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# Civic Learning and Engagement

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# Facilitator



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# Objectives



- Identify the institutions, participation and deliberation practices and rules and laws that are central for civic learning and engagement
- Dissect the key characteristics of a successful civic learning and engagement project
- Identify youth characteristics that promote civic and democratic engagement



# What is Civic Engagement?

“The way an active citizen participates in the life of a community to improve conditions for others or to help shape the community’s future.”

- Adler & Goggin, 2005





# Benefits of Civic Engagement

- Gain employment skills
- Build social networks





# High Participation



Disease



Mental Health Problems



Suicide and Crime Rates



# Connection to 21<sup>st</sup> Century Learning Goals

Provide enrichment activities that complement regular academic programs







# Understanding Civic Learning and Engagement





# Civic Engagement and American History

- Founding principles
- Government by the people
- Civic responsibilities





# Founding Principles

- **Civic virtues** – Character traits or actions people take for the general welfare. People must be willing to put the general welfare, or the needs of society, above their own personal interests.
- **Democratic principles** – Concepts that were central to the founding of the U.S. political system. The organization of government serves to restrain leaders who want to act from self-interest.

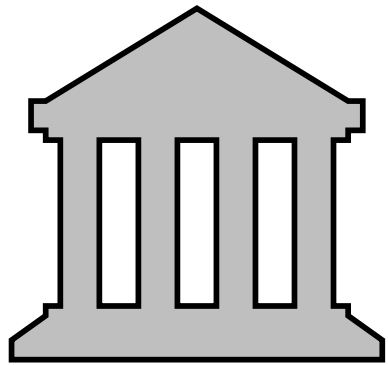


# Making School-Day Connections

- Support and reinforce academic skills youth are learning during the school day.
- Tap youth interests and skills that may not be showcased during the school day.
- Connect with the assets of young peoples' families and social networks.



# Civic Education



Civic and Political  
Institutions



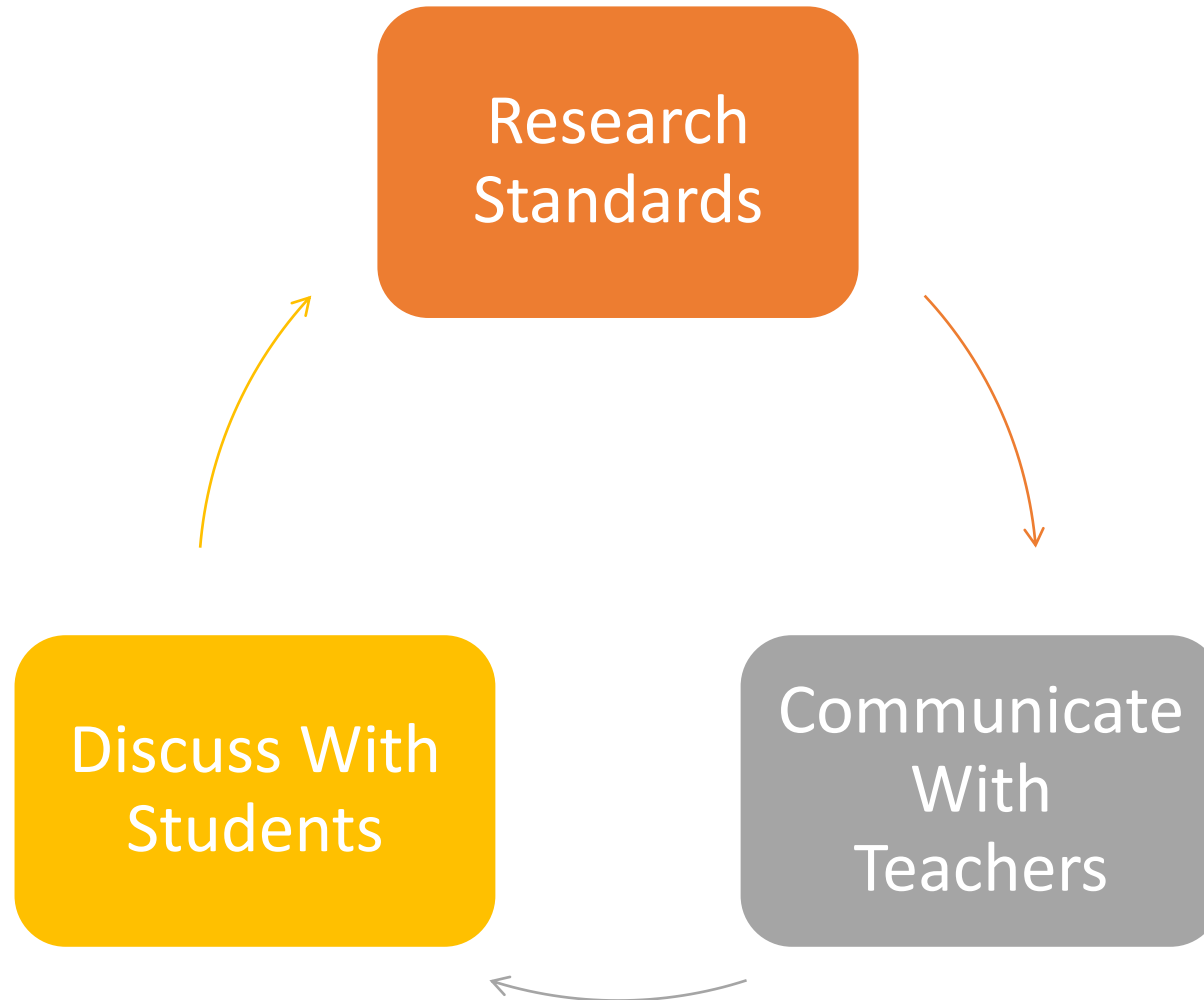
Participation  
and Deliberation



Processes,  
Rules and Laws



# Linking with the School-Day





# Incorporating School-Day Civics



## Building School-Day Civics Into Out-of-School Time Projects

### Checklist

- Meet with school-day instructional staff to learn about current or upcoming civics lessons.
- Obtain your state's social studies standards or frameworks and familiarize yourself with the document's civics requirements.
- Obtain civics texts or reading materials used during the school day.
- Participate in ongoing planning and collaboration sessions with school-day teachers.
- Plan civics projects and activities to complement school-day learning.
- Find teachers willing to review civics projects or activity plans.
- Provide teachers, principals and key administration with evidence of civics learning and achievement in afterschool.
- Other:

Use this checklist to gather information about school-day civics lessons. Then plan ways to complement (not replicate) the school-day learning by completing the chart below.



School-Day Lesson	Out-of-School Time Project
Topic: <i>Example: Environmental science lesson on water pollution.</i>	Project Driving Question: <i>Example: How can we identify what might be causing water pollution in the stream next to the school?</i>
Learning Standards Addressed: <i>Example: Identify human-made factors that affect water quality.</i>	Learning Standards Addressed: <i>Example: Walk the neighborhood and construct a map showing potential sources of pollution.</i>
Major classroom lesson or activity: <i>Example: Water-testing experiment to check for pollutants.</i>	Major project tasks or activities: <i>Example: Meet with the local River Keepers group or municipal water safety department to learn about possible actions the group may take to help reduce pollution in waterways; start a River Keepers club.</i>



# The Democratic Process

Committees

Clubs

Elections

Debates

Program  
Decisions

Conflict  
Resolution





# CLE and Leadership





# Leadership Framework



Mastery of  
Self



Mastery of  
Relationships



Mastery of  
Actions



# Mastery of Self

Understanding one's  
individual leadership styles  
and preferences





# Mastery of Relationships

Being aware of personal preference and styles to promote effective interactions with others





# Mastery of Actions

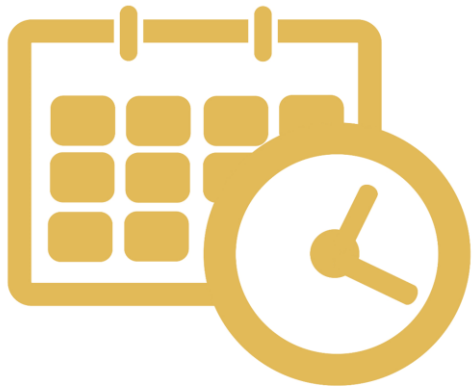
Putting the mastery of self and mastery of relationships skills to practice in the real world





# CLE Opportunities

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Routines &  
Systems



Activities, Clubs &  
Projects



# Intentionally Design CLE Opportunities

**Leadership need:** third- through fifth-grade teachers state that students need support with decision-making and collaboration in the classroom.

**Leadership goal:** By the end of the program year, 80% of students will demonstrate an ability to collaborate and make effective group decisions, as measured by teacher observations.



# Program Schedule

- How do the identified, specific skills fit within this block?
- Are the identified behaviors the same, or are they different?







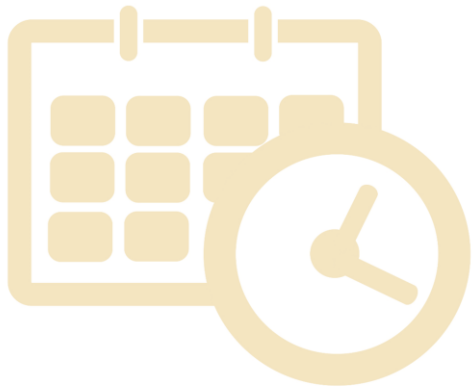
What is a routine for students to practice leadership skills?





# CLE Opportunities

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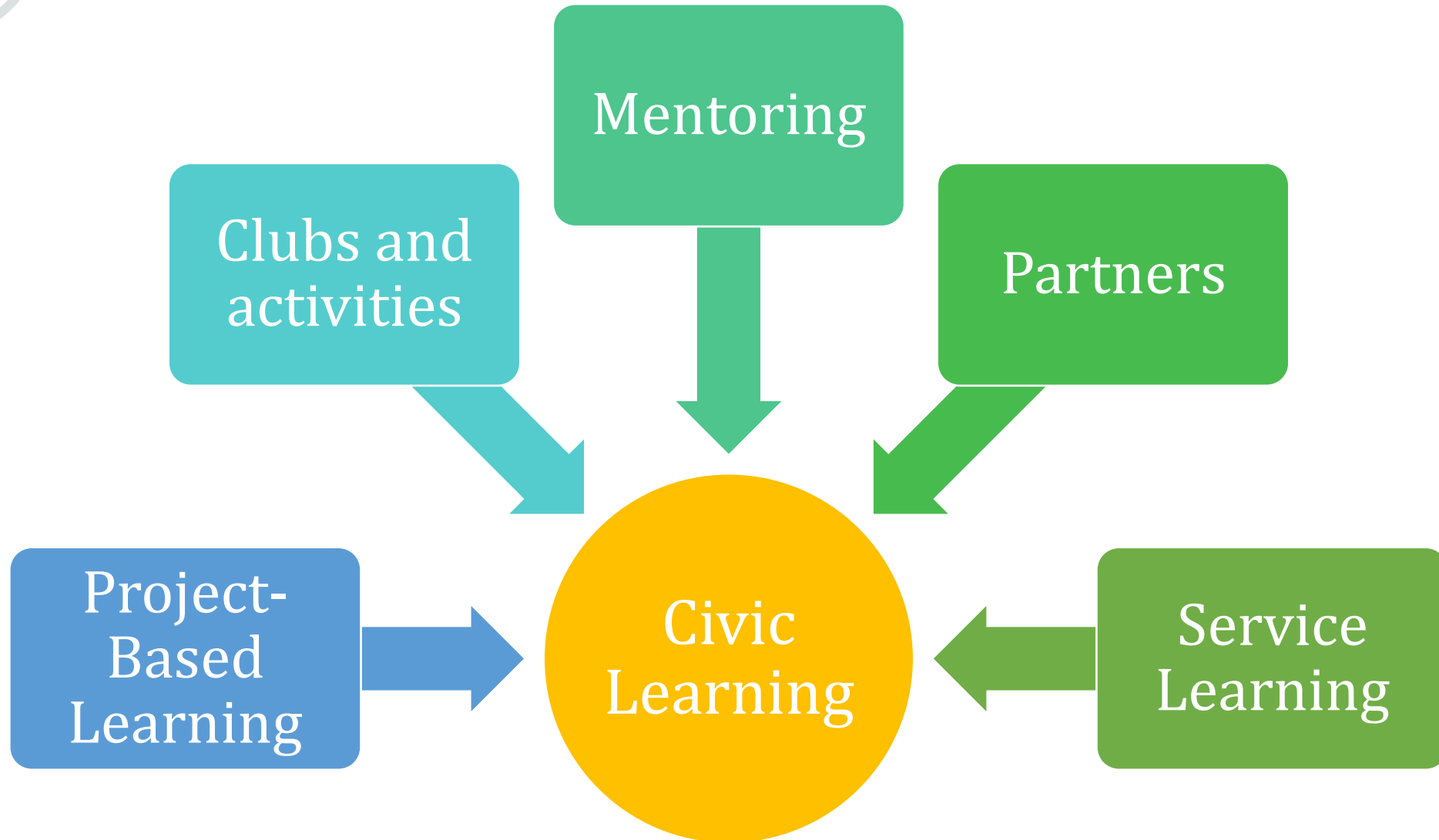
Routines &  
Systems



Activities, Clubs &  
Projects



# Instructional Approaches





# Effective Projects

Activity or  
Project

Student  
Needs

Opportunity  
for  
Leadership

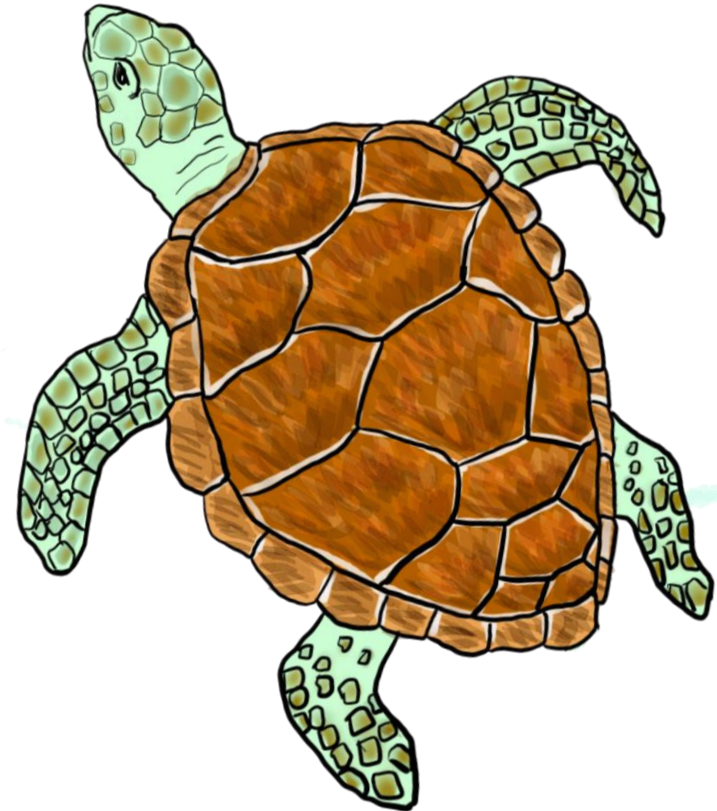
Local  
Community

Civic Virtues  
and  
Democratic  
Principles



# High-Quality CLE Activities

## *SEE Turtles*





# School Day Connection

## Students learned about:

- fragile ocean ecosystems
- the ways that human activities have endangered aquatic species





# Activity Design

Sea turtles are endangered by the large amount of plastic in the ocean

Many cities and town have adopted is to switch to paper straws

Does this activity address student needs?



**Yes**



**No**





# Activity Design

Information and Persuasion Campaigns



Local Businesses



City Council Meetings



# Assessment



Presentation  
Elements:



Scientific  
Explanation



Action Plan



Where are the opportunities for leadership in this activity?





# Honoring Multiple Viewpoints





# What Are Multiple Viewpoints?

- Thought
- Region
- Experience
- Age
- Relationships





# Activities to Support Honoring Viewpoints

Introductory Activities



Take a Stand

Philosophical Chairs



Expert Meet and Greet





# Introductory Activities

- Prepare for curriculum
- Introduce skills
- Honor viewpoints





# Lunchroom Food Fight

Thoughtful  
Discussion

Review  
Sources

Consider  
Evidence

Informed  
Decisions



# Lunchroom Food Fight



Imagine that you are the principal of a school and you just found out that there was a fight in the lunchroom during lunch. You've asked many students and teachers who witnessed the fight to write down what they saw and who they think started the fight. Unfortunately, you have received many conflicting accounts that disagree about important details of the fight, like who started it, when it started, and who was involved. It's important to remember that **NO ONE** is lying.



# Lunchroom Food Fight

**Why might people see or remember things differently?**





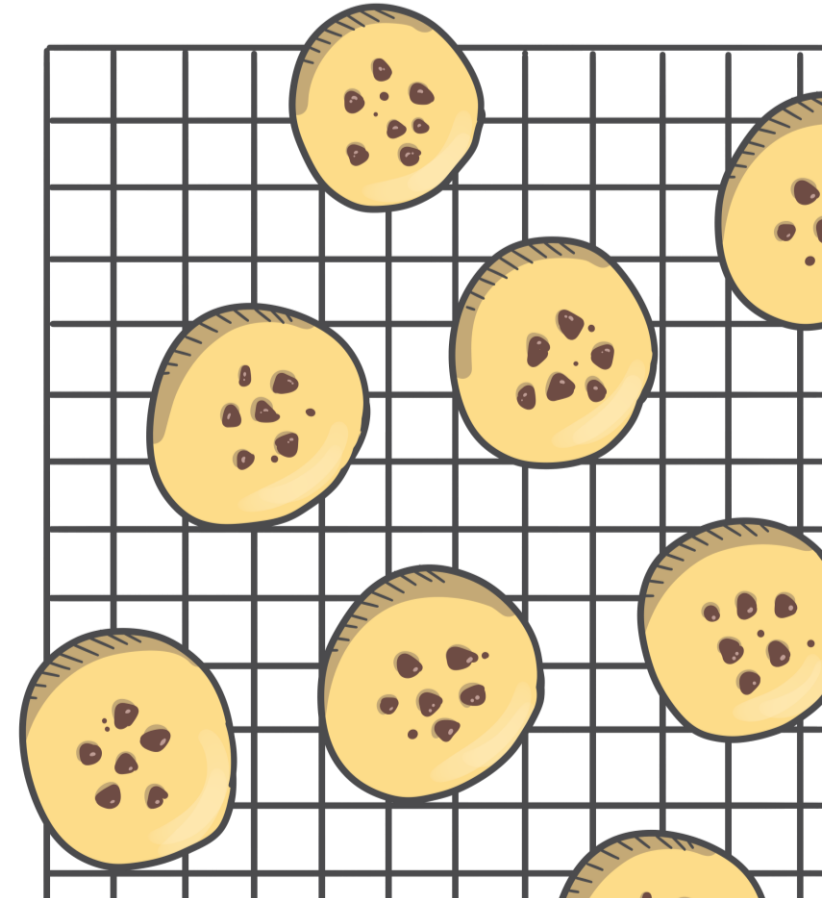
# Philosophical Chairs

- Write down your opinion.
- Take notes to support your argument.
- Share your views and convince others.





Which is the best cookie: chocolate chip, oatmeal raisin or sugar?





# Take a Stand

- Pull a strip of paper
- Roll a die
  - 1-3: For
  - 4-6: Against
- Write an opinion





# Civic-Learning Meet & Greet

- Present in a one-hour, live discussion in talk show format
- Guests appear in-person or through video conference
- Host opens with introductory questions
- All students prepare in advance to ask high-quality questions





# USA.gov

## State Elected Officials

- Get in touch with your [state governor](#).
- Find the names and current activities of your [state legislators](#).

## Local Elected Officials

- Locate your [mayor](#) by name, city, or population size.
- Find your [county executive](#) (the head of the executive branch of government in your county) by map search or your ZIP Code. The county executive may be an elected or an appointed position.
- Get contact information for your [city, county, and town officials](#).



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# Questions





# Contact

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