

ROBERT COLLEGE  
— 1863 —

# GENERATING CHANGEMAKERS: A COMMUNITY SERVICE MANUAL FOR HIGH SCHOOL TEACHERS

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## **BACKGROUND**

In 2006, Robert College started a Community Involvement Program. RC students are academically strong but were sometimes isolated from the realities of Turkey. Our core values are excellence, responsibility, leadership, multiculturalism and balance. What better way to make these values come alive than to send students into the community to learn from the community, and share what they have learned.

We aim to create graduates that are not only academically strong but also responsible citizens, aware of their potential to institute positive change. The Ministry of Education has a social service requirement for all schools. See MEB (Milli Eğitim Bakanlığı) Sosyal Etkinlikler Yönetmeliği (13.1.2005/25699)

Our school now has a mandatory requirement for graduation of 75 hours of social service. Many students go far beyond the requirement and spend their summers and holidays doing community service in varied forms. Students see the CIP program as an integral part of their education; one they are very proud of. They grow, learn communication and business skills, gain a sense of civic involvement and responsibility, and have fun too.

We have seen firsthand the powerful positive impact this program has had on our students and on school culture. We wanted to share this with schools all over Turkey. The logical place to start seemed to be with teachers. Thus, we have compiled the manual you are reading with activities to be used in the classroom. We have piloted all the activities in the manual, either with our Robert College students in their English preparatory year or as part of their CIP program and changed them according to feedback.

MEB offers an elective for 9th grade to promote social awareness and responsibility (Sosyal Etkinlik Dersi).

Although we designed the manual to be used as for this yearlong elective course, the ideas and activities here could be incorporated into many courses, especially English or Turkish language, and social studies. These activities would work very well in a social responsibility, social service, or community involvement club. They could also be done during counseling hours or as the basis for a Community Involvement Program such as the one at Robert College.

### **How to organize the course as the Sosyal Etkinlik Dersi:**

The first half of the course takes place in the classroom. There are many activities, role-playing simulations, group work, pair work as well as a bit of lecturing. This first half culminates in the students planning a project based on a needs and resource assessment. For the second half of the course, this project may or may not be able to be realized.

In any event for the second half of the course, your students need to go outside the classroom, outside the school even. There are at least two different ways to organize this. If possible include students in this decision. After considering which option is feasible in your situation, discuss your plans with your administrators and make sure they know what is going on and agree to it. You will need parent permission forms in either scenario. The options are:

### Option 1 – whole class field trips

Take the whole class to organizations or NGOs that will be able to work with your students. It is hard to find organizations that can take a whole class of students and use them to good advantage. Examples might be old peoples' homes, animal shelters etc. You may use a volunteer parent to take half the class to one place and you take them to another. Every other week you will have to organize what amounts to a field trip. You can do one week going to the organization, and the next week getting feedback and sharing the experiences in the classroom. Then repeating with the same or another organization.

In this option, the students will perhaps not be able to realize the projects they have planned but will hopefully be able to go to an organization that fits their interests.

### Option 2

The students try to put into practice and realize the project (or a modified version of the project) that they planned in the first half of the course. However, they will have to do this out of class time: after school, or on weekends. This should be encouraged.

If for some groups their project proves not to be feasible for various reasons, they could volunteer at local organizations in their line of interest during their free time. Either way in option 2, class time will be used to share what has happened, to reflect, write journals, and to get feedback on how to overcome difficulties, etc. Different groups can be scheduled to present their updates each week.

Since you will not be able to be with the students during most of their off site visits, it is vital to let the parents know what is happening and when. Example parental permission forms and record keeping forms are provided. You may have to call the organizations from time to time to check on the students. Since the students are going in groups, and if they are all keeping journals, you can gain a sense of what is going on in their projects by reading and comparing the different members' journal entries as well as getting constant feedback from the students during class time.

### **To the teachers who will use this manual**

We wish you luck. This is not your normal high school course. As you are dealing with real life experiences and the world outside the school, you and your students must be willing to take risks. It is your job to encourage them to take those risks, but within reason. You will see your students grow and mature as they face experiences outside the classroom walls. We hope you will know the joy of seeing your students grow into more empathetic, responsible human beings. This is true education. Thank you for giving your students this opportunity.

We would like to thank the teachers and administrators of Robert College for taking a risk and giving us the opportunity and the support to help our youth become more responsible, empathetic citizens.

We would also like to thank Merrill Lynch, Bank of America for their generous support in writing this curriculum.

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## **Thank you**

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Many people helped out with the editing in all the different versions: Neyran Akgün, Anthony Jones, Maria Orhon, and finally, Nüket Buduroğlu with her commendable eye for detail. Thanks go to Emel Türker for the translation from English into Turkish.

To Boğaziçi University Faculty of Education, many thanks for letting us pilot our curriculum with your students. From the Educational sciences dept: special thanks go to Assist. Prof. Ayşe Caner and Prof. Zeynep Kızıltepe, as well as to Assist. Prof. Bengü Börkan and Assoc. Prof. Özlem Ünlühisarcıklı. From the Department of Foreign Languages Education: special thanks to Prof. Belma Haznedar for first taking a chance with us as well as to Assoc. Prof. Gülcan Erçetin and Assoc. Prof. Sumru Akcan.

We couldn't have piloted it at Robert College without the good will and hard work of all the prep teachers at RC. İrem Eren Szczesiak and Caitlin Dunne were an integral part of the planning of this pilot. They and their colleagues, especially Jason Leiter, Aybike Oğuz and Alison Standley gave invaluable input and feedback which was incorporated into the new prep program. Putting this curriculum into the prep program in the first place couldn't have happened without Academic Director, Maria Orhon's direct support and initiative. Such a program can only work with the full support of the administration of the school and we have been very lucky to have administrators such as Maria Orhon, Margaret Halıcıoğlu-Dean of Students, Joe Welch- Dean of Student Activities, Maura Kelly-head of English and Dr. Charles Skipper- headmaster. We hope all you teachers and instructors who are interested in this program can convince your administrators and gain their support.

Thanks to the IT dept of RC; especially Burcu Aybat, Mehmet Özdemir and Metin Ferhatoğlu who helped us with the general idea of the website as a vehicle to disseminate our ideas and activities in a practical form.

Finally we also thank all of the students, both at Robert College and in Boğaziçi University, who participated in the pilots and in their CIP projects. We learn from you every day.

# A INDIVIDUAL AND SOCIETY

## A1 Who Are We?

**Goal:** To introduce students to each other. To have them think about their identities and how they might want to change the future.

**Objective:** Students will become familiar with each other's names and learn some basic facts about each other. Students will start to think of which problems they would like to solve.

**Duration:** 40 minutes

**Skills:** Learning others' names, making visual symbols

**Values:** Community Building

**Methods:** Group game, individual and group work

**Materials:** A3 paper and crayons, or markers

**Attachments:** Slide (Attachment A1.a), Exit Slip (Attachment A1.b), one for each student.

## WARM UP

### Adjective Name Game (15-20 min)

**Note to teacher:** Do this game as a whole group activity only if your class is 25 or less, otherwise divide the class into groups of 15 – 20 and play.

1. Have students stand in a circle. Using yourself as a model, say your first name and a positive adjective that starts with the same sound or letter. Tell everyone to do likewise for their own names. Everyone should think of an adjective that starts with the same sound as their name. For example: Proud Pelin, Enthusiastic Elif, etc.
2. Going clockwise around the circle, each student must introduce herself, plus say the names of all the ones who came before them. For example: First student says: *I am Proud Pelin*; then the next one says *I am Enthusiastic Elif, you are Proud Pelin*; the third one says *I am Mighty Murat, you are Enthusiastic Elif, and you are Proud Pelin*, etc. This is easy to start with but difficult for those at the end. In large circles especially, body movements can be added (for example Enthusiastic Elif might jump up and down when she says her name.)
3. If you did this activity with 2 or more groups of over 15, after the game is over, everyone goes back to their seats and each one stands up in turn and says their name plus adjective to the whole class.

## ACTIVITY

### Name Flags (30 min)

1. Give each student a piece of paper and colored pens, pencils or crayons. Tell them to write their names in LARGE LETTERS in the center of the paper. Project Slide (Attachment A1.a) or write the following questions on the board:
  - a. What kind of music do you like?
  - b. What is your favorite food?
  - c. What do you like to do for fun/ what is your hobby?
  - d. What is your favorite book, TV show or computer game?
  - e. Pick a problem that you would like to help solve when you graduate: Hunger, pollution, global warming, child labor, too much traffic, lack of human rights, (or another).
2. Tell students they will pick any two of the questions plus the last one [e]. They will not write the question or the answer. Instead they will make a visual symbol of the answer to each question and draw these symbols around their name on the paper, thus making a flag.
3. In groups of four, have students try to guess which questions their friends answered and to explain the meaning of the symbols on their friends' flags. Switch groups if there is time. If there is still time, each student will tell one thing to the class about the student on her right.
4. Collect the name flags and keep them for the next lesson.

## CLOSING/EVALUATION

1. Distribute Exit Slips (Attachment A1.b) in the last few minutes of class or have them write what is on the Exit Slip below on a slip of paper and hand in:

### Exit Slip

Fill in the following with something you learned about 2 people in the class.

1. An interesting thing I learned about \_\_\_\_\_ is:
2. An interesting thing I learned about \_\_\_\_\_ is:

**Attachment A1.a/Slide**

**Questions to Project on Board:**

1. First answer **two** of the following questions in **visual form** on your name paper.
  - a. What kind of music do you like?
  - b. What is your favorite food?
  - c. What do you like to do for fun/ what is your hobby?
  - d. What is your favorite book, TV show or computer game?
2. Then also answer in visual form on your name paper:
  - a. Pick a problem that you would like to help solve when you graduate: *hunger, pollution, global warming, child labor, too much traffic, lack of human rights.*



**Attachment A1.b/ Exit Slip**

Cut up and give one to each student in the last few minutes of class for them to fill out and hand back to you.

Exit Slip

Fill in the following with something you learned about 2 people in the class.

1. An interesting thing I learned about \_\_\_\_\_ is:
2. An interesting thing I learned about \_\_\_\_\_ is:

✂.....

Exit Slip

Fill in the following with something you learned about 2 people in the class.

1. An interesting thing I learned about \_\_\_\_\_ is:
2. An interesting thing I learned about \_\_\_\_\_ is:

✂.....

Exit Slip

Fill in the following with something you learned about 2 people in the class.

1. An interesting thing I learned about \_\_\_\_\_ is:
2. An interesting thing I learned about \_\_\_\_\_ is:

✂.....

Exit Slip

Fill in the following with something you learned about 2 people in the class.

1. An interesting thing I learned about \_\_\_\_\_ is:
2. An interesting thing I learned about \_\_\_\_\_ is:

## A2 Our Classroom Community and Some Inspiration

**Goals:** To foster a community spirit and sense of responsibility to the class community, to explore what we value, to give inspiration via quotes

**Objectives:** Students will make their own class rules. Students will find an inspirational quote that resonates with them

**Duration:** 40 minutes

**Skills:** Communication, cooperation, self-reflection

**Values:** Respect for others, self-governance

**Methods:** Individual and group work

**Materials:** The name flags from last period, tape, large sheets of paper.

**Attachments/Resources:** The Quotes (Attachment A2.a) photocopied and cut up into slips-one quote per student. If possible, have the quotes printed on adhesive-backed labels, one per student. Exit Slip (Attachment A2.b). Photocopy and distribute one per student, or have the students write them instead.

### WARM UP (10 min)

1. Take the **name flags** from the previous lesson (A1 Who Are We?) and pass these out to the students, along with tape to tape them to the front of the desks. This will help you to learn their names.
2. Give the students a short introduction to the course. Tell them this course is not like any other courses in school. Say something like: *“You will be learning about people who have done really good things and you will join their ranks. You will learn real life skills such as how to better communicate and how to analyze and solve problems. You and your classmates will come up with your own Project to really improve your school and/or community! You will go out of the classroom and actually change things and try to make the world a bit better!!”*
  - a. *“How can we best accomplish this? What structure needs to be in place for this to happen? Do we need rules?”*
  - b. *“What kind of rules will make our lives easier? What if basketball or football games had no rules at all? What would happen?”*
  - c. *“Why do people need rules anyway?”* Elicit answers from students. Possible answers: “for expediency, to prevent chaos and to respect the rights of all.”

## ACTIVITY I

### Writing Our Classroom Rules (15 min)

1. Pose the question regarding the guidelines below.

Question: In order to accomplish our goals what kind of classroom atmosphere or guidelines/rules do we need?

Guidelines for writing rules:

- a. Keep the rules short.
- b. Phrase them in the positive. {For example say: *be on time* -instead of - *don't be late*
- c. These are class rules but the teacher has veto rights regarding the rules

2. Do as a whole group activity. Ask for volunteers to pose rules and record these on the board.
3. When there are no more suggested rules, ask for votes for each rule. If more than 50% of the class accepts the rule, the others must go with it.

Have one volunteer student write the rules on a large sheet of paper and hang on the wall while the rest of the class is doing the next activity.

## ACTIVITY II

### What We Value: QUOTE Exchange Activity (15 min.)

This quote card exchange activity is an activity done in workshops by Cathryn Berger Kaye (Kaye, 2010) and can be found in her book, [The Complete Guide to Service Learning](#).

**Note to teacher:** If you can print the quotes (Attachment A2.a) below on adhesive-backed labels, in the end, they will all have a sticker that they can stick on their notebooks or wherever they want.

1. Give everyone a quote (Attachment A2.a). You will need one quote for each student. There can be a few duplicate quotes.
2. Students should read their quotes silently.
3. Tell them: “Now stand up and go to someone you do not know well. Read your quote to them and listen to theirs. If you want to exchange quotes, you may. Keep changing partners [and exchanging quotes if you want to] until I tell you to stop.”
4. After 10 minutes call *Stop!* Ask for people to share with the class the quotes they really liked. Write them on a large sheet of paper. Tell them they will be adding to these illustrious quotes with their own wise words in the next lessons.

**CLOSING/EVALUATION:** (5 min)

Distribute Exit Slips (Attachment A2.b) or have them write what is on the Exit Slip below on a slip of paper and hand in:

Exit Slip

Name \_\_\_\_\_

Do you think the rules we made were fair?

Do you think we will have problems following the rules we made? Explain.

**HOMEWORK**

Write a short essay answering the following questions: *What was your favorite quote? What does it mean to you? How does it apply to your life?*

**Attachment A2.a/Quotes:**

**“Doing more of what doesn't work won't make it work any better”**

Charles J Givens

✂.....

**“How wonderful it is that no one need wait a single moment before starting to change the world”**

Anne Frank, Writer

✂.....

**“Talk doesn't cook rice”**

Chinese proverb

✂.....

**“Every word we say matters. It moves something in one direction or another”**

Deena Metzger, Author

✂.....

**“A person, who never made a mistake, never tried anything new”**

Albert Einstein

✂.....

**“Peace cannot be kept by force; it can only be achieved by understanding”**

Albert Einstein

✂.....

**“Today is the first day of the rest of your life”**

Anonymous

✂.....

**“No act of kindness, no matter how small, is ever wasted”**

Aesop

✂.....

**“If you are irritated by every rub, how will your mirror be polished?”**

Rumi

**“People have a hard time letting go of their suffering. Out of a fear of the unknown, they prefer suffering that is familiar”**

Thich Nhat Hanh

✂.....

**“The future depends entirely on what each of us does every day.”**

Gloria Steinem, Writer

✂.....

**“Every individual matters. Every individual has a role to play. Every individual makes a difference. And we have a choice: What sort of difference do we want to make?”**

Jane Goodall

✂.....

**“The best way to find yourself is by losing yourself in the service of others”**

Mahatma Gandhi

✂.....

**“When spider webs are woven together they can tie up a lion”**

Ethiopian proverb

✂.....

**“Those who bring sunshine to the lives of others cannot keep it from themselves.”**

Sir James M. Barrie

✂.....

**“What do we live for if not to make life less difficult for each other?”**

George Elliot

✂.....

**“Doing nothing for others is the undoing of ourselves”**

Benjamin Franklin

**“Always do right. This will gratify some people, and astonish the rest.”**

Mark Twain

✂.....

**“Never doubt that a small group of thoughtful committed citizens can change the world. Indeed, that’s the only thing that ever has”**

Margaret Mead

✂.....

**“You must be the change you wish to see in the world”**

Mahatma Gandhi

✂.....

**“The time is always right to do right”**

Dr. Martin Luther King, Jr.

✂.....

**“It is better to light one small candle than to curse the darkness”**

Confucius

✂.....

**Attachment A2.b/Exit Slip:**

Cut up and give one to each student in the last few minutes of class for them to fill out and hand back to you.

Exit Slip:  
**Name** \_\_\_\_\_  
Do you think the rules we made were fair?  
Do you think we will have problems following the rules we made? Explain.

✂.....

Exit Slip:  
**Name** \_\_\_\_\_  
Do you think the rules we made were fair?  
Do you think we will have problems following the rules we made? Explain.

✂.....

Exit Slip:  
**Name** \_\_\_\_\_  
Do you think the rules we made were fair?  
Do you think we will have problems following the rules we made? Explain.

✂.....

Exit Slip:  
**Name** \_\_\_\_\_  
Do you think the rules we made were fair?  
Do you think we will have problems following the rules we made? Explain.



## A3 Identity

**Goal:** To have students realize that everyone's identity is composed of different elements

**Objective:** Students will examine the different components of their identities and share with others

**Duration:** 40 minutes

**Skills:** Self-reflection, brainstorming, listening skills

**Values:** Self-knowledge, empathy

**Materials:** A4-sized paper

### TEACHER PREPARATION

The teacher should think of what different components of her identity they wish to share.

### WARM UP

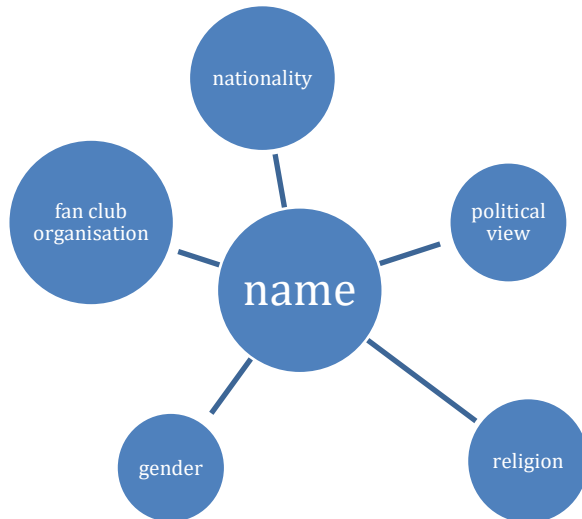
#### Who are You?

*If someone asks who you are how do you answer? A Turk? A student?* Today's activity aims to explore identity and the different components of identity.

### ACTIVITY

1. Give out A4 paper. Explain that we all have different components of our identity, some of which express nationality, ethnicity, what we are a fan of, sexual orientation, club membership etc. Sometimes these components of identity mean we belong to a community. Make yourself clear by saying, *"You are all students of your school; this is part of your identity and you belong to the community of your school, but within that community there are other subgroups. We all have many different dimensions of our identity such as being a Galatasaray team supporter, a daughter, a Muslim, a volleyball player etc."*
2. The teacher should give examples of the components of her/his own identity.
3. Have each student draw a circle in the middle of an A4 paper. Write his/her name in the circle. Now make an identity diagram by putting different components of his/her identity in bubbles connecting to the middle circle.

Some circles will be bigger than others. For example if you think your nationality is more important than your being a social entrepreneurship club member, in that case your nationality will be a bigger bubble; it might even encompass the other bubbles.



4. Ask the students to think back to when they were 10 years old. What would they have put in the bubbles then? What elements were the same, what different? What about when they will be 20? What elements will there be then?
5. Ask: “*What does this tell you about the nature of identity as a concept?*” [Identity is not fixed. Our identity changes with time and what we have experienced.]
6. Now have students stand up and share their diagrams. What components are similar or different?
7. Ask them the two or three most common groups that people identify with.
8. Ask them to get into those groups. Ask: “*Even among these common groups, are there differences? Are there common elements among the differing groups?*” Discuss.
9. Tell the students to find someone with none of the same elements as theirs. They should think “*Am I really so different?*” They should try to find something that is a common element.

## CLOSING

1. Explain that each person has a number of different identities or belongs to different groups.
2. Tell them “*While working with different groups, don’t forget that people are complex and don’t see people as belonging to only ONE group or identity component.*”

**Note to Teacher:** If you want to do further reading, check out Amin Maalouf, “On Identity” (Maalouf, 2000)

## A4 Moral Inclusion/Exclusion

**Goal:** To introduce students to the concepts of Moral Inclusion / Moral Exclusion. To sensitize students to the ones who are “othered” (marginalized)

**Objective:** Students will play a game simulating exclusion and consider how to include the excluded

**Duration:** 40 minutes

**Skills:** Teamwork, collaboration

**Values:** Cooperation, empathy, inclusion

**Methods:** Simulation, group work

**Resources:** Harvard University’s Project / implicit.test <https://implicit.harvard.edu/implicit/>

### ACTIVITY

1. Shoe Game<sup>1</sup>: Students stand in circle. Ask students to arrange themselves in groups depending on the **type** of shoe they are wearing. [boots, trainers, sandals, etc.] Observe how they do this.
2. Debrief by asking the following questions:
  - a. What were your criteria for classifying?
  - b. Is there a group that could be considered *the norm* or *normal*?
  - c. Is anyone outside the norm?
  - d. How is this a mirror for society?
3. Do the same exercise again for the **color** of their shoes. Again debrief as before.
4. Exclude those outside the norm and tell them to sit down. Tell them they may not participate and they may not use their computers/phones or read a book. After they are sitting, ask how they feel to be excluded.
5. Ask the normal group to think about ways to include the other group by making their colors fit into the norm. (They will probably say ‘have them paint their shoes’ etc.) Have them discuss a bit then ask them if what they are doing is inclusive. (Hopefully they will come up with the idea that painting the shoes is not inclusive as you are changing them to fit the norm.)
6. Debrief by talking about the difference between **integration** and **inclusion**.
  - a. *Integration* would be painting the blue shoes to the norm i.e., adapting the outsiders to the norm.
  - b. *Inclusion* would be adapting the norm to include others.

**Note to teacher:** If there is someone whose shoes are outside the norm due to social class, please be sensitive to this and somehow honor the excluded ones. Make sure they are able to articulate their feelings.

<sup>1</sup> This game is from the International Falcon Movement – SEI training course held on 15 Feb-21Feb 2010

7. **Moral inclusion**, according to social scientist Opatow, is an attitude and behavior of seeing people who are different than us. We can call this an *out-group*, as deserving the same rights, respect, level of resources, etc. as the people who are similar to us (our *in-group*). In other words, moral inclusion is seeing those people who are very different from us as having the same rights we have. However, in reality we feel more empathy to the feelings, sufferings and needs of people whom we regard as like ourselves (*in-group*). If people use the reasoning that only they and their sort of people deserve respect, rights, benefits, etc, they will be using the principle of being **morally exclusive**, as well as behaving unethically (Opatow, 1990).

Students should paraphrase the above and be able to give definitions of **moral inclusion/exclusion**.

8. Discuss the following:
- We use the term in-group identification for those groups that are like us. How can in-group identification be positive?*
  - People are often prejudiced against those who are different from themselves and they treat them as an out-group.*
  - Why do people do this?*
  - How might it have negative effects?*
  - Why do people sometimes see others who are different as being in some ways less deserving? Can you think of any examples of this? Can you think of any likely situations of when people tend to see others as not being worthy of the same rights as themselves?*
  - What kind of approaches can help to decrease prejudice? Do you see any way of defining an in-group or those outside of it in a more inclusive way?*
  - How might these concepts relate to volunteerism or doing social service?*

## CLOSING

Close the activity by saying something like: *“In-group membership is something we are proud of and feel is important for our survival. But our loyalty towards and pride in our in-groups does not mean that we need to have a negative attitude toward people in another group we regard as being different from our own, i.e. an out-group. If we can remember we all belong to the human race it is possible to extend to members of another group the same loyalty and pride, which we extend towards those in the groups we belong to ourselves.”*

*“In your projects, you will meet people of different communities. People who may be different from you in some way, but in some ways they are of course the same.”*

*“Try to be empathetic, and try to find similarities as well as respecting the differences.”*

*“Diversity is richness!!”*

## EXTENSION

A very effective way to have students examine their own prejudices is to use Harvard University's Project Implicit ("Project Implicit, "). For general info go to <http://projectimplicit.net/generalinfo.php>

**Note to teacher (1):** This website asks for personal information which Harvard University will use for research purposes. If you or your students are not comfortable with this you can decline giving certain info and still take part in the activity.

**Note to teacher (2):** For second language learners the English of this sight may prove challenging. It is available in other languages besides English for example the Turkish site is project implicit. <https://implicit.harvard.edu/implicit/turkey/>

The project involves internet-research-based tests that allow the students to examine their own hidden biases.

Take the test yourself first. It takes about 15 minutes and is eye-opening! On the website look at the information about the test in order to familiarize yourself with this.

It works best if you can do this together in a computer lab. If this is impossible, it may be assigned as homework.

1. Have students log into

<https://implicit.harvard.edu/implicit/>

2. Tell them to go to the demonstration. There are group choices such as religion, weight, skin tone, race, disability, Arab/Muslim, gender/career, gay/straight. Have the students choose their own groups. You may steer them away from political ones or, if you think there is an issue they need to look at, direct them towards this issue.

# B COMMUNICATION BASICS

## B1 Mirrors and Listening

**Goal:** To make students learn the essentials of effective communication, improve their listening and self-expression skills.

**Objective:** Students will be introduced to effective listening skills during a conversation  
Students will be introduced to the concepts of verbal and nonverbal communication skills.

**Duration:** 40 minutes

**Skills:** Listening, self-expression

**Values:** Empathy

**Methods:** Individual and group work, Creative drama

**Appendix:** Think/Pair/Share (Appendix B1)

### WARM UP

1. Ask the students to move the desks to make space in the middle of the classroom.
2. Once they create the space, then say: "Please pair up with your friend near you. Now, one of you will become a mirror that will repeat the exact same moves your partner does without losing eye contact."
3. The students will do this activity for 3 minutes and then switch roles for 2 or 3 more minutes.
4. After that, say: "Now combine your group of two with another group of two to form a group of four. This time, there will be three mirrors that will do the exact moves of the fourth person." [3 min]
5. Do a Think/Pair/Share (see description of Think/Pair/Share in Appendix B1) and then discuss with the whole group:
  - a. How did you feel during the activity?
  - b. What was challenging?
  - c. What does this activity have to do with communication?

### ACTIVITY

1. Have students pair up with a different friend now and do the following:
  - a. First, one student will sit on the chair and the other will stand up. The one standing will tell the one sitting the last movie he or she watched.
  - b. Both partners sit back to back. The one that was listening a few minutes before will tell the other about the last book he or she read.
  - c. Partners sit face to face with their knees touching or very close to one another. The one listening in the previous activity will tell the other one about his/her last vacation.

- d. The partners will stand two meters away from each other and both of the partners will talk for one minute in turns about their favorite food.
  - e. The one standing in the first activity will sit and the other will stand. The one standing will talk about their favorite TV show while the sitting one will be listening silently with folded arms and crossed legs.
2. Write the below on the board, or show as a slide and follow the order. It will help them remember the activity.

- a. Standing and sitting
- b. Back to back
- c. Very close
- d. Far
- e. Folding arms and crossing legs

3. Ask the students what they felt during this activity. After listening to one or two responses elicit responses like the following:
- a. *If one is standing and one is sitting there is an imbalance of power. The one sitting might feel subconsciously threatened. This does not promote good communication. During your communication with the people, try to sit and be at the same height to make them feel comfortable.*
  - b. *When there is no eye contact, the communication weakens. The one that is talking might feel interrupted and stop at some point. It is important to keep the eye contact while you are talking with someone during your project.*
  - c. *This was easier but it is important not to intervene in people's personal space. If you stay too close, you might make the person you interact with uncomfortable, and that is not helpful for a healthy conversation.*
  - d. *The distanced conversation makes it difficult to listen and talk so people can hardly follow each other and may be distracted easily.*
  - e. *Crossing the legs and folding the arms might give an "I am closed to communicate with you" message. Also, the person who is standing might feel he or she is suppressed by the sitting one.*

### **CLOSING/EVALUATION**

- 1. Say, "*Based upon the activities, what are essential for an effective communication?*"
- 2. List the concepts they bring up on the board. Add any missing ones: Body language, eye contact and verbal follow-up.

### **HOMEWORK**

At the end of the session, tell them to observe their communication with the people in their community and be ready talk about these in the next session.

**Note to teacher:** Try to observe the students and answer their questions while they are doing the listening activities.

## Appendix B1/Think/Pair/Share

### Technique: Think/Pair/Share

**Goal 1:** to create effective classroom management

**Goal 2:** to encourage the quiet students to actively participate

**Goal 3:** to have students think more deeply (before they speak)

**Objective 1:** Students will respect and listen to their friends' opinions

**Objective 2:** Quiet students will have a chance to share their opinions

**Objective 3:** Students will gain practice thinking before they speak

**Duration:** 5-10 min – can be inserted anywhere

**Skills:** reflection, self-knowledge, communication skills, listening skills,

**Values:** self-knowledge, respect for others' opinions

**Methods:** think/ pair /share is a method.

**Materials:** none

**Note to teacher:** This is a great technique that can be used often. If you ever have had shy students who cannot be heard or are too shy to share an opinion or the opposite, if you have ever had students who shout out answers or raise their hands without thinking, and who hasn't- this is a great technique.

Think/pair/share can be used whenever there is something that requires deeper thought – more than rote answers to a question. (It is especially good for ethical dilemmas.)

This technique can be used whenever you need either to slow down the pace so that more aggressive students are not the ones getting all the oral practice at the expense of the shyer students or alternatively, when everyone is shy and not participating, this is a non-threatening technique to encourage ALL to explore their thoughts and to communicate them.

Directions:

1. The first time you do a 'think/pair /share:

Project or write the following directions on the board:

- a. When I say “**think**” it should be silent as you reflect on the question(s) asked.
- b. When I say “**pair**,” share some of what you've been thinking with your partner.
- c. When it's time to “**share**”, you will be responsible to tell the group something you or your partner said as a response.

2. If your students are not used to critical thinking and sharing their opinions, demonstrate with a model pair. The timing can be like this:

- a. When I say “**think**” it should be silent as you reflect on the question(s) asked. ( 2 minutes)
- b. When I say “**pair**,” share some of what you've been thinking with your partner. (5 minutes – adjust according to level of interest )
- c. When it's time to “**share**”, you will be responsible to tell the group something you or your partner said as a response. Sharing can be done in differing ways, and it is good to vary. One partner from each group can share if there is time or volunteers may be picked. Or names of those to share can be picked from a hat.

3. The next time you do think /pair/ share it will be easier and you can just say – do a *think / pair/share*.



## B2 Being a Good Listener

**Goal:** To make students learn the essentials of effective communication, improve their listening and self-expression skills

**Objective:** Students will practice non-effective listening skills during a conversation to see the real effect

**Duration:** 40 minutes

**Skills:** Listening, self-expression, communication skills

**Values:** Empathy

**Methods:** Pair work, group discussion

**Attachments:** Exit Slip (Attachment B2.a), photocopies of one for each student

### ACTIVITY

1. Divide class into two groups and send one half into the corridor or into an empty classroom and tell them to wait there for a few minutes.
2. Tell the remaining students [Group A] that they are going to tell a story about something really interesting like the funniest thing that happened to them since beginning of the summer, or the day they were most happy in the past year. Tell them they will really try to impress the others with their storytelling abilities. (If you have 2 teachers available, the second teacher can brainstorm with them about good storytelling techniques.)

**Note to teacher:** It helps to have the assistance of another teacher or a student teacher for this activity for the first 15 minutes to stay with the class inside the classroom while the main teacher talks to those outside the classroom.

It is imperative that the group inside the classroom (Group A) does not have even the slightest hint of what the other group (Group B) will be doing.

3. Join the other group that is outside the classroom, [Group B] and tell them that they are going to act extremely bored while listening to a story told by their friends. Brainstorm with them regarding ways to act uninterested like looking at their phone, their watch, playing with their hair, crossing their arms, etc.
4. Bring group B into the classroom. Divide the students into pairs consisting of one group A and one group B member each. Have the A group members tell their stories to their group B partners.
5. Say: “*Stop!*” and ask them to join a whole class discussion.
6. Ask the students in group A what happened. Then get feedback on how it felt for both groups.

**Note to teacher:** The students of group A can get very angry with their friends for not paying attention and listening to them. If this happens, tell group A that those in group B were only following your instructions. The point is not to damage friendships here but to drive home how important good listening skills are. If they are angry, it shows how important such skills are.

## CLOSING/DEBRIEFING

1. Brainstorm how to be a GOOD listener in situations between 2 friends. (eye contact, facing the person, etc.)
2. Show or project as a slide or present the following information:

# VERBAL AND NONVERBAL COMMUNICATION

## Verbal Communication

- Listening
- Talking

## Nonverbal Communication

- Vocal
- Without sound
- With objects

3. Tell Them: *“The communication can be categorized as verbal and nonverbal. The verbal communication is composed of listening and speaking whereas the nonverbal communication can be vocal, silent or we can even communicate with objects.”*
4. Say: *“Let’s start with listening. Active listening skills include your posture, how you reflect on the content and mirroring their feelings. For example, you can show that you listen to the person by moving your head up and down. The person will continue as soon as he or she feels you are listening to him. Reflecting on the content is summarizing what you hear without adding any comment. Then the person will be more convinced as you are mentioning about something regarding the content. Lastly, mirroring the feeling of that person will make him/ her feel heard and understood as you are just repeating what they tell you as a feeling.”*
5. Say: *“The other verbal subheading is talking/expressing yourself. This is what we normally think of when we say communication but it is only one aspect.”*

- 6. Say: *“Can you name nonverbal vocal examples?”* If the students do not give any example, you can give *whistling* as an example which is sometimes used to reach someone or used as a protest tool.
- 7. Say: *“Can you name nonverbal silent examples?”* Body language and gestures are good examples of nonverbal vocal examples, as you will remember the way your body turns during a conversation, folding arms or crossing legs can block the conversation. We culturally use our gestures a lot to communicate. Think of your parents/ relatives; do they sometimes communicate with you via mimics and gestures; moving their eyes or eyebrows, noses etc.? Ask students to model some of these gestures.  
In addition the distance between you and other person/people is important also. In your projects, you might want to keep some distance with the people you just meet to prevent them feel uncomfortable. Sitting in a circle while doing a focus group usually works as everybody can see each other and interact easily.
- 8. Say: *“What about the objects? Can anyone give an example?”*  
Let some students share their examples.
- 9. Say: *“Our clothes, the way we shape our moustache/ beard or the type of head covering we may wear, all can carry meanings. Because we will be interacting with different communities during our projects, we should pay attention to these aspects during our communication. For example, wearing flashy clothes if you are interacting with those from a lower socio-economic class, may affect the power balance in your communication.”*
- 10. Ask for a student volunteer to model good listening with you. The student talks and you model good listening, reflecting and mirroring, etc.
- 11. Discuss and answer questions.

**CLOSING**

**Note to teacher:**  
Give out the exit slips (Attachment B2.a) at the end of the lesson (or write or dictate the questions below and have the students write their answers on a small piece of paper).  
The use of exit slips is so that you can get some quick feedback from the lesson as well as giving the students a moment or two to reflect on what has happened during the lesson. Look over them before the next lesson so as to adjust your teaching if necessary.

Exit Slip

Name: \_\_\_\_\_

Something I have learned about listening skills is .....

.....

I still have questions about .....

.....

**Attachment B2.a/Exit Slip**

Exit Slip  
Name:  
Something I have learned about listening skills is .....  
.....  
I still have questions about .....  
.....

✂.....

Exit Slip  
Name:  
Something I have learned about listening skills is .....  
.....  
I still have questions about .....  
.....

✂.....

Exit Slip  
Name:  
Something I have learned about listening skills is .....  
.....  
I still have questions about .....  
.....

✂.....

Exit Slip  
Name:  
Something I have learned about listening skills is .....  
.....  
I still have questions about .....  
.....

## B3 The Island: A Simulation<sup>2</sup>

**Goal:** To explore the assumptions we make about what others need. To review what we have learned, especially about communication, empathy, and the importance of needs analysis.

**Objective:** Students will construct a society and experience a conflict between two different societies. Students will discuss how people from different cultures communicate and their assumptions about serving the other. Students experience a simulation of a reality of service; that when we serve others we make assumptions about what they want.

**Duration:** 80 minutes

**Skills:** Collaboration, creativity, conflict resolution, reflection, critical thinking

**Values:** Tolerance respect cooperation

**Methods:** Role-play, individual and group work

**Materials:** Large sheets of paper, markers/crayons

**Attachments:** Role cards. These need to be photocopied. Half the class will need Role Card A (Attachment B3.a); half will need Role Card B (Attachment B3.b) and make two or three copies of the Role Card C (Attachment B3.c).

### WARM UP (25 min.)

1. Divide class into two large groups: a Task Force from the mainland and the inhabitants of the island. There should also be two or more observers [one for each group].
2. Tell the class they will be participating in a simulation. Give an example of what simulation means.
3. Hand out role cards but don't give any more information.
4. If possible have the two groups in two different rooms. They need to prepare their parts without any communication between the two groups.
5. Set a limit of 15 minutes for preparation. Remind them that they need to listen to each other within the group carefully.

**Note to teacher:** If the islander group is having a hard time making up language, you can help with the following ideas: they can use only six verbs, they can use *pig latin* (*Kuş Dili*), or use a consonant at the beginning of each word.

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<sup>2</sup> We saw this activity led by Zafer Yılmaz who uses it in TEGV trainings.

### ACTIVITY (30 min.)

1. Bring the groups together. The task force has 20 minutes to convince the natives to allow them to build the bridge.
2. Personal Reflection: 10 min. After the time is up, ask everyone to stop. Ask:
  - a. *How did you feel?*
  - b. *Were the people from the mainland successful in convincing the natives? Were there any difficulties in communicating?*
  - c. *What were the roles of the task force from the mainland?*
  - d. *What kind of beliefs or habits did you notice?*
  - e. *What role did the time limit play?*
  - f. *Why did you pick YOUR role?*
  - g. *What did you expect to achieve?*
  - h. *Could you achieve it?*

### CLOSING/EVALUATION (20 min)

1. Wrap up and discussion: Debrief by asking the inhabitants to share their reflections first.
2. Ask the task force to share their thoughts.
3. Ask the observers what they saw.
4. Go over the questions in the reflections. Plus:
5. Ask them to consider the following:
  - a. Were there any misunderstandings?
  - b. What conflicts arose?
  - c. How were the problems solved?
  - d. Were any cultural taboos broken?
  - e. Were there any winners?
  - f. Is it about winning?
  - g. What stops us from understanding other cultures?
  - h. What was the need of the two groups?
6. Further Debrief:
  - a. Why do you think we did this exercise?
  - b. When we do a social service project, which group do we resemble?
  - c. What have you learned?
  - d. How does this relate to the importance of a needs analysis?
  - e. What assumptions might you have?
  - f. What prejudices might you have?
  - g. How is introducing oneself important?

<p><b>Note to teacher:</b> Make sure the students understand that the goal of the activity was not be about winning or convincing the others of your idea. It is about reaching a common understanding. What actually happened?</p>
---

## Attachment B3.a/Role Card A

### **Role Card A: Task force from the Mainland:**

Situation: Imagine an island in the middle of an ocean. The Island is actually quite close to the mainland. There is a society living on this island and people know that there is a village near the shore. However, no one on the shore has had contact with the islanders yet. No one knows their culture or what language they speak. The mainland government thinks that they will be able to sell their products to the inhabitants there. Also the mainland is getting crowded and some of the mainlanders are hoping to settle on it. Therefore there are plans to build a bridge. Taxes have already been allocated for this. However, in order to build this bridge from the mainland to the island, one would have to get permission to make a highway through the village on the island to connect it to the bridge.

The people on the mainland are sending a delegation to try to convince the people in the village on the island to give permission to build this highway. In this delegation there are architects, politicians, local officials, engineers, psychologists, journalists, sociologists, lawyers, city planners, and workers. You are a member of this delegation. Which one are you? You may add other professions if you think they are necessary.

Each profession must decide what they need to do in order to convince the inhabitants. For example the architects will need to draw a plan and a picture of the bridge. The city planners need to discuss their plans and draw them.

## Attachment B3.b/Role Card B

### Role Card B: Inhabitants of the Island:

There is an island that has been cut off from the rest of the world. There has been absolutely no contact between the inhabitants of the island and the rest of the world. No one has ever left the island. There have been no visitors to the island. The islanders speak their own indigenous language and have their own belief system/religion, their own customs, rituals and culture of which they are proud. They have developed their own traditions of law and governance, as well as their own health and education system. **There is a strict set of customary rules governing daily life.** Breaking them is taboo. Another group will be visiting you and will try to understand your roles in the community. You will try to understand their roles in their communities, so pay attention!

You are an inhabitant of this island. As a group you need to figure out:

1. Who are you? Pick your role among these: teacher, headman or woman, wise elder, mother, father, farmer, medicine person, mediator, army, journalist, rule enforcer, builder, engineer, entertainer .....
2. **The following are 3 rules that everyone must follow:**
  - a. If you have a mixed group of men and women, only women may initiate the talking.
  - b. When a newcomer comes to your home everyone in the community must touch his/her nose 3 times in welcome.
  - c. Images are sacred in your society so only the wise elders are allowed to look at pictures.
  - d. Decide on one other rule.
3. You need to make up your own language and make sure that everyone in your group understands and can use it.
  - a. In this new language you will only have 6 verbs. What are they?
  - b. You also need to change the meaning of a couple of main words (for example, *hello* 'means go away' in your language and when you greet people you say 'peanut')
  - c. What is your island's name in your language?



## **Attachment B3.c/Role Card C**

### **Role Card C: Observers**

This is an historical occasion! It is the first time these 2 cultures are coming into contact with each other. You are cool and analytical observers. You are anthropologists. During the whole simulation, you will be observing and taking notes. You should not be talking or interfering in any way. You should not even show reactions to what is going on. You will be assigned a particular group to observe. You may not speak with the other observers. You should pay special notice to possible communication problems and any prejudicial behavior on the part of either party. If you have any questions, you may ask the teacher but you may not interact with either side. Be prepared to write up a report. You should now go and start observing.

# C COMMUNITY SERVICE, BEING VOLUNTEER AND NGO's

## C1 Volunteering and a Square

**Goal:** To introduce students to the benefits of volunteering and the importance of communication in an organization

**Objective:** Students will be able to define the concept of **volunteer** and be aware of the benefits of volunteering both to the individual and to the organization

**Duration:** 40 minutes

**Skills:** Discussion

**Values:** Doing things for others

**Methods:** Individual and group work, square activity

**Materials:** Board, 2 ropes (10 meters long each), a blindfold for each student

**Resources:** Civil Society Development Center website. (Sivil Toplum Geliştirme Merkezi)

**Attachments:** NGO's Around Us form (Attachment C1.a) one photocopy for each student

### WARM UP

Ask students the first word that comes to their minds when they think about **volunteering**. Write down the words on the left side of the board or if you are using a computer while doing the lesson, type it on a Power Point slide. Leave some space next to this list as you will ask them if they have anything to add at the end of the lesson.

### ACTIVITY I

1. Read the definition of volunteering from the Civil Society Development Center:

“Volunteering is defined as willingly supporting a societal initiative or activities of an NGO to improve the lives of the individuals in the family or environment or to reach an objective that is beneficial for the society without expecting any financial value or benefit in return” (Güder & Ozel Sektor Gonulluluk Dernegi, 2006).

2. Ask students for two or three examples of volunteering they have heard about or done.

3. Explain that volunteering often happens through nongovernmental organizations (NGO's) or non-profit organizations and that in the next lesson they will discover some NGO's. Then talk about volunteering; have students do a think/pair/share to answer the following questions:

a. Why do people volunteer?

b. What are the benefits of volunteering for the volunteers?

4. In a full class discussion, share the answers and write the summary of the answers on the board.

**Note to teacher:** Below are the benefits of volunteering as defined by Civil Society Development Center (*Sivil Toplum Geliştirme Merkezi*). Add any benefits that the students have not come up with.

1. **Personal satisfaction and spiritual enrichment:** The person experiences the joy of contributing to his/ her community without expecting any financial return.
2. **Increase of self-confidence:** The person who participates in a project of an NGO or civil initiative with a professional team at a younger age feels more confident about participating in other community development projects or initiating his/her own project.
3. **Improvement of the skills necessary in teamwork:** The person decides and acts with a group that helps that person take responsibility and cooperate with the group on a certain task.
4. **Status in a community:** The person who works for the common good of the society is respected and appreciated. [However, this respected status requires some modesty, not seeing oneself as superior to others.]
5. **A new environment and friendships:** While volunteering, you meet a lot of new people that you can engage with in other spaces too. It may not be your intention but you expand your network.
6. **New interests:** The volunteer gains self-confidence and is encouraged to do more for the society within a group. This often leads to new interest topics. His/her horizon might extend more than the person imagines (Güder & Özel Sektör Gönüllülük Derneği, 2006).

5. We have seen there are advantages to being a volunteer. What contributions do the volunteers make to the NGO's or non-profits? Brainstorm with students and add the following if they do not come up with them:
  - a. The volunteers act as a bridge between the community and the NGO or nonprofit.
  - b. The volunteers help and motivate the professional staff of the organization.
  - c. The organizations usually have very limited budgets. With a volunteer work force, they can be more effective and do more and better projects.

## **ACTIVITY II A Blind Square**

1. Divide the class into two groups. Each group will be given a ten-meter long rope plus a blindfold for each student. Explain that their goal is that everyone:
  - a. Must make a square
  - b. While holding the rope
  - c. While blindfolded
2. Tell them they have one minute to talk as a group to plan before they start.
3. Say: "*Start talking*" [1 minute]
4. Then say: "*Ok, put your blindfolds on and make sure you cannot see anything. GO!*" [5 min]
5. Say: "*Now FREEZE!!! Don't move! Open your blindfolds slowly and take a look at your square.*"

6. Discuss:
  - a. What happened?
  - b. Was anyone the leader?
  - c. How long did it take for a leader to emerge?
  - d. How did you understand this person was a leader? [If there were no leaders that emerged, why weren't there?]
  - e. Was it more or less efficient with a leader?

## CLOSING/EVALUATION

1. Have the students discuss:
  - a. Why did we do this activity?
  - b. What did you learn about decision-making?

Answers will vary. (It takes time for a group to act together. Sometimes it is more efficient in an organization, to have someone directing the group. Feedback is important.) Tell them that when managing volunteers or a project, usually one person in the organization takes a leading role in order for the volunteers to achieve their goal more efficiently.
2. Go back to the notes you wrote on the board at the beginning of the lesson about the first words that came to students' minds when they thought about **volunteering**. Are there any other words that the students think they should add now?

**Background information for the Teacher:** The relationship between a volunteer and an organization is different than that of an employee and a company. Volunteers are not professionals; of course, this doesn't mean that they will not do their job professionally. However, they are not paid and participate for a reason. Communication and feedback are vital for efficient volunteer management. Good volunteer management is characterized by:

- The effective coordination of the volunteers.
- The coordinator of the volunteers should have the following skills: human resource management, public relations, communication, fundraising, training and administration.
- Clear job descriptions for the volunteers. The job descriptions should be agreed on with the volunteer and not be beyond their abilities.
- Attracting new volunteers since volunteers are the backbones of many NGO'S
- Orientation of the volunteers: Informing the volunteers about the mission, vision, goals, programs, organizational chart, collaborations with other organizations and institutions
- Training of the volunteers
- Motivation of the volunteers
- Evaluation of the volunteers

## **HOMEWORK**

1. Say: *“We will talk about the non-governmental and non-profit organizations in the next lesson. Find one local (in your neighborhood, district or city such as Arnavutköy Yardımlaşma Derneği), one national (ex. TEMA) and one international organization (eg. Red Cross-Kızılhaç) for the next lesson.”*

*“Fill out the NGOs/non-profits Around Us form (Attachment C1.a) for homework. Bring this for the next lesson. You are free to bring supporting documents like brochures, printouts or CD’s.”*

**Attachment C1.a/NGOs /Non-profits Around Us:**

<b>Local organization</b>	<b>The mission/goal</b>	<b>Their target group - who do they help?</b>	<b>Their activities, - what they do</b>	<b>Their contact info</b>
<b>National organization</b>	<b>The mission/goal</b>	<b>Their target group - who do they help?</b>	<b>Their activities, - what they do</b>	<b>Their contact info</b>
<b>International organization</b>	<b>The mission/goal</b>	<b>Their target group - who do they help?</b>	<b>Their activities, - what they do</b>	<b>Their contact info</b>

## C2 Defining Civil Society and Classifying NGO's

**Goal:** To introduce students to the concepts used in the field of community development

**Objective:** Students will be able to learn about civil society, why civil society is important, the functions of a NGO and classification of NGOs

**Duration:** 40 minutes

**Skills:** Discussion, analytical thinking

**Values:** Cooperation and teamwork, respect

**Methods:** Individual and group work

**Materials:** Post-its, flip chart paper, markers, and computers

**Resources:** Video "How to Start a Movement":

[http://www.ted.com/talks/derek\\_sivers\\_how\\_to\\_start\\_a\\_movement](http://www.ted.com/talks/derek_sivers_how_to_start_a_movement)

**Attachments:** Matching Worksheet (Attachment C2.a), List of Organizations (Attachment C2.b)

### ACTIVITY I

1. Have students take out their assignments. They should have the following chart filled out:

<b>Local organization</b>	<b>The mission/goal</b>	<b>Their target group - who do they help?</b>	<b>Their activities, - what they do</b>	<b>Their contact info</b>
<b>National organization</b>	<b>The mission/goal</b>	<b>Their target group - who do they help?</b>	<b>Their activities, - what they do</b>	<b>Their contact info</b>
<b>International organization</b>	<b>The mission/goal</b>	<b>Their target group - who do they help?</b>	<b>Their activities, - what they do</b>	<b>Their contact info</b>

2. Pass out post-its. Now, have students write the names of the three organizations on the post-its. Put the post-its on their chests.

**Note to teacher:** At the end of this lesson, in Attachment C2.b, is an example of this chart filled out. This may be used for any students who have not done the homework.

3. Wait till all of them finish. Then say:  
*“Now, everybody! Stand up! You are at a party representing the organizations you found. Meet 5 different people and briefly learn about their organizations. Try to be a group of 3. You have 7 minutes. Please tell about your organization in a way that allows others to have equal time to talk about theirs.”*
4. After 7 minutes, divide the board into three and write three groups on the top: Local, national and international.
5. Now, elicit from whole class the names of organizations they learned from their friends, and write these on the board.
6. Ask:
  - a. *Do you see anything common among ALL the NGO's?*  
(Example: “They are all working with civil society”, “non-profit”, “non-governmental”, etc.)
  - b. *What criteria would you use to group them or categorize them? What are the differences and common things between them?*
  - c. *If you started a new NGO, what would be the aim of this NGO?*Now you should look at the theory and see how it differs from what they came up with.
7. Say: *“Before defining NGO's and non-profit organizations, let's define **civil society**.”*  
Continue:  
*“**Civil Society** is a common area formed by volunteer institutions working to find effective and long-lasting solutions to the society's problems. Civil Society pushes politicians to produce policies to find solutions outside the direct intervention of the state (Başfirıncı, 2010).”*  
*“Can anyone paraphrase this into more simple language?”*
8. Say: *“Civil society is sometimes called the "third sector" of society. The first sector is government and the second sector is business. Civil society then is individuals and organizations in a society, which are independent of the government.”*
9. Ask: *Why is civil society important?*
10. Write the statements of the students on the board. Write the chart below or show as a slide on the board if they missed any.

**Functions of Civil Society**

- An affective tool to solve societal problems
- Cooperation with different political, societal and economic actors
- Sustaining the existence of “Active and participatory citizenship
- Contributing to democracy by ensuring the citizen participation
- Bringing necessity, efficiency, legitimacy and transparency to the activities of government
- Creating a democratic, fair and participatory environment among actors



11. The institutions on our post-its are what we know as non-governmental organizations (NGO's) and they are non-profit organizations.

**Note to teacher (1):** An NGO's main aim is not to make money but to improve civil society. Calling them NGO's stresses that they are not **government** organizations. Decisions are made by the members of the institution, not the government. However, this doesn't mean that these organizations cannot make money but the money they make will go to the NGO's work or to its salaried workers.

**Note to teacher (2):** The term "NGO" is more common than non-profit and used in the international literature. The term non-profit stems from the U.S. because the term creates a tax code and providing tax exemption to all organizations that do not make a profit (Clark, 1991).

12. There are many different kinds of NGOs. How can we classify them? The following is one way of classifying them. Help the students to do this worksheet

## ACTIVITY II

### Matching Worksheet C2a

1. Draw a line matching the category of organizations with the corresponding example

#### Category of Organizations

#### Examples of NGO's or Non-profit Organizations

Scientific	Mazlum-Der, İHD, Amnesty International
Social and Humanitarian	İHH International Humanitarian Relief Foundation (İnsani yardım Vakfi)
Religion and Community-based	Tüba, Türk Tarih Vakfı
Corporate	TEMA, WWF
Environment	Kızılay, AKUT
Development and humanitarian aid	TMMOB, TTB
Technical	Unions (DİSK, Eğitim Sen)
Right-based	United Nations, Kızılay, Red Cross
Community movement-based	Ankara Üniv Kadın Platformu

**Note to teacher:**

**Categorization of NGOs**

1. Corporate organizations: Unions and economic activity fields Ex: Disk, Türkis, Eğitimsen
2. Technical organizations: The organizations that are founded for the professions. Ex: TMMOB, TTB
3. Scientific Organizations: University Association, Research Association, etc. Ex: Tüba, Türk Tarih Vakfı
4. Social and humanitarian organizations Ex: Akut, Kızılay

**Categorization of NGOs**

5. Development and humanitarian aid: Birleşmiş milletler, Kızılay
6. Environment: Greenpeace, TEMA, WWF
7. Right based organizations: İHD, Uluslararası Af Örgütü, Mazlum-Der
8. Religion and community based organizations: Anadolu Gençlik Derneği, Protestan Kiliseler Derneği
9. Community movement based organizations: Ankara Üniversitesi Kadın Platformu

2. There are other civil society structures too. What are they?

a. Social Movements:

- i. Are started by individuals or groups
- ii. There might be leaders but it is not essential to have one to start a movement,
- iii. Mostly don't have hierarchy,
- iv. Don't have any formal structure but they can evolve into NGO's later

Have students think of examples:

- i. Right based movements like LGBT and animal rights movements
- ii. Environmental movements like eat local or anti-nuclear energy movements
- iii. Health movements such as Smoke-free spaces.

b. Social Entrepreneurship:

- i. Social entrepreneurship is the field in which entrepreneurs tailor their activities to be directly tied with the ultimate goal of creating social value. (Abu-Saifan, 2012).
- ii. Use mostly for-profit structures. This is an important difference to distinguish them from NGO's!!

3. Now have students watch the video "How to Start a Movement" (*How to Start*, 2010):

[http://www.ted.com/talks/derek\\_sivers\\_how\\_to\\_start\\_a\\_movement](http://www.ted.com/talks/derek_sivers_how_to_start_a_movement) [3.5 min.]

**CLOSING:**

1. Ask: "Out of all the NGOs you have seen, which one seems most interesting to you?"
2. Say: "Find the following information about your NGO."
  - a. What category does it fit into?
  - b. What is its aim?
  - c. What target group does it serve?
  - d. Think back to the first activity we did on identity. Does this NGO serve any components of your identity?
3. If there is time, share in groups.

## Attachment C2a/Matching Worksheet

Draw a line matching the category of organizations with the corresponding example

### Category of Organizations

### Examples of NGO's or Non-profit Organizations

Scientific		Mazlum-Der, İHD, Amnesty International
Social and Humanitarian		İHH International Humanitarian Relief Foundation (İnsani yardım Vakfı)
Religion and Community-based		Tüba, Türk Tarih Vakfı
Corporate		TEMA, WWF
Environment		Kızılay, AKUT
Development and humanitarian aid		TMMOB, TTB
Technical		Unions (DİSK, Eğitim Sen)
Right-based		United Nations, Kızılay, Red Cross
Community movement-based		Ankara Üniv Kadın Platformu

## Appendix C2/List of Organizations

Local	The mission/goal	Their target group - who do they help?	Their activities, - what they do	Their contact info
ÇINARDİBİ KÜLTÜR MERKEZİ (ÇINARDİBİ CULTURE CENTER)	Increase the cultural and art activities in the neighborhood.	The residents of Kazım Karabekir Neighborhood.	Cultural and art activities including publishing a magazine.	<a href="http://www.cinardibidergisi.com/index.php">http://www.cinardibidergisi.com/index.php</a>
ARNAVUTKÖYLÜLER DERNEĞİ (ASSOCIATION OF ARNAVUTKÖY LOCALS)	To protect the community spirit in a neighborhood based in Arnavutköy.	Residents of Arnavutköy Neighborhood	Organize a culture festival, protect the environment and provide trainings to the children and women in the neighborhood.	<a href="http://www.bogaziciarnavutkoy.org">www.bogaziciarnavutkoy.org</a>
İLK ADIM KADIN, ÇEVRE, KÜLTÜR VE İŞLETME KOOPERATİFİ (FIRST STEP WOMAN, ENVIRONMENT AND CULTURE COOPERATIVE)	Create a space for the women in the neighborhood to produce solutions to their problems.	Residents of the Neighborhood.	Train children and women, create a library, raise funds for the center and create a space for the local women to sell their handcraft.	Nurtepe Mahallesi Sedef Cad. Diyar Sok. No:2/B (Nurtepe Muhtarlık binası ) Kağıthane – İstanbul T: 0212 294 44 79

<b>National</b>	<b>The mission/goal</b>	<b>Their target group - who do they help?</b>	<b>Their activities, - what they do</b>	<b>Their contact info</b>
TOPLUM GÖNÜLLÜLERİ VAKFI  (COMMUNITY VOLUNTEERS FOUNDATION)	Realize the peace, solidarity and change in the society.	They help university students form projects to help Turkish society.	Very varied activities, see website.	<a href="http://tog.org.tr/">http://tog.org.tr/</a>
HAYATA DESTEK DERNEĞİ  (SUPPORT TO LIFE ASSOCIATION)	Humanitarian aid agency founded with the principal objective of working with communities to help them meet their basic needs and rights.	Refugees in Ordu, Urfa, Gaziantep and Istanbul.	Works for education, and giving them both material and psychological support.	<a href="http://www.hayatadestek.org/en">http://www.hayatadestek.org/en</a>
TÜRKİYE EĞİTİM GÖNÜLLÜLERİ VAKFI  (EDUCATIONAL VOLUNTEERS FOUNDATION OF TURKEY)	Create and implement educational programs and extracurricular activities for children aged 6-14, so that they can acquire skills, knowledge and attitudes supporting their development as rational, responsible, self-confident, peaceable, inquisitive, cognizant, creative individuals, who are against any kind of discrimination, respect diversity and are committed to the basic principles of the Turkish Republic.	Primary school students especially from public schools.	They run centers to support education of primary school students all over Turkey.	<a href="http://www.tegv.org/en">http://www.tegv.org/en</a>

<b>International</b>	<b>The mission/goal</b>	<b>Their target group - who do they help?</b>	<b>Their activities, - what they do</b>	<b>Their contact info</b>
MÉDECINS SANS FRONTIÈRES	Deliver emergency aid people affected by armed conflict, epidemics, natural disasters and exclusion from healthcare.	MSF offers assistance to people based on need, irrespective of race, religion, gender or political affiliation.	Offer basic healthcare, perform surgery, fight epidemics, rehabilitate and run hospitals and clinics, carry out vaccination campaigns, operate nutrition centers, and provide mental healthcare.	<a href="http://www.msf.org/">http://www.msf.org/</a>
AMNESTY INTERNATIONAL	Help fight abuses of human rights worldwide.	Anyone whose human rights are abused.	Bring torturers to justice. Change oppressive laws. And free people jailed just for voicing their opinion.	<a href="https://www.amnesty.org/en/">https://www.amnesty.org/en/</a>
WORLD WILDLIFE FUND	Build a future in which people live in harmony with nature.	Helping people live more sustainably and take action against climate change.	Forests, marine, freshwater, wildlife, food and climate.	<a href="http://wwf.org/">http://wwf.org/</a>

### C3 Blindfold Activity\*

**Goals:** Considering another persons' needs, developing empathy

**Objective:** Students will be able to identify the perceptions, goals and wishes of another person in order to communicate and cooperate effectively

**Duration:** 40 minutes

**Skills:** Being sensitive to others' needs

**Values:** Empathy

**Method:** Drawing while blindfolded, guiding another student, reflection

**Materials:** Colored markers or crayons for half of the students, one A4 piece of white paper for each student plus strips of cloth to be used as blindfolds, one per student

#### ACTIVITY

1. **Ask student to find** a partner whom they do not know well.
2. Give each pair colored markers and a piece of paper. One student should be blindfolded or close their eyes. Once the students are blindfolded, tell them to sit back and relax.
3. Say: *"Think of a place where you would really like to be right now. Imagine this place. Try to see it in your mind's eye."*
4. Now, the blindfolded students must try to draw the picture of that wonderful place. The other students whose eyes are open should help the blindfolded students in any way the pair finds appropriate. Together the pair is responsible for getting the picture drawn and they should figure out how best to accomplish this.
5. After finishing the first picture, tell students to switch roles and the other student draws their picture.
6. To prompt reflection, lead a discussion and ask the following questions:
  - a. *How did you feel when you were blindfolded and trying to draw?*
  - b. *How did you feel as a helper?*
  - c. *What happened when drawing your picture?*
  - d. *What difficulties did you experience while you were drawing the picture?*
  - e. *What difficulties did you experience while you were helping your friend?*
  - f. *What are the things you have realized about the relationship aspect of the task?*
  - g. *What were things you did and believe to have been helpful during this process?*
  - h. *Can you make a connection with what happened in this activity and what happens in life?*
  - i. *How sensitive were you to the other person's wishes or needs? Was that difficult?*
  - j. *Why do you think we did this activity?*

## CLOSING

1. Discuss the following:

- a. It is actually difficult to help others and it is hard to understand their needs.
- b. It is hard to 'walk in another's shoes' or 'see things through someone else's eyes'.
- c. It is very difficult to understand and see the perspective of others. To be supportive of someone, first we need to understand their perspective, their framework, their goals and what they regard as supportive.

**Note to teacher:** It is really hard to fully understand another's point of view. However giving the other person time to express themselves fully, showing we care about their thoughts and feelings, and trying to be a good listener will help to understand the other person better. Tell your students these are some of the tools used for understanding and empathy.

\*(Kraft & Sertel, 2017).



## D GOOD EXAMPLES

### D1 Who is my Hero?

**Goal:** Students will reflect on whether there are such things as ‘heroes’ and if so, what are the qualities of a hero. Students will reflect upon the ramifications of the difference between media heroes and real life heroes

**Objective:** Students will be able to identify what they consider to be the qualities of a real life hero and a typical movie hero. Students will be able to identify how typical movie, computer game or TV heroes solve problems and contrast with how real heroes solve problems

**Duration:** 40 minutes

**Skills:** Analytical thinking, drawing conclusions

**Values:** Responsibility, peace

**Methods:** Group discussion, brainstorming

**Materials:** Whiteboard or computer and projector

**Resources:** YouTube: TEDed – What makes a hero?

<https://www.youtube.com/watch?v=Hhk4N9A0oCA>

**Attachments:** Entrance slips (Attachment D1.a), Exit slips (Attachment D1.b) photocopies of both slips for each student.

**Note to teacher:** Think of someone you know whom you admire because they have made others’ lives better. (i.e. think of someone who has risked something, or spent time or sacrificed something in order to improve the lives of others.) Be prepared to share the name of this person and why you think they have done something heroic.

### WARM UP

1. Pass out entrance slips (Attachment D1.a) and ask students to fill them out quickly.
2. Ask students to think about heroes in the movies. Elicit the names of a few actors who play the hero. [To get them on the right track mention popular action heroes such as X Men, the character of “Polat Alemdar” of the Turkish TV series “Kurtlar Vadisi”, Teenage Mutant Ninja Turtles or whoever is popular at the moment etc. Now, ask them to write down the qualities of a movie hero [esp.in Hollywood] or a computer game hero (Thoman & Wright, 1995).

### ACTIVITY

1. Write the following chart on the board or project on the wall. [Leave enough space on the board to later draw another chart.]. Elicit names and adjectives from the class to fill in on the chart. [Words or phrases such as strong, powerful, drives fast, good-looking, usually male, has a gun, etc.].

<b>Names of some Media Heroes</b>	<b>Words that describe Movie Heroes</b>	<b>What problem/conflict do they have?</b>	<b>How do Movie Heroes solve the problems?</b>
<i>Any of the Xmen characters</i>	<i>Strong, special powers</i>	<i>Save the world from the mutant bad guy</i>	<i>Finds and kills the bad guy</i>
.	.	.	.

2. Finish the chart by eliciting student responses to the following questions: Do a series of think/pair /share regarding the following questions:
  - a. What sorts of problems do the movie heroes set out to solve? [Most plots are based around a hero trying to solve a problem]
  - b. How do the heroes in the chart solve problems?
3. Write or project student responses on the board. Save this chart for later.  
Note: Usually the hero solves problems using force or force+cunning
4. Discuss the concept of ‘the Hero’. Show the YouTube: TEDed – What makes a hero? (TEDed, 2012). This shows how the ancient hero Archetype/pattern is present in the Hunger Games and in our own lives.  
<https://www.youtube.com/watch?v=Hhk4N9A0oCA>
5. Define a hero as someone who has risked or sacrificed something and thereby made a change for the better in others’ lives.

**Note to teacher:** Being a hero usually involves sacrificing something for the good of others. This in turn transforms the hero. A huge positive transformation is a heroic act. [Thus, even being born is a heroic event.] One does not have to sacrifice one’s life to be a hero. One may also give time to someone or a good cause, which is another sort of ‘sacrifice’.  
Also note that if students are uncomfortable with the term ‘hero’ they can use the term change-maker.

6. Tell the class the following true story that happened in New York:
 

*“I’m riding on a subway in New York City when I see a ballet-like hand weave between the packed-in crowd and slip into a pocket. What you did isn’t right,” I find myself declaring to the young man connected to the hand. “What?” he shouts, drawing back emptyhanded. “I’ll cut you. I’ll dice you.”*

*The entire subway car falls silent. You could hear a pin drop. I’m looking him dead in the eye. He’s looking at me. The subway door opens. He turns and walks off mumbling and cursing. The entire subway car bursts into a cheer.”*

*Linda Carel, a rapper describing a 1988 incident (“New Heroes,”).*

7. Ask: “*What has happened in this story? Has Linda risked something? Is this heroic according to the above definition? Why/ why not?*”
8. Give your own personal example of a hero and explain why he/she is a hero for you.
9. Ask students to think of someone who is a hero by this definition.
10. The hero can be someone they have known personally who has really made a positive change in their life or other’s lives or a hero they have heard about. Give them a few minutes to think and write down the names of some real life heroes. Remember heroes don’t have to be famous! Explain that it could be someone they really admire or take as a role model. Give everyone some time to think. Have students write down 2 or 3 names. This is not group work!
11. Project or draw the following chart. If drawing on the board, do it next to the first chart.

<b>A. Real Life hero’s name</b>	<b>B. Words that describe him/her</b>	<b>C. The problem s/he has</b>	<b>D. How s/he solves the problem</b>

12. Elicit the names of the students’ heroes and fill in the chart, column A.
13. Ask students to reflect and write the qualities of their hero [column B]. What sorts of problems do they set out to fix? [column C]. How has their real hero solved real problems? [column D].
14. Fill in chart with student responses.
15. Compare this chart with that of movie heroes previously discussed.  
Now add a 5<sup>th</sup> column to each chart to consider the consequences of conflict and violence.

**Note to teacher (1):** Point out to the students that the consequences of violence are usually not addressed in action movies. For example, in car chase scenes, they never show the people killed in the cars or what happens to them or their grieving families. Why not?

<b>Names of some Movie Heroes</b>	<b>Words that describe Movie Heroes</b>	<b>What problem/ conflict do they have?</b>	<b>How do the Movie Heroes solve the problems?</b>	<b>What were the consequences?</b>

16. Do the same for real life heroes. Discuss.
17. Discuss: What are the differences between real life heroes and movie heroes? Why do Hollywood films portray heroes the way as they do? To what extent are movie or TV heroes role models for children? What are the consequences of this?

**Note to teacher (2):** The majority of the moviegoers in the world is usually male, in their teens or early 20s. Since this age group is also the main audience, the public is given what it wants. Also, action movies are easier to translate from one culture and language to another. Comedies for example, are much harder to sell worldwide as too many cultural differences come into play. [The exception being comedies based on slapstick and physical humor]

## **CLOSING**

1. Have students fill in exit slips (Attachment D1.b).
2. Compare with the entrance slips.
3. Discuss.

**Attachment D1a/Entrance Slip**

Entrance Slip

Name:

Do you believe that in today's world there are heroes?

**Yes**            **No**

✂.....

Entrance Slip

Name:

Do you believe that in today's world there are heroes?

**Yes**            **No**

✂.....

Entrance Slip

Name:

Do you believe that in today's world there are heroes?

**Yes**            **No**

✂.....

Entrance Slip

Name:

Do you believe that in today's world there are heroes?

**Yes**            **No**

✂.....

Entrance Slip

Name:

Do you believe that in today's world there are heroes?

**Yes**            **No**

**Attachment.D1b/Exit Slip**

Exit Slip

Name:

Give 3 examples of people who have made the world a better place and tell how they made it better.

1.

2.

3.

✂.....

Exit Slip

Name:

Give 3 examples of people who have made the world a better place and tell how they made it better.

1.

2.

3.

✂.....

Exit Slip

Name:

Give 3 examples of people who have made the world a better place and tell how they made it better.

1.

2.

3.

## D2 Good Examples from Turkey

**Goal:** Students will understand that there are actual heroes/positive change-makers alive today and that there are many people who can be taken as role models who are doing positive things in Turkey

**Objective:** Students will be able to pick a hero/ project that appeals to them and analyze why this hero/project project appeals to them.

**Duration:** 80 minutes plus research homework

**Skills:** Self-knowledge

**Values:** Responsibility, empathy

**Methods:** Searching a website individually, critical thinking, writing, negotiation with peers, sharing information orally

**Materials:** Internet access and laptop/tablet for each student or downloads of the change-makers, and ASHOKA fellows from the websites.

**Resources:** For Turkey:

<http://turkey.ashoka.org/fellows-uyeleri> <http://turkey.ashoka.org/en/fellows>

<http://www.farkyaranlar.org/site/index.php>

The book about Turkey's Change-makers can be downloaded at

[http://www.farkyaranlar.org/site/images/kitap/fark\\_yaranlar\\_kitabi\\_2013.pdf](http://www.farkyaranlar.org/site/images/kitap/fark_yaranlar_kitabi_2013.pdf)

It is both in English and Turkish.

**Note to teacher (1):** (This activity is assuming students all have a tablet/laptop plus access to the internet. **If not all students have laptops and internet access, do the following before class:**

Before class PRINT out one or two examples of change-makers per student from [http://www.farkyaranlar.org/site/images/kitap/fark\\_yaranlar\\_kitabi\\_2013.pdf](http://www.farkyaranlar.org/site/images/kitap/fark_yaranlar_kitabi_2013.pdf) (Yavuz, 2013). All stories should be different.

**Note to teacher (2):** If laptops and google docs are available to all students, before class, teacher makes a google doc (or assigns a student to do it). If laptops and google doc are not available, then do this in class on a large sheet of paper.

Example:

Student name	Change-maker's name	Qualities of that person	What problem did they tackle?	How did they solve the problem?	Why it's important	Your thoughts?

## WARM UP

1. Ask students to write their own definitions of the word 'hero' and share in groups of four.

**Note to teacher:** Gently guide students to a definition of *hero* as someone who gives something of himself/herself to help others.

## ACTIVITY 1

1. Ask: *Do heroes really exist?* Some people might be uncomfortable with the word 'hero'. Remind students that instead of the word hero, we can call these people positive change-makers'.
2. There are many examples of such change-makers in Turkey. Tell students that today they will be introduced to some of them.  
Show them at last two videos from the Sabancı Foundation's -Turkey's change-makers' website. (<http://www.farkyaratlanlar.org/site/index.php>) (Sabancı Vakfı Fark yaratlanlar programı). Each one is about 4 minutes long. They are in Turkish with English subtitles. Show the students the website and ask them which one they would like to see. [e.g. "Herkes için Mimarlık Derneği"]
3. Discuss: What did these people do? How did they make a change?
4. Explain the concept of **social entrepreneur**. Everyone knows what an entrepreneur is but what is a social entrepreneur? In its simplest form, it means finding innovative viable solutions to social problems. In other words, finding new smart solutions to social problems. It is an entrepreneur who is not interested just in making a product to make money but is interested in making a product or providing a service to solve a social problem.

**Note to teacher:** For a full understanding of social entrepreneurship, teacher may read <https://entrepreneurship.duke.edu/news-item/the-meaning-of-social-entrepreneurship/> (Dees, 2014).

5. ASHOKA, as defined on their website, is the largest network of social entrepreneurs world-wide, with nearly 3,000 ASHOKA Fellows in 70 countries (including Turkey) putting their system changing ideas into practice on a global scale. The people who are recognized become what are known as ASHOKA fellows. Explain how ASHOKA supports social entrepreneurs by giving awards to people who are making a change in their communities.



6. Show the students ASHOKA’s website ("ASHOKA Türkiye,"):

<http://turkey.ashoka.org/en/fellows>

Explain that these are people who have dedicated at least part of their lives to making a positive change in the world. Tell students: “*Your job is now to read about these ASHOKA fellows and find one that resonates with you. You should fill in the form with information about your chosen change-maker. Everyone should find a different change-maker.*” Tell them that this will be the basis of tomorrow’s lesson so they MUST find their change-maker, they should fill in the form and be ready to present the information regarding their change-maker to the class.

<b>Student name</b>	<b>Change-maker’s name</b>	<b>Qualities of that person</b>	<b>What problem did they tackle?</b>	<b>How did they solve the problem?</b>	<b>Why it’s important</b>	<b>Your thoughts?</b>

## ACTIVITY II

1. Divide the class into groups of five. Students share their research, if info was not shared via google docs or something similar.
2. A note taker from each group fills in the following chart on large sheets of paper:

<b>Student name</b>	<b>Change-maker’s name</b>	<b>Qualities of that person</b>	<b>What problem did they tackle?</b>	<b>How did they solve the problem?</b>	<b>Why it’s important</b>	<b>Your thoughts?</b>

3. Give the criteria by which the ASHOKA fellows have been picked. The following was taken from <http://turkey.ashoka.org/en/selection-criteria> ("Selection Criteria,")
  - a. A NEW idea
  - b. Creativity
  - c. Entrepreneurial quality
  - d. Social impact of the idea
  - e. Ethical Fiber

## Selection Criteria

**1. The Knockout Test: A New Idea:** ASHOKA cannot elect someone to the Fellowship unless he or she is possessed by a new idea—a new solution or approach to a social problem—that will change the pattern in a field, be it human rights, the environment, or any other. We evaluate the idea historically and against its contemporaries in the field, looking for innovation and real change potential.

**2. Creativity:** Successful social entrepreneurs must be creative both as goal-setting visionaries and as problem solvers capable of engineering their visions into reality. Creativity is not a quality that suddenly appears—it is almost always apparent from youth onward. Among the questions we might ask: Does this individual have a vision of how he or she can meet some human need better than it has been met before? Does the candidate have a history of creating other new visions?

**3. Entrepreneurial Quality:** Perhaps our most important criterion, entrepreneurial quality is the defining characteristic of first class entrepreneurs. It defines leaders who see opportunities for change and innovation and devote themselves entirely to making that change happen. These leaders often have little interest in anything beyond their mission, and they are willing to spend the next ten to fifteen years making a historical development take place. This total absorption is critical to transforming a new idea into reality, and it is for this reason that ASHOKA insists that candidates commit themselves full-time to their ideas during the launch phase.

ASHOKA is looking for the Andrew Carnegies, Henry Fords, and Steve Jobses of the citizen sector.

**4. Social Impact of the Idea:** This criterion focuses on the candidate's idea, not the candidate. ASHOKA is only interested in ideas that it believes will change the field significantly and that will trigger nationwide impact or, for smaller countries, broader regional change. For example, ASHOKA will not support the launch of a new school or clinic unless it is part of a broader strategy to reform the education or health system at the national level and beyond.

**5. Ethical Fiber:** Social entrepreneurs introducing major structural changes to society have to ask a lot of people to change how they do things. If the entrepreneur is not trusted, the likelihood of success is significantly reduced. ASHOKA asks every participant in the selection process to evaluate candidates for these qualities rigorously. To do so often requires one to resort to instinct and gut feelings, not just rational analysis. The essential question is: "Do you trust this person absolutely?" If there is any doubt, a candidate will not pass ("Selection Criteria,").

3. Whole group discussion:

- a. *What do you think about these criteria?*
- b. *Do you agree that all the items are important?*
- c. *Are there any other criteria that should be added?*

4. *Which change-maker in your group is most deserving?*

The group negotiates and then picks the person or persons they think most deserving. For this task, one student will be facilitator, one student will be note taker, and one student will be the presenter to the whole class.

- a. 5. Students present/ share their decisions with the whole class. Teacher asks questions such as:
  - i. *Was it hard to come to a decision?*
  - ii. *Were you all in agreement?*
  - iii. *What were your criteria?*
  - iv. *Was it the same as ASHOKA's criteria?*

<p><b>Note to teacher:</b> If the students cannot come to a decision, that's ok. Why is one better than another anyway? They are all great! The main point is to see a varying of opinions and see what their choice reveals about what they value.</p>
---

### **CLOSING / EVALUATION**

1. Students write reflections on the process answering these questions below:
  - a. *What were your criteria for your decision?*
  - b. *What does your friend's choice of his/her change-maker tell you about what they value?*
  - c. *What does your choice reveal about what you value?*

### D3 Craig Keilburger and Thinking Big!

**Goal:** To give the students a role model they can emulate. To encourage the students to think big; have a vision

**Objective:** Students will learn of the efforts of a 12 year-old boy and how he has made a difference. Students will focus on a problem that is important to them and share. Students will brainstorm small steps towards solving that problem.

**Duration:** 80 minutes

**Skills:** Imagination, creative thinking,

**Values:** Empathy, altruism, thinking positively

**Methods:** Individual and group work

**Materials:** A timer

**Resources:** [www.we.org](http://www.we.org) video “It Takes a Child”, it can be found on <http://www.youtube.com/watch?v=afCIM91uQFU>

**Attachments:** Exit Slip (Attachment D3.a) one for each student

#### TEACHER PREPARATION

Find the website for Craig Keilburger’s “WE Movement” [Parts are provided below.] Find the short video on the home page of “WE Movement” about Craig’s trip to India when he was 12. On You-tube it is called “*It Takes a Child*” (WE, 2009). Be prepared to show it to the class.

#### WARM UP

1. Give students the following information about Craig Keilburger and the organization he and his brother Mark founded called **We Movement**:

The following is paraphrased from <https://www.we.org/about-we-charity/our-story/>

One morning, A 12 year old Canadian boy, Craig, read in his local newspaper a story about a brave boy of his age, Iqbal in South Asia. This boy had been sold into slavery when he was 4. He was chained to a loom to weave carpets. But this boy got his story out when he talked to a reporter and spoke out for Children’s rights. Iqbal was murdered for speaking out. Craig was impressed that such a brave voice can live in such a small body and he felt he had to do something. He saw a real need and set out to find all he could about this problem. He convinced his parents to send him to India. There he saw the problem with his own eyes and talked to the children who were basically slaves. Craig organized his friends, they did research and started working to free children from exploitation and to empower people with the idea that everyone, even children, can initiate real change. He and his brother started a worldwide organization to empower everyone to be the agents of change. They saw that

poverty was the real issue with all its varied and complicated causes and effects. They have started a worldwide organization to try to bring 5 things to all: education, clean water and sanitation, health care, food security, and alternative income ("About WE Charity,"). Check it out at [www.we.org](http://www.we.org)

2. Show the 3 minute video on YouTube called "It Takes a Child" (WE, 2009) <http://www.youtube.com/watch?v=afCIM91uQFU>

It can also be found on the home page of the website of WE Movement.

3. Discuss.

### ACTIVITY

1. Say: "*Craig thought big. I want you now to think big. He saw something that wasn't right and he wanted to do something to change it. He had a dream of a world where there would be no child slaves. He has mobilized millions of young people to solve this and other problems.*"
2. Say: "*If you could dream about changing something, what would it be? Do not worry about reality now. Just what would you do, if you could? This is about what you think really needs to be changed. Only by having dreams, can dreams become reality.*"
3. *Why is this issue important?* Ask students to do a quick write about this. Students shouldn't worry about grammar or writing well, they should just get their thoughts down. They will write for 7 minutes. [Teacher can set a timer]
4. Now the students should share the ideas they have with the person sitting next to them. [10 min]
5. Say: "*Actually: it's not a question of IF you can dream about changing something, You CAN dream. So what is it to be?*"

### HOMEWORK

Have them fill in the Exit Slip (Attachment D3.a) below:

Exit Slip

**Name:**

One thing I care about and would like to change is:

Why I think this is important is:

**Attachment D3.a/Exit Slip**

Exit Slip

**Name:**

One thing I care about and would like to change is:

Why I think this is important is:

✂.....

Exit Slip

**Name:**

One thing I care about and would like to change is:

Why I think this is important is:

✂.....

Exit Slip

**Name:**

One thing I care about and would like to change is:

Why I think this is important is:

✂.....

Exit Slip

**Name:**

One thing I care about and would like to change is:

Why I think this is important is:

## E PROBLEM AREAS/FORMING GROUPS AND FOCUSING ON A PROBLEM

**Goal:** To impress upon students the importance of finding their interest areas and focusing on a problem for their own project

**Objective:**

1. Students will form groups based on similar interests.
2. Students will be able to think critically about the problems in their environment
3. Students will be able to start thinking about how to solve that problem

**Duration:** 80 minutes

**Skills:** Analysis, critical thinking, planning, focusing, teamwork

**Values:** Responsibility, empathy, collaboration

**Methods:** Reflection, writing, discussion, group work, brainstorming

**Materials:** Paper and pens

### ACTIVITY

1. Tell students: *“You heard about people doing great things to solve problems. What sorts of problems do YOU care about? What are some of the problems in your community, neighborhood, town/ city or region? Brainstorm and write topics on board- children’s rights, global warming, pollution, street dogs, etc.”*

**Note to teacher (1):** The idea will be to brainstorm broad topics with the students, then narrow the topics to what they can accomplish in their immediate surroundings.

2. After you get some topics on the board, ask the students to fill out forms such as the one below:

Name:

First choice of topic:

Second choice of topic:

The topic I really don’t want:

3. Collect the papers and have two volunteers arrange them into piles according to choices. Divide the class into groups of four or five according to their choices. Not everyone will be able to get their first choice of course but no one should get their last choice. Do not announce the groups yet.

**Note to teacher (2):** If there is more than one group doing a particular topic, no worries! There are plenty of problems within that topic! This is mainly to get the students into groups according to somewhat similar interests.

4. Tell students: *“You will work in your groups later but first you are going to go inside your own mind and heart. Our classroom, our school, and the school neighborhood are not perfect. Think silently for a few minutes about what problems in your school or neighborhood bother you? Make a list and do not show it to anyone at this stage. The problems do not have to have a relation with the topic you chose earlier. Be serious because we are going to later actually try to solve one of these problems!”* Fill out a form such as the one below.

Name:

Things that bother me in my school:

- 1.
- 2.
- 3.

Things that bother me in the neighborhood of the school:

- 1.
- 2.
- 3.

5. Now, divide the class into the groups as determined before. Assign or have students pick roles for the following jobs in their group: note-taker, presenter, facilitator, person to keep the group focused, etc. Then, in groups, students share the problems that bother them.
6. After everyone gets a chance to share their problems, each group should negotiate and pick one of the problems to work on.
7. Say: *“Now comes the hard part! We have to define the problem. This sounds easy but it is actually hard! It is important to define the problem clearly because the way we define the problem affects the way we try to solve it and whether or not we can actually make a difference. To define the problem, we have to analyze and understand the root causes of the problem.”*  
*“In your group, note down what you know about the problem. Then try to go from general to specific and be as specific as possible. Let’s say you want to work with Syrian refugees. Do you know which Syrian refugees you want to work with in terms of location, ethnic background or socioeconomic class?”*
8. Analyzing the problem (Nagy): Say, *“Now by asking questions like the ones listed below, you can study the problem you have picked”*:
- a. What is our assumption or perception regarding the problem?
  - b. Who is/ are facing the problem?
  - c. How many people are facing the problem?
  - d. What is the limit to consider it as a problem?
  - e. Why is it a problem?
  - f. Where does it happen? Is there any specific location?
  - g. When did it occur and become a significant problem?
9. The students should write down the answers to the above questions in order to analyze their problem. Later they’ll share it with the class and discuss.



## F NEEDS AND RESOURCE ASSESSMENT - WITH TURKISH EXAMPLES<sup>3</sup>

**Goal:** To impress upon students the importance of a good needs and resource analysis for their projects

**Objective:**

Students will consider examples of projects having no resource analysis plus one with a good resource analysis.

Students will be able to fill out a chart to help them focus on a particular problem and consider how they will collect data for a needs and resource analysis to tackle that problem.

**Duration:** 80 minutes

**Skills:** Analysis, critical thinking, synthesis, creative thinking, planning, focusing

**Values:** Responsibility,

**Methods:** Internet searching, pair work, individual work, watching a short film, class discussion

**Materials:** A projector is necessary

**Resources:** Short film about Haiti: <https://www.youtube.com/watch?v=9vHNwJBbnk>  
<http://www.theguardian.com/commentisfree/2010/nov/14/orphans-cambodia-aids-holidays-madonna>  
<http://matadornetwork.com/change/7-worst-international-aid-ideas/>

**Attachments:** Copies of chart (Attachment F.a): How will we collect data?

### WARM UP

A good *Needs and Resource Analysis* is probably THE MOST crucial part of any service endeavor. Why? Because one does not want to do more harm than good.

Share examples of times when volunteers did more harm than good. Students can do internet searches or you can summarize some examples. Some examples are:

1. Orphan tourism in Cambodia- where children [not necessarily orphans] are kept in misery so that some entrepreneurs may make money off of them as orphan tourism. See article (Birrell): <http://www.theguardian.com/commentisfree/2010/nov/14/orphans-cambodia-aids-holidays-madonna>
2. Another example is sending t-shirts to Africa as the local population do not really need t-shirts. This influx of free foreign t-shirts ruins the local textile economy and impoverishes both local t-shirt manufacturers. Plus much money wasted shipping old t-shirts long distances (Stupart, 2012).  
<http://matadornetwork.com/change/7-worst-international-aid-ideas/>

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<sup>3</sup> Thanks to Alison Standley for her input into this chapter during the pilot lessons.

3. A similar example is Tom's shoes with its buy one give one model. The idea is every time you buy a pair of shoes, you are giving a pair to someone in a poor country. This has been found to hurt the cobblers of the country and risks creating an economy of dependence. In short, it does not address the problem at the root.
4. Once the students at a school in İstanbul were going to partner with a refugee community composed of Turkmen from Syria. Before meeting them, they thought lack of education was an important problem for them. However, their community leader told them they needed other basic needs fulfilled first; like having shelter, food and access to health services. So the problem was actually not the educational needs of the refugees but the basic shelter, food and health needs.
5. In 1999 after the Marmara earthquake, people from different parts of Turkey sent a lot of aid to the region. However, the aid that was sent to didn't correspond to the needs of the people in terms of usage and quantity. For example, people sent second hand unusable clothes like swimming suits or nightdresses, or food that cannot last in the region's weather conditions. This is why most of this aid ended up in trash.
6. Another local example: A person wants to work at an animal shelter; without any research it could be thought that the shelter needs food for the animals and the person might buy a lot of food for them. Afterwards it could turn out that another volunteer has already donated food but the shelter actually needs volunteers to walk the dogs or money to buy medicine.

The examples above show that the people did not do a good needs and resource analysis in advance. So how can one make the efforts count? By doing a good Needs and Resource analysis!

## ACTIVITY

1. Tell the class they will watch a short film about Haiti. But first, see what they know about Haiti? Get Students into pairs. Students have 7 minutes to answer and discuss the following questions about Haiti.

(If students have internet access in class, they can look online. Or you could find an article at their level about Haiti.)

- a. *Where is Haiti? Which languages are spoken there?*
- b. *What do people do to earn money there? What is the annual salary?*
- c. *What natural disasters/political disasters has Haiti suffered in the last 15 years?*
2. Get feedback from class regarding the answers.
3. Watch the film, while you watch, ask them to listen to find out:
  - a. 3 things the University students found out about the local needs [ambulance, scholarships and electricity – electricity is a great example]
  - b. 3 ways the students worked as a team [they were well organized, they had reflective discussions in the evenings, etc.]
  - c. 3 recommendations they made [shown as a slide at the end of film]
  - d. What resources the students used.

Find the film online here (TheLBJSchool, 2014):

<https://www.youtube.com/watch?v=9vHNwJBbnk>

4. Discuss answers.
5. Here are the steps to follow while doing a good needs and resource analysis, share them with the class:
  - a. *Explore an area and choose your topic- what are the possible problems? What are the probable needs?*
  - b. *Collect the data regarding the needs and the resources that might be available to meet the needs*
  - c. *Analyze the data*
  - d. *Make decisions based on what you have found.*

**Note to teacher:**

There are 2 methods of data collection: qualitative and quantitative. Make this clear to the class.

**Qualitative methods** use small samples but you may get more insightful information. Examples of qualitative methods are interviews of the local population and key informant interviews, A Key informant interview is when you ask defined questions to the people who are known to have good knowledge of the community and the issue. For example, neighborhood headman (*muhtar*) can be a key informant for neighborhood research.

**Quantitative Methods** aim to be scientific and objective by assessing and measuring. Surveys or questionnaires are often used.

6. Before the students do data research and analysis, they should fill in the table below.

**How will we collect data?**

Topic	What problem, community or phenomenon are you focusing on? What do you hope to learn? Be as specific as possible.
Major Issues	Find out the major issues you want to focus on. You can check online resources about the problem
Data Collection	Which methods do you want to use?  What questions do you want to ask? Who/ what will be your information resource?

7. The student should make sure his/her chart is filled out before the next class.

**Attachment F.a/How will we collect data?**

Topic	What problem, community or phenomenon are you focusing on? What do you hope to learn? Be as specific as possible.
Major Issues	Find out the major issues you want to focus on. You can check online resources about the problem
Data Collection	Which methods do you want to use?  What questions do you want to ask? Who/ what will be your information resource?

## F1 Field Trip Preparation

**Goal:** To prepare the students for their field trip

**Objective:**

Students will understand what a key informant is and think of possible questions to ask in their interviews. Students will consider how they will collect data for a needs and resource analysis. Students will learn how to introduce themselves while in the community and conduct themselves in a polite manner.

**Duration:** 80 minutes

**Skills:** Critical thinking, interview techniques, creative thinking, planning, focusing

**Values:** Responsibility

**Methods:** Internet searching, pair work, individual work, watching a short film, class discussion

**Materials:** A projector is useful to project the questions

**Attachments:** Copies of the Data Collecting Sheet (Attachment F1.a), example of a Parent Permission Form (Attachment F1.b), example of a Record Keeping Form (Attachment F1.c)

### WARMUP

Tell students they will go on a field trip to do a needs and resource analysis. They will meet people in the neighborhood and conduct interviews to gather data.

Go over any logistics that are necessary: School's Parent Permission Form (Attachment F1.a), where you are going to visit, times, and, if necessary, transportation details

**Note to teacher:** It is good to get the students out into the community near their school. Try to find areas that fit their interests. For example, if they are interested in the needs of old people, send them to an old people's home. If it is not possible to have a field trip for whatever reason, they can do the research on their own in their free time and/ or do interviews in the school.

Go over the Pre Field Trip questions below with the students. They should work first in groups and then share with the whole class.

- a. Who can be the key informant or the individuals to get information for your problem?

.....  
.....

- b. Where can you find the people that can provide you sufficient information for your research?

.....  
.....

- c. Learn and take note of your interviewee’s name, job, and age on the note-taking sheet. Ask how many years they have been living in the area. Where were they before?

.....  
 .....

- d. Focus on the problem you will be searching for and prepare at least three questions for your informants to start an investigative conversation. You should introduce yourself, tell why you want to do the interview, ask permission to do the interview. What else?

.....  
 .....

- e. Form some questions to find out what the available local resources are (public training centers, associations, municipalities) (*halk eğitim merkezi, dernekler, belediye*)

.....  
 .....

**ACTIVITY**

1. Tell students they will be going out into the community and if they want to get information, they must conduct themselves in a respectful and polite manner. Brainstorm what this means.
2. Go over the following:

**Points to take into consideration for the students while conducting the interviews:**

- a. Begin by introducing yourself. Explain your purpose: you are students who are doing field research on the needs and resources of the neighborhood.
  - b. Ask for permission to conduct the interview.
  - c. Allow the conversation to develop naturally. Take time to learn the roles of people in this community, their backgrounds, as well as their perception of the needs of their community.
  - d. Collect anecdotes and stories from the informants about the problem.
  - e. Record specific information/quotations.
  - f. Take notes on the Data Collecting Sheets (Attachment F1.a) below. These will be graded.
3. Hand out copies of the Data Collecting Sheets. Put students in pairs within their groups. Have each pair role play an interview and get feedback from the others in the group regarding how to make it more professional.
  4. Ask for volunteers to perform a mock interview in front of the class and give feedback.

**Attachment F1.a/Data Collecting Sheet**

<p><b>Person interviewed</b></p>	<p><b>Information about them</b> [job, how long they have been in neighborhood, etc.]</p>	<p><b>Needs perceived by the informant</b></p>	<p><b>Available resources</b></p>	<p><b>Anecdote/ story / comments</b></p>

**Attachment F1.b/Parent Permission Form (example)**

**(School Name) OUT-OF-TOWN CIPs  
PARENT INFORMATION / PERMISSION FORM**

Student's name: ..... Class/section: .....

Location of the CIP: ..... Dates of the CIP: .....

Advisor 1: ..... Phone: .....

Advisor 2: ..... Phone: .....

DEPARTURE time: From (School Name): ..... Meeting time at ..... (bus terminal/airport)  
.....

RETURN time: Arr. at ..... airport/bus terminal:..... Return to (School Name): .....

**GOING:**

- My child will leave from (School Name), together with the group
- My child will meet the group at the airport/bus terminal; I am responsible for bringing him/her there
- I prefer my child to go to the CIP work site on his/her own. I understand and accept that the school will have no liability in any way concerning this transportation, that all the responsibility lies with me, and that my child will arrive on time in the place of activities.

(Please explain why your child will travel on his/her own, and which means of transportation s/he will use):

.....  
.....

**RETURN:**

- I will pick up my child from the airport upon return
- I will pick up my child from the school upon return
- I prefer my child to come back from the CIP site on his/her own. I understand and accept that the school will have no liability in any way concerning this transportation, that all the responsibility lies with me, and that the school will not be responsible in any way after my child leaves the group.

(Please explain why your child will travel on his/her own, and which means of transportation s/he will use):

.....  
.....

Phone numbers where the parents may be reached during the trip:

Name, surname: ..... (....) .....

Name, surname: ..... (....) .....



**Student Health Information:** This form will provide useful information to the doctor or medical personnel to which your child is taken in the event of a medical emergency. Please complete ALL sections as accurately as possible.

1. Allergies/Dietary Considerations: \_\_\_\_\_
2. Date of last tetanus shot: \_\_\_\_\_
3. Current Medications Required during the Project: \_\_\_\_\_
4. Chronic Medical Problems: \_\_\_\_\_
5. Health Insurance/Policy no.: \_\_\_\_\_

*I authorize the obtaining of any medical assistance if, in the opinion of the advisor(s), such action is necessary. Every effort will be made by the trip advisor(s) to contact the parents of the child as soon as possible should such a situation arise. I understand that the accompanying advisor(s) will exercise all due care but will not be liable for any injury, damage or loss which the child may sustain to person or property. I understand that the school does not provide any additional accident insurance during field trips.*

Any other information/comments about your child (financial matters, restrictions, etc.)?  
Please specify if the information is confidential.

.....  
.....

I authorize my child to participate in the planned CIP.

I am signing this permission document as required by the article 21/c of the Ministry of Education's Social Activities Regulations concerning primary and secondary schools.

Parent's name: .....

Email: .....

Signature: ..... Date: .....

Address:.....  
.....

Phone: .....

**\*PLEASE KEEP A COPY OF THIS PERMISSON PAPER**



## F2 Field Trip Note Taking Form

### Important points to remember while conducting the interviews:

1. Begin by introducing yourself. Explain your purpose: you are students who are doing field research on the needs and resources of the neighborhood.
2. Ask for permission to conduct the interview.
3. Allow the conversation to develop naturally. Take time to learn the roles of people in this community, their backgrounds as well as their perception of the needs of their community.
4. Collect anecdotes and stories from the informants about the problem.
5. Record specific information/quotations.
6. Take notes on sheet below (Attachment F1.a/Data Collecting Sheet).

Person interviewed	Information about them [what their job is, how long they have been in neighborhood, etc.]	Needs perceived by the informant	Available resources	Anecdote/ story / comments

## F3 Field Trip Reflection

**Goal:** To reflect on and internalize what students have learned during their field trip

**Objective:** Students will focus on their experiences and be able to reflect on their experiences in writing, students will prepare their presentations

**Duration:** 80 minutes

**Skills:** Reflection, critical and analytical thinking, public speaking, teamwork

**Values:** Cooperation

**Methods:** Group discussion, brainstorming

**Materials:** Whiteboard, computer and projector or large sheets of paper and markers

### WARMUP

#### Reflection writing

Give students 20 minutes to write using the following questions as guides.

As a title, students should clearly state their name, the other group members' names and the name of the neighborhood or place that they visited.

Student Name:

Group members' names:

Name of the place visited:

- How much did you know about the area before the trip?
- What are the differences and the similarities between the place you live and the place you visited?
- What surprised you most during the trip? Something positive or negative.
- Did you have any assumptions before the trip? Were they right or wrong?
- Do you think you need to interview with more people in the area? Why? Who?
- What is one thing you learned from the trip?
- Describe a frustrating moment from the trip.
- What needs did you recognize in this community?
- Describe a successful interview. Whom did you talk to? What did you take away from this conversation?
- If you were to do this field trip again, how could you make it more effective?

## ACTIVITY

1. In their groups, students should work on how they will present their findings to the class in a 2 or 3 minute sharing. They should share their experiences giving the above information plus answering the following six questions to the class:

### **Questions to answer for the student's presentation:**

- a. What was the focus of your research? (What was the topic?)
  - b. How did you collect data? What kind of data collection method did you use? :
    - Qualitative (an individual interview, a key informant interview, observation or focus group) or
    - Quantitative (survey, analysis, observation)
  - c. What were the major issues, problems or questions that you found?
  - d. What needs in the community did you find?
  - e. What resources might match those needs?
  - f. What could you do with this information to meet a need?
2. Students share presentations and give feedback to each other.

## G FORMING THE PROJECT

**Goal:** To introduce the project planning to the students and help them plan a project based upon a needs and resource analysis.

**Objective:**

Students will present their needs and resource assessments to the class

Students will give feedback to each other for their research

Students will brainstorm on how they will plan their project based upon needs and resource analyses

**Duration:** 80 min

**Skills:** analytical thinking, drawing conclusions, brainstorming, comprehension and association

**Values:** Community spirit, sense of responsibility, cooperation

**Methods:** group discussion, brainstorming

**Materials:** whiteboard, computer and projector

**Attachments:** Project Plan (Attachment G.a), Examples of Student Projects (Appendix G)

### WARM UP

Remind the needs and resource analysis presentations the week before. Go over them quickly than give the outline about today:

These are the steps we will be doing today to plan your project:

**Project Team:** (your name/s)

**Definition of the project:**

- What is the problem? (Define your problem as specifically as possible.)
- **Who** is your target group?
- **What are the needs** of the target group?

**Aim of the project** (to fulfill above needs):

**Goal/s of the project:** [This is measurable by time and indicators]

**Project Action Plan:**

- **How?** What will you do? What activities etc.?
- **When?**
- **Budget** (will be covered later in Unit I)

**Evaluation** (How will you know your goals have been met?):

**Project Termination** (Celebrating, Reporting and Presenting):

## ACTIVITY

Go over the following steps giving the examples in *italics*

1. **Project Team:** It is important to have good coordination among team members to make the process easier and more effective. It works well if you can include someone from the target group in your team.

*In our example, a group of basketball players from X high school met a group of middle school students from Y school who want to learn how to play basketball and set up a team. The High school Basketball players can form a project team.*

Note: It makes it more participatory and helps you define the needs and resources more accurately if you have somebody who is from your target group or has close connections with them. In our example, *one of the high school basketball players has a brother and a sister in the middle school.*

2. **Definition of the project:** You will build your project based upon your definition of the problem. The narrower the scope is the more possibility that your project will be effective.
  - What is the problem? (Define your problem as specifically as possible.)
  - Who is your target group?
  - What are the needs of the target group?

Give the example below:

*There is a middle school next to X High School and they would like to have a basketball team. But they don't have a basketball trainer.*

*The target group is 7<sup>th</sup> graders from that middle school who want to play on a basketball team. Their need is to learn how to play basketball well.*

3. **Aim of the project (to fulfill above needs):** Write what you want to achieve with this project.

Continue with the same example:

*The aim of the project is to form a basketball team in that middle school in one school year.*

4. **Goal/s of the project:** The goal is the end product. The difference between a goal and an aim is that a goal is *measurable* by time and indicators. What will be the result after your intervention? It can be more than one goal but be careful not to have too many goals. It is better to have fewer goals and actually accomplish them than to have many goals. Of course, your aim, goals and action plan must complement each other. An important point to consider is that the project shouldn't harm environment in any way, if possible it should have a positive impact on the environment.

Continue with the same example:

*Goals:*

- a. To teach playing basketball to 7<sup>th</sup> graders, to help them to be a team*
  - b. To help them with the paperwork about applying to the basketball tournaments with the permission of the administration of the school*
5. At this point show them the examples of student projects in Appendix G. Discuss.
  6. Have the students work in groups on their own plan for their project using Attachment G.a.

**Note to teacher:** It is a sad fact but even if students try very hard, not all projects will end in success. This is a fact. Students will learn through the process even if the end result is not what they had envisioned. This is however hard for students to accept. Point out to them what they have learned through the process. They can do a similar project later in their lives with what they have learned.



**Attachment G.a/ Project Plan**

**Project Team**

(your name/s)

**Definition of the project:**

- What is the problem? (Define your problem as specifically as possible.)

.....  
.....  
.....

- **Who** is your target group?

.....  
.....  
.....

- **What are the needs** of the target group?

.....  
.....  
.....

**Aim of the project (to fulfill above needs) :**

.....  
.....  
.....

**Goal/s of the project: [This is measurable by time and indicators]**

.....  
.....  
.....

## Appendix G/Examples of Student Projects

### Examples of Real Student Projects

The following are examples of projects that students have done. Examples 1,2,4 and 7 are examples from Robert College of Istanbul.

#### 1. **General problem:** inequalities in opportunity of education for children

**Defined problem:** The Roma children in Kasimpaşa are on the streets, unsupervised while their parents work.

**Research:** Robert College Students found out there is an organization (*dernek*), the Roma Çiçekçiler Derneği, that has a center that supports the women and children of the neighborhood. Students went there and talked to the NGO and found out that many of the children even in 4th grade still do not know how to read and write and that they need volunteers.

**Need:** The children need supervised activity time, especially some of them need help in learning how to read and write

**AIM/Goal:** To improve the literacy skills of the Roma children in Kasimpasa neighborhood in Istanbul within the second semester

**Project:** RC students will teach reading and writing to these students. First, RC students took lessons in how to teach reading and writing from a primary school teacher and then met with the students and gave lessons on Saturdays for reading and writing.

#### 2. **General problem:** stray animals

**Defined problem:** There are many street dogs in our neighborhood that are not being taken care of

**Research:** Students called a nearby animal shelter and set up an appointment with the director. They visited the shelter and found out that they take care of 600 dogs. The shelter has sponsors that donate frozen food and bread packed in plastic bags. Often this food spoils because they do not have enough time or workers to take the bread out of the bags and to open the frozen meat packages and cook the meat.

**Need:** The shelter needs people to open the bread packages, and open the frozen meat packages and cook the meat for the street dogs.

**Aim/Goal:** To help support the workers and the animals in the animal shelter during the winter months

**Project:** Students spent 2 Saturdays a month during the school year, helping to prepare the food at the shelter.

### **3. General problem:** traffic

**Defined Problem:** Traffic in front of the school is dangerous. A student was hit by a car trying to cross the busy street right in front of the school.

**Research:** Students visited the municipality and found out that since there were 2 other traffic lights on that street already, the municipality did not want to put another traffic light on the same street. Students interviewed students, teachers, parents and shop owners on the street and most people supported a 3rd traffic light. Students researched how to write a petition.

**Need:** A traffic light with buttons that pedestrians can push to cross the street.

**Aim/Goal:** To get the municipality to put in a traffic light by the end of the school year

**Project:** Students created a petition for a traffic light in front of the school with traffic buttons that can be pushed by pedestrians. They had it signed by hundreds of people. This petition was then taken to the local authorities and convinced the authorities to put in a light.

### **4. General problem:** Environment, Recycling

**Defined problem:** The Robert College community used thousands of plastic bottles each month.

**Research:** Students in Amy Callahan's class researched exactly how many water bottles were used per month and per year. They also researched the cost and efficiency of different water fountains with water filtering systems.

**Need:** Water fountains and a marketing campaign to educate students about the advantages of using refillable water bottles and drinking fountains.

**Aim/ Goal:** to install water fountains in the school by June

**Project:** Students created posters, announcements and small skits at the flag ceremonies to educate the student body about the health and environmental dangers of plastic water bottles. They researched and found the best water fountains and designed where to put them in the school. They pitched their idea to sponsors and found funding. In the first year 6 water fountains were installed. Using these fountains, students and teachers fill up bottles with filtered water or drink from the fountain directly. Sales of water bottles at the canteen dropped by 80%.

## **5. General topic: Student and Human rights/ Democracy**

**Defined Problem:** Nobody listens to student needs in a school in Istanbul

**Research:**

- a. Students researched how to write a survey and a petition. Students wrote and conducted a survey assessing the problem among students. They found a need for a student council and then continued with the following research:
- b. Teachers and school administration were interviewed about the possibility of a student council.
- c. Different possible models of student councils were researched
- d. Schools with student councils were found and the presidents of the student councils were interviewed
- e. Different examples of SC constitutions were researched

**Need:** A student council is needed at the school to represent the students

**Aim/Goal:** To have a working student council for the next school year

**Project:** A teacher to be an advisor for the student council was found. A constitution was written. A proposal for the student council was given to the principle of the school along with the constitution. The principle was impressed by the well-researched proposal and constitution. After negotiating some changes in the constitution, it was accepted. The first elections for the SC were held.

## **6. General Problem: Chaos in the Primary School yard**

**Defined Problem:** There are fights in the school yard because some students want to play football and some want to jump rope or do other things

**Need:** Places were needed for students to do different activities at the same time so that students don't fight.

**Aim/Goal:** To organize the school yard to reduce chaos by spring

**Research:** Students did a survey among teachers and students. They asked the students what they wanted to use the garden for. They asked the teachers the same question plus asked if they would be willing to proctor the garden.

**Project:** Students made a plan to partition the playground into different areas and painted lines on the ground for the different areas and asked teachers and the oldest students to proctor the garden.

**7. Other projects** ideas from the experiences from the CIP program of Robert College.

Excellent projects grow out of a passion or skill. For these projects, the same steps need to be followed. Examples are the students at Robert College teaching preparation for the TOEG exam to enter High Schools to students in a primary school in Soma, teaching English to primary school students via skype in Kastamonu, teaching chess to primary school students, teaching , teaching photography at an orphanage, writing up the memories of old people in an old peoples' home and presenting it to them, doing one week day camps in the summer that teach Art, music, drama etc to primary school students, teaching mathematics to visually impaired, supporting the mentally challenged by working in a foundation, etc.

# H PROJECT PLANNING

**Goal:** To introduce project planning to the students and help them plan a project based upon a needs and resource analysis

**Objective:**

Students will present their needs and resource assessments to the class

Students will give feedback to each other for their research

Students will brainstorm on how they will plan their project based upon needs and resource analysis

**Duration:** 80 minutes

**Skills:** Analytical thinking, drawing conclusions, brainstorming, comprehension and association

**Values:** Community spirit, sense of responsibility, cooperation

**Methods:** Group discussion, brainstorming

**Materials:** Whiteboard, computer and projector

**Attachments:** Action Plan (Attachment H.a)

## WARM UP

1. Remind the students of the needs and resource analysis presentations they had done in the previous lesson.
2. Project or write the below steps on the board. Tell students *these are the steps you will be doing today to plan your project:*

**Project Team:** (your name/s)

**Definition of the project:**

- What is the problem? (Define your problem as specifically as possible.)
- Who is your target group?
- What are the needs of the target group?

**Aim of the project** (to fulfill the needs listed above):

**Goal/s of the project:** [This is measurable by time and indicators]

**Project Action Plan:**

- How? What will you do? What activities, etc?
- When?
- What's the budget (this will be covered later in the Unit I)

**Evaluation** (How will you know that your goals have been met?):

**Project Termination** (Celebrating, Reporting and Presenting):

## ACTIVITY

1. Go over the following steps giving the examples listed in *italics* below.

**Project Team:** It is important to have good coordination among team members to make the process easier and more effective.

*Example:*

*A group of basketball players from X high school met a group of middle school students from Y school who want to learn how to play basketball and set up a team. The high school basketball players can form a project team.*

Note: It makes it more participatory and helps you define the needs and resources more accurately if you have somebody who is from your target group or has close connections with them. In our example, *one of the high school basketball players has a brother and a sister in the middle school.*

**Definition of the project:** You will build your project based upon your definition of the problem. The narrower the scope is the more possibility there is that your project will be effective.

- What is the problem? (Define your problem as specifically as possible.)
- Who is your target group?
- What are the needs of the target group?

*Example:*

*There is a middle school next to X high school and they would like to have a basketball team. But they don't have a basketball trainer.*

*The target group is 7<sup>th</sup> graders from that middle school who want to play on a basketball team. Their need is to learn how to play basketball well.*

**Aim of the project (to fulfill the needs):** Write what you want to achieve with this project.

*Example:*

*The aim of the project is to form a basketball team in that middle school in one school year.*

**Goal/s of the project:** The goal is the end product. The difference between a goal and an aim is that a goal is *measurable* by time and indicators. What will be the result after your intervention? It can be more than one goal but be careful not to have too many goals. It is better to have fewer goals and actually accomplish them than to have many goals. Of course, your aim, goals and action plan must complement each other. An important point to consider is that the project shouldn't harm the environment in any way; if possible it should have a positive impact on the environment.

Example:

Goals:

- a. To teach playing basketball to 7<sup>th</sup> graders, to help them to be a team
- b. To help them with the paperwork about applying to the basketball tournaments with the permission of the administration of the school

**Project Action Plan:** Now, you explain how you will accomplish your goals.

- a. How?
- b. What will you do?
- c. What activities?
- d. When?

Example:

- The project team will meet with the school administration to explain the project proposal and get the necessary approvals.
- The project team will meet with their basketball coaches and get training about how to teach basketball.
- The project team will meet 7<sup>th</sup> graders and explain the project and find interested students.
- The project team will start trainings.
- The project team will research information regarding tournaments for second semester and register the middle school team in a tournament.

Example of PROJECT ACTION PLAN:

Date	Activity	Responsible Person
Week 1	<ul style="list-style-type: none"><li>• The project team will meet with the school administration to explain the project proposal and get the necessary approvals</li></ul>	Group Members 1 and 2
Between week 2 and week 5	<ul style="list-style-type: none"><li>• The project team will meet their basketball coaches and get training about teaching basketball</li></ul>	All group members
Week 6	<ul style="list-style-type: none"><li>• The project team will meet 7<sup>th</sup> graders and explain the project and get interested students</li></ul>	Group members 1 and 2
For the rest of the school year	<ul style="list-style-type: none"><li>• The project team will start the trainings</li></ul>	All group members
Every week after week 6	<ul style="list-style-type: none"><li>• The project team will search for appropriate tournaments for second semester and register the middle school students</li></ul>	Group members 3,4 and 5



**Evaluation:** (How will you know that your goals have been met?): In this part you measure your impact with a relevant tool and evaluate your project based upon the results of this measurement.

*Example:*

*The project team can use the performance of the students during the trainings and the tournaments: By watching video recordings of the trainings and comparing the skills of the students in the first training vs the last training. Registering the team in a tournament is also a milestone.*

**Project Termination** (Celebrating, Reporting and Presenting): Unlike for-profit initiatives, it is important to share the good examples in the non-profit world.

*Example:*

*After the project team finishes their project, they can celebrate with the middle school students and their parents and the school administration. Also they can prepare a video telling about how this team was formed in a year. That video can motivate the other high school students to do similar projects at other schools.*

2. Have students plan their projects in groups using the Action Plan form (Attachment H.a).

**Attachment H.a/Action Plan**

**Project Team** (your name/s)

.....

.....

**Definition of the project:**

- What is the problem? (Define your problem as specifically as possible.)

.....

.....

.....

- **Who** is your target group?

.....

.....

.....

- **What are the needs** of the target group?

.....

.....

.....

**Aim of the project** (to fulfill above needs):

.....

.....

.....

**Goal/s of the project:** [This is measurable by time and indicators]

.....

.....

.....

**Project Action Plan:**

- **How?** What will you do? What activities, etc.

- **When?**

Date	Activity	Responsible Person

**Evaluation** (How will you know that your goals have been met?):

.....

.....

.....

**Project Termination** (Celebrating, Reporting and Presenting):

.....

.....

.....

# I CREATING THE BUDGET

**Goal:** To write a budget plan for the projects

**Objective:**

Students will be able to understand the concept of *budget*

Students will be able to differentiate between the estimated cost and actual cost

Students will be able to create their project's budget

**Duration:** 80 minutes

**Skills:** Financial planning, analytical thinking

**Values:** Responsible use of resources

**Methods:** Individual and group work

**Materials:**

**Attachments:** Budget template (Attachment I.a), Sample budgets (Attachments I.b-1,2,3,4,5)

## WARM UP

1. Put the students in the groups of 5, and ask them to share their problem areas and action plans.
2. Collect action plans if they were not handed in at the end of the last lesson. .

## ACTIVITY

1. Say: “*Every project needs a budget to reach its goal. Every budget will vary according to the aim and activities of the project. Items will differ according to the aim/goal and the needs and resources of the project.*”
2. Go over the budget template (Attachment I.a) below with the students and explain the items.

**Note to teacher (1):** The estimated cost is the cost based on the students' market research. For example, the project needs 90 boxes of crayons and the best price students found after looking on the internet and the local mall and contacting a wholesaler is that one box of crayons is 16TL. So take  $16 \times 90$  to get 1440 TL. This is the estimated budget for crayons.

3. Go over the budget template (Attachment I.a) with the class and make sure they understand it.
4. Hand out one of 5 budget samples (Attachments I.b) to each group and ask students to examine it in detail and try to guess
  - a. What kind of a project this was
  - b. Where they stayed
  - c. How they traveled

- d. How many students were involved
- e. How many people were reached
- f. What the aim of the project was

**Note to teacher (2):**

**Attachments I.b./Budget Samples**

- 1. Out of Town Summer School Budget Planning
- 2. Tutoring Budget Planning
- 3. Animal Shelter Budget Planning
- 4. In-Town Summer School Budget Planning
- 5. Elderly Home Budget Planning

- 5. Have them present the findings and explain the budget they examined to the class.
- 6. Now, give out blank copies of the budget template (Attachment I.a) and in their project groups have them create a budget for their own action plan.

**CLOSING/EVALUATION**

- 1. Groups/individuals present their budgets.
- 2. The class and the teacher give feedback about the budget proposals.

**Attachment I.a/Budget Template**

	<b>Category</b>	<b>Explanation</b>	<b>Unit</b>	<b>Unit Cost</b>	<b>Total Cost</b>
	<b><u>Personnel</u></b>				
	<b><u>Stationery</u></b>				
	<b><u>Other Materials</u></b>				
	<b><u>Transportation</u></b>				
	<b><u>Accommodation</u></b>				
	<b><u>Miscellaneous</u></b>				
	<b><u>Overall Total</u></b>				

## Attachments I.b./Budget Samples

1

Category	Explanation	Unit	Unit Cost	Total Cost
Personnel	Volunteers	15	0	0
	Cook: For lunches during the project	1	550	550
	Teacher	2	0	0
Stationery				
	Crayons and paint	90	16	1440
	Paper	90	1	90
Other Materials	Flutes for kids	90	20	1800
Transportation	Volunteers	15	200	3000
	Teachers	2	250	500
	Participants	90	2	180
Accommodation	Volunteers	15	30	450
	Teachers	2	40	80
Food	Lunches for all	107	5	535
	Dinners	17	10	170
Miscellaneous	10% of the participants' cost			879,50
Overall Total				9674,50

**Attachments I.b./Budget Samples**

**2**

<b>Category</b>	<b>Explanation</b>	<b>Unit</b>	<b>Unit Cost</b>	<b>Total Cost</b>
Personnel	Volunteers	12	0	0
	Teacher	1	0	0
Stationery				
	TEOG books	90	25	2250
	Paper	90	0	0
	Second hand TEOG books	90	0	0
Transportation	Volunteers: will walk	12	0	0
	Teachers	1	0	0
	Participants	90	0	0
Food	Snacks	103	1	103
	Celebration picnic	103	0	0
Miscellaneous	10% of the participants' cost			235,30
<b>Overall Total</b>				<b>2588,30</b>



**Attachments I.b./Budget Samples**

**3**

<b>Category</b>	<b>Explanation</b>	<b>Unit</b>	<b>Unit Cost</b>	<b>Total Cost</b>
Personnel	Volunteers	12	0	0
	Teacher	1	0	0
Stationery				
Transportation	Volunteers: 20 visits during the year	360	4	1440
Food	For the stray dogs and cats	1000	5	5000
Miscellaneous	10% of the participants' cost			644
<b>Overall Total</b>				<b>7084</b>

**Attachments I.b./Budget Samples**

**4**

<b>Category</b>	<b>Explanation</b>	<b>Unit</b>	<b>Unit Cost</b>	<b>Total Cost</b>
Personnel	Volunteers	15	0	0
	Teacher	2	0	0
Stationery				
	Crayons and paint	90	16	1440
	Paper	90	1	90
Other Materials	Flutes for kids	90	20	1800
Transportation	Volunteers: will walk	15	0	0
	Teachers	2	0	0
Accommodation	Volunteers	15	0	0
	Teachers	2	0	0
Food	Lunches for all	107	5	535
Miscellaneous	10% of the participants' cost			386,50
<b>Overall Total</b>				<b>4251,50</b>

**Attachments I.b./Budget Samples**

**5**

<b>Category</b>	<b>Explanation</b>	<b>Unit</b>	<b>Unit Cost</b>	<b>Total Cost</b>
Personnel	Volunteers	12	0	0
	Teacher	1	0	0
Stationery				
Transportation	Volunteers	12	0	0
	Teachers	1	0	0
	Participants	0	0	0
Food	Snacks	103	1	103
	Celebration picnic	103	5	515
Miscellaneous				61,80
<b>Overall Total</b>				<b>679,80</b>

## I1 Sponsorship

**Goal:** To teach students how to make a pitch for a sponsorship

**Objective:** Students will be able to summarize the main points of their project succinctly  
Students will be able to make a pitch to a potential sponsor to fund their idea

**Duration:** 40 minutes

**Skills:** Summarizing, public speaking

**Values:** Being respectful, **being assertive without being aggressive**

**Methods:** Individual and group work

**Attachment:** Worksheet for preparing an elevator speech (Attachment I1.a)

### WARM UP

1. Ask the students: “*Who knows what an elevator pitch is?*”

Explain that:

*“An elevator pitch is a tool used in business. It is basically a very short speech that zeroes in on the most important points. It should last 20 – 30 seconds only. It is called an elevator speech because it is supposed to be the length of time that it takes to ride with someone in a tall building. (The idea behind having an elevator speech is that you are prepared to share this information with anyone, anytime, even in an elevator.)”* (The 30 Second Elevator Speech).

2. Ask: “*What could it be used for?*”

[It is often used by people who are looking for jobs or trying to present an idea that needs support or sponsorship.]

3. Say: “Now you are going to write and deliver an elevator speech to find sponsorship!”

### ACTIVITY

1. The teacher will project or give out the following steps for writing an elevator speech.  
Steps for writing an elevator speech:

- a. *Introduce yourself*
- b. *What is your project/ idea- what will it do?*
- c. *What will be the benefits of your project/idea?*
- d. *How will you do it?*
- e. *Politely request what you want them to do.*
- f. *Tell how the sponsor will benefit from supporting your idea.*
- g. *Practice it, time it and make it shorter if necessary.*

2. Tell the students that the main things are that they must make it **really short** by giving only the most important information in an ENTHUSIASTIC way!
3. Divide class into their project groups. Have them imagine a potential sponsor for their project:
  - a. *Who could it be? Brainstorm potential sponsors in their group.*
  - b. *What could the sponsors get out of it? Brand recognition? Being associated with something positive?*
  - c. *If it is a large company, do they have a social responsibility department?*
4. Have them fill out the worksheet (Attachment I1.a) and practice their speech.
5. Ideally each student will give an elevator speech.

For small classes: Each student will present their 20 – 30 seconds speech in front of the whole class.

For larger classes: Re-divide the class so that they are in groups that contain students from several projects. Each group will then have representatives of different projects and each student will present their elevator speech to the rest of the group. Then the group votes for the best example and the best examples present in front of the whole class.

## CLOSING

1. Students will debrief:
  - a. *Which elevator speeches were best and why?*
  - b. *What made them compelling?*
  - c. *Could you actually give your elevator pitches to potential sponsors in real life? To whom would you give it? When?*

**Note to teacher:** If the students actually do go out and ask for sponsorship, you may need to ask the administration of your school to get permission to approach potential sponsors.

**Attachments I.1.a./Worksheet for Elevator Speech**

	TIME
Introduce yourself:	
What is your project/idea? What will it do?	
What will be the benefit of your project/idea?	
How will you do it?	
Politely request what you want them to do.	
Tell how the sponsor will benefit from supporting your idea.	

## I2 Fundraising Activity

**Goal:** To make students realize they have the power to raise money for their projects in a responsible way

**Objective:** Students will be able to write a simple budget  
Students will be able to make a speech for a fundraising idea in front of an audience

**Duration:** 40 minutes

**Skills:** Budget planning, public speaking, analytical thinking, mathematical projections

**Values:** Responsibility to the environment, fiscal responsibility, democracy, sharing of ideas

**Methods:** Brainstorming, individual and group work

**Materials:** Markers and large paper or laptops and projector

**Resources:** [https://www.ciee.org/high-school-summer-abroad/downloads/CIEE\\_Student\\_Fundraising\\_Toolkit.pdf](https://www.ciee.org/high-school-summer-abroad/downloads/CIEE_Student_Fundraising_Toolkit.pdf) (*Your Fundraising*).

**Attachments:** Fundraiser Consideration and Budget Planning Tables (Attachment I2.a)

**Note to teacher:** The students will come up with fundraising ideas in this lesson. The teacher should check with the principal of the school to make sure the potential fundraising event / sponsorship application will be approved.

### WARM UP

Have students brainstorm all the ways they have heard of people raising money in schools [like car washes, bake sales, coin drives, second hand bazaars, charging entrance fee for school productions, lunch time music, making craft items, etc.] Write on the board the ideas as students suggest them.

### ACTIVITY

1. Have students separate into their project groups. For any idea they come up with, students will create a budget and a two minute speech to sell this idea to the interested investors. The others in the class will role play being investors.
2. Regarding the budget for the fundraising event:

Students will research all the costs of running their fundraiser:

Students must consider the following in their proposal:

- a. Obvious costs
- b. Hidden costs
- c. Environmental costs
- d. Health costs

- e. Time
- f. Feasibility and other considerations
- g. Price

Here is an example you can go over with the students:

Example from a bake sale

- Obvious costs: Napkins, bought items, poster material to advertise
- Hidden costs: Parent’s or student’s time if product is homemade, and price of ingredients. (*Note:* Students can discuss whether or not they should count the hidden costs but they should at least be aware of them.)
- Environmental costs: Are you using styrofoam plates or plastic that is harmful to the environment?
- Health costs: Can you have some healthy food as well?
- Time: How long will it take you to do everything?
- Feasibility and other considerations: What time of day will you sell: before lunch or before students go home? When would it be a good time to do it? Where will you place your stand?
- Price: How much will people pay? How many can you sell?

3. Students discuss in their groups whether or not any of the costs can be brought down without damaging the quality of the product.
4. Students will total up the final costs.

Example from a bake sale:

	Costs (TL)	
Plates		
Napkins		
Poster material		
Cups		
Juice		
<b>Total cost</b>		

5. After students figure out the total costs, they estimate the expected profit. In the bake sale example, subtract the total cost of the product from the estimated cost of how much they will sell to figure out the estimated profit.
6. Each group must now give a 2-minute speech to the class. When giving the speech each group must:



- a. Tell what their idea is
- b. Explain how they considered all the costs, both hidden and non-hidden costs.
- c. Tell how much profit is expected
- d. Explain the time frame

For their presentation to investors, encourage students to use visuals like pie charts, line graphs, etc. to show their estimations and promote their project idea.

**Note to teacher:** You could work with a math teacher for help with the concepts in this lesson.

7. While listening, the other students individually take notes of pros and cons of each presentation. Then discuss after each presentation.

### **CLOSING/EVALUATION**

Class votes on the proposal/s they think is the best. Students may not vote for their own proposal.

After the voting is done and the winner/s have been selected, make sure the class knows that it may be feasible to share the fundraising ideas. The idea is to promote ALL the projects and have them all be successful.

### **HOMEWORK**

*Having heard all the ideas, which ones will you use to fund your project? Write up the funding proposal considerations and estimate the profit of a fundraiser for your project.*

**Attachment I2.a/Fundraiser Considerations and Budget Planning Tables**

**Funding Proposal Considerations**

Obvious costs	
Hidden costs	
Environmental costs	
Health costs	
Time	
Feasibility	
Price	

**Budget of fundraiser**

Items to buy	Costs (TL)
1.	
2.	
3.	
4.	
A. Total cost of fundraiser	
B. Estimated income of fundraiser (total amount of money one expects to collect)	
Subtract B from A to get the estimated profit of fundraiser.	

## J PLANNING THE PROJECT PRESENTATIONS

**Goal:** To refine the project plan and decide how to present their project

**Objective:** Students will be able to understand the criteria by which the project will be graded  
Students will review what their project goals, aims, environmental considerations, etc. are and adjust if need be

Students will use teamwork and plan the presentation of their project

**Duration:** 80 minutes

**Values:** Teamwork

**Methods:** Individual and group work

**Materials:** Crayons, A3 paper and markers, or laptop and projector

**Attachments:** Rubric for Evaluation of Project and Presentation (Attachment J.a)

### WARM UP

Go over the criteria by which the project will be evaluated.

The criteria are given in the far left column of the rubric (Attachment J.a); the column labeled “Excellent” is what they should aim for. They will be graded both on the quality of the project as well as the presentation. Go over the rubric with the students and make sure they understand it.

### ACTIVITY

1. Divide them into groups and tell them they have the rest of the class time to plan their presentations. They must address the following items: Goal of the project, needs, time frame, expenses, and environmental considerations.
2. They should make sure that each person in the group has a job. One person should be facilitator, one should be in charge of visuals, one person should make sure they stay on task, etc. But all should be working. For the presentation, each student must present a part. They must decide how to divide it up and best present it. If they use their time well, they should be able to prepare it in the class time. Otherwise it must be finished as homework.

## Attachment J.a/Rubric for Evaluation of Project and Presentation

Students will put a check in the box that best fits and then total the points.

Project name:

Team members:

<b>CONTENT OF PROJECT = max. 90 points total</b>						
	<b>Excellent 15 points</b>	<b>Good 12 points</b>	<b>OK 9 points</b>	<b>Needs Improvement 6 points</b>	<b>Unsatisfactory as is 3 points</b>	<b>Comments</b>
	Goal of project is realistic, well thought out and exciting	Goal is realistic and well thought out	Goal is ok but there may be some problems	Unclear goal	No goal	
	Project fulfills a vital need	Project fulfills an important need	Project fulfills a need	Project will not be harmful	Project may cause more harm than good	
	Time Frame is realistic and well planned – jobs are distributed to members with due dates	Time frame is planned and jobs are realistically distributed w due dates	Time frame and planning are done	Time frame is unrealistic or major problems with some areas	No time frame	
	Creative ideas to fundraise and/or excellent use of resources and realistic knowledge of expenses	Good fundraising ideas and use of resources  Good budget planning	There is a budget but it needs some work, resources are considered	Project is very expensive  Or budget needs much work	Project will be impossible to manage due to expenses	
	Environmental considerations are sensitive and well thought out-will help the environment	Environmental considerations are sensitive and well thought out	Environmental considerations are considered	Environmental considerations are not addressed but seem benign	Project may harm the environment	
	Project takes place in a safe environment for all participants				Project takes place in a dangerous environment	
	<b>TOTAL</b>					

<b>PRESENTATION OF PROJECT = max. 20 points total</b>						
	<b>Excellent 5 points</b>	<b>Good 4 points</b>	<b>OK 3 points</b>	<b>Needs Improvement 2 points</b>	<b>Unsatisfactory as is 1 points</b>	<b>Comments</b>
	Maintains eye contact and does not read the presentation but makes it seem like natural speech	Maintains eye contact  Refers to notes when necessary but is enthusiastic	Reads portions of presentation some eye contact	Little eye contact, read large portions of presentation	Totally reads the presentation  No eye contact	
	Body language of participants is used extremely effectively	Effective use of gestures / body language	Body language adequate	Little effective body language	No effective body language	
	Is persuasive, speaks with authority and enthusiasm , seems self-confident	Slightly less persuasive but knows what they are talking about	Speakers seem to know what they are talking about	speakers seem unsure of their facts	Speakers give off an impression of boredom,	
	Visuals are relevant, an integral part of the presentation and well thought out.	Relevant visual	Visuals adequate	Visuals not very relevant	Visuals nonexistent or irrelevant	
	<b>TOTAL</b>					

## K PROJECT PRESENTATIONS AND FEEDBACK

**Goal:** To present the ideas of the project and get feedback from peers on how to improve the project

**Objective:** Students will be able to present their projects and give constructive feedback and suggestions to their peers

**Duration:** 160 minutes

**Skills:** Public speaking, critical thinking, giving constructive feedback

**Values:** Teamwork

**Methods:** Individual and group work

**Materials:** Crayons, A3 paper and markers, or laptop and projector

**Attachments:** Rubric for Evaluation of Project and Presentation (Attachment K.a)

### ACTIVITY

1. While each group is presenting, the other students should be divided into 2 groups.
2. In Group A, each student will be given one copy of the rubric for each group that is presenting. They will concentrate on the grading. Tell them this is not the grade that will be given to them as a teacher but that you will look at what the papers to see how well Group A has been able to evaluate what their peers have done.
3. Group B will concentrate on giving suggestions. This is essential in improving the projects. After Group B is finished, members of Group A may also give suggestions.
4. After each presentation, students in group A and B will fill out their respective forms and then in a whole class discussion give feedback. The rubric forms should be handed to the teacher and the suggestion forms should go to the group who had presented.

**Note to teacher:** We have found that having the class fill in the rubrics if they can take it seriously, keeps the rest of the class occupied and also they often make points you may not have noticed. You can also fill out the rubric form but you do not have to give a grade till you have looked at the other papers.

## Attachment K.a/Rubric for Evaluation of Project and Presentation

Put a check in the box that best fits and then total the points

Project name:

Team members:

CONTENT OF PROJECT = max. 90 points total						
	Excellent 15 points	Good 12 points	OK 9 points	Needs Improvement 6 points	Unsatisfactory as is 3 points	Comments
	Goal of project is realistic, well thought out and exciting	Goal is realistic and well thought out	Goal is ok but there may be some problems	Unclear goal	No goal	
	Project fulfills a vital need	Project fulfills an important need	Project fulfills a need	Project will not be harmful	Project may cause more harm than good	
	Time Frame is realistic and well planned – jobs are distributed to members with due dates	Time frame is planned and jobs are realistically distributed w due dates	Time frame and planning are done	Time frame is unrealistic or major problems with some areas	No time frame	
	Creative ideas to fundraise and/or excellent use of resources and realistic knowledge of expenses	Good fundraising ideas and use of resources  Good budget planning	There is a budget but it needs some work, resources are considered	Project is very expensive  Or budget needs much work	Project will be impossible to manage due to expenses	
	Environmental considerations are sensitive and well thought out-will help the environment	Environmental considerations are sensitive and well thought out	Environmental considerations are considered	Environmental considerations are not addressed but seem benign	Project may harm the environment	
	Project takes place in a safe environment for all participants				Project takes place in a dangerous environment	
	<b>TOTAL</b>					

<b>PRESENTATION OF PROJECT = max. 20 points total</b>						
	<b>Excellent 5 points</b>	<b>Good 4 points</b>	<b>OK 3 points</b>	<b>Needs Improvement 2 points</b>	<b>Unsatisfactory as is 1 points</b>	<b>Comments</b>
	Maintains eye contact and does not read the presentation but makes it seem like natural speech	Maintains eye contact  Refers to notes when necessary but is enthusiastic	Reads portions of presentation some eye contact	Little eye contact, read large portions of presentation	Totally reads the presentation  No eye contact	
	Body language of participants is used extremely effectively	Effective use of gestures / body language	Body language adequate	Little effective body language	No effective body language	
	Is persuasive, speaks with authority and enthusiasm , seems self-confident	Slightly less persuasive but knows what they are talking about	Speakers seem to know what they are talking about	speakers seem unsure of their facts	Speakers give off an impression of boredom,	
	Visuals are relevant, an integral part of the presentation and well thought out.	Relevant visual	Visuals adequate	Visuals not very relevant	Visuals nonexistent or irrelevant	
	<b>TOTAL</b>					

**Suggestion for how the project could be improved:**



# L CELEBRATION OF THE PROJECTS

## L1 Planning for the Celebration

**Goal:** To bring closure to the whole process and to plan a celebration

**Objective:** Students will be able to understand how important to celebrate and congratulate the good job

Students will be able to develop their organizational skills

Students will be able to use teamwork for the celebrations

**Duration:** 80 minutes

**Skills:** Negotiating, planning, brainstorming

**Values:** Teamwork, appreciation

**Methods:** Individual and group work

**Materials:** Varies, depending on celebration

Celebration of a project is very important to conclude the whole process. Also this gives a chance to the community to thank and congratulate each other and be proud of what they have achieved in a year.

### ACTIVITY

Brainstorm with the students how to celebrate their good job and also decide on how you will arrange the food and drinks and any permissions from the school administration that may be necessary. Here are some ideas for the celebration:

- Invite a speaker
- Exhibit the work produced in the project through photography, artwork, etc.
- Invite the whole school community: prepare party invitations, arrange food, etc.
- Prepare a fun quiz show with the journals and the anecdotes
- Organize some group games: Energizers.
- Prepare “parting gifts”: For this you need: safety pins, paper and markers. Pin a blank paper on everyone’s back, and then have the students give each other the gift of a positive thought about that person by writing in a sentence on the backs of their friends. Note: the teacher has to keep checking to make sure ALL the gifts are positive ones!
- Prepare a video of the whole year (for this don’t forget to collect pictures and videos from different lessons and projects).

### L2 Celebration

Celebrate!

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