

# Civic Engagement

**Workshop 4A | Thursday, May 31** St. Peter's: 9:00-10:00am | Louisiana Gov. School: 1:00-2:00 pm

## Objective

Now the final day of the Global Village Network conference, it is time to bring theory to practice in this session that challenges the Belizean students to consider the power of youth outside of the classroom. The past three days have prepared the students to participate in this training that is focused on identifying the challenges that are local to the community of Orange Walk. While the work in these activities can be geared towards analyses of social or political problems, our intention in Belize is to inspire these students to craft solutions that are economically beneficial to themselves, their homes, their town and their country. Starting off with a high-energy icebreaker, the agenda will quickly dissolve into the introduction of “Mission: Orange Walk,” an exercise that will demand the students’ creativity and empower them with the basic tools for engaging social entrepreneurship. Working in teams, the students will prepare action plans for the final session of the day in which they will present their models for civic change to the rest of the class.

After this workshop, the students and facilitators will:

- use teamwork as a model for working toward a common goal
- understand the value of seeing challenges as opportunities
- brainstorm and craft strategic plans for achieving youth-envisioned, youth-run social entrepreneurship opportunities in Orange Walk, Belize

## Credits

-- The “Make Me Laugh” activity included in this session has been adapted and modified from *Amigos de Las Americas: 2011 Program Guide* for our purposes in Belize. This resource was written by the administrative staff of this international, non-profit, non-governmental, cultural exchange and student leadership immersion organization.

--The “Power Mapping” handout included in this session was created from my own conception of an idea inspired from a conversation led by Kelly Behrend, Bonner Program Associate, at the Bonner Congress of 2010 at Washburn University in Topeka, Kansas.

-- The “Mission: Orange Walk” activity track included in this session originates from my own conception of what a useful facilitation on Civic Engagement might look like for our purposes in the community of Orange Walk, Belize.

## Materials

- Various colored washable markers
- 16 large sheets of plain, white poster paper
- Mission: Orange Walk, “Power Mapping” Handout (attached)
- Pre-made list of ideal ways for students to get involved

## How to Prepare

In addition to including this workshop in the agenda of the “Belizean Curriculum Review” discussion, the Bonner facilitators should consult the hosting NGO, Peacework, for an informed list of “ideal” ways for Belizean youth to take a greater hand in their community. Additionally, the Bonners should decide among them who will lead the opening icebreaker and who will be responsible for delivering the introductory briefing for “Mission: Orange Walk.”

## Brief Outline

The agenda of this one-hour workshop is as follows:

1. “Make Me Laugh” Icebreaker | 20 minutes
2. Mission: Orange Walk, Briefing | 5 minutes
3. Mission: Orange Walk, Team Construction | 5 minutes
4. Mission: Orange Walk, Action Planning | 30 minutes

## Facilitator Guidelines

### 1. “Make Me Laugh” Icebreaker | 20 minutes

There isn’t a better way to start off the last day of the Global Village conference than with laughter! Instead of beginning the session in the customary circle, ask the students to count off by “2’s”. The students in group “1” will move their desks/chairs to the back of the room while still facing the front of the classroom. The students in group “2” will turn their desks/chairs around to face group “1” and move toward the opposite end of the room. If done correctly, group “1” and “2” will be facing one another and there will be a large aisle between the two groups.

The Bonner facilitating the icebreaker can begin with the following instructions:

1. Whichever group would like to begin selects one player from the opposite group to get up and walk across the open space to their side.

*For example, if group “1”, is going first, they might choose Suzy from group “2” to stand up and walk over to their side.*

2. While the person from the opposing group walks across the space, the group that “chose” this person must try their hardest to make the other person laugh.  
\*No physical contact with participants during the game is allowed\*

*Group “1” tries to make Suzy laugh.*

3. If the participant laughs (a smile/smirk counts too), they must join the team they are walking toward. If they don’t, they may return to their seat, and their own group has a chance to challenge someone from the opposite side of the room.

*As Suzy approaches and finally reaches the side of group “1,” she doesn’t even crack a smile, so, she may return to her side of the room and her teammates may elect someone from group “1” to walk towards them.*

The pattern and game continues until all of the players are on one side of the room or the duration of twenty minutes elapses. Whichever team ends up with the most students is the winner.

*When the game is finished, maintain the arrangement of the room for the next activity.*

## **2. Mission: Orange Walk, Briefing | 5 minutes**

The Bonner facilitator responsible for this talk will briefly explain to the students how excited we are that they have participated so wonderfully with us Bonners during these past three days (applause is appropriate here).

Explain to the students that “after spending time together and learning about ourselves, our peers and the importance of a respectful community, we are confident that the students in the class are now ready to get creative with their new-found understanding of their value as youth leaders.”

Tell the students that during the next half of the session, they will be broken up into four teams. In these teams, they will have the opportunity to brainstorm and select one challenge that the community of Orange Walk presently faces. After the students choose their issue, they will be given the “Mission: Orange Walk” power mapping handout that will help the students build an action plan for positively responding to the community’s challenge. Using the handout, the students must state their objective and map out a plan for their solution. Once the students have finished their action planning, they can then receive a larger white poster board to develop a presentation that they will deliver to the rest of the class at the end of our time together.

Encourage the students to use their time wisely—perhaps spend just as much time strategically planning as they do visually depicting their solution in the form of a 4-8 minute presentation on the poster board. Also, suggest that they begin by placing their objective at the rightmost end of the action planning arrow and work backwards to realize what steps are necessary to achieve the final goal.

*The teams may even want to elect a “secretary” to lead the creation of the poster board presentation and a “speaker” to lead the presentation of the group’s work in the final session.*

After this briefing, the students may be confused and have questions. Take a few inquiries and then go on to continue separating them into their teams. Continue with guiding them among their individual groups.

## **3. Mission: Orange Walk, Team Construction | 5 minutes**

Because the classroom will still be divided in two from the earlier icebreaker, go on to divide the halves into quarters by counting off in “2’s” once more. Designate each group of students with a team number (1-4). After everyone arranges their desks/chairs to properly sit with their cohort, distribute the “Power Mapping” handout to each student in the group and tell them that they are free to begin brainstorming a challenge they would like to address in the community of Orange Walk.

#### 4. Mission: Orange Walk, Action Planning | 30 minutes

During this time, the Belizean students must work as a team to (1) brainstorm and select a community challenge, and (2) come up with a strategic plan and final objective in response to the issue.

Ideally, the Bonner facilitators should each be designated to one of the four teams as a guide. If there aren't enough Bonners to cover all of the teams, just elect one of them to switch back and forth among two groups. If a group seems "stumped," refer to the facilitators' pre-made list of "ideal" ways that the students can become more involved in their communities. Particularly, guide them toward the creation of a business plan that can "solve" an issue as our focus in Belize is economic and entrepreneurial development.

Once the students finish their action planning, they can move on to describing their steps on the provided poster board. One Bonner should be in charge of keeping an eye on the time—offering frequent reminders of how much time is left all the way until the completion of the exercise.

*At the end of the half hour, explain to the students that the next half hour will be their final opportunity to make additions to their "Build Yourself, Build Belize" handouts. Encourage the students to make iconic additions to these worksheets that symbolize what they have learned in the most recent session (Civic Engagement). The students are also ready to finish by drawing in their "Vision for Belize." Students may use either the vision their group developed together or some other plan they may have thought up on their own. Bonners can briefly demonstrate how to make the additions before they take a passive role in the space and allow the students to work on their own.*

# Power Mapping Guide

1	2	3	4
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

First, write your goal in the space at the end of the arrow. Then, use boxes "1-4" to name the steps needed to achieve the final goal.