

MAP YOUR WORLD



MAP IT, TRACK IT, CHANGE IT, SHARE IT
ONE-WEEK LESSON or FOUR SESSIONS
(90 MINUTES PER SESSION) + ASSIGNMENTS



OVERVIEW

AUDIENCE:

- Middle School and High School (7–12 grade), Youth Development Organizations
- Community College
- After School Programs

TIME:

- 4 Sessions (90 minutes per session)
- + Assignments

SUBJECT AREAS:

- Social Studies
- Global Studies
- Civics
- Media Studies
- Public Health

RESOURCES:

- Film Module: *The Revolutionary Optimists TEDxChange 2012*
<https://vimeo.com/39745941#at=0>
- For information on educational DVDs of The Revolutionary Optimists full-length documentary www.pbs.org/independentlens/revolutionary-optimists/classroom.html
- Map Your World website
www.mapyourworld.org
- Teacher handouts
- Student handouts
- Computers with internet access
- LCD projector
- Android cellphones or tablets
- Digital camera or camera-equipped tablet or cellphone
- Whiteboard/blackboard and markers/chalk
- Pens and writing paper
- Butcher paper
- Washable markers
- Sticky notes
- Dot stickers
- Art supplies
- Street map of the area
- Pushpins and colored string
- 3-ring binders (one for each research team)

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INTRODUCTION



WELCOME TO MAP YOUR WORLD!

WE BELIEVE THAT THE PEOPLE USING **MAP YOUR WORLD** SAY IT BEST:

“Map Your World is a platform to prepare the future adults to accept diversity. It is kind of a great equalizer from where the policy makers or influencers can learn a simple concept and that indeed each one teach one concept is possible and workable.”

—Amlan Ganguly, founder Prayasam, a youth empowerment NGO based in India



“Map Your World has made a great difference in my life. I personally feel today nothing is impossible. If you have the will, you have the way.”

—“Daredevil” Shikha Patra, age 16



“This Map your World project makes us see that our area is also valuable and by some changes here and there, our slums/communities can be a much better place for living.”

—“Daredevil” Salim Shekh, age 16

BACKGROUND

Map Your World was inspired by the feature documentary *The Revolutionary Optimists*, which follows “The Daredevils,” a group of youth in one of Kolkata’s most notorious squatter’s colonies. They’ve made a dramatic improvement in the health of their community, a place that cannot even be found on the map. The Daredevils undertook the task of mapping their colony, and have been painstakingly tracking and collecting data around health issues that impact them—water, sanitation, and infectious diseases. In ten years, they’ve made dramatic improvements in their area: turned a trash dump into a soccer field, lobbied for electricity and clean drinking water, decreased diarrhea and malaria rates in their neighborhood, and doubled polio immunization rates.

GOALS AND POSSIBILITIES

Map Your World adds technology to this equation, and allows it to be replicated around the world. Using *The Revolutionary Optimists* as inspiration, this curriculum will empower youth to develop targeted campaigns to address issues that affect their families, their schools, and their neighborhoods. Youth will use the *Map It, Track It, Change It, Share It* model to identify and examine issues in their community and become change agents who can develop a plan of action to raise awareness and bring about positive change. The project leverages existing, proven technology, integrating Google Maps, GPS, Android phones, and an open source tool called One Data. Working in collaboration, youth will use cellphones and the **Map Your World** website to create customized surveys and upload data into a database that is linked to a digital online community map.

With **Map Your World**, this data not only provides actionable information that can be used for policy change, but also tells the story of change. Projects have included children in Tanzania mapping malaria bed-net usage, youth in Oakland mapping fresh food availability, the Southeast Asian Young Men’s Group in Seattle exploring neighborhood safety, and youth in Nashville, Tennessee studying energy efficiency practices in low-income homes in their community. The Map Your World model encourages

youth to focus on issues that connect with their own lives and allows them to explore a broad range of topics from gang violence to public school bathrooms that aren't being cleaned, youth everywhere can map their concerns and share their stories on an interactive website, showing that young people truly can be the change agents in their communities.

When we asked Salim and Shikha, If you could say one thing to young people starting a **Map Your World** project, what would it be? They answered, "Just grab the opportunity and tell the world, yes we can!"

PARTNERSHIPS AND RESOURCES

This curriculum was developed in partnership with the Independent Television Service (ITVS), BAVC Producer's Institute for New Technologies, The John W. Gardner Center for Youth and Their Communities at Stanford University, and Nicole Newnham and Maren Grainger-Monsen, co-directors and co-producers of *The Revolutionary Optimists* and filmmakers-in-residence at the Stanford Center for Biomedical Ethics Program in Bioethics and Film. Portions of the curriculum were adapted directly from the following resources:

- "UNIT 3: Research and Action" from *Youth Engaged in Leadership and Learning (YELL), A Handbook for Program Staff, Teachers, and Community Leaders* developed by the John W. Gardner Center for Youth and Their Communities in 2007
- *Research 4 Change Curriculum* developed by San Francisco Peer Resources with special thanks to Assistant Director Elizabeth Hubbard, and Emily Ozer Ph.D, Professor of Public Health, University of California, Berkeley



FACILITATION NOTE

Some issues addressed in **Map Your World** projects may be emotionally challenging or personally painful for youth in your program and will need to be handled with care. It may be especially important for classes or youth groups that are populated by youth from diverse socio-economic backgrounds to be sensitive to issues that may arise when exploring and comparing the challenges in each of their home neighborhoods. This may present a valuable opportunity for facilitated discussion depending on the development level and dynamics of the groups, but may also raise tensions that could distract from the larger goals of the project.

An alternative approach is presented in the curriculum that offers youth the opportunity to examine the community directly surrounding the school. Prior to launching the lesson, consider which option will be most appropriate for your youth community. In preparation for launching the curriculum, we also advise that you contact your school counselor or social worker to discuss policies and procedures and be prepared to provide students with targeted support or the option of adjusting or changing their topic or the location of research, as needed.

WORKING WITH DIFFERENT TIME FRAMES AND GRADE LEVELS

We encourage educators and youth leadership programs to adapt the **Map Your World** curriculum to the needs of your community. There are suggestions throughout that indicate how the curriculum can be expanded and tailored to a range of audiences with **Extra Mile** options and **Facilitation Tips** to guide the process.

The existing framework for the 16-week version of the **Map Your World** study guide requires a minimum of one month, and may require more time based on your class goals and schedule. This 1-week or 4 session study guide was created for classrooms or programs that would like to introduce the **Map Your World** curriculum, but have a limited amount of time.

Younger participants might require additional time to accomplish some of the lessons while older groups might move forward more quickly, and many groups may benefit from changing the order of the lessons or repeating lessons to suit the specific needs of their projects. The **Map Your World** case studies included in this educator guide describe projects that varied between six weeks to two years to complete depending on the complexity of the issues and the outcomes that the groups were working to achieve. The time frame provided is a baseline that should be adjusted, as needed. As teachers and youth leaders, you are encouraged to adjust the lessons and activities as you see fit and to work with your youth groups to determine which project goals are most realistic for the time allotted.

ONE-WEEK LESSON: INTRODUCING MAP IT, TRACK IT, CHANGE IT, SHARE IT

SESSION 1: MAP IT, TRACK IT, CHANGE IT, SHARE IT - UNDERSTANDING YOUR POWER

SESSION 2: MAP YOUR COMMUNITY

SESSION 3: IDENTIFYING THE ISSUES

SESSION 4: WHAT DO WE WANT TO CHANGE?

ASSIGNMENT: For the culminating assignment, students should write a proposal describing how they would use the **Map Your World** resources to address their issue and bring about positive social change.

MAPPERS' USER EXPERIENCE:

Recommendations for facilitators and teachers from Shikha Patra and Salim Shekh, **Map Your World** users and youth leaders featured in documentary [*The Revolutionary Optimists*](#).

Tips for working with kids and **Map Your World**

- 1) Kindly share your thoughts from the very beginning, don't hold back.
- 2) If any time you realize that what we are doing may jeopardize our work, don't hesitate to warn us.
- 3) Don't negate any new ideas that may come from an unexpected encounter, kindly start brainstorming over it.
- 4) Let's make this platform totally apolitical, but we could surely discuss burning issues affecting our world.
- 5) Make the language very simple, like the MYW tool.



MAP IT, TRACK IT, CHANGE IT, SHARE IT: UNDERSTANDING YOUR POWER

Who has the power to bring about social change? What role can social media play in making positive change possible?

OBJECTIVES

Students will:

- Understand what is meant by a “Change Agent” and consider who is capable of bringing about positive social change.
- Learn about *The Revolutionary Optimists*, **Map Your World**, and how social media can be used to bring about positive social change.
- Demonstrate an understanding of the *Map It, Track It, Change It, Share It* protocol by developing a skit based on a **Map Your World** case study.

SUPPLIES

- Film module: *The Revolutionary Optimists* TEDxChange 2012 <https://vimeo.com/39745941#at=0>
- LCD projector
- Student handouts
- Whiteboard/blackboard and markers/chalk
- Pens and writing paper
- Computers with internet access

PROCEDURE

I. ANNOUNCEMENTS, AGENDA OVERVIEW, AND DO NOW (5 MINUTES)

Do Now Activity:

- Write “Change Agent” on the board and ask youth to brainstorm a definition for that term using the following prompts:
 - What type of change do you think is being referred to?
 - What do we mean by an “agent”?
 - What does a change agent do?

II. WARM-UP: WHAT IS A CHANGE AGENT? (10 MINUTES)

- Have the class share their definitions of a Change Agent and compare/contrast how the term is understood. Explain that, although there is no single definition for a Change Agent, it is generally defined as: *an individual or group who acts as a catalyst to bring about positive change.*
- Using the responses, develop a working definition for the term Change Agent that can be referred back to and revised throughout the **Map Your World** project.

Facilitation Tip: As an alternative, students can develop their own term to express what a change agent is and does.

III. THINK-PAIR-SHARE: WHO ARE THE CHANGE AGENTS? (20 MINUTES)

- **THINK:** Ask youth to think of an example of a person or group who has worked for positive change. It can be someone who has improved her/his community, changed society, or had an impact on the global stage. Instruct the youth to write for two minutes about what this person/group has accomplished, and what they admire about the person or group’s work.
- **PAIR:** Have the youth pair up and discuss the change agents they have chosen:
 - What similarities/differences can we find in our examples?
 - How did our change agents bring about social change?
 - Did our change agents have a direct impact on our lives or the lives of people in our families/communities? In what ways?

- **SHARE:** Have the youth further explore their selections by standing-up if they have a YES response to each of the following statements, and record the responses on the board:
 - My change agent is famous and is known around the world.
 - This person is a politician, celebrity, or a business person.
 - My change agent is still alive today.
 - S/he/they use(s) social media to bring about positive change.
 - This person/group is from my community.
 - I know this person/group personally.
 - My change agent is an adult.
 - My change agent is a young person.
 - I am a change agent.
- Have the youth return to their pairs or divide into discussion groups of four to five students and review their responses to the activity using the following prompts, or **Student Handout I.A: Who are the Change Agents?**
 - What patterns do we see emerging?
 - How many of our change agents are people we know or working in our community? Why do you think that is?
 - How many of our change agents are youth? Do we think of youth as being change agents? Why or why not?
 - Do we see ourselves as change agents, why or why not?
 - Have you ever wanted to make a positive impact on an issue in your community? Did you have the opportunity to take action? If so, what action did you take? If not, what action would you have wanted to take?

Facilitation Tip: If time allows, share film modules from the following Community Classroom documentaries with the class to provide additional examples of change agents in action:

- "Women Peace Makers" from *The Interrupters*
http://www.itvs.org/educators/collections/women-and-girls-lead-vol-2/lesson_plans/women-peacemakers
- "The Greenbelt Movement" from *Taking Root: The Vision of Wangari Maathai*
http://www.itvs.org/educators/collections/womens-empowerment/lesson_plans/green-belt-movement
- "People Power From Within the System" from *Waiting for the Revolution*
http://www.itvs.org/educators/collections/womens-empowerment/lesson_plans/people-power-from-within-the-system
- "Muslim Feminism" from *Shadya*
http://www.itvs.org/educators/collections/womens-empowerment/lesson_plans/muslim-feminism

IV. REVOLUTIONARY OPTIMISTS TEDXCHANGE VIDEO SCREENING (20 MINUTES)

- Screen *The Revolutionary Optimists* TEDx Video <https://vimeo.com/39745941#at=0> and instruct students to take notes and record interesting quotes using **Student Handout I.B: The Revolutionary Optimists as a guide**
- Following the screening, ask for volunteers to share their responses and quotes and expand the discussion using the following prompts:
 - What surprised you most when you watched this video?
 - What role did mapping play in their campaign to improve polio vaccination rates?
 - Do you agree that having a map of your community is a right? Why does it matter?
 - Why do the Daredevils think it is important to map the area and conduct research about the polio vaccination rates in their community as part of their campaign? Wouldn't it have been easier and quicker to just post fliers around the neighborhood letting people know when vaccines were available? How do mapping and research help them work toward their goals?
 - Why did the Daredevils transfer the results of the mapping project to Google Maps and share their research online? What role, if any, can technology and social media play in bringing about positive social change?
 - One of the Daredevils says, "Whatever you put your mind to, you can do?" How do you feel about this statement?

V. MAP IT, TRACK IT, CHANGE IT, SHARE IT (30 MINUTES)

MAP YOUR WORLD (10 MINUTES)

Share a brief summary of one US-based case study and take the class on a tour of their MYW profile while highlighting how the group used each step of the *Map It, Track It, Change It, Share It* protocol.

Facilitation Tip: Project the case study's Map Your World project using an overhead projector or have students follow along on their own computers in small teams.

WE HAVE THE POWER: ROLE PLAY (20 MINUTES)

- Divide the class into groups of four (or have them return to their earlier discussion groups). Select and share one or more stories from **Teacher Handout I.A: Map Your World Case Study** with the class. You can have a volunteer read the story or print and distribute a copy to each of the groups.
- Ask each group take five to 10 minutes to plan a brief skit using the case-study scenario. Each skit should include *Map It, Track, It Change It, Share It* steps and should answer the following questions:
 - What is the problem being addressed?
 - What is the solution? Has the solution(s) been discovered? If not, how are they using the **Map Your World** process to better understand what needs to be done?
 - How are research and social media used to advocate for a solution?
- Have groups present their completed skits to the entire class. (*Facilitator tip: If time is limited, groups can pair-up and present their skits to each other.*)

Facilitation Tip: If time is limited, groups can develop an "elevator pitch" as an alternative to a full skit. Use the Harvard Business School Elevator Pitch Builder for guidance:

<http://www.alumni.hbs.edu/careers/pitch/>

VI. DEBRIEF: UNDERSTANDING MAP YOUR WORLD (5 MINUTES)

Conclude the activity with a group discussion or journaling assignment using the following prompts:

- Do you think the Daredevils and the youth from the case studies are Change Agents?
- Why or why not?
- How do they compare to our earlier expectations of who Change Agents could be?
- Do we need to refine our definition based on what we saw in the video?

VII. TAKE HOME ASSIGNMENTS

OPTION 1:

Explore the profile pages and research projects of other **Map Your World** groups and post a question or comment on one of their blogs. (Remember to be respectful and to provide constructive and thoughtful feedback when engaging with our peers.)

OPTION 2:

Using the story of The Daredevils or the case study from the class activity, ask the students to imagine the change agents as "super heroes" and create a comic strip that illustrates their struggles, the "villains" that they are up against, and their super powers (teamwork, research, mapping, cellphones, etc.).

The comics can be hand drawn or created online using one of the following resources:

- Pixton for Schools: <http://www.pixton.com/>
- Comic Life for Educators: <http://comiclifefor.com/education>

OPTION 3:

- Write down three issues or problems that affect you and other youth in your community.
- After each issue or problem, write down at least one thing that a person or group could do to solve, improve, or raise awareness of that issue or problem. Briefly explain how this would help.
- Bring your ideas to the next session.

"Mapping your world means gaining more knowledge about your area. And we know knowledge is power. So, in order to make yourself visible in this world you should at least know your area well."

—"Daredevil" Salim Shekh, age 16



What is our community like? What are the advantages or challenges of living in our community? What are the most important issues for youth in our community?

OBJECTIVES:

Students will:

- Examine what community means to them.
- Identify assets and potential issues in their communities.
- Work in groups to create a neighborhood map that shows how they see their community (neighborhood, town, school, block) and illustrates their ideal community as a means of considering what changes are needed and how improvements could be brought about.

SUPPLIES:

- LCD projector
- Street map of the area
- Pushpins (or small "dot" stickers)
- Colored string
- Student Handouts
- Whiteboard/blackboard and markers/chalk
- Pens and writing paper
- Computers with internet access
- Butcher paper
- Washable markers and art supplies (as needed)

FACILITATION NOTE:

Some issues addressed in **Map Your World** projects may be emotionally challenging or personally painful for youth in your program and will need to be handled with care. It may be especially important for classes or youth groups that are populated by youth from diverse socio-economic backgrounds to be sensitive to issues that may arise when exploring and comparing the challenges in each of their home neighborhoods. This may present a valuable opportunity for facilitated discussion depending on the development level and dynamics of the groups, but may also raise tensions that could distract from the larger goals of the project.

An alternative approach is presented in the curriculum that offers youth the opportunity to examine the community directly surrounding the school. Prior to launching the lesson, consider which option will be most appropriate for your youth community. In preparation for launching the curriculum, we also advise that you contact your school counselor or social worker to discuss policies and procedures and be prepared to provide students with targeted support or the option of adjusting or changing their topic or the location of research, as needed.

PROCEDURE:

I. ANNOUNCEMENTS, AGENDA OVERVIEW, AND DO NOW (10 MINUTES)

Do Now Activity:

- As youth arrive, have them put a pin in the map indicating where they live and connect a piece of colored string from their home to school.
- Ask students to consider what they notice when they look at the map. Do they see any patterns?

II. WARM-UP: VISUALIZING OUR COMMUNITY (10 MINUTES)

- **EXPLAIN:** Tell students that we can become so familiar with our neighborhoods and communities that we may not pay close attention to the people, places, and things that we pass by every day. "Today we will take a virtual tour through our community using our imagination, then work together to document what we know about where we live."
- Instruct students to close their eyes as you talk them through a walk in their community. Speak slowly and calmly as you invite students to visualize their community in the **daytime**.

- You are walking through your community. What is on the streets? What do the buildings look like? What do the people look like? Are the people friends or strangers? What are they doing? Are there any children around? Animals? Are there sidewalks? What do they look like? What types of building are there? Where do people live? What types of shops are there? Do you know the people in your community? Do people greet each other on the street? Are kids playing outside? Are people getting together? What are they doing? Where do people work? How are people getting around to places? Is there artwork? What kind? Are there trees, flowers, bushes? Is there litter? Does it feel safe? Do you enjoy walking through your community?
- Ask the students to open their eyes and write down four adjectives to describe their neighborhood in the daytime.
- Now imagine that it is dark. What, if anything, changes in your community?
- Ask the students to open their eyes and write down four adjectives to describe their neighborhood at **night**.

III. COMMUNITY MAP: DESIGNING OUR NEIGHBORHOOD (60 MINUTES)

Community Map Part 1 (35 MINUTES)

- Divide students into groups based on where they live and distribute butcher paper and drawing supplies to each group. Have each group assign roles: Cartographers (map drawing), Illustrators (artists who add creative details), Note Takers, and Facilitators (who will guide the process, ask questions on behalf of the group, and present the group's work).

Facilitation Tip: Try to have as few categories as you can. If students live in disparate areas they can work individually or join a group to do a community map of the area around the school. An additional alternative would be for the all of the youth to focus their research on the school neighborhood and to have each group to select or be assigned a block (or several blocks) to examine for the project.
- **Explain:** Like the Daredevils and the youth groups we learned about through the **Map Your World** website, we are going through the first step in taking action—which is exploring our neighborhoods and identifying issues that we see everyday.
- Instruct the groups to work on developing their maps using the visualization as a guide. Each youth should share what they visualized with their group and develop their map based on those images.

Facilitator Note: If students get stuck, revisit the questions you asked in the visualization. Some categories that they should consider while making their map could include: types of residences, businesses, traffic, public transportation, garbage, graffiti, public lighting, police / neighborhood watch presence.
- When they have finished their map ask the groups to look at what they have created and use the prompts to guide a discussion:
 - What do you notice about the map?
 - What are the best features and qualities of your neighborhood?
 - What are some of the problems in your community? How are they represented on the map?
 - Revisit your Take Home Assignment from Session 1: What were the three issues or problems that affect you and other youth in your community? How are they represented on your map?
 - Have the groups make refinements to their maps based on these observations.

COMMUNITY MAP PART 2 (25 MINUTES)

- Once again, ask students to close their eyes, but this time ask them to visualize what an **ideal** community would look like. Have them walk through their neighborhood and imagine what it would look and feel like if their neighborhood was the best that it could be. Revisit some of the visualization prompts from earlier in the lesson to guide the process.
- Ask the students to open their eyes and write down four adjectives that best describe their ideal neighborhood

- Instruct the students return to their groups and share what they visualized with their peers, and make revisions to their maps based on what they would like to change or improve when designing their ideal neighborhood. They should also consider the positive qualities that already exist in their neighborhood that they would like to highlight or enhance. Examples could include: community spaces (playgrounds, parks, sports areas, etc.), community groups, kids playing outside, neighbors knowing and greeting each other, crossing-guards, bike lanes, farmers' markets/grocery stores, more effective garbage/waste elimination, improved lighting, pedestrian zones, etc.
- When they have finished their maps, ask the groups to use the prompts to guide a final discussion:
- How has your map changed over the course of the activity?
 - What were the best resources and qualities of your neighborhood before you made the changes? How can you utilize those assets?
 - What changes have you suggested to improve some of the problems in your neighborhood?
 - What are the three biggest problems that your neighborhood is facing?
- Conclude the activity by asking all of the groups to share their neighborhood's three biggest issues and record them on the board. Are there any similarities among the groups' responses?
- Explain to the youth that they will be working together over the coming month to become Change Agents. They will identify an issue in their community and develop a plan to research, understand, and take action on it using the **Map Your World** resources.
- Hang the maps around the room and revisit them throughout the MYW project.

EXTRA MILE:

Share the brief excerpt from Sandra Cisneros' book, *The House on Mango Street*, and use the questions provided to discuss how their own neighborhood might look through the eyes of an outsider:

http://teacher.scholastic.com/scholasticnews/indepth/one_world/pdfs/spread.pdf

IV. DEBRIEF (10 MINUTES)

Conclude the activity with a group discussion or journaling assignment using the following prompts:

- What surprised you most as you created your maps?
- What issues were common among many or all of the neighborhoods? What issues were unique to one neighborhood? What can we learn from this?
- What happens when there is a problem within the community? Who does it affect? What about when something positive happens?
- What types of positive resources are there for youth in your community? Do you think youth use these resources or go to these places? Why or why not? Have you used these resources? Do you know who has?
- What do youth need that doesn't currently exist?
- Who is responsible for making change?

V. TAKE-HOME ASSIGNMENT: NEIGHBORHOOD MAPPING ACTIVITY

Distribute **Student Handout 2.A: Neighborhood Mapping Activity** to each student, and instruct the class to complete the assignment for the following session.

The recognition we are getting from our neighborhood is making me more confident... I have started taking care of my community much more than before. Now I hardly find a difference between my community and my family."

—"Daredevil" Shikha Patra, age 16



What is the problem or issue that you want to address and/or change in your school or community?
What are your goals for addressing this issue?

OBJECTIVES:

Students will:

- Identify issues and assets in the community.
- Brainstorm research topics and explore issues addressed by other youth in the **Map Your World** community.

SUPPLIES:

- Computers with internet access
- Student handouts
- Whiteboard/blackboard and markers/chalk
- Pens and writing paper
- Butcher paper
- Washable markers
- Project binders (distribute one to each group and instruct them to use the binder to organize all of their handouts and activity sheets)

PROCEDURE:

I. ANNOUNCEMENTS, AGENDA OVERVIEW, DO NOW (10 MINUTES)

Do Now Activity:

- Ask students to think about an issue in their school, neighborhood, or community that has concerned them in the past and write about it for two minutes using the following prompts:
 - Were they able to take action on it? If so, what did they do? What was the outcome?
 - If not, what action would you have liked to take? What resources, support or information would have made it possible to achieve positive change?
- Ask volunteers to share their responses.

II. IDENTIFYING PROBLEMS (15 MINUTES)

Facilitation Tip: Dividing into Groups

Youth will need to be divided into research groups that will work together for the remainder of the project. The group selection process may vary based on the needs of each classroom community, and if each research group will be working on their own topics or a single topic selected by the entire class. If students will be collecting data outside of the regular session time or if they live in a variety of neighborhoods, you may want to organize the research groups according to where the youth live. Other classes may want to give the students the option to organize their groups in relation to the research topic that interests them most.

- Divide participants into groups of approximately four youth per group and give each group a piece of paper and pens. Have them create two columns on the paper, and label the columns with the name of your school and the neighborhood or city/town.
- Ask participants to brainstorm as many problems they can that exist in these places. Encourage students to think about what really bugs them, or if they could change something, what would they change? Encourage them to think big and to think small. Small problems like broken streetlights and cigarette butts on the ground can lead to or signal bigger issues. Problems can also include social issues like safety and bullying.

Facilitation Tip: Share stories from the MYW case studies for additional examples and ideas.

- After brainstorming, come back to the full group and record all of the issues on chart paper. Compare participants' responses and recall the importance of different perspectives in understanding their community.

III. IDENTIFYING STRENGTHS (15 MINUTES)

- Remind the group about the concept of assets: positive things or strengths. An asset can be a skill, a quality, or a resource (like money, a building, or a program). Ask youth for examples.
- In the same small groups, have youth turn their paper over and label the same columns: school, and neighborhood or city/town. Under each heading, have youth write assets (e.g., people, places, programs) that are supportive and important for them and for youth in general and that make their community a better place to live.
- Share as a full group: Invite the participants to share their lists of assets, and write them all up on a chart paper above or next to the chart of problems or issues.

Facilitation Tip: Walk around the room as youth work, offering additional prompts such as: What do you like about living here? What is unique or special about this place? Who or what supports you or helps you? People? Places? Programs? Be sure to refer to the role of personal assets in bringing strength to a community (and vice versa!). Refer to the Community Maps that youth created as part of Session 2 earlier in this Unit.

IV. TOPIC BRAINSTORM (40 MINUTES)

- Come together as a class and discuss some characteristics of a good **Map Your World** research topic. Share the following list and ask if the students have anything to add:
 - Specific and focused
 - Affects people in your school and community
 - Easy to understand and explain
 - Important to other youth
 - Could use more examination
 - Has realistic or possible solutions
 - Is possible to research and document with our resources
- Ask students to return to their groups and give them 10 minutes to brainstorm possible topics based on what they have identified as issues or concerns in their community. List all topics mentioned on a piece of butcher paper. Remind everyone that this is a time to get all ideas out, not to make decisions or evaluate options.
- Once each group has a list of possible topics, instruct them to record the pros and cons of addressing each issue. Refer them back to the characteristics of a good research topic that the class developed together. How does each of these ideas measure-up to our guidelines?
- Instruct the groups to take 15 minutes to visit the **Map Your World** website: <http://www.mapyourworld.org/> and further explore examples of issues and assets that other youth groups have identified in their communities. What can we learn from their projects? What challenges did they face? What made their projects successful?
- Have the groups revisit and refine their topic selections and identify the three issues that would make the best **Map Your World** project topics.
- Ask each group to partner with another team to share their topic selections and receive feedback.
- Explain that the groups will continue to work together in the following session to decide on a final topic for their **Map Your World** research project. Between today and the next session, they may think of additional ideas for their research topic and are welcome to submit them to the group for consideration.

V. DEBRIEF (10 MINUTES)

Conclude the activity with a group discussion or journaling assignment using the following prompts:

- What **Map Your World** projects created by other youth groups are most interesting?
- What surprised you most when you were reviewing their projects?
- What did you learn from their research that you could use in your projects?

VI. TAKE-HOME ASSIGNMENT: ARGUING YOUR CASE

Instruct students to identify the issue that they are most excited to research and develop an argument in favor of their topic. They can write a journal entry or record a vlog (video blog) and share the video link on your **Map Your World** webpage. The following video hosting websites provide classroom-friendly alternatives for uploading and sharing student videos:

- **SchoolTube:** <http://www.schooltube.com/>
- SchoolTube allows teachers and students to create their own channels and start sharing student-generated videos.
- **Vimeo:** www.vimeo.com
- Vimeo has all of the sharing options found on YouTube, but in a much cleaner and easier-to-use interface that allows users to password protect their content as needed.

SESSION 4



WHAT DO WE WANT TO CHANGE?

What is the problem or issue that you want to address and/or change in your school or community? Why is it important? How can we use social media to address this issue?

OBJECTIVES:

Students will:

- Understand what makes a strong research topic
- Debate the merits of each issue and collaborate on the selection of a project topic
- Learn how to create a profile page on the **Map Your World** website. Go to www.mapyourworld.org and click "Sign Up" or "Sign In" at the top of the screen.

SUPPLIES:

- Computers with internet access
- Student handouts
- Whiteboard/blackboard and markers/chalk
- Pens and writing paper
- Butcher paper
- Washable markers
- 3-ring binders (one for each research group)

PROCEDURE:

I. ANNOUNCEMENTS, AGENDA OVERVIEW, TAKE-HOME ASSIGNMENT REVIEW

(10 MINUTES)

Do Now Activity:

Ask youth to identify one of the candidates from their group's list of issues that they were not as interested in researching. Ask them to imagine that this issue was their top choice and have them create a brief argument in its defense by describing the following:

- Why is this issue important to me?
- How does this issue affect my life?
- What positive outcome could result from using this as our **Map Your World** topic?

II. COMING TO AGREEMENT (50 MINUTES)

*Facilitation Tip: Each student group may select their own topic or the class may select one topic that every group will work on. Choose one of the following activities to help your students choose their **Map Your World** research issue:*

OPTION A—Use when choosing one topic for the whole class **Forced Choice Activity**

Part 1: Taking a Stand (15 MINUTES)

- Write each issue on a separate piece of paper and post the papers in different areas of the room. Have all students stand in the center of the room. For each statement, ask students to go to the

issue they feel fits the statement the most appropriately. Choose from the statements below. Add any additional statements that you feel are important

- Note: It is crucial that you take notes during this activity so you can remember the discussion. After each statement, let a few people from each corner speak about why they are standing there.
 - What issue most affects you personally?
 - What issue impacts the most people at our school? (the most widely felt)
 - What issue affects people so that they feel they can't come to school? (the most deeply felt)
 - What issue do you think teachers know the least about?
 - What issue will the adults at school be the most okay with?
 - What issue will the adults at school be the least okay with?
 - What issue would be the hardest to make change on?
 - What issue will be the easiest to make change on?
 - What issue will be easiest to involve lots of other students in the school on?
 - What issue will take the most time and energy for us as a group
 - What issue are you most passionate about?
- Discuss the activity using the following prompts
 - What did you notice during this activity?
 - What factors seem to be the most important in choosing our campaign?
- Explain: When we pick an issue, we have to consider all kinds of factors, including what will make the biggest difference and practical concerns—what are our resources, is this issue winnable, do we have allies in the school? Problems can be deeply felt, or widely felt or both. We should consider both deeply felt and widely felt problems. Some problems may not have been said as many times as other problems, but they may be deeply felt—they affect people in serious and profound ways, cause severe stress or threaten your physical or emotional health. These problems may not be voiced as often because they may be difficult to talk about or they may be specific to a certain population.

Facilitation Tip: Some issues may be emotionally challenging or personally painful for youth in your program and will need to be handled with care. Prior to launching the lesson, please contact your school counselor or social worker to discuss policies and procedures for handling these issues and be prepared to provide students with support or the option of adjusting or changing the topic of research, when needed. Also consider which issues will present challenges within the political landscape of the school and community, and be sure to keep open communication about the project with school administration and community leaders, as needed.

Part 2: Advocating for Your Issue (35 MINUTES)

- Break students into groups depending on what issue they are most interested in.
- In groups, students should create an argument for their issue. Hand out copies of the *Student Handout 4.A: Research Topic Debate Preparation* to each group and have the groups prepare for the debate by answering the questions on the worksheet. Use markers and butcher paper to create a visual that illustrates the importance of their issue—what are the effects of this problem on people?
 - Why should this problem be important to this class?
 - Who is affected the most (neighborhood, people, age group?)
 - Is it deeply felt, widely felt, or both?
 - What are some possible solutions that we as a class could accomplish concerning this issue?
 - Include anything else that they think is persuasive
- Have students present their issues in groups to the entire class. During this time, the entire class should discuss any concerns they have about the issue.
- VOTE on the issue. Options:
 - Do a secret ballot vote
 - Do a "five finger" vote (shows range of interest)
 - Allow multiple votes (e.g. they vote for their top 2 choices)
 - Put post-its near their favorite and least favorite issues
 - Simple hand-raising vote

OPTION B—Use when allowing each group to select their own topics

TOPIC DEBATE ACTIVITY (50 MINUTES)

- Ask each group to review their top three topics from the previous session and instruct the group to assign at least two people to advocate on behalf of each of the top three issues. When possible, have the youth assigned to the topic they had selected for the Session 3 Take Home Assignment or the topic they had chosen for their Do Now Assignment, since they would have already had the opportunity to think more deeply about.
- Students should work together to create an argument for their issue. Hand out copies of the **Student Handout 4.A: Research Topic Debate Preparation** to each group and have the groups prepare for the debate by answering the questions on the worksheet. They should also use markers and butcher paper to create a visual that illustrates the importance of their issue—what are the effects of this problem on people?
 - Why should this problem be important to this class?
 - Who is affected the most (neighborhood, people, age group?)
 - Is it deeply felt, widely felt, or both?
 - What are some possible solutions that we as a class could accomplish concerning this issue?
 - Include anything else that they think is persuasive.
- Have each debate team take two to three minutes to present the case for their topic. Give the rest of the group one minute to respond with a counter argument.
- After the debate, review the topics as a group, and use your group decision-making process to narrow it down to your final topics.
- VOTE on the issue. Options:
 - Do a secret ballot vote.
 - Do a “five finger” vote (shows range of interest).
 - Allow multiple votes (e.g. they vote for their top 2 choices).
 - Put sticky notes near their favorite and least favorite issues.
 - Do a simple hand-raising vote.

III. MAP YOUR WORLD PROFILES (25 MINUTES)

- Explain: Now that the topic has been selected, each group will create their project’s profile page on the **Map Your World** website. This page will be where we store our data, create our maps, document our progress, review our research, and share our results.
- Download and distribute the **Map Your World Guidebook** to each group. Demonstrate how to create a profile page by projecting an image from your computer and/or walking through the process step-by-step with student groups following along at their own computers.
- If you have additional time, allow the students to explore the site independently and ask questions as needed.

Facilitation Tip: Provide each research team with a binder where they can collect important hand-outs, group work-plan, printed data, and process notes.

IV. DEBRIEF (5 MINUTES)

Conclude the activity with a group discussion or journaling assignment using the following prompts:

- What factors were most important in choosing our issue?
- Why were they important?

V. TAKE-HOME ASSIGNMENT: WHAT DOES IT MEAN FOR ME?

- Explain: In order to effectively create change you must thoroughly understand the issue you are addressing—this requires research. There are many ways to research and an important resource is our own experience. Remind students that “*the wealth is in the room*,” meaning personal history/experience is the best first place to start your research.
- Ask students to write about the impact that their research topic has had on their own lives.

NATIONAL STANDARDS

Common Core: Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Writing Standards 6–12

6. (9–10, 11–12) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Speaking and Listening Standards 6–12

4. (9–12) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. **5.** (9–10, 11–12) Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

5. (6–8, 9–10, 11–12) Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

7. (9–10, 11–12) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

National Curriculum Standards for Social Studies

5. INDIVIDUALS, GROUPS, AND INSTITUTIONS

Institutions such as families and civic, educational, governmental, and religious organizations exert a major influence on people’s lives. This theme allows students to understand how institutions are formed, maintained, and changed, and to examine their influence.

10. CIVIC IDEALS AND PRACTICES

An understanding of civic ideals and practices is critical to full participation in society and is an essential component of education for citizenship. This theme enables students to learn about the rights and responsibilities of citizens of a democracy, and to appreciate the

importance of active citizenship.

ADDITIONAL RESOURCES BOOKS

- *Choosing to Participate*. Brookline, MA: Facing History and Ourselves National Foundation, 2009.
- *Literacy & Justice Through Photography*, Teachers College Press/CDS Books, 2011.
- *I Wanna Take Me a Picture: Teaching Photography and Writing to Children*, Center for Documentary Studies and Beacon Press, 2001.

WEBSITES

Prayasam: www.prayasam.org

Team Prayasam is a professional, committed group on individuals from diverse backgrounds but with a common vision of a better future for children and youth.

FILMS

ITVS Community Classroom Collection

www.itvs.org/educators/collections/womens-empowerment

Community Classroom is an innovative and free resource for educators, offering short-form film modules adapted from ITVS’s award-winning documentaries and standards-based lesson plans for high school and community colleges, NGOs, and youth organizations.

- *Taking Root: The Vision of Wangari Maathai*
- *Shadya*
- *Shayfeen.com: We’re Watching You*
- *Waiting for the Revolution*
- *Waste Land*
- *Garbage Dreams*

ABOUT THE FILMMAKERS



The Revolutionary Optimists

(L-R) Maren Grainger-Monsen and Nicole Newnham

Nicole Newnham co-produced and directed *The Rape of Europa*, about the fate of Europe's art treasures during World War II. The film played theatrically in 80 cities, was broadcast on PBS as a primetime special, was nominated for two national Emmys® and a WGA award, and shortlisted for the 2007 Documentary Oscar. Newnham was nominated for a national Emmy® Award for co-producing and directing *Sentenced Home*, which was broadcast on PBS's *Independent Lens* and follows three Cambodian refugees in Seattle who are deported back to Cambodia after 9/11. With Pulitzer Prize-winning photographer Brian Lanker, she also co-produced *They Drew Fire*, an acclaimed special for PBS about the combat artists of World War II, and wrote the companion book distributed by Harper Collins.

Maren Grainger-Monsen is a physician, filmmaker and director of the Program in Bioethics in Film at the Stanford University Center for Biomedical Ethics. Before co-directing *The Revolutionary Optimists*, Grainger-Monsen and Newnham also co-directed *Rare*, the story of one extraordinary mother's race against time to find a cure for her daughter's rare genetic disease. *Rare* won best feature documentary at the Brooklyn Girls Film festival, screened at the Cannes Film Festival Market and was selected to screen at Science Festivals around the US as well as broadcasting on national public television. Grainger-Monsen's past directing work includes *Worlds Apart* and *Hold Your Breath*, a large-scale project on cross-cultural conflicts in medicine, which was broadcast on national public television and is currently being used in 63 percent of US medical schools. Grainger-Monsen also directed *The Vanishing Line*, which was broadcast on *P.O.V.; Where the Highway Ends: Rural Healthcare in Crisis*, which won a regional Emmy® Award; and *Grave Words*, which was awarded first place in the American Medical Association Film Festival. She studied film at the London International Film School and received her medical doctorate from the University of Washington.

CREDITS

ABOUT THE CURRICULUM WRITER

Allison Milewski has over 15 years' experience in arts and media education and international and domestic program development with a focus on gender equality, human rights, and youth empowerment. She has developed art integration programs, professional development workshops, and arts and media curricula for organizations such as ITVS, Tribeca Film Institute, the Brooklyn Historical Society, Latino Public Broadcasting, and Urban Arts Partnership where she managed art-based programs for over 20 New York City public schools. Allison's professional experience also includes program management and administration with domestic and international NGOs such as PCI-Media Impact, the Center for Reproductive Rights, Goods for Good, and the Union Square Awards for Grassroots Activism. Allison is the Founder of *PhotoForward*, which she launched in 2004 to empower young artists to tell their own stories through photography, visual arts, and creative writing and engage with their communities as citizen artists. She currently lives and works in New York City, Laos, and Cambodia.

CURRICULUM ADVISORS

Elizabeth Hubbard, *Assistant Director,*
San Francisco Peer Resources

Christine Fairless, *Director of Technology at*
St. Paul's Episcopal School

David Maduli, *Community Engagement Fellow,*
Mills College /Independent Educational
Consultant

MAP YOUR WORLD

Nicole Newnham
Maren Grainger-Monsen
Jenni N. Heywood
Wendy Levy

ITVS

Cathy R. Fischer, *Senior Content Producer*

Annelise Wunderlich, *Education Manager*

Renee Gasch, *National Community*
Engagement Manager

Duong-Chi Do, *Associate Director of*
Engagement & Education

Brittany Truex, *Graphic Designer*

TEACHER + STUDENT HANDOUTS

Handout #s correspond with MYW Study Guide session #s

STUDENT HANDOUT 1.Ap 22

WHO ARE THE CHANGE AGENTS?

STUDENT HANDOUT 1.Bp 23

THE REVOLUTIONARY OPTIMISTS

TEACHER HANDOUT 1.Ap 24

MAP YOUR WORLD CASE STUDIES

STUDENT HANDOUT 2.Ap 27

MAP YOUR NEIGHBORHOOD TAKE HOME ASSIGNMENT

STUDENT HANDOUT 4.Ap 28

RESEARCH TOPIC DEBATE PREPARATION

MAP YOUR WORLD: STUDENT HANDOUT 1.A

WHO ARE THE CHANGE AGENTS?

Group Names _____

Class _____

Work as a group to review the responses to the activity and answer the following questions:

What patterns did we see emerging in our examples of Change Agents?

How many of our change agents are people we know or working in our community? Why do you think that is?

How many of our change agents are youth? Do we think of youth as being change agents? Why or why not?

How can social media bring about positive change? Can you give some examples?

Do we see ourselves as change agents, why or why not?

Have you ever wanted to make a positive impact on an issue in your community? Did you have the opportunity to take action? If so, what action did you take? If not, what action would you have wanted to take?

MAP YOUR WORLD: STUDENT HANDOUT 1.B

THE REVOLUTIONARY OPTIMISTS

Names _____

Class _____

INSTRUCTIONS:

Take notes while watching the video and record notes and quotes that answer the following questions:

What are the Daredevils trying to improve in their community?

What are some of the challenges that they face?

What tools do the children use to bring about positive change?

What quotes did you find interesting? (List at least two.)

MAP YOUR WORLD: TEACHER HANDOUT 1.A

MAP YOUR WORLD CASE STUDIES

MAP YOUR WORLD—STORIES OF CHANGE (MAY 2014)

Additional case studies and updates are available at www.mapyourworld.org.

Prayasam—Polio Map and Tedx Video

Prayasam, the organization featured in *The Revolutionary Optimists*, reaches out to one million children. The goal of the Prayasam team has been to ensure that “every child live in a healthy environment” and to empower youth to become change agents in their own community. Half of Prayasam’s board of directors are children.

Prayasam youth, such as the Daredevils (see Water Map case study for more on the Daredevils), are invested in the health of every child in their community. Since India was declared “polio free,” many people think that there is no longer a risk of disease, but Prayasam youth know better. For years, Prayasam youth have been conducting paper surveys by going door-to-door to discover which children are in need of polio vaccines. If a mother is not able to take her child to the monthly polio clinic at their center, the youth return to each household and take the children to receive vaccinations. Armed with paper megaphones to inspire their neighbors to go to the clinics, the youth have been able to raise the vaccination rate from 40 to 80 percent.

Now the young people are using **Map Your World** to help them with their work. They hope to raise the vaccination rate from 80 to 100 percent. By using digital tools, they increase the accuracy of their data. When they look at their online digital map, they can quickly see which children are in need of vaccination and focus on those households.

These young change makers have made a huge impact in Kolkata. After seeing the success of one neighborhood, Prayasam youth in other neighborhoods immediately adopted the model, excited to become part of the movement. Eleven more communities are now working on collecting polio data and increasing vaccination rates.

Prayasam—Water Map

The Daredevils are a group of youth who participate in Prayasam, a youth organization in Kolkata, India. These kids live in one of the most notorious squatter’s colonies in the city. They have made a dramatic improvement in the health of their community, a place that cannot even be found on the map. The Daredevils undertook the task of making their own map of their colony, and have been painstakingly tracking and collecting data around health issues that impact them – water, sanitation, and infectious diseases.

The Daredevils used **Map Your World** to map every water point in their slum in Kolkata by photographing and recording the GPS coordinates of every water tap with their smart phones. They surveyed over 100 water points, reporting whether the water site was functional, and also the color and quality of the water. The data shows that many water taps are broken and dirty, and none of them provide potable water. The Daredevils were able to take their data to their community elder and the city government to argue for change. They were able to show that there were over 9,000 people living in the community, and that there was not even one tap to provide clean drinking water.

Recently, an amazing thing happened: the city government finally listened and started digging the very first clean drinking water line to their community.

The government had not dug a line there for 35 years. Now the Daredevils are sharing the story of their success with other communities, encouraging them to do the same. They have skyped with other **Map Your World** users around the world, and are posting their success through social media, and gathering ideas for other things that they can do in their community to bring about further transformation.



Southeast Asian Young Men’s Group – Seattle, Washington

The Southeast Asian Young Men’s Group is part of Asian Counseling and Referral Service, a nonprofit organization in Seattle, Washington. This group serves Southeast Asian high schoolaged boys primarily from refugee families: Cambodian, Cham, Hmong, Khmu, Lao, Mien, and Vietnamese.

The young men’s group decided they wanted to become part of the **Map Your World** global movement for change. The group had an opportunity to meet Salim and Sikha, featured in the documentary, *The Revolutionary Optimists*, after a screening in Seattle. The teens left inspired, and decided they wanted to focus on the topic of safety, which is of major concern to them in their community.

Recently, the city of Seattle instituted an enrollment policy requiring students to attend the school they live closest to in an effort to save money on transporting students. The school system will only administer transportation passes for those living more than 2.5 miles from the closest school. If a student lives 2.49 miles from the school, he or she will not get a transit card, and will be expected to walk to school. The youth feel that this has presented safety risks because many students within the 2.5 mile boundary must walk and several students have been victims of crime.

The youth developed a survey so that they could determine how safe their peers feel in the community – on the way to school, and in school. They wanted to see if there was a correlation between the number of

students walking to school and students that have been victims of crime. Their survey also included general questions about safety so that they can have information to address the problem from multiple angles. They are hoping that this initial survey will give them enough information to find the root of the problem so they can determine where to focus their advocacy.

After they finish collecting their data, they hope to form an action plan that will increase safety for students. They are considering presenting their data to the school system to lobby for a change in the transportation policy. They may also develop strategies to engage the community and other partners to try to increase safety for students.

St. Paul's Episcopal School – Oakland, California

St. Paul's Sixth and Seventh graders have joined *The Daredevils* as beta testers of the **Map Your World** platform. The students have shared in a global exchange, Skyping with Salim, Sikha, and other Prayasam youth in India, swapping ideas about how they can be agents of change in their communities. Recently, St. Paul's students mapped all of the graffiti in the neighborhood surrounding their school and worked with the city to remove graffiti tags that made them feel unsafe.

Now the students at St. Paul's are tracking cigarette litter around nearby Lake Merritt and how it impacts the environment and wildlife. The students gather all of the cigarette butts littered on the ground, record the location, the number of cigarette butts, and photograph their findings to illustrate the problem. During the school year, they often found more than 200 cigarette butts in a single location, such as a park bench or bus stop. The record was 841 cigarette butts found littered in one location, in what is supposed to be a nonsmoking park. Through their work, they disposed of more than 5,000 cigarette butts.

Not only have the students been cleaning up the cigarette litter as they collect the data, but these young change makers have written letters to the city, given presentations at city council meetings advocating for ash trays in the park, approached local businesses for support, started a petition around the lake, and launched a cigarette butt exchange campaign where they attempt to get park-goers to turn in cigarette butts for money. They even made paper megaphones, similar to the *Daredevils* in India, and trumpeted their message to passersby. As a capstone project, the students made public service announcement videos (PSA's) about the impact of the litter on the environment and Lake Merritt, which they

presented to their community at a screening in a large local movie theater. The students were then invited to present their work at a nearby senior citizen center.

Finally, St. Paul's students were invited to present their work again at a city council meeting. After presenting all of their data and the work they had been doing, they were able to change the minds of their local leadership about the feasibility of putting ashtrays in some areas of the park. The city now wants to expand the concept and work with the Downtown Merchants Association.

St. Paul's hope is that by tackling the challenge through a multipronged approach, they will be able to make the greatest impact. The students plan on mentoring the younger class as they begin a **Map Your World** project next year.

Youth Uprising – Oakland, California

Many young people in East Oakland feel like they are being targeted by tobacco companies and have decided to take a stand. Students who attend an after school program at Youth Uprising, a state-of-the-art transformation center in the heart of East Oakland, launched a **Map Your World** project in order to map and track the ways tobacco companies may be targeting youth.

Students have set out to survey their peers about ways they may be targeted through advertisements, TV programs, movies, merchandise, or the influence of friends and family. Nearly everyone they interviewed said they felt like tobacco companies were targeting youth. 65 percent of their peers said they had used tobacco products. This is much higher than the national average; according to the American Lung Association, 20.6 percent of adults are smokers and 19.5 percent of high school students smoke. Youth Uprising was able to see that their community was, in fact, at a much higher risk. One unexpected outcome was that 85 percent of the people interviewed said that in the past seven days they rode in a car with someone who was smoking. The majority also answered that in the past seven days they had been at home with someone who was smoking, and that their four closest friends also used tobacco.

The students at Youth Uprising organized a community event to share their findings, and have partnered with the Tobacco Control Program to try to make a difference. After they analyze all of their data, they plan to identify creative measures that they can take in order to prevent the widespread use of tobacco in their community.

Through the surveying process, the youth realized that they would eventually like to conduct a new survey where they collect photographic evidence of all of the tobacco advertisements posted in their community and generate a map of each location to see if they can discover patterns.

Marina Middle School – San Francisco, California

Students at Marina Middle School in San Francisco were ignited with energy when their teacher presented them with an opportunity to do a new research project using smart phones and the **Map Your World** platform. The youth were participating in an after school program through Peer Resources, which seeks to empower youth by giving them leadership opportunities and peer-to-peer programs so that they can be change agents in their schools.



The after-school class quickly settled on a topic that they felt passionate about; they created surveys that would look at LGBT bullying in their school. In a matter of days, the students surveyed 120 classmates, discovering that nearly 70 percent of students didn't know what LGBTQQ (Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning) meant, that most students heard LGBT slurs in school multiple times daily, and that most bullying happens in their schoolyard.

The Marina students decided to take their surveying process a step further and engage the teachers and adults to see what their perception was around bullying. Most of the adults responded that they saw bullying happen everyday.

The Marina youth decided to take action and presented their findings to the school, educating the student body about bullying and encouraging students to stop others when they saw these incidents happening. The youth also presented their work to their larger community, classmates, and parents at a Community Cinema screening event of *The Revolutionary Optimists* at the Public Library in San Francisco.

Community Sustainability USA, Inc. in partnership with Sierra Student Coalition—Nashville, Tennessee

Several empowered high school youth in Nashville recognized that their community could make small changes that would have a huge impact on the environment and health. The students are going door-to-door conducting household surveys in order to map and track energy efficiency practices in low-income homes that were built between 1960 and 1970. These homes, in general, present energy efficiency deficiencies that are relatively easy to address through retrofits.

Through their data and community map, they hope to work with families to make changes at an individual level so they can live sustainably with the added benefit of helping community members lower their utility bills. The youth feel that if they can get their community to take simple steps like applying weather stripping to doors, reducing loads of laundry washed with hot water, or making sure downspouts are directed to areas where rainwater can go back into the ground, then they will be able to make a huge difference and create a culture of sustainability.

As the high school students go door-to-door surveying, they ask the homeowner about energy practices, such as how many loads of laundry they do or whether they use energy efficient light bulbs. They take photo-

graphs of compost bins, rain barrels, downspouts, and weather stripping around windows and doors. As an incentive to get community members to take their survey, the students partnered with a local organization to donate rain barrels and compost bins to use in a raffle. Each person that completes a survey will have an opportunity to win a prize.

As part of the survey, the students are also asking homeowners whether they would be willing to take a pledge to wash their laundry in cold water. If they say yes, the students take a photo of the individual holding a pledge sign committing to do so. In the end, the students will have a database of images on the Map Your World website that they can use for a grassroots campaign to spread the word throughout the community. They are hoping that when others see how many of their neighbors have taken the pledge, they will also want to change their habits.

The youth from the Sierra Student Coalition and Community Sustainability USA, Inc. plan to gather data over a period of time. In addition to getting people to make a change while they are conducting their surveys, they hope to analyze their data to find other ways that they can take actions to help people make changes to live more sustainably.



MAP YOUR WORLD: STUDENT HANDOUT 2.A

MAP YOUR NEIGHBORHOOD TAKE HOME ASSIGNMENT

YOU WILL NEED:

- Drawing paper,
- Writing paper (or notebook)
- Pencils
- Erasers
- Markers
- Art supplies
- A mobile phone or tablet (with camera) or digital camera

Pick a two-by-two block area in your neighborhood or around your school.

With something to write on and pencils, slowly walk around the area drawing the major structures on these blocks (e.g., churches, stores).

Walk the area again, this time looking for (and adding to your map) less obvious things. Some examples: One well-kept yard on a street of concrete, a community garden, a row of trees on one street, a vacant lot, litter, billboards, graffiti. If possible, use your cell phone or digital camera to take pictures.

As you observe this time, write down not only what you see but also what you hear, feel, and smell.

Once you get back home, write about what it felt like to walk here:

- What does it feel like to live here?
- Does it feel safe?
- Is it quiet and peaceful, or is there loud construction, people yelling sirens blaring?
- What kind of people do you see? Do you know them? Do you feel “connected” to them?

After writing, neatly copy your map onto a large piece of plain paper. You can use symbols and pictures to represent what you saw.

MAP YOUR WORLD: STUDENT HANDOUT 4.A

RESEARCH TOPIC DEBATE PREPARATION

Name _____

Class _____ Topic _____

Why should we focus on this topic over the other(s)? Why is this topic important? What are the strengths of this topic?

What are some ways that research on this topic might help to create change? How can our research on this topic lead to improvement or possible solutions?

Who do you think would support you at the school and in the community?

What makes a good research topic?

- Specific and focused
- Affects people in your school and community
- Easy to understand and explain
- Important to other youth
- Could use more examination
- Has realistic or possible solutions
- Is possible to research and document with our resources

Adapted from "UNIT 3: Research and Action" from Youth Engaged in Leadership and Learning (YELL) A Handbook for Program Staff, Teachers, and Community Leaders developed by the John W. Gardner Center for Youth and Their Communities in 2007