. Once participants have answered the questions, have them move their scores to the directional grid, then circle their primary direction.
5. As participants complete this scoring, have them read about their own style first, noting its strengths and weaknesses, then the other styles.

Reflection: Conduct a brief large group debrief, asking:

- Did your direction surprise you?
- How might knowing your leadership style affect your behavior in a group?

Activity #3: Vacation-Planning

Supplies: Space for four groups to meet without much interference from other groups. Post: North, South, East and West. Large paper and markers.

Time: 15 minutes

Directions:

1. Tell participants that they will be going to the directions that are their dominant leadership styles. They will need to select a recorder and presenter, and they will be planning a vacation together.



For those with close scores, have them join the groups with fewer members.

2. Have them plan their ideal vacations. No further directions should be offered. The point is to see how different leaders, when grouped, plan.
3. Give them 5-10 minutes to plan, then bring them back to the large group.
4. Then have each group share their plans and how their leadership style (both the good and the bad) came into play during the planning process.
5. Reflection: Ask each group/individual to share:
 - What would make you nervous on any of these trips?
 - How can you plan to accommodate these concerns?
 - How might this relate to teamwork?
 - What might be the strengths and challenges of working with a team made of only your direction?
 - What might be the benefits and challenges of working with a more diverse set of strengths?

Activity #4: Leadership Reflection

Supplies: Talking stick/object to pass.

Time: 15 minutes.

Directions: Have participants sit in a circle. Ask them to reflect on their individual leadership styles, strengths, and challenges. Have the speaker hold the talking stick and pass it when done sharing. (This practice heightens awareness of how long a person has talked and focuses attention on the speaker.)

Ask:

- What do you think you can offer the community?
- What can you offer a team?
- Where do you think you'd like to be challenged to grow?



Leadership Compass Self-Assessment

It is important to know and be able to communicate your preferred leadership style when working with people of other styles. Knowing how you and others lead contributes to harmony and efficiency in a group setting, and allows each team member to complement one another by utilizing their unique strengths. Like a directional compass, the Leadership Compass has four directions: ways in which people approach work.

Read each sentence carefully. Using the scale given below, indicate how typical each sentence is of your behavior in **a school or work group**. It is important to keep this frame of mind, as behavior in a school or work-related scenario often differs from behavior in personal situations.

7=Always

5=Often

3=Rarely

1=Never

1. _____ I like to determine the course of events.
2. _____ I enjoy challenges presented by people and situations.
3. _____ People and relationships are primary for me in any group.
4. _____ I am practical, dependable, and thorough when I take on something.
5. _____ I make decisions early.
6. _____ I need to see the big picture before I work on the details.
7. _____ I am a team player.
8. _____ I am good at planning and identifying needed resources.
9. _____ I do not like to put things off.
10. _____ I love to think about ideas and possibilities.
11. _____ I trust my own emotions and intuitions in search of an answer.
12. _____ I move carefully and follow procedures and guidelines.

13. _____ I am comfortable being a leader.
14. _____ I enjoy experimentation and creativity.
15. _____ I am supportive and nurturing to my colleagues and peers.
16. _____ I make decisions using logic and data analysis.
17. _____ I am not stopped when refused.
18. _____ I want much information before making decisions.
19. _____ I am able to focus on what is happening in the present moment.
20. _____ I am introspective and self-analytical.
21. _____ I like a quick pace and getting things done.
22. _____ I have a strong intuitive awareness.
23. _____ I enjoy helping others to feel important and useful in a group.
24. _____ I am often the person who can find a fatal flaw in an idea or project.

25. _____ I will take charge in a group when others do not seem to know what to do.
26. _____ I am always looking for new and better ways to do things.
27. _____ I care as much about how things are done (the process) and what is done (the outcome).
28. _____ I can take what resources exist and get the most out of them.
29. _____ I am able to form action plans easily and do not need long discussions of issues.
30. _____ I am effective at helping people identify the mission and purpose of a task.
31. _____ It is easy for me to see all sides of an issue.
32. _____ I like dealing with specifics and details of a project.

Leadership Compass Scoring Sheet

Transfer your assessment scores into the following grid. **Tally your total** for each column and record your scores in the bottom row of the table below. Then, **circle your primary direction** on the compass at the bottom of the page. (Note that you are often predominantly one direction, but other directional scores may be close!)

North		East		South		West	
1	2	3	4	5	6	7	8
9	10	11	12	13	14	15	16
17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32
Total:	Total:	Total:	Total:	Total:	Total:	Total:	Total:



Leadership Compass Style Descriptions

NORTH (goal/task-driven)

- assertive, active, and decisive
- prefers to be in control of relationships
- quick to act; expresses a sense of urgency
- enjoys challenges and challenging others
- results-oriented
- prefers a quick pace and fast track
- courageous

- perseveres; not stopped when refused
- risk-taker
- prefers variety and novelty
- comfortable being at the forefront
- good at motivating others

SOUTH (relationship/people-driven)

- allows others to feel important
- value-driven regarding professional life
- establishes relationships to accomplish tasks
- interaction is primary
- concerned with process
- supportive, nurturing to colleagues and peers

- trusts others at face value
- feelings-based; trusts own intuition
- team player, receptive to ideas of others
- able to focus on the present moment.
- concerned with creating positive environment

EAST (creativity-driven)

- visionary; sees big picture
- idea-oriented
- focused on the future
- provides insight into missions and purposes
- develops solutions creatively

- looks for overarching themes and ideas
- likes to experiment and explore
- appreciates much information
- divergent thinker
- loves options and possibilities

WEST (data-driven)

- seen as practical, dependable, and thorough
- helpful to others by providing planning and resources
- moves carefully and follows procedures and guidelines
- uses data analysis and logic to make decisions

- weighs all sides of an issue, balanced
- introspective, self-analytical
- careful, thoroughly examines peoples' needs
- works well with existing resources
- skilled at finding fatal flaws; keeper of traditions
- values evaluation

Leadership Compass Analysis (North and South)

When considering the pitfalls and suggestions related to your primary direction on the compass, ask yourself the following questions:

- What is your direction's **greatest strength**? What is your **greatest weakness**?
- What is **one tip** for others to work best with this direction?
- Moving forward knowing what everyone's leadership style is, how will this **benefit the group**? How will it **challenge the group**?
- What can we do to accommodate everyone's leadership style?

	Possible Pitfalls	Suggestions for working with...
North	<ul style="list-style-type: none"> • May be bogged down by need to press ahead. • Seems to not care about process. • May get defensive quickly, argumentative. • May lose patience, pushes for quick decisions. • May get autocratic; plows over others during decision-making process. • May go beyond limits, get impulsive. • Sees in terms of black and white. • Not heedful of others' feelings; may be perceived as cold. 	<ul style="list-style-type: none"> • Present your case quickly, clearly, and confidently. • Let him/her know their payoff and their role. • Highlight the "challenge" of the task. • Provide plenty of autonomy. • Stick with established timelines. • Give positive public recognition. • Use during tasks requiring motivation, persuasion, and initiative.
South	<ul style="list-style-type: none"> • May be bogged down when relationships and others' needs are compromised by project. • Has trouble refusing requests. • Internalizes difficulty and assumes blame. • Prone to disappointment when relationships are perceived as secondary to project. • Has difficulty confronting and grappling with anger; may be manipulated by it. • May be easily taken advantage of. • Immersed in the present; loses track of time. • May not see long-range view. 	<ul style="list-style-type: none"> • Remember the process; primary importance lies in quality of relationships. • Justify your decisions using values and ethics • Appeal to relationships. • Listen; allow emotional expression and intuition into logical arguments. • Be aware of person's difficulty to refuse you. • Provide positive reassurance often. • Display appreciation for the person's abilities and efforts.

Leadership Compass Analysis (East and West)

When considering the pitfalls and suggestions related to your primary direction on the compass, ask yourself the following questions:

- What is your direction's **greatest strength**? What is your **greatest weakness**?
- What is **one tip** for others to work best with this direction?
- Moving forward knowing what everyone's leadership style is, how will this **benefit the group**? How will it **challenge the group**?
- What can we do to accommodate everyone's leadership style?

	Possible Pitfalls	Suggestions for working with...
East	<ul style="list-style-type: none"> • May be bogged down by too much vision — or lack thereof. • May miss critical details, lose focus on project. • Poor follow-through on projects. • May become easily overwhelmed. • May lose track of time. • Tends to be highly enthusiastic at project start but burn out before project is completed. 	<ul style="list-style-type: none"> • Show appreciation and enthusiasm for ideas. • Listen and be patient during brainstorm sessions. • Avoid critical statements; refrain from judging ideas shared. • Allow and support divergent thinking. • Provide a variety of tasks. • Provide help and supervision on project ideas and execution.
West	<ul style="list-style-type: none"> • May be bogged down by excessive information. • May be stubborn, entrenched in own position. • May be indecisive; may collect unnecessary data and get mired in extraneous details. • May appear cold and withdrawn in respect to the working styles of others. • Tendency for watchfulness and observation. • May remain withdrawn and distant. • Resists emotional pleas and change. 	<ul style="list-style-type: none"> • Allow much time for decision-making. • Provide verifiable data, objective facts and figures. • Do not be put off by critical rejections. • Minimize emotional expression; use logic when possible. • Appeal to tradition, history, and procedure.

This compilation of materials is adapted from James and Pamela Toole of the Compass Institute, Heather Anne Bligh Manchester of Leadership Compass, and Ripple Effect Consulting for AmeriCorps Training (1998). Updated by Jennifer Valley of Minneapolis Community Education (2012) and by the National Youth Leadership Council (2016).

Outcomes

SOCIAL & EMOTIONAL LEARNING

Participants will:

Understand how local actions can contribute to global change.

(Self-Management and Responsible Decision-Making)

COLLEGE, CAREER & CIVIC LIFE (C3)

Participants will:

- Dimension 1: Develop questions and plan inquiries.

Time

60 minutes

SESSION 4

ACT LOCALLY; CONNECT GLOBALLY (INVESTIGATION)

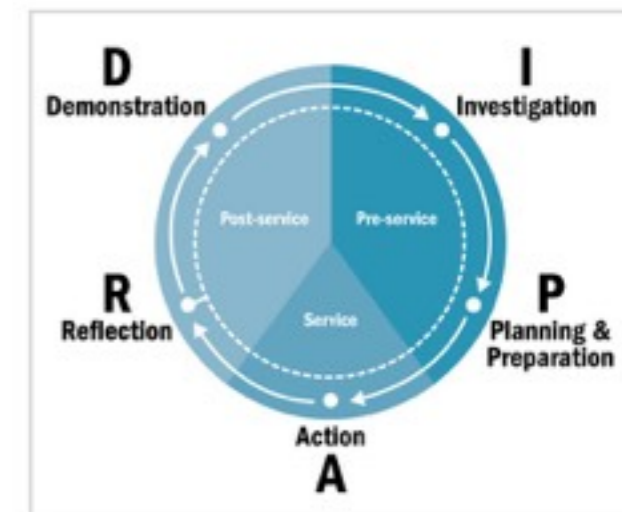
Activity #1: Miming Actions

Supplies: Space to stand in a circle

Time: 10 minutes

Directions:

1. Have people get into pairs.
2. Explain the rules of the game -- that people will mime gender equality actions -- and that others will guess those actions.
3. Begin miming an action (e.g. sharing in lifting a heavy object, marching for a cause, supporting another's point etc.). Wait until a member of the group raises their hand. As the facilitator, call on the person and have them guess the action. (See: <https://www.fya.org.au/2018/08/16/gender-equality-projects/> for ideas.)
4. When someone correctly guesses the action or comes close, they then begin to mime a new action. Continue until all members have had a chance to mime out an action. Encourage participants to be creative with the actions.



Reflection: Ask the large group:

- How did their leadership styles play out?
- What did you learn while participating in this activity that might help you in other teamwork situations?

Activity #2: Introducing the Sustainable Development Goals



Supplies: Copies of the United Nations SDGs (included at the end of this chapter). Access to the internet to share an animated introduction to the United Nations' Sustainable Development Goals, moderated by Malala Yousafzai (the youngest Nobel Peace Prize laureate): <https://www.youtube.com/watch?v=p2hyORs83EE>

Time: 20 minutes

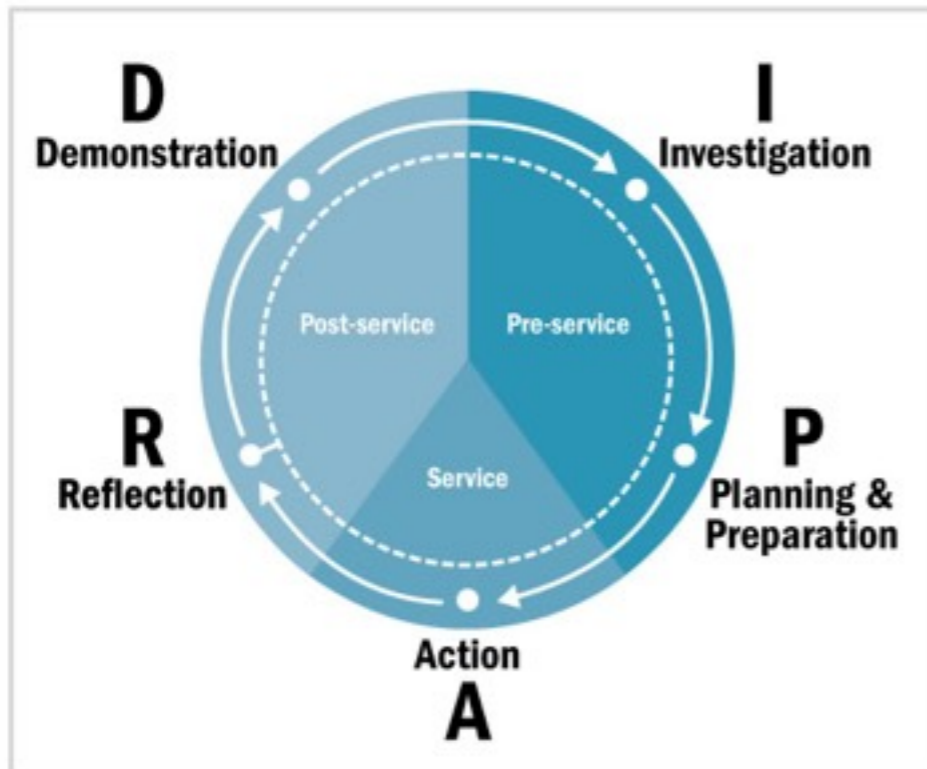
Directions:

1. This short (6.5 min.) [video](#) offers an inspiring introduction to the United Nations' Sustainable Development Goals for 2030 and actions that young people are taking around the globe related to the issues: "Malala Introduces the World's Largest Lesson". You may want to start by asking who knows what Malala Yousafzai of Pakistan is known for? (She survived a bullet shot to the head in 2012 for daring to go to school in a part of Pakistan where the Taliban has determined that girls should not have equal access to education. In 2014, she became the youngest Nobel Peace Prize winner ever for her courage in continuing the fight for girls' education).
2. Tell the group that the United Nations developed these 17 goal areas after hearing from many people around the world about their greatest concerns. By design, there is much interconnection among them.
3. Pair participants, then assign 1-2 SDG areas to each pair, taking out #5 Gender Equality. Ask everyone to think about "What needs to CHANGE in these SDG areas to improve our community?" (In other words, what are the problems in our community in each of the SDG areas?).
4. As partners, have participants identify one community problem related to their SDG.
5. Have them share the community problems they see within each of the SDG areas.
6. Then, see if participants can make a connection to gender equality. (For example, if the pair has #4, Quality Education, they might talk about the importance of family and consumer science

classes being promoted among all genders.) The point here is that the SDGs are inter-related, by design.

7. Tell the group that there are hundreds of ways that people are tackling these problems around the world, and that they are going to focus on SDG #5: “Gender Equality”.
8. Share with participants that they should remember the ideas they have heard from their classmates about what needs to change within their community according to the SDG areas, which needs surfaced, and that all can be addressed through youth-led action. The group will choose their approach after exploring gender equality related to their community’s needs in a couple of sessions.

Activity #3: Introducing Service-Learning



Supplies: copies of IPARD Charts (at end of chapter) printed for participants.

Time: 10 minutes

Directions:

1. Share the service-learning IPARD cycle with participants and give an overview of the five stages involved: investigation, planning and preparation, action, reflection, and demonstration.
2. Explain that this model represents the service-learning process they are going to experience as a group.
3. Ask what they notice about the IPARD cycle. (They might say that they don’t understand a word or wonder why service is the smallest part of the pie, for example.)
4. Note that this process begins with investigating their community’s needs. In this case, the group is going to dig into issues related to gender equality (SDG #5); planning and preparing a project to address that need; taking action; then reflecting on what they’ve learned and still wonder; and finally demonstrating/sharing what they’ve learned with an audience such as the site’s staff, other programs’ participants, or a community council.
5. Ask if anyone has questions about the process.

Activity #4: The “Question Formulation Technique”

(from rightquestion.org, developed by the Harvard University School of Education)

Supplies: Post the “Question Focus”. Consider whether to pre-assign small groups of two to three participants each.

Time: 15 minutes

Directions: This process is designed to help participants produce their own open-ended questions about gender equality.

1. Divide participants into groups of two-three participants.
2. Tell the groups that the goal is to generate as many questions as possible about the quote and write the questions on their papers. Be sure to have one person document the questions on paper.



You may want to note the binary nature of this quote and ask what this says about 2021 -- the year of this book's publication.

“Among those who think the country (U.S.) still has work to do in achieving gender equality, 77% say sexual harassment is a major obstacle to women’s equality ... 67% say women don’t have the same legal rights as men; 66% say that there are different societal expectations for men and women; and 64% say there aren’t enough women in positions of power.”

~ from [the Pew Research Center](#)

3. In the next 10 minutes (this activity moves quickly!), their tasks are to:

- Assign a scribe, who will take notes on paper. They will be reporting out to the larger group.
 - Ask as many questions as they can about the statement in the time allowed. (For example, participants may want to know: Is it “legal” for women not to have the same rights as men? Why aren’t more women in positions of power? How might we be able to affect these disparities? What if this research were about non-cis-gendered people? etc.)
 - Do not stop to discuss, judge, or answer any of the questions.
 - Write down every question exactly as stated.
 - Review notes and change any statements into questions.
 - Then explain the difference between a **closed question** — one that can be answered with a single word — and an **open question**, and have the participants code their questions with either “C” or “O”.
5. For all the closed questions, have them rephrase as open questions.
 6. Finally, have the groups choose their top three best open questions.

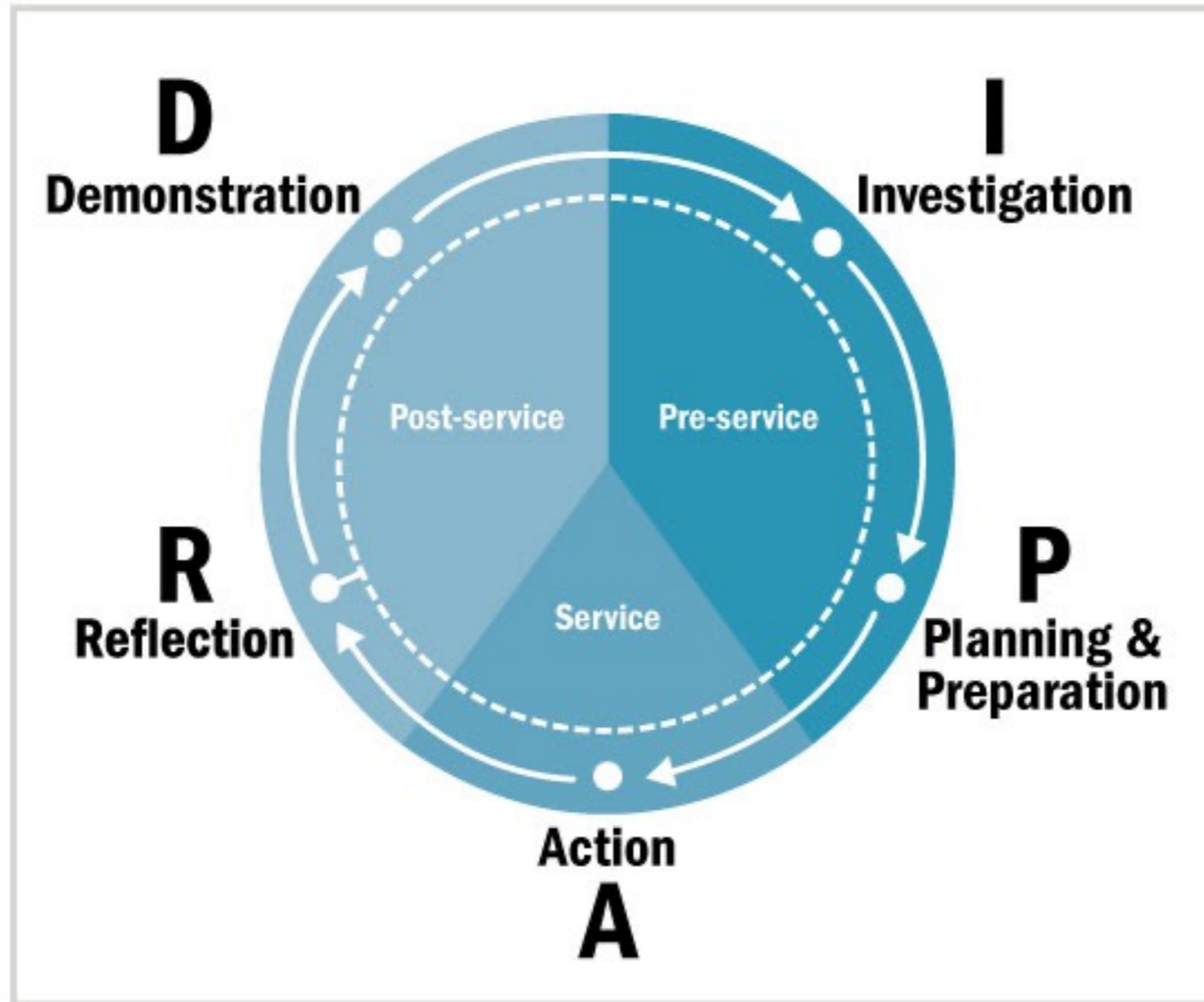
Activity #5: Exit Ticket: Choosing an Issue

Supplies: scrap paper and writing utensil

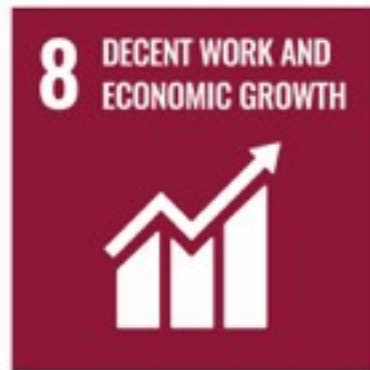
Time: 5 minutes

Directions: Have participants think back over the questions people shared in the previous activity and choose one that they would like to explore further. Have them write that question down on their exit tickets (with their names) and hand in to the facilitator before they leave the session. Use these tickets to organize the topical groups for the next session’s “Question Formulation Technique” activity.

Service-Learning Cycle: The Youth Experience



SUSTAINABLE DEVELOPMENT GOALS



Outcomes

SOCIAL & EMOTIONAL LEARNING

Participants will:

Know how to contact primary sources for community information.

(Social Awareness and Relationship Skills)

COLLEGE, CAREER & CIVIC LIFE (C3)

Participants will:

- Dimension 2: Apply civics tools and concepts.
- Dimension 3: Gather and evaluate sources.

Time

60 minutes

SESSION 5

DIGGING DEEPER (INVESTIGATION)

Activity #1: Video Watching/Discussion “The Cost of Gender Inequality”

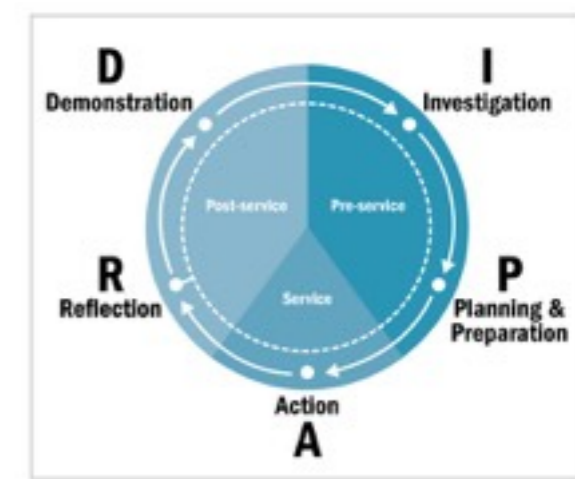
Supplies: Access to internet and projector, if possible.

Time: 10 minutes

Directions:

1. Set up the video by sharing that gender inequality has real “bottom line” consequences, economically.
2. Share this video “[The Costs of Gender Inequality](#)” (1.1 mins. long)

Reflection: What surprised you? How does this affect your thinking about gender equality? How does this relate to current issues (like the pay inequity in the women’s versus the men’s U.S. professional soccer team)?



Activity #2: Connecting Questions to Community Needs

Supplies: Access to the internet. [Newslea](#), [Noodletools](#), and [StoryCorps](#) all may be helpful to this stage of the service-learning process: Investigation. Share the Pre-Service “INVESTIGATION” hand-out with participants (at the end of this chapter).

Time: 15 minutes

Directions:

1. Divide into groups, based on questions/topics from the previous session’s exit tickets during Activity 5, “Choosing an Issue.” Share WHO is on each team and the question/topic they chose, based on the previous session’s exit tickets.
2. Share the Pre-Service “INVESTIGATION” hand-out with participants.
3. Give them instructions on what they need to accomplish in 10 minutes: Have them list their central question/topic in the left-hand column. Then have them identify at least two community needs related to their question on responsible consumption and production).
4. Bring the small groups back to the larger group to share the need areas they’ve identified.

Activity #3: Community Need Partner/Resource Brainstorm

Supplies: copies of Potential Partners and Resources Diagram on page 34.

Time: 20 minutes

Directions:

1. Send participants to their small groups.
2. Have them use the Partner/Resource Diagram to encourage partnership ideas.
3. Then have participants brainstorm possible resources (e.g. parents, community agencies like the League of Women Voters, government/elected officials, etc.) who could provide further information on the community needs they identified related to their question.
4. Bring participants back to large group to share the resources they have identified.

Activity #4: Virtual Gallery Walk/Exit Idea

Supplies: Partner Diagrams

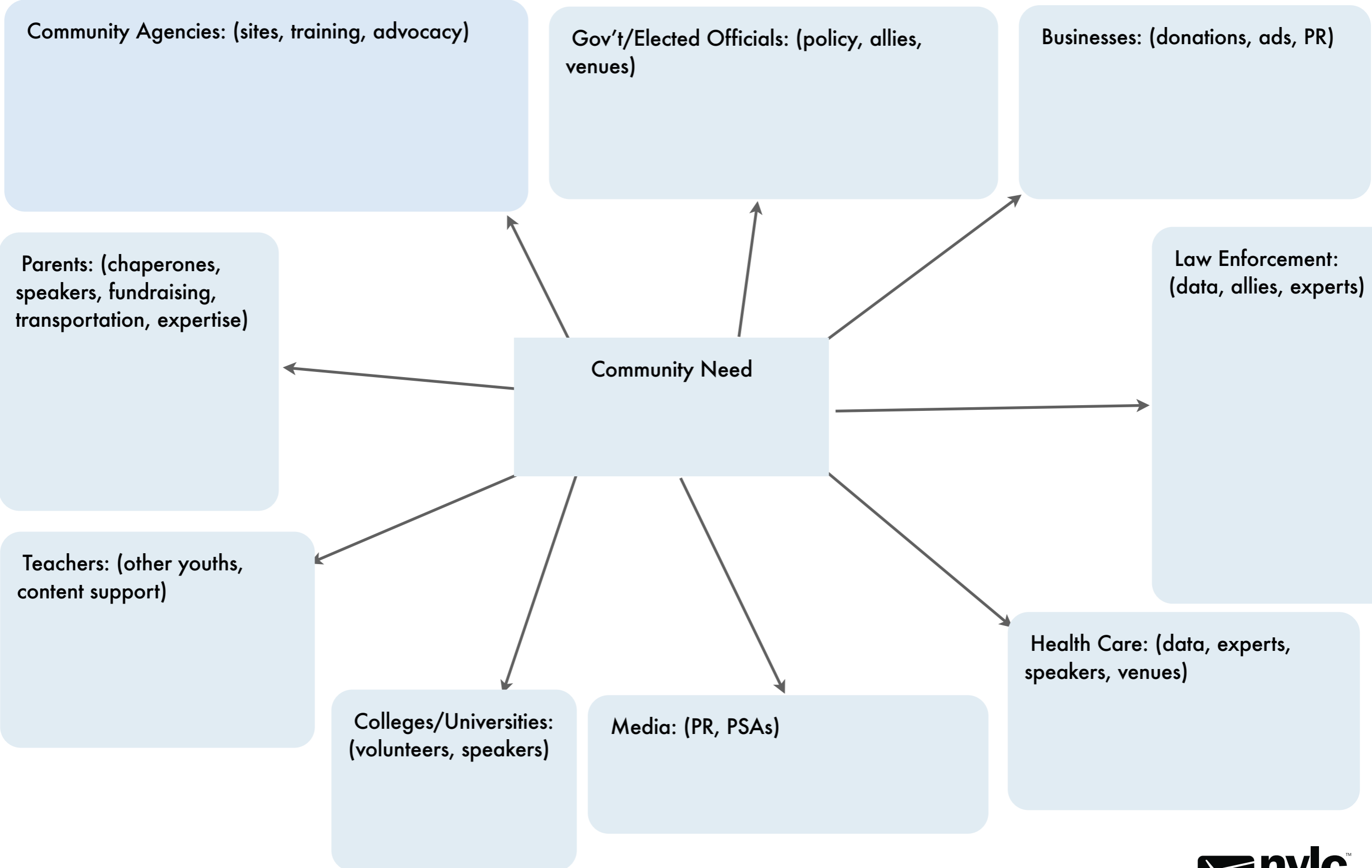
Time: 10 minutes

Directions:

1. Have participants post their diagrams, then do a Gallery Walk (visiting each diagram) to review the resource ideas other groups have listed.
2. Ask that everyone add at least one NEW idea for a resource, based on what they have read on the other groups’ lists.

Potential Resources and Partners

The community need map below shows examples of resources your community may have, and the kinds of support they may be able to offer.



Outcomes

SOCIAL & EMOTIONAL LEARNING

Participants will:

Know how to contact primary sources.

(SEL Skills: Social Awareness and Relationship Skills)

COLLEGE, CAREER & CIVIC LIFE (C3)

Participants will:

- Dimension 1: Develop questions and plan inquiries.
- Dimension 2: Apply civics tools and concepts.
- Dimension 3: Gather and evaluate sources.

Time

60 minutes

SESSION 6

CONTACTING COMMUNITY RESOURCES (INVESTIGATION)

Activity #1: Worse Case Scenario

Energizer

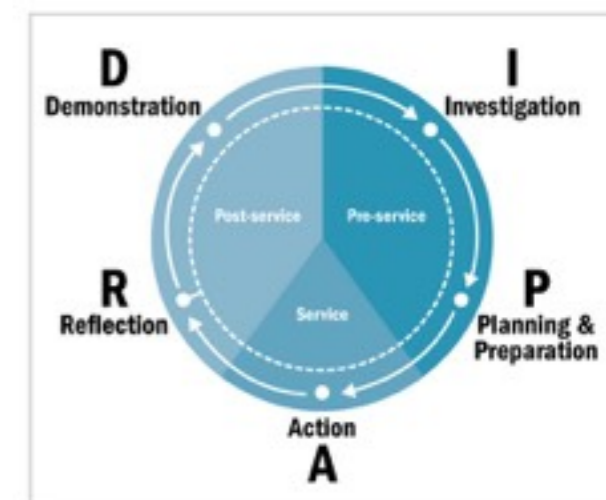
Supplies: Space to stand in a group.

Time: 15 minutes

Directions:

1. Have everyone take a moment to think of a time they have either been the victim of, or witnessed sexism. These examples can even come from movies.
2. Start the group off by talking about a personal experience. For example, maybe there was a the time you were not encouraged to take an advanced math class, but your brother was. Then have the next person think of the “worst case scenario” if that phenomenon goes unchecked.

In this case, a worst case scenario might be that you don't go on in math, which ultimately means you can't become an architect -- though you know that you have the skills for the work. Encourage people NOT to repeat a phenomenon, if possible. Proceed around the group until everyone



has had a chance to mention something they've witnessed or experienced AND been able to share a "worst case scenario."

Reflection: Ask: Did this activity give you any new ideas about sexism? Where could you go to learn more? How might you address any of these concerns with an action?

Activity #2: Planning for Resource Outreach

Supplies: Copies of Partner/Resource Sheets included at the end of the chapter

Time: 15 minutes

Directions:

1. Have participants gather in the question groups developed at the end of session five.
2. Make sure that they have their Pre-Service Investigation sheets handy.
3. Have participants develop/revise their top three open-ended questions (that cannot be answered by a single word or short phrase) for their resources on the community need.
4. Make sure that each group member has at least one person or organization to contact on the community need -- and has three questions to pose. Have them write the questions at the bottom of the sheet and take notes on the answers on the back.
5. Have participants use their smartphones or computers to identify their resources' phone numbers and emails.



Check in with all groups and help them identify good prospects. Ensure that all have access to phone numbers, websites, or emails for their sources. Also ensure that they are contacting different prospects as it's difficult for one or two sources to be the main contact for multiple groups.

Activity #3: Role Play Contacting Community

Sources

Supplies: Partner/Resource Sheets, and access to smartphones or computers.

Time: 15 minutes

Directions:

1. Share that the next step is to do the research and outreach to the resources listed — whether identified individuals or organizations. The goal of this activity is to conduct the community investigation necessary to arrive at service-learning project ideas that match the community's needs regarding gender equality.
2. Make sure that all know the importance of:
 - Introducing themselves and the out-of-school/afterschool group they are with.
 - Asking if the person has 5-10 minutes to talk.
 - Explaining that they are doing research on community needs related to gender equality, and that they have been identified as a knowledgeable source.
 - Stating their question clearly.
 - Taking notes during or immediately after the call.

- Asking logical follow-up questions.
 - Thanking the person for their time.
3. Have them fill in notes for their phone script on the hand-out.
 4. As a large group, ask for two volunteers to model this interaction for the group.
 5. Have each person practice with their group members.

Activity #4: Community Outreach

Supplies: Partner/Resource Sheets and access to smartphones or computers.

Time: 10 minutes

Directions:

1. Ensure that everyone has at least one identified contact.
2. Ask if anyone has questions and then provide approximately 20 minutes for all to reach out to their identified community contacts.
3. For those who can't directly reach their contacts, they should conduct further online research and draft emails for the facilitator's review before they are sent to the contacts.
4. Have participants contact their resources, introducing themselves, their task, and asking the questions they developed. From the information they collect, participants will develop project ideas.
5. The groups' task at the next session will be to develop those project ideas and choose which project is/are most viable to implement.

Activity #5: Exit Ticket/Reflection

Supplies: Scrap paper and writing utensil.

Time: 5 minutes

Directions: Ask participants to share one new thing they learned about the community's needs from their source or from a peer.

Pre-Service Investigation on _____ (Community Issue)

Central Question	Related Community Needs	Possible Resource Agency	Possible Resource Person
	(for example) Community assessment of who serves in leadership roles...		
	(for example) School policy change...		
	...		
Questions for Resource People:	Question #1: (Record answer on back.)	Question #2: (Record answer on back)	Question #3: (Record answer on back.)

Script for Community Resource Calls/Emails

Hello, my
name is and I'm calling from
(program name)_____

I'm
wondering if you might have 5-10 minutes to
help me answer a question about your work?

We are doing research on community needs related to
_____, and you have been identified as a
good source.

My question is:.....

THANK
YOU so much for your time! It will help inform what
we do in the community.

That makes me wonder.....

Outcomes

SOCIAL & EMOTIONAL LEARNING

Participants will:

1. Understand how to develop a viable community project, based on community needs. *(Responsible Decision-Making)*
2. Understand the process for determining which project is most viable, using criteria to make decisions. *(Responsible Decision-Making)*

COLLEGE, CAREER & CIVIC LIFE (C3)

Participants will:

- Dimension 1: Develop questions and plan inquiries.
- Dimension 2: Apply civics tools and concepts.
- Dimension 3: Gather and evaluate sources.

Time

60 minutes

SESSION 7

INTERPRETING COMMUNITY NEEDS (PLANNING AND PREPARING)

Activity #1: Cultivating Critical Friends

Supplies: Participants should have their community resource sheets and their notes from outreach.

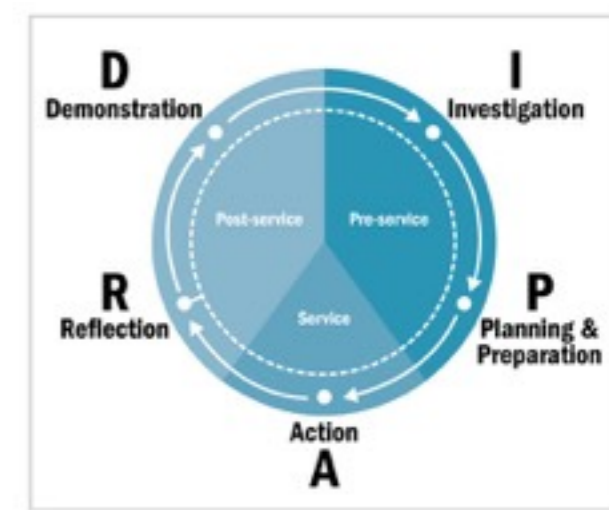
Time: 15 minutes

Directions:

1. Have participants get into their question groups and develop 1-2 project ideas from the community needs they investigated with the community resources in the previous session.

(For example, maybe they discovered that they need to raise awareness about how many leadership roles are filled by women in the school or community. They spoke with a representative from the League of Women Voters who noted their struggles to get more women to run for public office. So their project is to research how many females hold leadership roles in the school and increase the numbers.)

2. Have each participant share the top two to three pieces of information they learned from the previous



sessions' investigation and their resulting project ideas.

3. As a large group, discuss whether there are **emerging trends** in the ideas shared.



See page 58 for further resources on gender equality.

Activity #2: Determining Criteria for Project Selection

Supplies: Notes from phone calls/emails/websites; Fist-to-Five Forms (pg. 42) copied for all.

Time: 15 minutes

1. Group participants with similar project ideas together (gathered in the last activity) into small groups, aiming to have not more than three members in each. It's fine if the project groups remain the same as the question groups.
2. Tell participants that they are going to further research and refine their ideas before presenting their ideas to the larger group. The large group will determine which project is most viable.
3. In order to do this, have the large group brainstorm at least three criteria on which the project ideas will be assessed. (See Directions Sheet included at end of session.) Typical criteria include: Will the project require additional funding? Is it realistic in the timeframe? Will there be roles for everyone?
4. After the small groups have refined their ideas, bring all groups back together to share the directions for the next activity.

Activity #3: Preparing to Present Project Ideas

Supplies: Notes from phone calls/emails/websites; Fist-to-Five Forms; access to smart phones and/or computers.

Time: 20 minutes

1. Ensure that all participants have at least one group member with a smart phone.
2. Have participants prepare to present their ideas in 1-3 mins. based on the groups' criteria for decision-making and the resources they have found on their issue. In other words, they will be trying to make a persuasive case for their project idea being viable, based on what they learned in their research. How they present their idea is up to the group.
3. This is a good opportunity to remind them to remember the results of the Leadership Compass activity. Everyone should have a role in the presentation of their idea, which will happen at the next session.



As a facilitator, check in on all groups to see if they have questions.

4. Bring small groups back together for the final reflection.

Activity #4: Reflection on Group Norms

Supplies: Group Norms from Session Two.

Time: 10 minutes

1. Have participants review the group norms and reflect on one where they think the group could improve.
2. Have them note which need work and offer a suggestion, sharing with the facilitator only.
3. Save these suggestions for the next session.

Name: _____

Fist to Five!: Criteria-Based Decision-Making

(with thanks to earthforce.org for this activity)

Fist to Five is a quick way to move from issues and needs to projects and to assess their viability. The process helps build consensus, since literally every vote counts, and the count is visible.

Step 1: List the Issues/Needs: List the community needs that you identified from your needs assessment down the left side of your chart.

Step 2: Establish Your Criteria: Across the top row of your chart list three criteria that you will use to rate the viability or feasibility of addressing each need. The criteria that you select should be conditions that you believe are necessary to carry out a successful service-learning project.

For example:

- Perhaps outside funding would be required to establish a recycling program, so funding would become one of your criteria.
- Maybe the timeframe for achieving the goal is longer than the time allowed, so timeframe becomes one of your criteria.
- Maybe the school administrator is worried about whether class time should be used if the project doesn't address a state or national standard.

Step 3: Rate Your Needs, according to the criteria you established: Once the criteria are established, everyone (including the facilitator) will vote with a 0-5 (fist to five) hand score: 5 fingers being the strongest positive vote and closed fist being a 0. Rate each need according to each of the three criteria. Take the average score of the group's responses for each criterion.

Step 4: Average the Scores: Once each need has been rated according to each criterion, take the average score for each need by adding the three scores across and dividing by three and list the scores in the last column. The need with the highest average indicates the need that is most viable or realistic to address for your service-learning project.

Community Need	Criterion #1:	Criterion #2:	Criterion #3:	Average	
	timeframe	extra \$\$ needed	fun!		
reduce traffic accidents	4	0	3	2.3	
access to fresh foods	5	3	3	3	

Outcomes

SOCIAL & EMOTIONAL LEARNING

Participants will:

Understand the process for determining which project is most viable, using criteria to make decisions.

*(Social Awareness;
Relationship Skills;
Responsible Decision-
Making)*

COLLEGE, CAREER & CIVIC LIFE (C3)

Participants will:

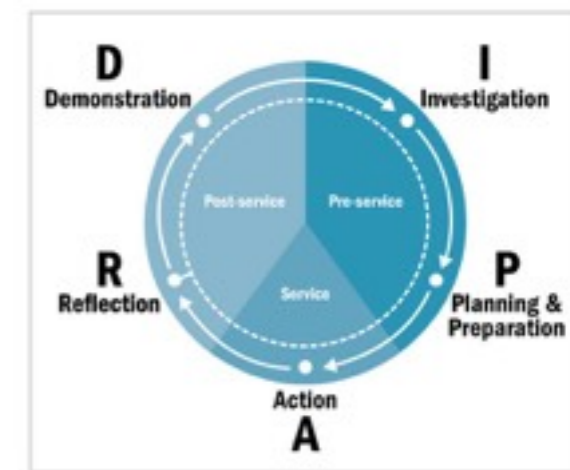
- Dimension 2: Apply civics tools and concepts.
- Dimension 3: Gather and evaluate sources.
- Dimension 4: Communicate conclusions. and take informed action.

Time

60 minutes

SESSION 8

FROM DATA TO DECISIONS (PLANNING AND PREPARING)



Activity #1: Norm Reminder Energizer

Supplies: Exit tickets from previous session

Time: 10 minutes

Directions:

1. Have exit tickets from previous session.
2. Read aloud the suggestion on group norm improvement. The person who wrote that suggestion can further explain.
3. Read the next suggestion, until all have been shared and authors had the chance to further clarify.
4. Ask if all can recommit to the Group Norms and related behaviors.



Activity #2 Project Idea Presentations



If the group has already reached consensus on its project idea, skip this chapter and go to page 49.

Supplies: Notes from previous session on Criteria-Based Decision-Making. Participants groups for who will present project ideas.

Time: approximately 30 minutes, depending on the size of the group.

Directions:

1. Remind the group of the criteria for decision-making they established the previous time.
2. Give groups five minutes in small groups to get organized for their presentations. Remind them that their job is to persuade the others that their project is viable, based on the criteria all agreed to the previous session.
3. Have groups present, allowing 1-3 minutes for the presentation and up to five minutes for Q and A (=6-8 mins./group)



For reasons of time, it is best if there are 3-5 presentations from which the whole group will choose to do a single project.

Activity #3: Project Selection

Supplies: Criteria-Based Decision-Making Form; white board or butcher paper with 4x4 table on it for the number tallies.

Time: 15 minutes

Directions:

1. Ask for one-two participants to help with this process: one to estimate averages from fingers raised for each project and one to record numbers. (Note: These helpers also should vote.)
2. List the projects in the left-hand column. (It is easiest if there are between 3-5).
3. For each project, call out each criteria, and have participants raise their hands, with a fist representing 0 points, to five fingers representing a total of five points.
4. Have the person tallying scan the participants. It's easy to get a quick sense of whether the average is a whole or half (e.g. 3.5) number.
5. Record that number under the corresponding criterion, and progress to the next two. Once done, average the three columns, then go through the same process with the remaining projects.

Activity #4: Final Reflection

Supplies: None.

Time: 5 minutes

Directions: Ask group to vote with fist-to-five fingers held up to their screens that represent how fair they felt this process was (fist= unfair; 5 fingers= fair). Discuss their reasoning.

Outcomes

SOCIAL & EMOTIONAL LEARNING

Participants will:

Understand their role in the gender equity project.

(Self-Awareness and Relationship Skills)

COLLEGE, CAREER & CIVIC LIFE (C3)

Participants will:

- Dimension 2: Apply civics tools and concepts.
- Dimension 3: Gather and evaluate sources.
- Dimension 4: Communicate conclusions.

Time

60 minutes

SESSION 9

ACTION-PLANNING (PLANNING & PREPARING)

Activity #1: Norms Drawing

Supplies: Group Norms from Session Two. Participants need scratch paper and a marker.

Time: 10 minutes

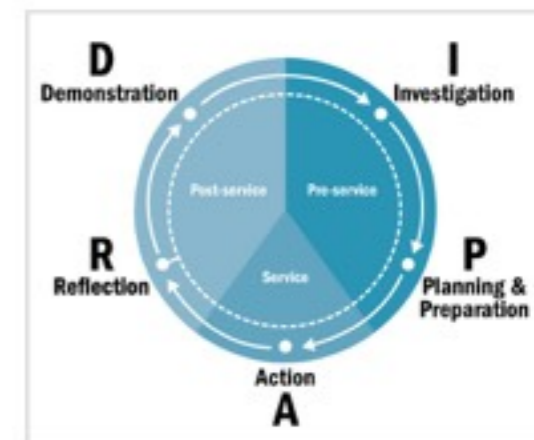
Directions:

1. Give everyone a norm.
2. Give participants two minutes to figure out how they can draw their norm.
3. Have each participants share while others guess their norms.

Reflection: After guessing the norms, ask if there are any norms that the group feels are difficult to maintain and what might be done to improve behaviors?

Activity #2: Getting S.M.A.R.T. as a Team

Materials: copies of Overview of S.M.A.R.T. Goals; Team S.M.A.R.T. Goal examples; Action Planning Form.



Time: 20 minutes

Directions:

1. Share with participants the S.M.A.R.T. Overview form, and ask if anyone has prior experience with creating S.M.A.R.T. goals. (If several do, involve them as coaches during this session.)
2. Note what each part of the acronym stands for, and read the two examples, asking that the group identify the elements that make them S.M.A.R.T. (e.g. goals that are specific, measurable, attainable, relevant, and time-bound.)
3. As a large group, develop a team S.M.A.R.T. goal for the project, ensuring that the goal is specific enough to be “smart”. (For example, contacting an agency for a donation by a specific date.)
4. Then, share the Action Plan. Have the whole group brainstorm the individual steps required to achieve that goal. Have everyone write those steps on their individual Action-Plans.
5. Review the steps and see how many people are needed for each step. Write the names of those people who are interested/able to execute each step.
6. Ensure that everyone has a role. For those who don’t, brainstorm how the team will document, and reflect on the work getting done. These can be additional roles, expressed as S.M.A.R.T. goals.
7. Use roles such as attendance-taker, photographer, reflection leader for the remaining participants who didn’t have previously identified roles. Ensure that youth participants are in leadership roles, and that the adult facilitator is in a supporting role.

Activity #3: Getting S.M.A.R.T. as Individuals

Supplies: Action Planning Form.

Time: 20 minutes

Directions:

1. Have students work individually on developing a S.M.A.R.T. goal related to their project role.
2. Then have them pair up and share their goals with one other person. Have them check to see that both goals meet the criteria for being S.M.A.R.T.
3. Bring everyone back together and have them share their S.M.A.R.T. goals aloud, while the facilitator documents them on the group Action Planning form.

Activity #4: Large Group Q/A Reflection

Supplies: None.

Time: 10 minutes

Directions:

1. Ask if anyone has questions about their specific roles.
2. Use remaining time to solidify plans for action, which will be the focus of the next session.

S.M.A.R.T. Goals Overview

Setting goals and splitting up responsibilities are important parts of planning any successful project. Goals help you organize your time, monitor your progress, keep you on track, and successfully make an impact with your service-learning project. SMART goals help to identify the most important aspects of a service-learning project, as well as to develop a monitoring plan for achieving success.

Specific

Include details about what you will personally do and how you will do it. How will you make your project clear to people who are not on your team?

Measurable

How will you know if you've accomplished your goal or not? Can your results be measured by a quantity? Include a quantity about how many, how much, etc.

Attainable/Achievable/Appropriate

Is this possible to achieve in one day? Does everyone involved agree that the goal is achievable and appropriate to the project?

Relevant

How does the action you're going to do today relate to what your group aims to do?

Time-bound

This service-learning project will be completed in one day, so you can add "by the end of today's service-learning project" at the beginning or the end of your SMART goal.

(From: O'Neill J., & Anne C. (with Commodore, C. & Pulfus C.). 2005. The Power of SMART Goals. Bloomington, IN: Solution Tree.)

Example of Individual S.M.A.R.T. Goal:

By the end of today's service-learning projects, I will interview and photograph three members of my school community for my group's "Humans of..." blog to help my school community become more peaceful.

↓
time-bound

↓
specific

↓
measurable/attainable

↓
relevant

Participant Name:

Community Need:

Project Description:

S.M.A.R.T. Goals	Person/People Responsible	Deadline	Progress (check and date when done)

Reflection Questions:

Are youths and adults working together, sharing expertise? Do skills match responsibilities?

How will this information be shared?

What are some root causes behind this community need?

Outcomes

SOCIAL & EMOTIONAL LEARNING

Participants will:

1. Achieve their individual S.M.A.R.T. goals.
2. Understand the power and challenges of taking community action.

(Self-Awareness, Self-Management, and Responsible Decision-Making)

COLLEGE, CAREER & CIVIC LIFE (C3)

Participants will:

- Dimension 2: Apply civics tools and concepts.
- Dimension 4: Communicate conclusions and take informed action.

Time

60 minutes

SESSION 10

TAKING ACTION

Activity #1: Taking Action

Supplies: Smart phones for photos; notebooks; other supplies related to action.

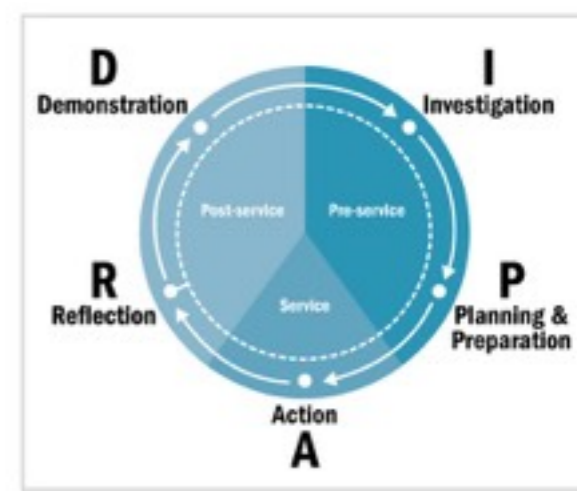
Time: 55 minutes

Directions:



Note that the action phase may take 1-3 sessions, and -- of course -- can run even longer depending on the time available.

1. Ensure that all participants remember their S.M.A.R.T. goals. (For anyone filling the role of a data collector, make sure that they know what they are counting -- what is quantifiable -- in the action.)
2. Ensure that all have necessary information and/or supplies for completing the project.
3. Address any last-minute concerns. As participants take action, remind them to think about the possible root causes of the need they are addressing, and whether their action will address the root cause. (Root causes underly the presenting problems. For example, the root cause of unequal pay may be assumptions about gender-based capacity.



The greater goal is to address the root cause, particularly if participants have time to take on another service-learning project, after completion of this one.)

4. Ensure that all are prepared to introduce themselves and state the point of their service.
5. Ensure that all are reminded to thank any service supporters or recipients for their time.

Directions: As a large group, ask participants to think of an object that might represent their experience for reflection during the next session.

Activity #2 : Reflection on Service Action

Supplies: None.

Time: 5 minutes

Directions: As a large group, ask participants:

- What did you notice, hear, see?
- How is what you observed similar to or different from your previous assumptions?
- Did anything surprise you?

Activity #3: Exit Thought

Supplies: None.

Time: 2 minutes



Outcomes

SOCIAL & EMOTIONAL LEARNING

Participants will:

1. Understand the impact of their service.
2. Gain new understandings of the root cause that created the need they addressed. (**Responsible Decision-Making**)

COLLEGE, CAREER & CIVIC LIFE (C3)

Participants will:

- Dimension 2: Apply civics tools and concepts.
- Dimension 4: Communicate conclusions.

Time

60 minutes

SESSION 11

REFLECTING ON ACTION

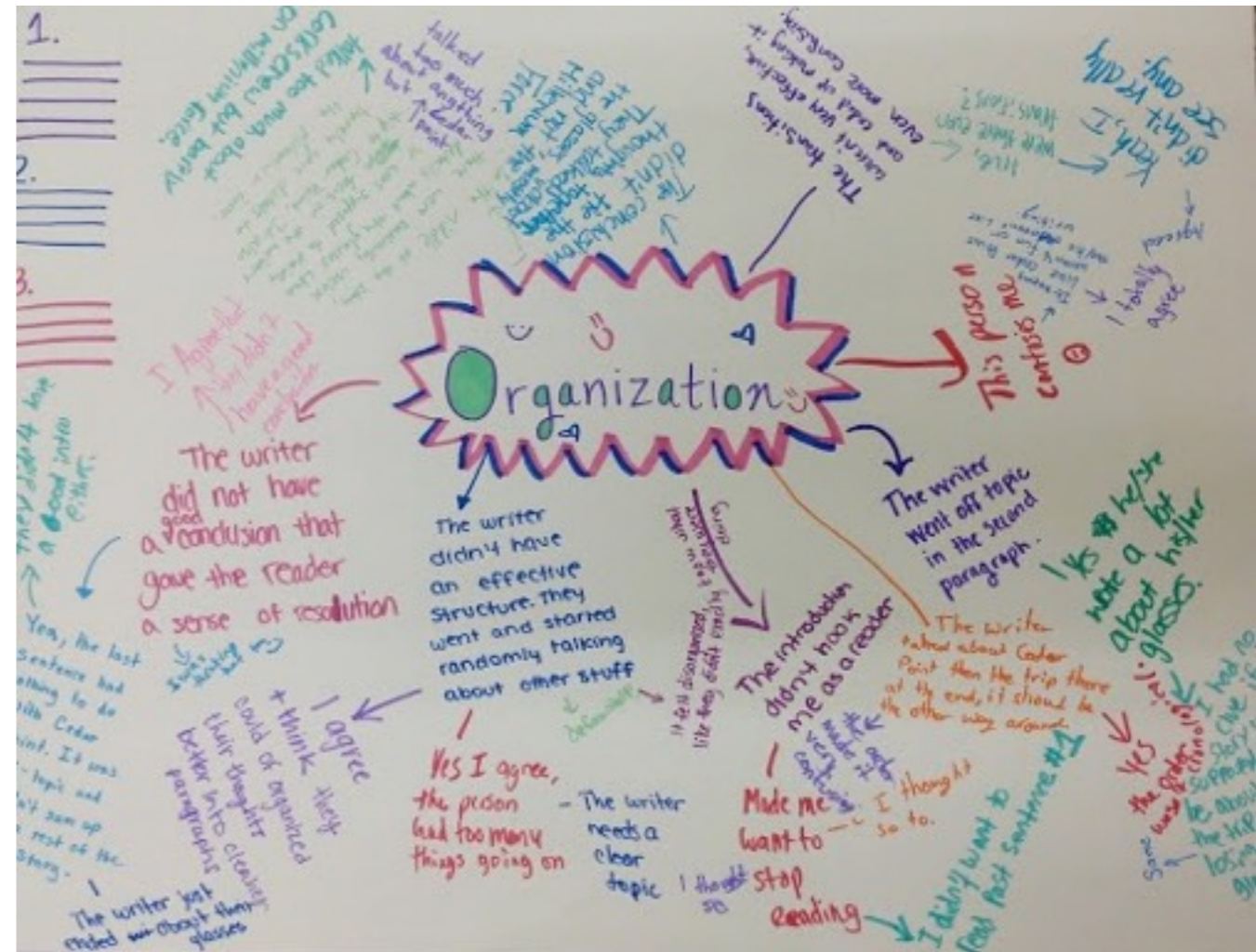
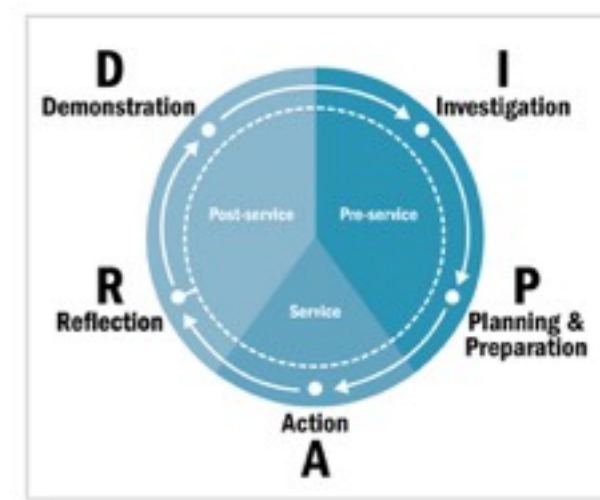
Activity #1: Chalk Talk

Supplies: Access to the internet OR large sheets of paper, posted -- and markers for all.

Time: 20 minutes

Directions: (Adapted from the School Reform Initiative.)

1. Write a question related to the project inside a circle on a white board or in the middle of a [padlet.com](https://www.padlet.com) page. (For example, you might want to write: "What difference do you think we made in the project?" or "What did you learn about the roots of the need for the project?")
2. Tell participants that Chalk Talk is a silent activity.
3. Participants add their own ideas to the Chalk Talk – words or pictures – as they



like.

4. They can also comment on each other's words and pictures, drawing lines or circles to connect ideas.
5. After about 10 minutes, have participants wrap up their last thoughts/drawings.
6. Then, ask participants:
 - What do you notice about what we wrote?
 - What new ideas came up for you?
 - What do you wonder about now?

Activity #2: Individual Reflections

Supplies: full sheets of paper, writing utensils.

Time: 15 minutes

Directions:

1. Ask participants to think about the people they encountered during their service, even if it was just others in the group (in the case of indirect service). Have them write down the actions or words that are most memorable to them from the experience.
2. Ask them: "What did you learn from the people you worked with? What do you think they learned from you?"
3. Finally, ask how you think the project affected the community, and have participants explain their position.

Activity #3: Object Reflection

Supplies: objects that represent experience.

Time: 25 minutes

Directions:

1. Have participants share objects that represent their experience. (They can be as simple as pen, paper, a key, or an artifact from the project.)
2. Start the reflection session, saying that you would like everyone to share their object and an explanation of how it represents their take-away understandings from the project. Begin with your own reflections.
3. After each person shares, ask if there are follow-up questions.
4. End the session with two questions:
 - How did the group impact SDG #5, Gender Equality?
 - If you could spend a year on this project, what would you do?

Outcomes

SOCIAL & EMOTIONAL LEARNING

Participants will:

1. Understand the importance of creating awareness on gender equity.
2. Increase their understanding of their impact via feedback.
3. Understand the importance of sharing knowledge and impact. (*Relationship Skills and Responsible Decision-Making*)

COLLEGE, CAREER & CIVIC LIFE (C3)

Participants will:

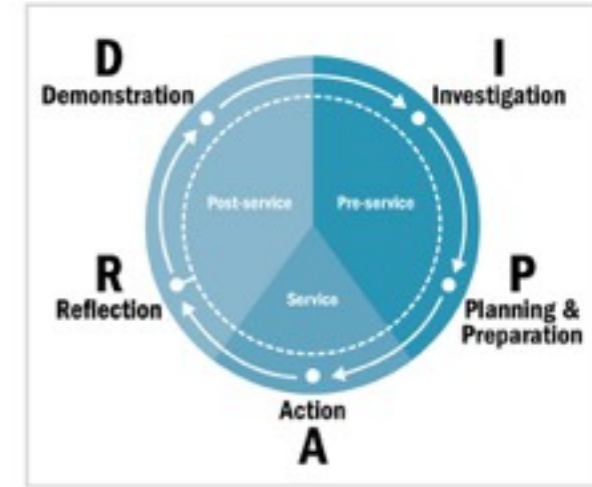
- Dimension 1: Develop questions and plan inquiries.
- Dimension 2: Apply civics tools and concepts.
- Dimension 3: Gather and evaluate sources.

Time

60 minutes

SESSION 12

PLANNING A PRESENTATION (DEMONSTRATION)



Activity #1: My Partner Who...Energizer

Supplies: Space to stand in a circle.

Time: 10 minutes

Directions:

1. Tell participants that this is further reflection on the community partners in the project, the resources they originally called, looked up, or emailed or those who helped execute the project. The facilitator comes up with a statement about the partners/resources. Those for whom this statement is true switch places in the circle.
2. As the first facilitator, say something like, "All who encountered partners who were helpful!" Ideally, this will get everyone moving (including the facilitator). Once those for whom the statement was true have found a



vacant location in the circle, the last person to find one stands in the middle of the circle and comes up with a new statement, something like: “All those who had partners who could be reached on the first day!” or “All those whose partners who could offer information to you.” Continue until everyone has come up with a prompting phrase.

3. Reflect on the game, asking: “What were you reminded of?” “Do you find yourself remembering new things about the project and its partners?”

Activity #2: Brainstorming a Presentation

Supplies: Partner Sheets; Group Norms from Session Two, posted.

Time: 30 minutes

Directions:

1. Share the partner sheets.
2. Ask the group to think of WHO, on the list, should hear about the results of the project. Ask them who else should be included?
3. Ask the participants why this step is important? (Creates greater community interest; serves as an awareness-raiser of the problem; can produce deeper partnerships).
4. Develop a list of WHO participants think should be invited to the demonstration of their project, then discuss WHAT would be effective as a way to share the information.
5. Determine whether the demonstration should be held at a specific time or if it should be asynchronous.

Activity #3: Action-Planning and Developing S.M.A.R.T. Goals

Supplies: Planning Sheet (attached at end of session).



For a quick review of S.M.A.R.T. goals development, see page 46.

Time: 10 minutes

Directions:

1. Develop an action plan for demonstrating what was learned from the action taken: time for explaining the United Nations Sustainable Development Goals, securing the space, creating the invitations, issuing the invitations (in person, on social media, etc.), and planning for the presentation.
2. Ask WHO in the group of participants will do what? Solicit participants for all aspects of the event, from behind-the-scenes work to public speaking -- if, for example, the group wants to offer a service celebration or fair. Once everyone has a role, help problem-solve.
3. Ensure that young people are leading the effort and that they have a way to contact each other.
4. Ensure that necessary technology is available and working.
5. Ensure that explaining the Sustainable Development Goals is a part of the plan.
6. Ensure that the Action Plan features S.M.A.R.T. goals -- goals that are specific, measurable, action-oriented, realistic, and time-bound. Such a goal might be: “Two youth participants will develop a list of invitees by X date.”

Action Plan for Presentation

Project Description + Date of Event (if a synchronous event):

United Nations Sustainable Development Goal Addressed:

S.M.A.R.T. Goal	Who	Supplies Needed	Due Date	Status

Outcomes

SOCIAL & EMOTIONAL LEARNING

Participants will:

1. Understand how to plan a public event.
2. Understand the value of community involvement.
(Social Awareness and Relationship Skills)

COLLEGE, CAREER & CIVIC LIFE (C3)

Participants will:

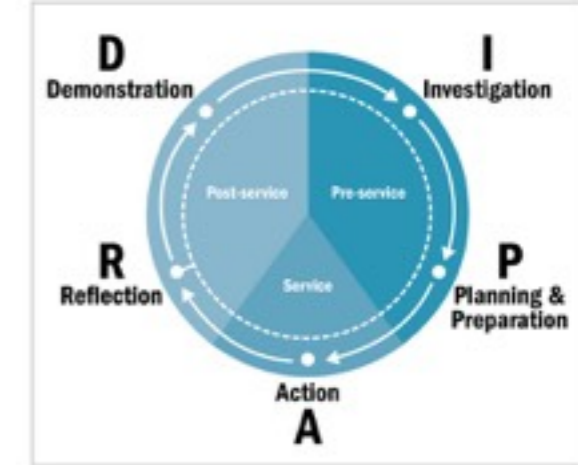
- Dimension 2: Apply civics tools and concepts.
- Dimension 4: Communicate conclusions and take informed action.

Time

60 minutes

SESSION 13

HOLDING A SPECIAL EVENT (DEMONSTRATION)



Activity #1: Special Event Set-Up

Supplies: Space for “public” gathering.

Time: 15 minutes

Directions:

1. Ensure that all participants know their roles (hosts, question-posers, respondents, etc.).
2. Ensure that necessary technology is set up and working, and that the United Nations’ Sustainable Development Goals list will be shared.
3. Ensure that someone is monitoring the invitation list for whether all expected attendees have joined.
4. Ensure that artifacts from the gender equality project are available and/or in the hands of presenters.

Activity 2: Explaining the Action

Supplies: Anything to be used in demonstration.

Time: 35 minutes



Sample Agenda for Event:

1. Youth participant welcomes attendees and thanks partners in project.
2. Other youth participants explain how the need for the project was identified and what the action was.
3. Others describe what they learned and the impact of the project (and how they assessed their impact).
4. Others ask/address audience questions.
5. Youth participants ask for ideas about next steps and ask that anyone interested note their interest.
6. All thank attendees for coming.

4. Thank everyone for participating and for taking action on behalf of increases in gender equality!

Activity #3: Reflection on Future Actions

Supplies: online platform.

Time: 10 minutes

Directions:

1. Ask if any ideas they heard from the audience stuck with them.
2. Ask what they would do with more time for this project. (See page 58 for more ideas.)
3. Ask what the participants learned about the issue of gender equality.

ADDITIONAL RESOURCES

- **National Youth Leadership Council:** Many more resources supporting service-learning in- and out-of-school are available, in addition to access to free webinars and special events. Become a member and check out the *Engage* series of three handbooks, specific to service-learning in afterschool time. <https://www.nylc.org/>
- **Teach SDGs:** This organization helps educators become certified to teach the United Nation’s Sustainable Development Goals and supports those who offer free resources to do so. <http://www.teachsdgs.org/>
- **Worlds Largest Lesson:** A project of UNICEF and a broad range of partners, this website offers K-12 lesson plans rooted in the United Nation’s 17 Sustainable Development Goals. <https://worldslargestlesson.globalgoals.org/>

Resources on Gender Equality

Websites:

- **Gender Equality Projects that will Inspire You to Start Your Own:** <https://www.fya.org.au/2018/08/16/gender-equality-projects/>
- **(Global) SDG Tracker on Gender Equality** (via the indicators and targets): <https://sdg-tracker.org/gender-equality>
- **Equal Rights Amendment Toolkit:** <https://www.equalrightsamendment.org/toolkit>
- **United Nations INFOGRAPHIC on Women and Employment, Globally:** https://sdgs.un.org/sites/default/files/2020-07/The-Sustainable-Development-Goals-Report-2020_Page_12.png
- **Global Facts and Figures on Women’s Status:** <https://www.un.org/sustainabledevelopment/gender-equality/>
- **“From Where I Stand: A Gender Equality Project for the Global Goals.”** <http://cdn.worldslargestlesson.globalgoals.org/2016/07/Project-Pack-.pdf>
Actress Emma Watson is a supporter of gender equality, and in this lesson plan has participants map who is in leadership positions in their communities. The end results are uploaded to a global database, offering opportunities for comparison.

Videos:

- **“Equal Rights Amendment: Unfinished Business for the Constitution”** (17 mins.) <https://www.youtube.com/watch?v=SAIUsMae2ag&t=2s>
A comprehensive overview of the status of the Equal Rights Amendment, first proposed in 1923, and still ratified by only 37 states, as of 2021.

- **“Why Does the U.S. Rank so Low for Gender Equality?”** (@ 6.30 mins.) <https://www.youtube.com/watch?v=XjijfE4ia7Q> - The United States ranked 45th in the recent World Economic Forum's Global Gender Gap Report, sliding 17 spots from 2015 position. The report also found it will take 170 years before women worldwide are paid the same amount as men. Saadia Zahidi, the head of Education, Gender, and Work Initiatives for the World Economic Forum, explains what the report means.
- **“Lessons from the Most Gender-Equal Countries”**(@ 3.18 mins.) <https://www.cnn.com/videos/business/2020/03/05/how-countries-can-close-the-global-gender-gap-suffrage-orig.cnn/video/playlists/represented-by-cnn/> . Progress on gender equality is slow, but these four Nordic countries lead the way on closing their gender gaps. As Sanna Marin of Finland, the youngest prime minister worldwide, says of gender equality, “It’s not a women’s issue; it’s a people’s issue.”
- **Women and Marginalized Genders: TedX Talk:** "They told me to change my clothes. I changed the law instead." (@ 19 mins.) https://www.youtube.com/watch?v=K_n-x-W7pY The story of the British woman widely known for creating and running the media and political campaign which made upskirting illegal. She encourages each person to drive their own change.
- **“How Passing the Equality Act would Change the Lives of LGBTQ Americans”** (@4.30 mins.) <https://www.nbcnews.com/now/video/how-passing-equality-act-would-change-the-lives-of-lgbtq-americans-108695621506> - As of April, 2021, the House passed and the Senate Judiciary Committee is set to hold a hearing on the landmark Equality Act, which would extend non-discrimination protection to the LGBTQ community, giving equitable access to housing, education, and more.

Alternative Quotes on Gender Identity for 4 Corners Discussion (activity on page 9.)

- “I hear the word "tolerance" -- that some people are trying to teach people to be tolerant of gays. I'm not satisfied with that word. I am gay, and I am not seeking to be "tolerated." One tolerates a toothache, rush-hour traffic, an annoying neighbor with a cluttered yard. I am not a negative to be tolerated.”
- Chely Wright, *Like Me: Confessions of a Heartland Country Singer*
- “It's easy to fictionalize an issue when you're not aware of the many ways in which you are privileged by it.” - Kate Bornstein, *Gender Outlaws: The Next Generation*
- “Anyone with a child knows that children learn about the world through binary options: up or down, hot or cold, big or little, inside or outside, wet or dry, good or bad, boy or girl, man or woman.” - Phyllis Schlafly, anti-Equal Rights Amendment leader of the 1970s.
- “If one does not make an ego out of gender, one would still know whether one is a man or a woman, gay, straight, bisexual, transgender—whatever else we may think of. But those identities need to fit very loosely and be worn very lightly. All sense of privilege or deprivation that has developed around one’s gender identity, all rigidity regarding proper roles and behaviors for the various genders, must be cut through.” - Rita M. Gross