



# COMMUNITY ACTION JOURNAL

**NAME:** \_\_\_\_\_

**GRADE:** \_\_\_\_\_ **SCHOOL:** \_\_\_\_\_

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# ***STEP 1***

## ***Think & Learn***

- These activities will help you **RESEARCH** your communities through observation, critical thinking, discussion, art, creative writing and brainstorming.

# COMMUNITY STRENGTHS & GOALS

1) Some things I love about our community are...

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2) Some things I want to see change in our community are...

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3) We could help our community by...

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# My Skills & Interests

Circle the things you are good at. At the bottom add your own skills that are not listed on the sheet.



**Writing**



**Creating art**



**Organizing**



**Listening to others**



**Talking in front of people**



**Acting**



**Brainstorming new ideas**



**Researching**



**Asking questions**



**Persuading others**

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**Singing**



**Dancing**



**Learning**



**Teaching**



**Leading**



**Telling stories**



**Making decisions**



**Using technology**



**Making friends**



**Working with others**

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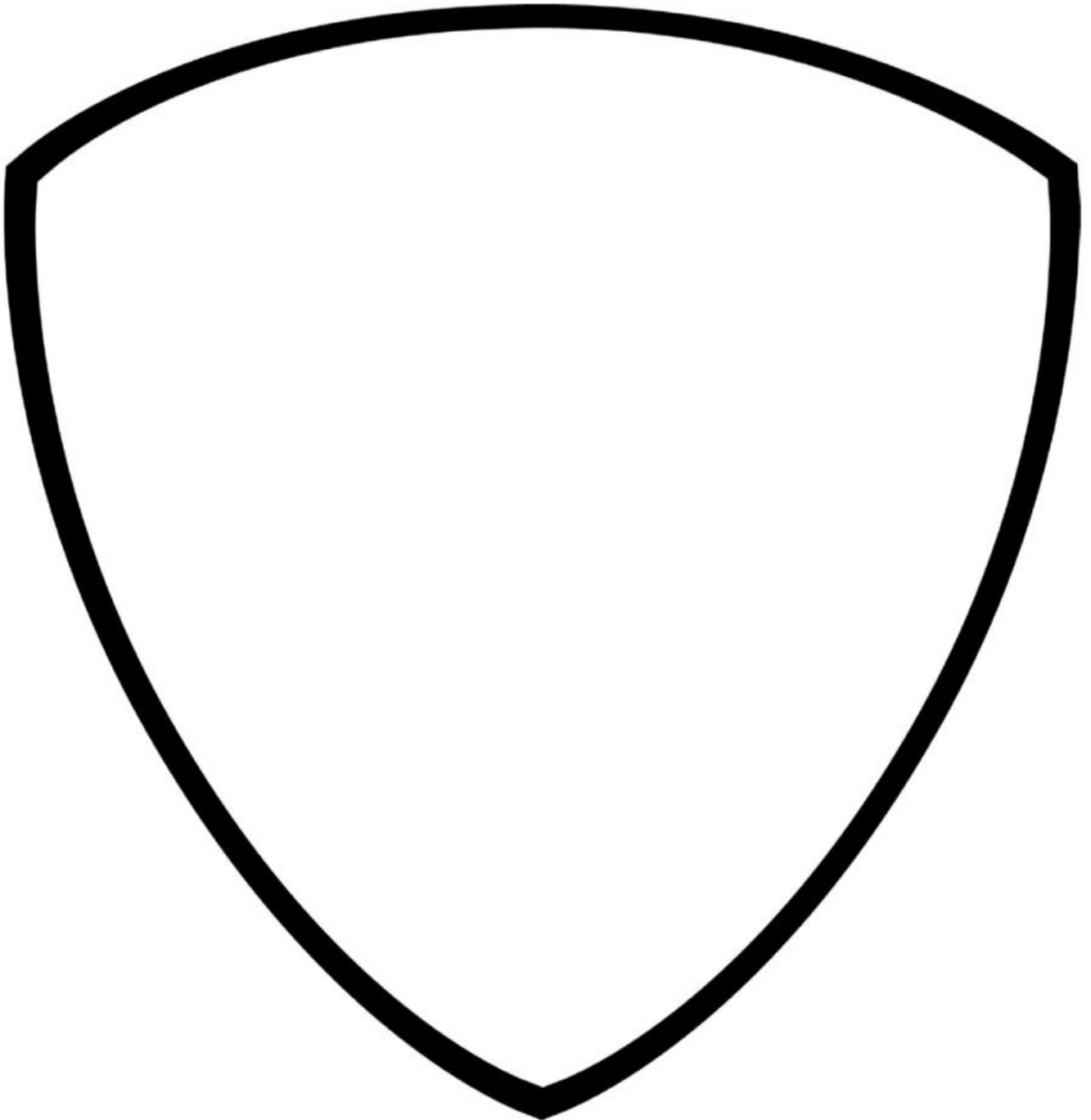
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# ***My Logo***

- 1) Think about your skills, abilities, and interests.
- 2) Draw pictures or symbols below that represent you and your skills.



# ***VISION BOARD***

- ♥ Close your eyes and think about what you LOVE about your community and your school.
- ♥ What do you love about the people, places, and things around you?
- ♥ Imagine that what you love is growing and growing
- ♥ Imagine that the things you don't like are shrinking and going away.
- ♥ Draw a picture of a future you want to see.
- ♥ Or you can draw a picture of an imaginary world.

# COMMUNITY PROJECT STORIES

## Project Story #1 - Welcoming Refugees

SCORES Team A worked together with a local organization that supports refugee and immigrant women and their families. They invited the director of the organization to their classroom as a guest speaker (the director was also a refugee) to tell her story about leaving home and settling in a new country. The students learned more about the challenges refugees and immigrants face. The students then created a video that was shared throughout their school to explain the challenges refugees and immigrants face. They used the video to do a “food drive” where they gathered food donations to give to the refugees and immigrants who need it.

To make the video, they first wrote a script and then acted it out and recorded it. They also created posters to hang around the school that displayed the facts that they learned and information about the food drive. Lastly, they hosted their food drive and donated the collections to the same local organization they worked with, and the organization gave the food to refugee and immigrant families.

What do you think about this story?

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Would you want to do something like this? Why or why not?

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# COMMUNITY PROJECT STORIES

## Project Story #2 - Poetry at the Senior Center

SCORES Team B volunteered at a nearby senior center to teach poetry and spend time with the people who live there. Students looked at poems they had written in previous SCORES seasons to figure out the best way to teach someone about poetry. Then they went to the senior center to meet the people there and teach them about poetry.

The team performed their original poems and shared comic strips they drew that showed their lives before and after they started writing poetry. The students visited again the following week and led poetry writing activities. The students listened to the life stories of the people who live in the senior center and helped turn their stories into poetry. The team ended their project with a public performance of the poetry they all created together.

What do you think about this story?

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Would you want to do something like this? Why or why not?

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# COMMUNITY PROJECT STORIES

## Project Story #3 - Ending Hunger

SCORES Team C researched hunger issues facing their community and found that a large number of people in the community did not get healthy meals at school. The team held a hunger workshop to educate a group of younger students about hunger issues present in their community. At the end of the workshop they used a recipe they found on the internet to make trail mix. Then they put the trail mix into individual serving bags and gave them to students in the school.

They wrote letters to City council members, part of their cities government, to ask them to pass a law that would make sure more students get healthy meals at school.

What do you think about this story?

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Would you want to do something like this? Why or why not?

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# COMMUNITY PROJECT STORIES

## Project Story #4 - Reducing Litter

SCORES Team D studied the impact of litter in their community by making a map that showed the amount of litter in the park down the street from their school. They wondered what was causing the litter problem at the park so they decided to survey the people at the park to get more information. Through their surveys they discovered that there were not enough trash cans throughout the park for everyone to put their trash.

They created a petition asking the city to install more trash cans, then they went out as a team to collect signatures from local community members. The team then wrote a news article explaining the litter problem in the park, what they learned about the causes and effects of littering, and why it was important to install additional trash cans at the park. They sent the article and petition to their local government officials and also sent the article to the editor of the local newspaper.

What do you think about this story?

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Would you want to do something like this? Why or why not?

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# ***BRAINSTORM!***

*What issue or issues do you want to work on?*

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*What project ideas do you have?*

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# ***STEP 2***

## ***Make a Plan***

- ❑ You will learn more about the issue you chose in Step 1.
- ❑ You will then **MAKE A PLAN** for your Community Project.

# ***OUR PROJECT PLAN***

**Project Description:** \_\_\_\_\_

**Project Title:** \_\_\_\_\_

**Project Goal:** \_\_\_\_\_

**Project Action Plan:**

<b>TASKS</b>	<b>DUE DATE</b>	<b>RESPONSIBLE PARTIES</b>

# ***STEP 3***

## *Take Action*

□ Get inspired and **TAKE ACTION** your community.

# ***STEP 4***

## ***Think Back & Reflect***

- ☐ You will **REFLECT** on your project and **DISCUSS** what you learned, what you accomplished, and what could happen in the future to continue positive change in your community.



# ***PROJECT REFLECTION***

- 1) Think about your community project and how it went.
- 2) Answer the questions below!

**1) How did you help your community?**

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**2) Who did you help? How did it feel?**

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**3) What was great about the project and what wasn't so great?**

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**4) What can you do next to continue working on your project?**

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# ***STEP 5***

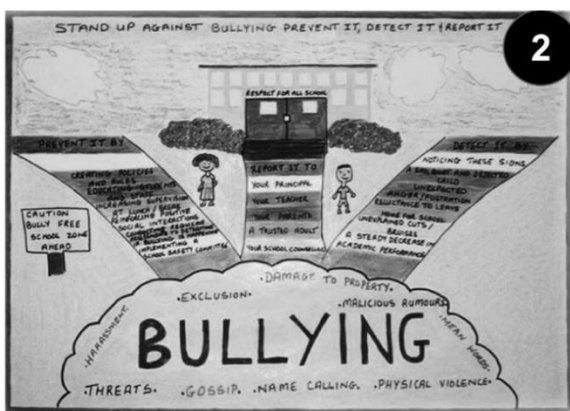
## ***Share & Celebrate***

- You will **SHARE** the results of your project to the community and **CELEBRATE** your accomplishments.

### **For example:**

1. Present at your after school program showcase.
2. Plan a gathering with families from the team.
3. Present at a Soccer Game Day.
4. Present at the morning assembly at school.
5. Plan a march or public demonstration.

# EXAMPLES OF FLYERS & POSTERS



Aa

Bb

Cc

Dd

Ee

Ff

Gg

Hh

Ii

Jj

Kk

Ll

Mm

Nn

Oo

Pp

Qq

Rr

Ss

Tt

Uu

Vv

Ww

Xx

Yy

Zz