



**YOUNG CHANGEMAKERS
IN THE 21ST CENTURY LIBRARY**

**RESOURCE PACKET
2019**

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I. Model Programs

Using the 10 Questions

Real Talk: A Youth-Led Conversation Forum



TITLE OF PROGRAM

Real Talk

GOALS OF PROGRAM

To offer a forum for teens to discuss issues of importance in their lives. To build life skills that help them navigate tough times and difficult decisions. To empower teens to have an impact in their lives and communities. To foster a community of support and self-improvement. To promote community resources related to the issues we discuss. To reward teen leadership in our community.

ABOUT THE PROGRAM

Founded by youth to discuss the issues that are important to them, Real Talk is a youth-led conversation forum that has become the centerpiece of programming at the [Waltham Public Library Teen Room](#). Twice a month, four teen leaders lead their peers in activities that promote youth voice, encourage socioemotional learning, and develop awareness of social justice issues in our community. Over the three years we have run this program, we have developed a framework to sustain the work of our founders and support librarians in developing

similar programs in their libraries. Learn all about Real Talk and view the framework at realtalkteens.org.

USING THE 10 QUESTIONS

QUESTION 1: Why does it matter to me?

In the Fall Unit, Real Talk attendees explore expanding circles of influence in their lives—family, friends, relationships, community, identity—to build a socioemotional foundation for exploring and articulating their experiences to the people in those spheres.

QUESTION 2: How much should I share?

We invite attendees to share as much as they like about themselves during Real Talk events, and always protect the confidentiality of our attendees by frequently invoking one of our favorite community guidelines: What’s said here stays here, but what’s learned here leaves here.

QUESTION 3: How do I make it about more than myself?

By sharing their stories and having conversations about issues in their worlds, Real Talk attendees build a community invested in collective well-being. They discover that there are people out there that have similar experiences—they might find they’re not alone. But they also hear different experiences they can learn from—they might find they’re more alone than they thought. Both avenues take teens from “I” to “we” by encouraging bridge building with people of all backgrounds.

QUESTION 4: Where do we start?

The Waltham Public Library Teen Room functions as the answer to this question for both teen leaders and attendees, but we also serve them as a directory in taking their interests to broader audiences.

QUESTION 5: How can we make it easy and engaging?

Teen leaders spend significant time exploring what generates interesting and substantive dialogue in the design of activities during Spring Unit events.

QUESTION 6: How do you get wisdom from crowds?

The goal of every Real Talk event is to draw out the perspectives of as many attendees as possible so that unique and first-hand experiences can inform our understanding of the world.

QUESTION 7: How do you handle the downside of crowds?

During our first Real Talk event, we generate a community code that we refer to through the year, to help us make our conversations as productive and safe as possible. We also place a priority on demonstrating conflict resolution skills so that leaders and attendees can turn tense moments into valuable learning experiences.

QUESTION 8: Are we pursuing voice or influence or both?

QUESTION 9: How do we get from voice to change?

Real Talk events prioritize the development of youth voice. But when special projects arise—like our For Freedoms collaboration—we use what we’ve learned in Real Talk to amplify that youth voice and show paths to influence.

QUESTION 10: How can we find allies?

Real Talk connects teens with visiting experts, educators, and near-peer student mentors. We promote Real Talk through school events. But the true goal of Real Talk isn’t to find allies that share our outlook, but to create alliances with people who have different outlooks so that we can see the world through as many eyes as possible.

DURATION OF PROGRAM

September-June

NUMBER OF PARTICIPANTS

15-40 at each event

INSTRUCTOR/FACILITATOR

Waltham Public Library Teen Specialist Luke Kirkland with Real Talk Teen Leaders Rachel Cosgrove, Alia Touadjine, and Stevenson Youyoute

FUTURE DIRECTION

We are wrapping up this year of Real Talk events. Our founding teen leaders are graduating and we are recruiting and onboarding next year’s teen leaders. We are in conversation with Waltham High School about how we can run Real Talk events in classes to facilitate dialogue between students. We just made our framework public. We presented our work at the Massachusetts Library Association conference, and we will be presenting it in June at the American Library Association conference. Our hope is that other libraries in the state and across the country will try out our framework.

Using the 10 Questions

For Freedoms Lawn Sign Installation



TITLE OF PROGRAM

For Freedoms Lawn Sign Installation

GOALS OF PROGRAM

To help teens articulate their stories and their vision for the community they want to live in. To amplify teen voice in the community. To inform influencers and decision makers about teens' experiences and their vision for the future.

ABOUT THE PROGRAM

Teen leaders from [Real Talk](#), our youth-led conversation forum at the [Waltham Public Library Teen Room](#), collaborated with Waltham arts organization [Blueprint Projects](#) to participate in the [For Freedoms 50 State Initiative](#), a national platform for greater participation in the arts and in civil society, by creating [an installation of 100 double-sided lawn signs](#) finishing the prompts "Freedom of...", "Freedom To...", "Freedom From...", or "Freedom For..." on the front lawn of the [Waltham Public Library](#) during the month of October leading up to the 2018 midterm elections. To create the installation, we spent a week in the Teen Room, in the high school cafeteria, at the high school library, in classes, and at other partner sites inviting teens to fill out the blank signs. Once complete, the lawn signs bore the unique statements of nearly 200 Waltham High School students, represented the hopes of

Waltham's teens for their lives, their communities, their country, and their world. By installing them in the Library lawn, we invited the community to take time to reflect on teens' thoughts and feelings, to consider the world teens will inherit, and to familiarize themselves with the world teens intend to create. This project was made possible with the help of the Waltham Boys & Girls Club, the Waltham Partnership for Youth, and Waltham Public Schools.

USING THE 10 QUESTIONS

QUESTION 1: Why does it matter to me?

In order to help teens create compelling signs, we spent time with each teen participant helping them think through values they had, the issues they cared about, and the stories they wanted to tell.

QUESTION 2: How much should I share?

Some teens wanted to speak on the level of ideals. Some people wanted to advocate a policy. Some teens wanted to tell a story. Each of these meant sharing different degrees of personal information. We encouraged them to do what made them the most comfortable while having the greatest impact. But by keeping their contributions anonymous we protected their privacy.

QUESTION 3: How do I make it about more than myself?

QUESTION 4: Where do we start?

This project showed teens one answer to these questions. Teens weren't presenting a unified position beyond the intention to feel heard. But their collective statements made a big impact. Teens got into the project, recruited friends to participate, and shared a palpable excitement about the installation. And the product showed them how collective voice can be a powerful starting point.

QUESTION 5: How can we make it easy and engaging?

Real Talk teen leaders spend lots of time developing activities that keep their peers interested. This was a simple concept everyone could complete, and we went where teens congregate. Teens saw how making participation easy produced something with great impact.

QUESTION 6: How do you get wisdom from crowds?

Teens and adults alike could see how important certain issues were to the teen community by seeing how many signs related to what issues. After the event we coded the

responses and learned that the most pressing concerns were discrimination, justice, freedom of thought, individuality, and women's rights.

QUESTION 7: How do you handle the downside of crowds?

We made sure all participants thought moment about what they would write on their sign and drafted it out on a sticky note. That way we made sure their spelling was correct, their choice of preposition was appropriate, and that they took the challenge seriously. We also created a single lawn sign explaining the project to the public so that passersby understood these were statements of our youth and not a platform the Library endorsed.

QUESTION 8: Are we pursuing voice or influence or both?

QUESTION 9: How do we get from voice to change?

Real Talk events prioritize the development of youth voice. But this For Freedoms collaboration showed teens examples of how youth voice can be amplified, and it got teens thinking about how they might build that voice towards a more specific goal.

QUESTION 10: How can we find allies?

When teens came to see the installation, they saw how many of their peers cared about similar issues and cared about making a difference in the community. Some even sought out who wrote what sign in an effort to connect.

DURATION OF PROGRAM	Late September-Early November
NUMBER OF PARTICIPANTS	200
INSTRUCTOR/FACILITATOR	Waltham Public Library Teen Specialist Luke Kirkland with Real Talk Teen Leaders Rachel Cosgrove, Alia Touadjine, and Stevenson Youyoute
FUTURE DIRECTION	We intend to make this an annual project of Real Talk. But we also hope to involve more libraries in this project. We have invited area libraries to chip in to bring the cost of signs down by purchasing them in greater quantities. We hope that we can build this into a statewide youth-led civic engagement initiative at public libraries across the state.



Springfield City Library: Teens in Civics Initiative

July 11th – August 22nd, 2019

Call for Applicants!

Are you woke and all about that social justice life? Do you want to make a change in your community and do more than just talk about it? Is there a hot button issue that you want to learn more about or engage with in real time? Are you passionate about politics, the environment, or Springfield needs? If so, the Springfield City Library would like to invite you for a summer session where the topic is civics and the outcome is actual community impact!

In January of 2019, the Springfield City Library joined a small cohort of librarians from Massachusetts libraries to begin experimenting with the implementation of the Young Changemakers in 21st-Century Libraries framework. What is civics? Simply put, it's your involvement in your community in terms of things like voting, community service, and activism for equal rights. Harvard University and the Massachusetts Library System partnered up to develop this framework as well as bring it to Massachusetts libraries. The idea behind it is to get youth active civically to shape the world around them.

That's where you and the Springfield City Library come in! This project will run for seven weeks this summer and will take place every Thursday from 12:30PM – 2:30PM from July 11th, 2019 to August 22nd, 2019 at the Mason Square Branch Library (765 State Street, Springfield, MA 01109). Three sessions will be spent doing civics coursework and a book discussion in which participants will get to take home and keep the book. The following three sessions will be spent taking the coursework and turning it into community action.

Participants are expected to turn what they learn into a physical end product of their choice. This can range anywhere from the creation of study guides for a local school, an art installation, or volunteer work within the community. The only requirement is that it must be publicly visible and benefit more than just yourself! Participants will be tasked with brainstorming and developing all parts of this phase with the guidance and help of the librarian facilitator. During the final session, participants will present their end product and experience to a panel of community members from local organizations and this project initiative.

Springfield City Library is seeking seven youth participants between the ages of 13 and 18 to partake in this summer learning initiative. What we are looking for in participants is:

- The ability to engage positively with other area teens and give thoughtful, meaningful contributions to the classroom and work.
- No fear! Some of the conversations may center on uncomfortable subjects and not all participants will see the same point of view. We are looking for teens that are not afraid to speak up and...
- Be respectful and mindful of others opinions and feelings. We won't always agree and it's important that participants speak up in a manner that is respectful of others.
- We want a diverse group of teens from a variety of backgrounds! The greater variety of backgrounds and perspectives, the more effective this initiative will be.
- You **MUST** be able to commit to the full time span of the project. It is important that you are on time and consistent, as you would for any job!

What you get in return?

Outside of an invaluable experience and opportunity to make an impact in your community as well as being given the tools to continue to change your community, you will...

- Be paid a weekly stipend of \$30. Two hours a week of in person work and weekly homework. School doesn't pay you that much!
- A reference for college applications and jobs from the Springfield City Library.
- A certificate of completion from the Springfield City Library and the Young Changemakers initiative.
- A free copy of *How I Resist: Activism and Hope for a New Generation* edited by Maureen Johnson.
- A unique, custom t-shirt made specifically for this initiative.
- Lunch will be provided every week!
- Meet community leaders from various organizations and become more engaged civically and with the Springfield community.
- Most importantly: be given an opportunity to make a positive community impact and learn how to continue to shape and change the world around you through civics.

Sound like something you want to do?

In 500 words or less (we're not going to count, trust us), tell us about something that is important to you and why and how you can use it to change your community! Is it Sailor Moon? Unicorns? Sustainability? No matter what it is, tell us about it! Submit it along with the Springfield City Library Teens in Civics Initiative application before 12:00PM on June 10th, 2019. Participants will be selected and notified by June 17th, 2019. The project will run every Thursday from 12:30 PM – 2:30 PM from July 11th, 2019 to August 22nd, 2019 at the Mason Square Branch Library (765 State Street, Springfield, MA 01109). If you have any questions, please do not hesitate to reach out to Alexandra Remy at 413-263-6843 or at aremy@springfieldlibrary.org.

II. Program Summaries

10 Questions at Dartmouth Middle School

Leadership Conference for 7th and 8th graders



Goals of the Program/Event:

- Students were encouraged to brainstorm issues they care about and discuss ways they can take action using the 10 Questions

Activity

- Introduce the connection between leadership and civic engagement Have students brainstorm: “What are some things you can do if there is an issue you care about and you want to effect change?” (record at front)
(answers may include: protesting, writing letters, posting on social media, voting, reading and learning more, understanding the issues, volunteer, petitions)
- Have students brainstorm issues they care about and write an issue that matters to them on a note card and then record at the front of the room (check marks for duplicates)
- Introduce the 10 Questions
 - be sure to mention the digital aspect
 - crowds = the Internet?
 - voice vs. influence -- what’s the difference?
 - being politically involved is actually very personal so I’ll share a personal story
- Ask students -- look at the issues you chose. Pick one and write on the back of your note card Why does it matter to you? **QUESTION 1**

As an example, share an issue I care about on which I've taken civic action and talk about my "why" (creating and maintaining an immigration accompaniment network for immigrants in New Bedford -- we have given over 200 rides since December)

- Reflect on 10Qs at your table Pick one of your issues at your table and think through questions 3, 4, 5 with your tablemates.
- Invitation to join Google Classroom group to get links to further information

Incorporation of the Ten Questions:

- I discussed the concept of the 10 questions, gave them time to focus on question 1 and gave them resources based on those questions using Google Classroom
- [One student went on to write a letter to the editor about climate change! See it here](#)

Duration of Program/Event: 30 minutes during leadership conference and ongoing Google Classroom discussions with 9 students

Number of Participants: 60 students in 7th and 8th grade

10 Questions at Shrewsbury High School

Resources Used or Curated for SHS

1. Service Learning English and Social Studies Units

Goals of the Program/Event:

- Students are encouraged and given time in their classes to explore and take steps towards making positive change in our community.

Activities/Events/Programming:

- This is a new unit explored in two classes this year, an 11th Grade American Studies class taught by an english teacher and a social studies teacher, and a 10th grade English class.
- As the media specialist I met with the students as they began to explore issues of interest. I introduced the ten questions, general resources, and met with groups individually to discuss resources, action ideas, and possible community experts.
- The 10th Grade English students met with experts related to their chosen issues. They got ideas for continued work and found ways to best support the community.
- These 10th graders also volunteered at the Grafton Community Harvest Project, by planting seedlings that will later be harvested and dispersed to families through organizations such as the Worcester Food Pantry.
- The American Studies 11th grade students will be presenting about the progress they have made to their parents and peers in June.
- Other students in the school community have been invited to explore these topics through displays in the media center and schoology updates.
- [Article from Community Advocate about the 10th grade project.](#)

Incorporation of the Ten Questions:

- I discussed the concept about the 10 questions and gave them resources based on those questions when first meeting with the students.
- The 10 Questions were used in displays in the media center with fiction books related to social justice themes.
- Resources, book lists, and info about the questions were posted in our Schoology group for the media center during the month of March.
- Another English class has chosen independent reading books based on themes related to the 10 Questions.

Duration of Program/Event: 2018-2019 School Year

Number of Participants: 6 classes of students for the bulk of this project - about 120 students. But the displays were available to all students at the school (1800).

Instructors or Facilitator: Emily Bredberg (Media Specialist), Kelly Lawlor (English Teacher), Matt Brown (Social Studies Teacher), Jenn Steinberg (English Teacher)

Future direction: These teachers plan to continue their service projects next year in collaboration with me.

2. Finding Your Voice

Goals of the Program/Event: Allow select students opportunities to explore race, their identities, and their voice through a book club and art.

Activities/Events/Programming:

- We will select about 10 students who are identified through the guidance office, our transitions team, and the advisors for our Black History Committee to be involved in our Book Club.
- We will meet 5 -6 times, to discuss books, their own experiences, and plan an art piece for our school community.
- The four books are **I am Alfonso Jones** (graphic novel), **American Like Me** (essay collection), **Piecing Me Together** (novel), and a poetry collection (either **Chiraq** or **Citizen Illegal**).

Incorporation of the Ten Questions (voice-and influence civic action).

We will organize the our book discussions based on the 10 Questions. We will look at ways that the characters or people in the books would approach the questions, and we will ask the students to consider those questions as they find their own voice on issues of importance. When planning an art display, the students will be given the opportunity to incorporate the themes from the 10 questions in their art.

Duration of Program/Event: Fall 2019

Number of Participants: About 10 students

Instructors or Facilitator: Denise Satterfield, Emily Bredberg, Sue Donofrio

Future direction: We are still in the planning stages of this project, but there is potential for it to expand if future years if next fall is successful.

10 Questions at Turner Free Library

Turner Free Library's Young Changemaker Film Project

Goals of the Program/Event: Create a teen social activism project utilizing the library's digital media studio.

Activities/Events/Programming:

- The Ten Question Framework was hung in multiple areas of the Teen Room at the library.
- Casual conversation was created around the posters between groups of teens as well as teens and the librarian.
- The Questions were discussed at several other teen programs, including ½ day movie and gaming days; teens decided on a film project.
- Changemaker Film Project was marketed via library newsletter, school PTOs, social media, and press release - including an opportunity for student community service hours for participation (and food of course).
- The Project Day: 4 hours
 - Hour 1 - Teens are given books and ideas about issues they may select that matter to them (Discussion of the 1st Question)
 - Hour 2 - Teens Pick 4 Topics and break into groups to write scripts for their short-film: Topics picked are Women's Rights, Immigration Rights, Black Lives Matter, and Racial Profiling (Police Discrimination) - Our Town Manager stopped by to give some feedback on local issues and how teens can make a difference (Discussion of Question 2).
 - Hour 3 - Teens take turns filming their projects (some on camera, some learning how to use the video camera - borrowed from the local cable station RCTV)
 - Hour 4 (went into hour 5 but the teens stayed b/c they were interested) - Editing their films into 1.
- Aftermath - Teens discuss both the negative and positive response their video got on social media as well as local newspapers.
- News Coverage (Teens' Film Shed Light on Social issues:
<https://www.patriotledger.com/news/20190418/teens-films-shed-light-on-social-issues>
- Letter to The Editor (Disappointed on Randolph Teen Filmmakers Criticism of Police)
<https://randolph.wickedlocal.com/news/20190502/letter-to-editor-disappointed-on-randolph-teen-filmmakers-criticism-of-police>
- The Actual Video:
<https://www.youtube.com/watch?v=bQB2fETYga4>

Incorporation of the Ten Questions (voice-and influence civic action).

- Why Does It Matter To Me? Discussion of the 4 topics selected and why they matter to this group of teens. Randolph is a richly diverse town with a large immigrant population, so the students felt that these issues were most important.
- How Much Do I Share? Creating a film and publishing it on social media as well as the local cable meant discussing what was safe and what was best practices concerning how much to share for each group.

Duration of Program/Event: March 2019-May 2019

Number of Participants: 13 Students

Instructors or Facilitator: Teen Librarian and Library Director

Future direction: The students are planning their next video

10 Questions at Lawrence Public Library

Fuerza

1. **Program Title:** Fuerza
2. **Department:** Teen Department
3. **Facilitator:** Allan Zapata, Teen Coordinator
4. **Frequency of Program (Please Choose One):**
 - a. **Recurring (Duration of Program/Event):** Fuerza Poetry Open Mic is hosted every third Wednesday of the month from 6pm-8pm since January 2017.
 - b. **One Time**

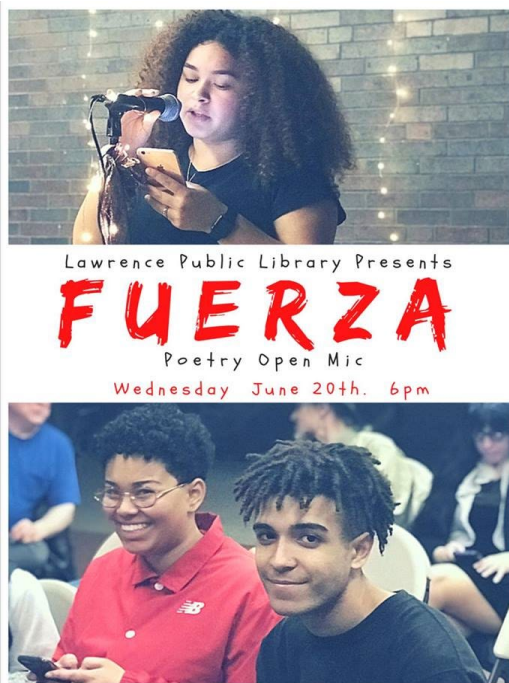
Program Reflection

5. **# of Participants:** varying from 5-20 participants
6. **Program Goal:** Fuerza allows patrons, specifically teens, in the community the opportunity to share their poetry, express themselves, and enjoy the work of others in a safe and open environment. Speak your truth is the mantra for Fuerza open mic.
7. **Description of Event:** A sign in sheet is placed at the entrance for anyone who would like to share their words. The event started off with opening remarks and welcoming the participants. The facilitator then calls up those who would like to share their words on the mic in the order of the signup sheet. Fuerza was opened up with an original poem that touched on the narrative of deportation. This was followed by three other performers who read their original pieces of poetry. After the three participants shared their poems, there was a discussion over the meaning of the poems, their reactions to the poems, and what parts participants can relate to.
8. **Incorporation of the 10 Questions (voice-and influence civic action):** This program was all based on voice. Through Fuerza Open Mic, patrons express themselves on topics that matter to them (WHY DOES IT MATTER TO ME?). Poetry has the ability to motivate individuals that are listening which then opens up the opportunity to connect people on shared causes. After reading the poems and having a discussion with others about the issues (HOW DO I MAKE IT ABOUT MORE THAN MYSELF?), it leads to a discussion about how one can get involved and make a difference (WHERE DO WE START?). Patrons brought up an organization called Cosecha who advocates for undocumented immigrants and their ability to acquire a driver's license. The last question that poetry open mic incorporates is (HOW CAN WE MAKE IT EASY AND ENGAGING?) Open mic opens the floor for anyone and everyone to participate and have an open platform to be powerful.
9. **Would you conduct this program again? (Choose One)** Yes No

Why/Why Not? This program provides patrons the opportunity to share written pieces, listen to others words, and connect with others in the community. Continuing to do so would encourage voices to be heard in a safe space.

10. Future Direction/How can we improve the program?

Fuerza Open Mic will be taking a break for the summer and will start back up in the fall. The program can improve by asking other organizations to participate with this event. Fuerza can also have a program which highlights a theme for the open mic. Patrons can come with pieces relating to a social issue and center the event around that cause. This would help set a theme for the program. We can then record it as part of a larger civil action project.



10 Questions at Plymouth Public Library

Young Changemaker Discussion Group

Goals of the Program/Event: Establish a community of teens with an interest in the local community and help them achieve their organizing goals and build their participatory skills.

Activities/Events/Programming:

- Prep work: the library provided lists and articles about teen-led actions and organizations working in a variety of areas, including climate justice, school safety, gun reform, racial justice, and so forth. We also had breakdowns of the 10 Questions available.
- Met on Wednesday, April 10th at 7pm with student leaders of the high school volunteering/community engagement organizations to discuss their role as members of the community as well as their goals for their organizations.
- Discussion of community standards: we established how we would like to conduct the conversation. We agreed to let each other take time to share thoughts without interruptions and leave space for clarification and discussion of concepts that may be contentious or divisive.
- Quiet writing activity: list the issues/topics that feel most pressing to you. What do we care about?
- Using examples of other teen-led actions from the news as well as the 10 Questions framework, we discussed concrete next steps for the teens to take back to their orgs.
- Discussion: what is the role of the library in helping teen-led organizations achieve their goals? How can we support their missions?

Incorporation of the Ten Questions:

- Discussion of the 10 questions as a whole, and how each relates to civic engagement
- Why Does It Matter To Me? Discussion of the issues that the teens named as their priorities (climate change, online misinformation, racism, sexism)
- Voice or Influence? How do we describe these issues socially with peers? What do we hope to gain or learn through conversations?
- Wisdom/Downside of Crowds: How can we ensure we're communicating effectively?
- Where Do We Start? What is the role of the students in promoting solutions to these large-scale issues? How can we break them down into "manageable" pieces?
- How do we get from voice to change? At what point do we feel ready to take this conversation and put some pieces into action? What does "action" look like?

Duration of Program/Event: April 10th, 2019; future meetings TBD

Number of Participants: 5 students

Instructors or Facilitator: Madison Bishop, Head of Youth Services

Future direction: Teens expressed an interest in discussing their projects with local lawmakers; a forum is in the works for September to help them visualize and implement their goals for their organizations during the new school year.

10 Questions at Springfield City Library

YOUth Matter Teens in Civics Initiative

Goals of the Program/Event: Get teens connected with community leaders, teach them the basics of civics, and get them positively impacting their community. Give them the confidence to go out into their community,

Activities/Events/Programming:

- Three two hour classes where youth will learn about civics and how to apply the 10 Questions framework to the issues affecting their community. We will have a book discussion as well as playing games that encourage open conversation and team building.
- On July 25th, community leaders will be present to talk to the teens about issues affecting Springfield and the roles of organizations in helping to better the community. They will also talk to the kids how to themselves better the community. So far we have a city commissioner, a few teachers, Out Now, and a police officer joining us.
- Three sessions will be dedicated to the teens organizing and implementing a community project of their choice. They will choose a local issue of concern and decide on a community facing project that they feel can change the city.
- The final session will be spent presenting their project and what they've learned to a panel of city leaders and organizations. Focus Springfield intends to be involved.

Incorporation of the Ten Questions:

- The course will be based on the lesson plan we received, but will be tailored to local issues such as Springfield's history of police brutality, the opioid crisis, and gun control.
- Teens will be asked to identify local issues and then work together to apply the 10 questions framework to it.
- Their final project will be planned and created using the 10 questions framework.
- As the local TV station will be involved, we will be talking about safe media use.

Duration of Program/Event: July 11th, 2019 - August 22nd, 2019, Every Thursday

Number of Participants: 7 selected teens

Instructors or Facilitator: Alexandra Remy, Branch Supervisor

Future direction: It is my intentions to get enough publicity with city officials for this that we see school involvement and the ability to repeat this project. The schools have already bought in, so really, we just want the city to buy-in and support us!

10 Questions in Waltham High School Library

“One School, One Story” Program

Title of Program/Event: Waltham High School’s “One School, One Story” program

Goals of the Program/Event:

- To build community through a shared reading experience
- To raise awareness about issues facing the school community
-

Activities/Events/Programming: In order to keep things fresh from year to year, activities, events, and programming change. Below is a sampling of events from the One School, One Story program.

- *Interdisciplinary teacher book club.* The purpose of the book club was to review the previous year’s summer reading data and develop an initial reading list, based off of student and teacher feedback. The committee read over 80 books and used a reading criteria rubric to pick the 16 best titles.
- *24 Hour Read-a-thon in the high school library.* 80+ students applied to be part of a 24 hour read-a-thon. In the theme of March Madness, students selected the summer reading book from a bracket of 16 possible titles (recommended by the teacher book club). At the end of the 24 hours, students voted for the book that they believed should be that year’s summer reading book
- *School-wide Author assembly*
- *Workshop Day.* Students rotate through teacher facilitated workshops. The goal of the workshop day was to engage the community in meaningful conversations about how many of the books topics, themes, and motifs impact our school community.
-

Incorporation of the Ten Questions: During the 2015-2016 school year, students voted to read the book *All American Boys* by Jason Reynolds and Brendan Kiely, which is a fictional story, centered around an incident of police brutality. Many students expressed that they chose the book, because the issues the book raises are important to them and impacts their lives and community (WHY DOES IT MATTER TO ME?).

Every student, teacher, and school staff member received a copy of the book, as did members of the local police department, and local political leaders. We felt that in order to raise awareness and have a meaningful public conversation, all of the different stakeholders needed to be invited to be part of the conversation. During the spring launch of the book (where we would build momentum around the book), we decided that the best way to begin the conversation about the many issues in the book, was to talk about our own community, focusing on the many unique and wonderful things that make us #OneWaltham. We explored our community and what it means to belong to our community through a variety of mediums that will showcase our many talents. (HOW DO I MAKE IT MORE THAN ABOUT MYSELF?).

When students and staff returned in the fall, we had a whole-school assembly with the authors of the book, as well as a workshop day where students had the opportunity to explore

the themes of the book through different activities, including round-table discussions with the local police. Here is a list of the workshops that were offered: [One School, One Story, All American Boys Workshops](#). The goal of the workshop day was to engage the community in meaningful conversations about how many of the books topics, themes, and motifs impact our school community (Civic Engagement through VOICE)

Duration of Program/Event: 2013- present

Number of Participants: Entire school community, plus many members of the broader community (1800+)

Instructors or Facilitator: One School, One Story committee (made up of the school library teacher, teachers in all disciplines, administrators, students, and public librarians, etc.)

Future direction: The program is ongoing. In the future, it would be nice to move the program from voice to influence by providing opportunities throughout the school year for students to apply what they have learned from the One School, One Story to a civic action project.

III. Program Details

10 Questions at Dartmouth Middle School

A. Leadership Conference for 7th and 8th graders– “What’s Matter to Me?”

I. Cover Page

Title: Teen dialogue on “What matters to me?”	
Summary: As part of a half day leadership conference for seventh and eighth graders, the librarian was given 20 minutes to introduce the 10 Questions for Young Changemakers.	
School/Library contextual information	Dartmouth Middle School is in a suburban town of around 25,000. The school is mostly white, middle class students with a total student body of around 950 students. The librarian has been at the school for 10 years and the administration has been consistent for that time. Demographics: 91% white 5% two or more races 2% Latino 1% Black 25% low income
Age (grade) Level	6-8
Course or program type	<input type="checkbox"/> stand-alone project <input checked="" type="checkbox"/> embedded in a subject (youth leadership conference) <input type="checkbox"/> required <input type="checkbox"/> elective <input checked="" type="checkbox"/> voluntary <input type="checkbox"/> collection development
Assessment (if applicable)	none
Time frame (if applicable)	twenty minutes in one session
Number of teens	100
The role of librarians in this program/project	Lead to design and implement

<p>What preparation does a teacher/librarian need/have for this? (if applicable)</p>	
<p>What logistics ground-laying work happened earlier in the year? Working with admin; IT; etc? (if applicable)</p>	<p>Asking permission of administration to participate in the leadership conference</p>
<p>What curricular/instructional ground-laying work happened earlier in the year? Earlier units that supported this? (if applicable)</p>	<p>none</p>
<p>Priority Standards <i>Practice Standards</i> <i>Literacy Standards</i> <i>Content Standards (if applicable)</i></p>	<p>AASL Standards</p> <p>II. INCLUDE Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.</p> <p>C. Share 2.Learners exhibit empathy with and tolerance for diverse ideas by: Contributing to discussions in which multiple viewpoints on a topic are expressed.</p> <p>D. Grow 2.Learners demonstrate empathy and equity in knowledge building within the global learning community by: Demonstrating interest in other perspectives during learning activities.</p> <p>III. COLLABORATE Work effectively with others to broaden perspectives and work toward common goals.</p> <p>D. Grow Learners actively participate with others in learning situations by: 1. Actively contributing to group discussions. 2. Recognizing learning as a social responsibility.</p> <p>V. EXPLORE Discover and innovate in a growth mindset developed through experience and reflection.</p> <p>A. Think Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. 2. Reflecting and questioning assumptions and possible misconceptions. 3. Engaging in inquiry-based processes for personal growth.</p>

II. Case #1 Overview

1. Essential Questions

Students/teens will keep considering...

What matters to me?

How can I make a difference?

2. Learning Goals

Students/teens will...

Identify an issue that matters to them and think deeply about why.

Learn about the 10 Questions for Young Changemakers as a framework for activism.

3. Assessment Overview (if applicable)

none

4. Description

- Step 1: Ignite the Narrative
 - Establish the purpose of the session: Part of being a student leader and a leader in general ALSO means being civically engaged.
 - Acknowledge participants are already leaders;
 - Discuss the essential questions and mention the 10 Questions Framework
- Step 2: From I to We - Equitable Issue Identification
 - Being civically engaged means looking at problems beyond our own personal issues
 - Ask students what a citizen can do if they have an issue on which they want to make change
 - (answers may include: protesting, writing letters, posting on social media, voting, reading and learning more, understanding the issues, volunteer, petitions)
 - Sometimes it's hard to know what to do and how to do it. Today I'm going to share a framework for being a change maker.
- Step 3: Investigation
 - Ask students: What issues do you care about? These can be local or global. (7 minutes)
 - Write on note cards
 - Record at the front (put check marks for duplicates)
 - Introduce the 10 Questions
 - be sure to mention the digital aspect, crowds = the Internet, voice vs. influence -- what's the difference?
 - being politically involved is actually very personal -- chance for librarian to share about an issue that matters to him/her and how he/she has become involved (use the 10 Questions as a framework)
- Step 4: Voice or Influence: Making a Plan
 - Why does it matter to you? (5 minutes)

- Pick one of those issues and write on the back why it matters to you.
What's your why?
- Give students a chance to share
- Step 5: Voice and Influence: Implementing a Plan
 - Now that we each have an issue we care about, let's reflect on what could happen next.
 - Pick one of the issues a student cares about at your table and reflect on questions 3, 4, 5
 - How do I make it about more than myself? (how can I get others involved in this issue? how do I find others who care about this issue?)
 - Where do we start? (any next steps?)
 - How can we make it easy and engaging for others to join in? (why does this matter?)
- Step 6: Reflection and Documentation
 - Invitation to join Google Classroom group (code: ljppnp) to get links to further information
 - Quick online survey

5. Assessment Rubrics (if applicable)

B. Climate Change Prep Week Lunch Series

I. Cover Page

Title: Climate Change Prep Week Lunch Series	
Summary: Libraries across the state of MA are participating in Climate Prep Week the last week of September in conjunction with CREW (Communities Responding to Extreme Weather). At Dartmouth Middle School, students will be invited to join a lunch series on climate change issues that will include guest speakers, a documentary and a roundtable discussion.	
School/Library contextual information	Dartmouth Middle School is in a suburban town of around 25,000. The school is mostly white, middle class students with a total student body of around 950 students. The librarian has been at the school for 10 years and the administration has been consistent for that time. Demographics: 91% white 5% two or more races 2% Latino 1% Black 25% low income
Age (grade) Level	6 - 8
Course or program type	<input type="checkbox"/> stand-alone project <input checked="" type="checkbox"/> embedded in a subject (library lunch period) <input type="checkbox"/> required <input type="checkbox"/> elective <input checked="" type="checkbox"/> voluntary <input type="checkbox"/> collection development
Assessment (if applicable)	none
Time frame (if applicable)	lunch for one week
Number of teens	60 (3 groups of 20)
The role of librarians in this program/project	Lead to design and implement Assemble/Curate educational resource or collection development
What preparation does a teacher/librarian	Attended Climate Reality Training summer 2019 with VP Al Gore

<p>need/have for this? (if applicable)</p>	
<p>What logistics ground-laying work happened earlier in the year? Working with admin; IT; etc? (if applicable)</p>	<p>Contacted local presenters (Oceanographer for Wednesday, farmer for Thursday) Got permission to show a short documentary on Tuesday Found a colleague to help run World Cafe roundtable discussions on Friday</p>
<p>What curricular/instructional ground-laying work happened earlier in the year? Earlier units that supported this? (if applicable)</p>	<p>none, but 7th grade inquiry project on climate change will happen later in the year</p>
<p>Priority Standards <i>Practice Standards</i> <i>Literacy Standards</i> <i>Content Standards (if applicable)</i></p>	<p>AASL Standards</p> <p>I. INQUIRE Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.</p> <p>A. Think Learners display curiosity and initiative by: 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meanings.</p> <p>II. INCLUDE Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community</p> <p>B. Create Learners adjust their awareness of the global learning community by: 1. Interacting with learners who reflect a range of perspectives. 2. Evaluating a variety of perspectives during learning activities. 3. Representing diverse perspectives during learning activities.</p> <p>III. COLLABORATE Work effectively with others to broaden perspectives and work toward common goals.</p> <p>C. Think Learners identify collaborative opportunities by: 1. Demonstrating their desire to broaden and deepen understandings. 2. Developing new understandings through engagement in a learning group. 3. Deciding to solve problems informed by group interaction.</p> <p>D. Grow Learners actively participate with others in learning situations by: 1. Actively contributing to group discussions. 2. Recognizing learning as a social responsibility.</p> <p>V. EXPLORE Discover and innovate in a growth mindset developed through experience and reflection.</p> <p>C. Share</p>

	<p>Learners engage with the learning community by: 1. Expressing curiosity about a topic of personal interest or curricular relevance. 2. Co-constructing innovative means of investigation. 3. Collaboratively identifying innovative solutions to a challenge or problem.</p>
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II. Case #2 Overview — Climate Change Prep Week Lunch Series

1. Essential Questions

Students/teens will keep considering...

Why does it matter to me?

How can I make a difference?

2. Learning Goals

Students/teens will...

Understand the causes and effects of climate change.

Discuss resilience and activism in the context of climate change.

Learn about the 10 Questions for Young Changemakers as a framework for activism.

3. Assessment Overview (if applicable or any thing related)

none

4. Description

- Step 1: Ignite the Narrative
 - Establish the purpose of the session: to understand the causes and effects of climate change and learn about resilience and activism in that context.
 - Introduce the 10 Questions as a framework we will use to take action steps as a group if we choose to
- Step 2: From I to We - Equitable Issue Identification
 - Monday - will present Truth in 10 presentation about causes and effects of climate change, as well as solutions that are being used around the world
 - Discussion will include environmental racism, connections to refugee and immigration issues, inequity of water and food access and more.
- Step 3: Investigation
 - Tuesday - brief discussion about main takeaways from Monday and then viewing of Little Warriors, a documentary about students taking civic action in their communities related to climate change.
 - Ask students to briefly summarize how the students in Little Warriors case relates to the 10 questions. Where did they start? How did they make it easy for others to join in? Were they seeking voice or influence? What lessons can we learn from these students?
 - Wednesday - brief presentation from a local oceanographer followed by questions
 - Thursday - brief presentation from a local farmer followed by questions
- Step 4: Voice or Influence: Making a Plan
 - Friday World Cafe roundtable discussions; students will discuss the following questions in groups:
 - What gives you hope regarding climate change?
 - What do you fear regarding climate change?
 - What do you want to know more about regarding climate change?
 - Why does this issue matter to all of us?
- Step 5: Voice and Influence: Implementing a Plan
 - If students seem interested, we may form a morning club to discuss taking further action

- Step 6: Reflection and Documentation
 - Invitation to join Google Classroom group to get links to further information
 - Quick online survey

5. Assessment Rubrics (if applicable, or anything related)

C. Activist Lunch

I. Cover Page

Title: Activist Lunches	
Summary: In the spring the entire 8th grade does pro/con evidence-based essays through their ELA classes. At the conclusion of this project, all 8th graders will be invited to sign up for a series of Activist Lunches in which we will take the issue they wrote about and give students an opportunity to work through the 10 Questions.	
School/Library contextual information	Dartmouth Middle School is in a suburban town of around 25,000. The school is mostly white, middle class students with a total student body of around 950 students. The librarian has been at the school for 10 years and the administration has been consistent for that time. Demographics: 91% white 5% two or more races 2% Latino 1% Black 25% low income
Age (grade) Level	8
Course or program type	<input checked="" type="checkbox"/> stand-alone project <input type="checkbox"/> embedded in a subject <input type="checkbox"/> required <input type="checkbox"/> elective <input checked="" type="checkbox"/> voluntary <input type="checkbox"/> collection development
Assessment (if applicable)	none
Time frame (if applicable)	two weeks of 20 minute lunches
Number of teens	20 maximum
The role of librarians in this program/project	Lead to design and implement
What preparation does a teacher/librarian need/have for this? (if applicable)	

<p>What logistics ground-laying work happened earlier in the year? Working with admin; IT; etc? (if applicable)</p>	
<p>What curricular/instructional ground-laying work happened earlier in the year? Earlier units that supported this? (if applicable)</p>	<p>Some students may have participated in Climate Prep Week lunch series in September.</p>
<p>Priority Standards <i>Practice Standards</i> <i>Literacy Standards</i> <i>Content Standards (if applicable)</i></p>	<p>I. INQUIRE Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems. C. Share Learners adapt, communicate, and exchange learning products with others in a cycle that includes: 1. Interacting with content presented by others. 2. Providing constructive feedback. 3. Acting on feedback to improve. 4. Sharing products with an authentic audience.</p> <p>II. INCLUDE Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community. C. Share Learners exhibit empathy with and tolerance for diverse ideas by: 1. Engaging in informed conversation and active debate. 2. Contributing to discussions in which multiple viewp</p> <p>III. COLLABORATE Work effectively with others to broaden perspectives and work toward common goals. C. Share Learners work productively with others to solve problems by: 1. Soliciting and responding to feedback from others. 2. Involving diverse perspectives in their own inquiry processes D. Grow Learners actively participate with others in learning situations by: 1. Actively contributing to group discussions. 2. Recognizing learning as a social responsibility.</p> <p>V. EXPLORE Discover and innovate in a growth mindset developed through experience and reflection. C. Share Learners engage with the learning community by: 1. Expressing curiosity about a topic of personal interest or curricular relevance. 2. Co-constructing innovative means of investigation. 3. Collaboratively identifying innovative solutions to a challenge or problem.</p>

II. Case #3 Overview — Climate Change Seminar Series

1. Essential Questions

Students/teens will keep considering...

How can we be changemakers?

What mark do we want to make on the world?

2. Learning Goals

Students/teens will...

Analyze and examine an issue using the framework of the 10 Questions.

Collaboratively develop a plan of action.

3. Assessment Overview (if applicable or any thing related)

survey?

4. Description

- Step 1: Ignite the Narrative
 - During the first meeting, we will
 - Get to know each other
 - Establish our meetings as a safe place
 - Make sure the sharing environment is safe and respectful;
 - Make sure that everyone knows that they only need to share as much as they want to share;
 - Make sure everyone knows that they can opt out at any point;
 - Make sure that everyone knows that they can choose alternative forms of sharing such as drawing, poetry, journaling, etc.;
 - Make sure that everyone knows that they do not have to make their stories public;
 - Make sure there is a list of people to talk to in case issues arise including the school guidance counselor, social worker, clergy, or other trusted adults
 - Discuss the essential questions
 - Discuss each of our personal interests for joining this group and talk about Question 1: Why does it matter to me?
 - Discuss the 10 Questions and hear an example of the 10 questions in action from Ms. Gardner's personal experience
 - During the second meeting, we will
 - [Read a news article](#) that addresses Question 2, How much should I share?
 - Think-pair-share activity to analyze the importance of considering this question when sharing information digitally
 - Have students identify advantages and disadvantages of sharing information publicly
 - Discussion: How can stories sometimes be dangerous? How can we mitigate that danger? When should we lean into it? What is the value of having public/private social media profiles and what is the distinction?
- Step 2: From I to We - Equitable Issue Identification
 - During the third meeting, we will address Question 3 (How do I make it about more than

- myself)
 - form groups related to the issues we are interested in exploring (climate change, gun safety, mental health awareness, immigration reform, etc.)
 - What are some ways of involving others and getting started? brainstorm session as a whole group (podcast, YouTube video, blog, marches, infographics, poster campaign, Twitter, other social media)
 - Discuss the advantages and disadvantages of each. Which ones are people drawn to and why?
- During the fourth meeting, we will address Question 4 (Where do we start?)
 - give groups time to fill out a KWL graphic organizer about their issue and provide books and time on devices to research basic information
 - research local, state and national organizations that are pertinent to the cause
 - Groups will begin discussing and working on their final product and working on their [project proposal](#)
- During the fifth meeting, we will address Question 5 (How can we make it easy and engaging for others to join in?)
 - Discuss the value of hashtags, look at the examples on [Do Something](#) and [listen to the interview with Lisa Boyd of Do Something](#)
 - Students will also have time to continue discussing and planning what their final product might look like as a group and keep working on [project proposal](#)
- Step 3: Investigation
 - During the sixth meeting, we will discuss the wisdom and downside of crowds (#6 and 7)
 - What is the value of crowds? What are some of the downsides?
 - Listen to interview with [Kendra Calloway of thisiswhiteprivilege on Tumblr](#) and interview with Amanda Leavitt of [thisisthinprivilege on Tumblr](#) and discuss the advantages and disadvantages of crowds.
- Step 4: Voice or Influence: Making a Plan
 - During the seventh meeting, we will have time to continue working on project proposal
 - Students will also discuss the difference between voice and influence.
 - The librarian will give out cards with the names of several youth activists like the Parkland youth, Greta Thunberg, Kid President, Marley Dias, Malala Yousafzai, etc
 - Students will discuss in their group whether their youth activist(s) is seeking voice or influence (or both) and how they know
 - During the eighth and ninth meeting, students will continue working on the project proposal with the guidance of the librarian
- Step 5: Voice and Influence: Implementing a Plan
 - During the tenth meeting, students will share their project proposals with the whole group and get feedback
 - Students will use “I” statements to give feedback and will be specific, kind and helpful
- Step 6: Reflection and Documentation
 - During the last meeting, we will reflect on our progress and discuss next steps for each project
 - Students will also fill out an online survey so the librarian can improve the process for the next year

5. Assessment Rubrics (if applicable, or anything related)

III. Librarian Reflection Memo

What your role in this course or program was like (or will be like)? e.g. supporting the ELA teachers, taking leading on programming etc.

My role is taking the lead on programming. I am finding that in a school setting, the 10 questions are best administered on a voluntary basis with students who are truly engaged in a topic and want to learn more about becoming a change maker.

Where are your participant projects located in the [voice-influence flow dynamics model](#)?

What are your criteria for success?

My criteria for success is having students become engaged in civic action and feeling like they have an opportunity to make a difference.

What were the most critical moments (success or challenging moments) in this module?

Success moment - having a student write a letter to the editor

Challenging moment - speaking about my own activist experience in front of co-workers who I know disagreed with me politically

What surprised you in implementing the module, if anything?

What surprised me most was how it activated my own activism in new ways. I attended the Climate Reality training and now I am a chair of a local chapter.

What were (or would be) key practices you developed for managing and assessing a large number of student projects?

I will rely on giving comments through Google Docs and meeting with groups regularly to assess on a formative basis.

How did you (or would you) help youth who feel disempowered or cynical about change to become motivated and engaged?

I believe in the power of examples! I will share examples of youth who are engaged in activism to help students believe in themselves

Where does (would) youth choice come in? How do you help students *own their choices of issues, means, goals (e.g., voice or influence) and tactical pieces of civic action*?

Students will have choice throughout the entire project in each case, especially case 3. I want students to be fully engaged in their civic actions.

How did (would be able to) you support ELL youth? Group work

How did (would be able to) you support special needs youth? Group work

How were you (will you) able to offer extension opportunities?

The third case is entirely an extension opportunity. Ideally, students will take what they've created and take action!

How did you provide SEL supports for this work?

What suggestions would you offer for other school librarians to successfully implement this kind of project?

Knowing your community is key!

10 Questions at Shrewsbury High School

A. Service Learning Experience in English and Social Studies Courses

I. Cover Page

Title: Service Learning Experiences in English and Social Studies Courses	
Summary: Students explored and were invited to take steps towards making positive change in our community in two different classes at Shrewsbury High School. Students in an 11th grade American Studies class taught by an English teacher and a Social Studies teacher, picked an issue of interest in our community, made a plan, and took steps to address the issue. Students in a 10th grade English class sought ways to volunteer, make contributions, or educate others about a chosen issue.	
School/Library contextual information	<p>Number of students: 1838</p> <p>Race:</p> <p>African American: 2.5%</p> <p>Asian: 25.4%</p> <p>Latino: 8%</p> <p>White: 60.8%</p> <p>Multi-Race: 3%</p> <p>First Language not English: 26.5%</p> <p>English Language Learner: 1.9%</p> <p>Students with Disabilities: 11.4%</p> <p>High Needs: 21.6%</p> <p>Economically Disadvantaged: 9.9%</p>
Age (grade) Level	<p>9th through 12th grade school</p> <p>Projects involved 10th and 11th grade students</p>
Course or program type	<p><input type="checkbox"/> stand-alone project <input checked="" type="checkbox"/> embedded in a subject</p> <p><input checked="" type="checkbox"/> required <input type="checkbox"/> elective <input type="checkbox"/> voluntary</p> <p><input type="checkbox"/> collection development</p>
Assessment (if applicable)	<p>Students in both classes completed assignments that asked for reflection and demonstration of the steps taken. The 10th grade English classes created digital projects that were shared with the school. The 11th grade students created tri-fold displays for a celebration of learning with teachers, parents, and administrators.</p>
Time frame (if applicable)	<p>The 10th grade students worked on their projects from October through May.</p> <p>The 11th grade students worked on their projects during the 2nd semester.</p> <p>Both groups worked on projects during class time about once a week.</p>
Number of teens	About 130

<p>The role of librarians in this program/project</p>	<p>The media specialist supported these projects by</p> <ul style="list-style-type: none"> ● offering direct help to the students multiple times throughout their project ● collaborating with teachers during the project design phase ● assisting with the organization of events (specifically help with contacting people from the community to work with the students.)
<p>What preparation does a teacher/librarian need/have for this? (if applicable)</p>	<p>The teachers of both classes wanted students to take steps to make change or support issues of interest in the community, connect with experts, and present their journey. Before beginning the project, they made the following preparations:</p> <ul style="list-style-type: none"> ● Design an introduction to the project to inspire the students to think about issues of importance to their lives ● Decide whether they wanted to connect with experts on behalf of students or ask the students to connect with experts themselves. ● When the teachers decided to connect with experts on behalf of the students, they then had to find a way to bring the experts and students together, such as an expert fair. ● Determine expectations for the final projects.
<p>What logistics ground-laying work happened earlier in the year? Working with admin; IT; etc? (if applicable)</p>	<ul style="list-style-type: none"> ● Teachers worked with the administration to approve in school and out of school field trips. ● Contact relevant experts in the issues chosen by students ● Organize the date, time, and appropriate accommodations for the experts ● Contact a local volunteer organization to organize a field trip experience for students if desired.
<p>What curricular/instructional ground-laying work happened earlier in the year? Earlier units that supported this? (if applicable)</p>	<ul style="list-style-type: none"> ● The media specialists had a number of collaborative meetings with the teachers before the projects were introduced. ● They discussed the plans and expectations for these projects with the school administration and their directors. ● Before the projects began, everyone was clear about the ways they could implement such student led projects.
<p>Priority Standards Practice Standards Literacy Standards Content Standards (if applicable)</p>	<p>CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>CCSS.ELA-LITERACY.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>CCSS.ELA-LITERACY.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>

II. Case #1 Overview — Service Learning Experiences in English and Social Studies Courses?”

1. Essential Questions

Students/teens will keep considering...

- What issues face our community and the world today?
- Why is my chosen issue of importance?
- What ways my support can benefit my chosen issue.

2. Learning Goals

Students/teens will...

- Select an issue affecting our community or the world to explore in greater depth.
- Be in contact with an expert on that issue to assess needs and best avenues for support
- Take steps to support the issue through
 - education
 - volunteered time
 - donations
 - or other support
- Present my reflections on the experience and share the successes and fails from my journey and support

3. Assessment Overview

- The 10th grade English students worked in groups to create a digital presentation about their service learning journey shared with parents and the school community.
 - They were expected to do at least one action in support of their issue.
- The 11th grade American Studies students presented their experiences to invited experts, their parents, and district administration. Each group shared a 2 minute spoken presentation in addition to a tri-fold display of the journey.
 - They were expected to attempt contact with one or two experts related to their issue
 - Take action to support the issue.

4. Description

10 Grade English Class Changemaker Project

- Step 1: Ignite the Narrative
 - Many books in the 10th grade curriculum have social justice themes. After reading books such as **All American Boys** and **Unwind**, the students and teachers were interested in exploring ways to make positive changes in our community.
 - The students and teacher then began to brainstorm ideas and consider issues of importance to them.
- Step 2: From I to We - Equitable Issue Identification
 - Students began to form groups based on their chosen issues, and brainstorm among each other ways that they can explore the issue further and ideas to offer support.

- Step 3: Investigation
 - Within the groups, students begin to do deep research into their chosen issues.
 - They begin to find organizations to support, examine ways that others have volunteered their time or resources, and began to make contact with outside organizations.
 - The teacher and media specialist organized an Expert Expo event during this stage.
 - We invited a number of organizations (about 20) related to the issues chosen by students.
 - Individuals from these organizations came to the media center during a 2 hour period.
 - Student groups rotated among the organizations to learn more about their missions and ask questions.
 - This helped the students solidify their ideas, get feedback, or inspire new ideas.
 - In the future this event may be more of an introductory activity.
- Step 4: Voice or Influence: Making a Plan
 - Students began to formalize their action plan.
 - Based on their investigation, student groups proposed a plan to the teacher (and in some cases the administration)
 - Students also formalized their plans with outside organizations.
- Step 5: Voice and Influence: Implementing a Plan
 - Plans involved
 - Participating in hunger walks.
 - Educational displays at the school
 - Volunteering at an elementary tutoring program
 - Making bracelets and inspirational cards to pass out at school
 - Contributing to a climate change mural
 - Making plans to attend a legislative day relating to climate change.
 - The classes also volunteered as a whole at Community Harvest in Grafton, where they spent 3 hours planting seedlings - enough to harvest about 18,000 servings of vegetables.
- Step 6: Reflection and Documentation
 - Students completed digital presentations about their changemaker journey throughout the year. It includes their original inspirations, their investigations, contact with experts or other organizations, and their implemented plans.
 - [Article from Community Advocate about the 10th grade project.](#)

11th Grade Service Learning Project

- Step 1: Ignite the Narrative
 - The teachers shared the service learning project idea with their class and invited students to brainstorm ideas and consider issues of importance to them.
- Step 2: From I to We - Equitable Issue Identification
 - Students began to form groups based on their chosen issues, and brainstorm among each other ways that they can explore the issue further and ideas to offer support.
- Step 3: Investigation
 - Within the groups, students begin to do deep research into their chosen issues.
 - They begin to find organizations to support, examine ways that others have volunteered their time or resources, and began to make contact with outside organizations.
 - Each group was expected to reach out and talk with one expert from an organization related to their issue. If the expert didn't respond, they were expected to reach out to at

least one more.

- Step 4: Voice or Influence: Making a Plan
 - Students began to formalize their action plan.
 - Based on their investigation, student groups proposed a plan to the teacher (and in some cases the administration)
 - Students also formalized their plans with outside organizations.
- Step 5: Voice and Influence: Implementing a Plan
 - Plans involved
 - Making pamphlets to education students about mental health
 - Making a documentary about hospice care
 - Organizing a beach clean up day
 - Planning curriculum to use music therapy with students with autism.
- Step 6: Reflection and Documentation
 - Students presented their service learning journeys at a celebration of learning
 - Parents, experts, and administration from the school and district were present
 - Each group did a two minute presentation for the audience to introduce their project
 - The audience was then invited to view their presentations in their celebration of learning fair, where each group presented their contributions on a trifold (or something similar).

B. Finding Your Voice

I. Cover Page

Title: Finding Your Voice	
Summary: Select students will have the opportunity to explore race, their identities, and their voice through a book club and art over the course of a semester. Students will read 4 books relating to race, and then will design and create an art display that other students in the school will be invited to contribute to.	
School/Library contextual information	<p>Number of students: 1838</p> <p>Race:</p> <p>African American: 2.5%</p> <p>Asian: 25.4%</p> <p>Latino: 8%</p> <p>White: 60.8%</p> <p>Multi-Race: 3%</p> <p>First Language not English: 26.5%</p> <p>English Language Learner: 1.9%</p> <p>Students with Disabilities: 11.4%</p> <p>High Needs: 21.6%</p> <p>Economically Disadvantaged: 9.9%</p>
Age (grade) Level	9-12th Grade
Course or program type	<input checked="" type="checkbox"/> stand-alone project <input type="checkbox"/> embedded in a subject (youth leadership conference) <input type="checkbox"/> required <input type="checkbox"/> elective <input checked="" type="checkbox"/> voluntary <input type="checkbox"/> collection development
Assessment (if applicable)	Students will not be formally assessed
Time frame (if applicable)	Students will meet 5-6 times over the course of 1 semester.
Number of teens	About 10 teens
The role of librarians in this program/project	The proposal and book discussion group are led by the librarian, with the support of other interested teachers.

<p>What preparation does a teacher/librarian need/have for this? (if applicable)</p>	<ul style="list-style-type: none"> ● Formal proposal to the administration ● Collaboration with interested teachers ● Identify students for involvement ● Select books ● Consider resources from organizations such as Kellog's National Day of Healing
<p>What logistics ground-laying work happened earlier in the year? Working with admin; IT; etc? (if applicable)</p>	<ul style="list-style-type: none"> ● Approval from the administration ● Selecting students with the help of counselors and the English Language Learners Department <ul style="list-style-type: none"> ○ Will be sending out a nomination form to teachers ○ We want to invite nominated students rather than ask for interested students, as the best students for this program may be the type who would be reluctant volunteer themselves. ● Identify means to procure books <ul style="list-style-type: none"> ○ We will be borrowing books from our public library system ● Determine meeting times
<p>What curricular/instructional ground-laying work happened earlier in the year? Earlier units that supported this? (if applicable)</p>	
<p>Priority Standards <i>Practice Standards</i> <i>Literacy Standards</i> <i>Content Standards (if applicable)</i></p>	

II. Case #2 Overview — Finding Your Voice

1. Essential Questions

Students/teens will keep considering...

- Ways that race and privilege affect our experiences
- How to stand up for yourself and your ideas
- Ways to involve others in a conversation about race and racial healing

2. Learning Goals

Students/teens will...

- Examine our common humanity
- Explore and celebrate our differences
- Find language to discuss the painful heritage of race in our country

3. Assessment Overview (if applicable or any thing related)

4. Description

- Step 1: Ignite the Narrative
 - During the first meeting, we will
 - Get to know each other
 - Establish our meetings as a safe place
 - Discuss the essential questions
 - Discuss our student goals
 - Establish the framework for our book discussion group
 - Students will be given a copy of **I am Alfonso Jones** to read before the next meeting.
- Step 2: From I to We - Equitable Issue Identification
 - We will discuss the graphic novel, **I am Alfonso Jones** by Tony Medina.
 - The book is narrated by the ghost of a young man killed by a police officer.
 - Questions we may discuss:
 - Are there characters or events in this book that you relate to?
 - How can we define justice?
 - How was Alfonso Jones portrayed by different people or organizations in the book?
 - What questions does the book ask about criminal justice?
 - How does this book portray race in our country, and do you agree?
 - Students will be given a copy of **Citizen Illegal** to read before the next meeting.
- Step 3: Investigation
 - We will discuss the book **Citizen Illegal** by Jose Olivarez.
 - The book is a poetry collection about life as a Mexican-American in today's political climate.
 - Questions we may discuss:
 - How does immigration policies affect the lives of latinx people in the United States (illegally here or not)?
 - How does Jose Olivarez use his art (poetry) to share a message?

- What is the message he is sharing?
 - Is it a message that you agree with? Or resonates with you and your experiences?
 - Students will be given a copy of *American Like Me* to read before the next meeting.
- Step 4: Voice or Influence: Making a Plan
 - We will discuss **American Like Me** edited by America Ferrera.
 - The book is a collection of essays from celebrities who are immigrants, children of immigrants, or participate in a minority culture while living in America.
 - Questions or topics we may discuss:
 - Do you relate to any of the people or stories in this collection?
 - Are there parts of you, your culture, or your family that others here in Shrewsbury do not understand?
 - In what ways can we better celebrate your culture and others here in Shrewsbury?
 - How can celebrating culture and differences begin to help heal the pain of racism?
 - How can we begin to bring what we have learned and discussed to Shrewsbury High School?
 - Students will be given a copy of **Piecing Me Together** to read before the next meeting.
- Step 5: Voice and Influence: Implementing a Plan
 - We will discuss the book **Piecing Me Together** by Renee Watson
 - The book is a novel about a black girl who received a scholarship to attend a wealthy predominantly white private school.
 - Questions we may discuss:
 - Jade lives in two worlds - her neighborhood and her school? How do the differences affect her?
 - Do you also sometimes feel like you inhabit two worlds?
 - What helped Jade piece herself back together?
 - How can we use the lessons from this book and the others to piece together the myriad of identities and cultures at our school?
 - How can these lessons be incorporated into an art piece?
 - We will spend part of this meeting planning and organizing the collaborative art piece that will be on display during Black History Month at the High School.
- Step 6: Reflection and Documentation
 - During the last meeting, we will reflect on our lessons and complete the collaborative art piece.
 - The collaborative art will piece together our different identities
 - The students involved in this book discussion will create a foreground image that will be displayed in a display area at the high school.
 - Other students at the school will be invited to add their own “pieces” to create the background image.
 - The students of the book discussion group will write an informational plaque for the art display, and help encourage other students to participate.

5. Assessment Rubrics (if applicable, or anything related)

III. Librarian Reflection Memo

What your role in this course or program was like (or will be like)? e.g. supporting the ELA teachers, taking leading on programming etc.

I was a support for the teachers and students implementing projects in the first case. I helped during the design phase of each project, and I met with students regularly throughout their projects to offer support. For case #2, I designed, proposed, and will lead the program with the help of two other teachers on campus.

Where are your participant projects located in the [voice-influence flow dynamics model](#)?

The student projects on case #1 tend to focus more on influence than voice, but because the projects and outcomes are chosen by students, there is a wide variety. Some students who chose to create educational displays or share bracelets where using their voice more than influence.

Case #2 is about finding and sharing your unique voice and experiences, so the project will primarily be located in the voice area of the model.

What are your criteria for success?

The teachers in case #1 wanted to see student initiative. Student groups that were passionate about their project were deemed a success. The student plans did not always pan out in ways that the students found successful, but when they made real attempts the teachers were proud of their achievements.

For Case #2, if the students in the book discussion group feel safe sharing their experiences, and find ways to critically share their thoughts and listen to the thoughts of others, the group program will be a success.

What were the most critical moments (success or challenging moments) in this module?

Success moment

The final project presentations for both group of students with case #1 were incredible, and I was proud of their work and effort. Many have expressed interest in continuing the work they began for this project.

Challenging moment

Many students in both classes for case #1 were reluctant to begin or had a difficult time when they hit roadblocks. There were many logistical challenges with their ideas, and some administrative push back to the student ideas.

What surprised you in implementing the module, if anything?

I was not expecting as many logistical and administrative roadblocks to student ideas, but hopefully, after administration has seen the success from this first group of students, they will be more open to ideas in the future.

What were (or would be) key practices you developed for managing and assessing a large number of student projects?

We haven't tried this, but I am interested in seeing it's use in the future. To help motivate students who feel frustrated at roadblocks, the teachers are considering weekly success and frustrations reflections. This will give the students the opportunity to evaluate themselves more regularly and recognize that the path will not be clear.

How did you (or would you) help youth who feel disempowered or cynical about change to become motivated and engaged?

It is important to help students feel safe as they explore. I often remind students who are doing projects that require more student planning and less direction from teachers, that there are moments that will be frustrating, but we have built tools to help you in those moments. We also should be sure to regularly conference and offer support to such students.

Where does (would) youth choice come in? How do you help students own their choices of issues, means, goals (e.g., voice or influence) and tactical pieces of civic action?

Students have more choice in case #1, and anytime that students have a great deal of choice I think it is important to have tools available for students, offers of support, and regular conferences to help them work through their decisions and around roadblocks.

There is not as much choice in case #2, but there will be in the art piece and reflection. We hope to build a safe place by then, to encourage creativity and help students feel supported.

How did (would be able to) you support ELL youth?

In case #1, teachers worked with ELL teachers to help ensure that any English Language Learners were receiving the most appropriate accommodations.

In case #2, we will potentially be choosing students in the ELL program. The first chosen book is a graphic novel and the second a book of poetry which may be more accessible to these students. We will also make sure that audio versions are available if needed.

How did (would be able to) you support special needs youth?

Offer appropriate accommodations. We work with their SPED teachers, make sure they feel welcome and safe, and in case #2, offer audiobooks when available.

How were you (will you) able to offer extension opportunities?

In Case #1, one teacher will include an area on her website where changemaker alumni can post updates to their projects. And we are also open to extension ideas from students.

How did you provide SEL supports for this work?

A few groups in case #1 focused on mental health and SEL in their projects, and case #2 will have many SEL influences. It is extremely important that students in both cases understand that their teachers are a safe place for them to explore the issues that are brought up in their work.

What suggestions would you offer for other school librarians to successfully implement this kind of project?

Case #1: Offer yourself for collaborative opportunities with teachers often. When implementing such a plan, visit with individual groups of students 3 or more times during the course of their project, if possible.

Case #2: The project requires a lot of preplanning and collaboration. So it is best to offer yourself a semester to plan out the logistics before beginning. There are also great resources for this exact project here: [ALA's Great Stories Club](#).

10 Questions at Turner Free Library

Film Project

I. Cover Page

Title: Teen Changemaker Film Project	
<p>Summary: This project was created to both help teens become more digitally literate as well as allow them to voice their opinions in a public/effective way. Moreover, through utilizing Harvard Democratic Knowledge Project’s “Ten Questions for Change Makers,” students were able to incorporate the first two questions into this project: “Why Does It Matter to Me?” and “How Much Should I Share?” in order to plan, script, and produce a quality film that was shared via social media.</p>	
School contextual information	2010 Census; 2017 American Community Survey Town population 32,112 19.3% under 18 39.2% black, 36.2% white, 12.4% asian, 7.9% hispanic, 4.3% other Most common languages: French Creole (3,821 speakers), Vietnamese (1,880 speakers), Spanish (1,424 speakers)
Grade Level	Grades 7-12
Course type	<input type="checkbox"/> stand-alone project <input type="checkbox"/> embedded in a subject (youth leadership conference) <input checked="" type="checkbox"/> required <input type="checkbox"/> elective <input checked="" type="checkbox"/> voluntary
Assessment (if applicable)	N/A
Time frame	1 Month: 2 Weeks for casual discussion at various teen programs based on the hanging poster 4 Hour Program (which turned into 5) 2 Weeks for Media, backlash, and casual discussion
Number of students	13 (But could be done on a larger scale with more adult helpers and cameras)
What preparation does a teacher need/have for this?	<p>The librarian should be familiar with the major social justice issues in their community and be prepared to talk about their different aspects with teens before, during, and after the event. The librarian must also be prepared to defend the rights of the teens to vocalize their viewpoints.</p> <p>In addition, in order to create the film, the librarian should have access to a camera or webcam and video editing software. Having a working knowledge of both is a</p>

	<p>plus. If no camera is available, a librarian could encourage teens to use their smartphones and upload all video footage to a shared Google Drive in order to do the editing.</p> <p>The librarian should also make sure they are building enough time for all components of the program to happen. Teens need time to research and script their film, then execute the filming, then edit. We found that we ran out of time for teens to edit their film and ended up encouraging them to come in another time to finish putting the film together.</p>
<p>What logistics ground-laying work happened earlier in the year? Working with admin; IT; etc?</p>	<p>The librarian will need to figure out how teens will film and edit their short. This might mean doing research on various applications and equipment or developing a partnership with a local organization that has access to a camera. We used Adobe Premiere to edit and borrowed a video camera and tripod from the local public access television - under the assumption that they would be able to show our completed project on local cable.</p> <p>The librarian might also consider reaching out to the local newspaper or other civic organizations (we contacted the local Youth Council). The newspaper is a great way to get more program, but it also empowers the teens and makes them realize their voices matter and are important within the community.</p> <p>When doing any kind of filmmaking with teens, it is a good idea to have several back up plans in the event that there are more or less teens interested in the program. For example, if you end up breaking your teens into multiple groups, it might be a good idea to have an additional camera so teens can spend more time filming. Additionally, encouraging the teens to experiment and utilize the film equipment gives them more agency, so the librarian should build time for instruction into the program.</p>
<p>What curricular/instructional ground-laying work happened earlier in the year? Earlier units that supported this?</p>	<p>All civic action and social justice related books were pulled from shelves the morning of the project in order to give the teens an opportunity to find first hand materials related to the topics they wished to discuss. This helped to guide the teens to use reliable resources when discussing the issues that are important to them instead of potentially hyperbolic first hand accounts.</p>
<p>Priority Standards <i>Practice Standards</i> <i>Literacy Standards</i> <i>Content Standards</i></p>	<p>Practice Standards:</p> <ul style="list-style-type: none"> ● Demonstrate civic knowledge, skills, and dispositions. ● Develop focused narratives and scripts. ● Work in teams to argue or explain conclusions, using valid reasoning and evidence. ● Determine appropriate vehicle for dissemination to the public. <p>Literacy Standards:</p> <ul style="list-style-type: none"> ● Ability to use indexes and physical books to find information instead of over-reliance on the internet (although computers were provided).

	<ul style="list-style-type: none">● Ability to operate a video camera.● Using technology and specialized software to edit the video.● Write arguments focused on discipline-specific content.● Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. <p>Content:</p> <ul style="list-style-type: none">● Students were given the freedom to select a topic that matters to them and then to describe why it matters in a format that made them consider how much they should share.
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II. Case Overview — Teen dialogue on “What matters to me?”

1. Essential Questions

Students/teens will keep considering...

1. What social justice issues matter the most to me and why?
2. How can we use digital platforms to create change?
3. When using digital platforms, how much should we share and why?
4. What risks are involved with digital advocacy?
5. How do we engage with others who hold different beliefs?
6. How can we effectively convey meaning and messaging in a video?

2. Learning Goals

Students/teens will...

1. Analyze participatory civics utilizing the Ten Questions for Change Makers framework.
2. Collaborate to create a publishable piece.
3. Reflect upon the advantages and risks of successful digital campaigns.
4. Consider themselves in future opportunities for creating change.
5. Consider how visual storytelling tools can be used to advocate for themselves.

3. Assessment Overview (if applicable or any thing related)

Through media coverage of the event as well as a Letter to the Editor requesting that the teens rescind their statements, the teens were able to discuss the impact of their video in the community.

4. Description

Please see our official [10 Questions Framework Primer](#) for the six steps of civic action, which would help you think about how you might situate your project in the following steps.

Step 1: Ignite the Narrative (Questions #1 & #2)

Step 2: From I to We—Equitable Issue Identification (Questions #3, #4, & #5)

Step 3: Investigation (Questions #6 & #7)

Step 4: Voice or Influence: Making a Plan (Questions #8)

Step 5: Voice and Influence: Implementing a Plan (Questions #9 & #10)

Step 6: Reflection and Documentation

5. Assessment Rubrics (if applicable, or anything related) - N/A

IV. Librarian Reflection Memo

Where are your participant projects located in the [voice-influence flow dynamics model](#)?

The individual movies were definitely in the voice realm however once the video was published and the teens received both negative and positive community feedback it changed to the influence realm

What are your criteria for success?

A successfully and collaboratively scripted, edited video for publishing to social media and local cable. This includes an open and informative dialogue between the 13 students and the opportunity for them to use different means of digital expression.

What were the most critical moments (success or challenging moments) in this module?

Success moment. When the teens voluntarily formed groups after collaboratively voting on the four main issues they wanted to research/film about. When the different groups talked to each other about the issues and used real-life experience to understand personal social justice issues.

Challenging moment. A challenging letter to the editor and visit from the author of the letter to the Director of the library; in which case the director happily explained the role of the library as a vehicle for teens to express themselves through.

What surprised you in implementing the module, if anything?

The number of teenagers willing to be on film to discuss the things that matter to them (we only had a few shy ones that became the camera operators). The lack of community backlash after the one Letter to the Editor - we never heard anything more.

What were key practices you developed for managing and assessing a large number of student projects?

The teen librarian and director worked together (one managing student questions and one managing the actual filming of the projects) for this to be successful.

How did you help youth who feel disempowered or cynical about change to become motivated and engaged?

Allowing the teens to pick their own topics (what matters to them) was very useful to keep them motivated. At one point the “Black Lives Matter” group was faltering as they didn’t know how they wanted to depict their topic on camera. We were able to motivate them to use youtube to see how other groups do this. Seeing the response to other teen’s work online created more empowerment for these teens and they powered through.

Where does youth choice come in? How do you help students *own their choices of issues, means, goals (e.g., voice or influence) and tactical pieces of civic action?*

Librarian influence was limited in this project and it was almost 100% youth choice. They picked the topics and the youth librarian made sure to discuss the “how much to share” question, especially in regards to sensitive topics like police brutality which were addressed.

How did you support ELL youth?

Due to its large immigrant population, the community of Randolph has one of the highest ELL in Massachusetts. The specific group of 13 teens that worked on this project did not have much of a disadvantage when it comes to language. If the project was to be extended, I would suggest teens mentor each other and work in groups with other teens that speak similar languages in order to ensure they are supported. I would also suggest potentially filming in different languages to engage adults in the community in response.

How did you support special needs youth?

The project was completely open to any teen that wanted to participate however we did not have any special needs youth in attendance that we were aware of (and as a public library we would not ask). We were very careful to offer any type of explanatory and resource support anyone needed. I would

suggest making sure there are various formats of information available for special needs youth when undergoing this project as well as creating clear guidelines about any adult helpers permitted to be part of the project.

How were you able to offer extension opportunities?

We ended up running over our allotted time and several teens came back to continue to edit the video at a different time. There are plans in the works to replicate this program on a larger scale.

How did you provide SEL supports for this work?

We provided coaching and information to students about what could potentially happen if community members disagreed with their viewpoints (which happened). We also listened and empathized with many first-hand accounts from teens that drove their social justice topic selection.

What suggestions would you offer for other school librarians to successfully implement this kind of project?

Let the teens take the lead as much as possible as it will empower them to break out of their shells and create a meaningful piece of digital art. Be prepared for backlash and be prepared to defend your teens.

10 Questions at Springfield City Library

YOUth Matter — Teens in Civics Initiative

I. Cover Page

Title: YOUth Matter: Teens in Civics Initiative	
Summary: Using the Young Changemakers framework and Real Talk’s model, the Springfield City Library ran a seven week long course teaching teens the importance of civics and community engagement. Community leaders were brought in to talk to the teens about local issues and the teens took a tour of the local community garden. Additionally, they did coursework on police brutality in Springfield, equity and privilege, what a community is, and personal identity. The course culminated in community projects that benefited the Springfield area.	
School/Library contextual information	Springfield City Library
Age (grade) Level	Ages 13 – 18, majority of the teens were rising 9 th graders
Course or program type	stand-alone project voluntary
Assessment (if applicable)	
Time frame (if applicable)	Two hours, every Thursday from 7/11/19 – 8/22/19
Number of teens	13
The role of librarians in this program/project	Designed and led by the librarian. Played the role of “teacher” and guided the project along. Brought together community leaders for the teens to meet and helped facilitate their community projects.
What preparation does a teacher/librarian need/have for this? (if applicable)	Must have connections within the community to organizations/leaders. Financial resources needed for stipends and supplies. Private space for teens to meet. Designed coursework and lesson plan needed before starting.
What logistics ground-laying work happened earlier in the year?	Secured grant funding to pay stipends, provide books and food for the teens. Secured community contacts to ensure they were available to be “on board” with the project. Needed to ensure space was available at the branches. Purchased all of

<p>Working with admin; IT; etc? (if applicable)</p>	<p>the appropriate materials and bus passes. Got approval from various “political” factions including the director’s office.</p>
<p>What curricular/instructional ground-laying work happened earlier in the year? Earlier units that supported this? (if applicable)</p>	<p>Developed lesson plan to make sure it would “work”. Needed to make a lesson plan relevant to local civics. Some research was conducted at the city archives.</p>
<p>Priority Standards <i>Practice Standards</i> <i>Literacy Standards</i> <i>Content Standards (if applicable)</i></p>	

II. Case Overview

1. Essential Questions

Why things in their community matter to them and how to be better members of their community. What in their community needs to be changed and how could it be changed?

2. Learning Goals

It's hoped they'll understand the difference between short term change and long term change and question how long their impact will last rather than instant gratification. It's also a goal that they'll understand that even though they are just one young person, they are important in their community.

3. Assessment Overview (if applicable)

Participants received a survey at the end of the program. In terms of how they were assessed by the library, it was observed by the librarian in terms of: did they show up? Did they contribute to the group in some way? What did they bring to the group? Was everyone carrying an equal load? Success was if they came out understanding their community and knowing the different resources available to them in their community. The most successful participants were those that understood the difference between short term and long term change, went out of their comfort zone, and got creative in how they sought change.

4. Description

Please see our official [10 Questions Framework Primer](#) for the six steps of civic action, which would help you think about how you might situate your project in the following steps.

Step 1: Ignite the Narrative (Questions #1 & #2)

Step 2: From I to We—Equitable Issue Identification (Questions #3, #4, & #5)

Step 3: Investigation (Questions #6 & #7)

Step 4: Voice or Influence: Making a Plan (Questions #8)

Step 5: Voice and Influence: Implementing a Plan (Questions #9 & #10)

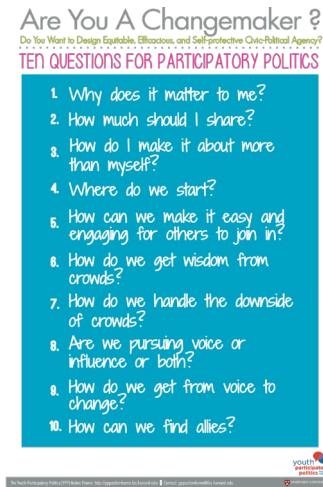
Step 6: Reflection and Documentation

I believe YOUth Matter fell under all of the steps. The most important one, though, was Step 1. That was the most significant role that YOUth Matter took.

5. Assessment Rubrics (if applicable)

IV. Scenario-based Survey

10 Questions for Young Changemakers



What are the 10 Questions?

From 2009 to 2017, scholars from the MacArthur Foundation’s Research Network on Youth and Participatory Politics studied how digital technology has reshaped the ways in which young people participate in politics. From this study emerged the 10 Questions, which are designed to help young people develop successful—equitable, self-protective, and effective—civic agency in a digital age.

No.	Question
1.	Why does it matter to me?
2.	How much should I share?
3.	How do I make it about more than myself?
4.	Where do we start?
5.	How can we make it easy and engaging for others to join in?
6.	How do we get wisdom from crowds?
7.	How do we handle the downside of crowds?
8.	Are we pursuing voice or influence or both?
9.	How do we get from voice to change?
10.	How can we find allies?

How were they used in libraries?

In 2018-2019, Harvard's Democratic Knowledge Project (DKP) and the Massachusetts Library System worked together to implement the 10 Questions for Young Changemakers in various library settings. The following thirteen cases are drawn from pilot programs implemented by librarians across the state. Please select *three* cases you might be interested in implementing in your own setting. Your answers will be greatly helpful for us as we develop more useful resources around the 10 Questions Framework and share them with library professionals.

- 1. Teen Changemaker Film Project.** Jone, a teen librarian, ran the *Teen Changemaker Film Project*. The project was created to both help teens become digitally literate and to publicly voice their opinions in an effective way. Teens produced a film about the topic they cared about and shared it on the library website after production. Jone found the 10 Questions helpful for teens to not only be able to create effective films, but also to reflect on the impact of their voices delivered via their film.
- 2. Dialogue on "Why does it matter to me?"** As part of a half day leadership conference for seventh and eighth graders, Chris, a school librarian, ran a 20 minute session to introduce the 10 Questions. He asked students to choose one issue they cared about and then asked them to further develop their thoughts by walking them through the 10 Questions. Students connected their conversations to the broader issues of civic leadership and participation discussed in the leadership conference.
- 3. Teen Summer Job Program.** Jamie, a teen librarian, wanted to provide civically meaningful summer job opportunities to local teens. She designed the *Teen Civics Initiative* (TCI) which offered local teens the opportunity to learn about important issues of the community and participate in the efforts to address them with other peers and members of the community. Jamie used the 10 Questions not only to structure this summer internship program but also to lead reflection sessions in the program.
- 4. Activist Lunches.** Mark, a school librarian, organized a lunch seminar during which students read and discussed books about various topics on civil rights. To conclude the project, students wrote argumentative essays about their stance on the topic with credible sources provided as evidence. Mark used the 10 Questions to structure both the book discussions and the essay writing.
- 5. Open Mic.** Pedro, a teen librarian, lead a library program that allowed local teens to share their poetry, express themselves, and enjoy the work of others in a safe and open environment. Pedro found that the 10 Questions enabled teens to focus on specific topics, organize their thoughts, and articulate them effectively. Pedro is seeking to develop more activities around the 10 Questions to support teen engagement through poetry and art in collaboration with other community organizations.
- 6. Teen Discussion Forum.** Christina, a teen librarian, worked with youth to organize a teen-led discussion program in which teens discuss various issues of importance

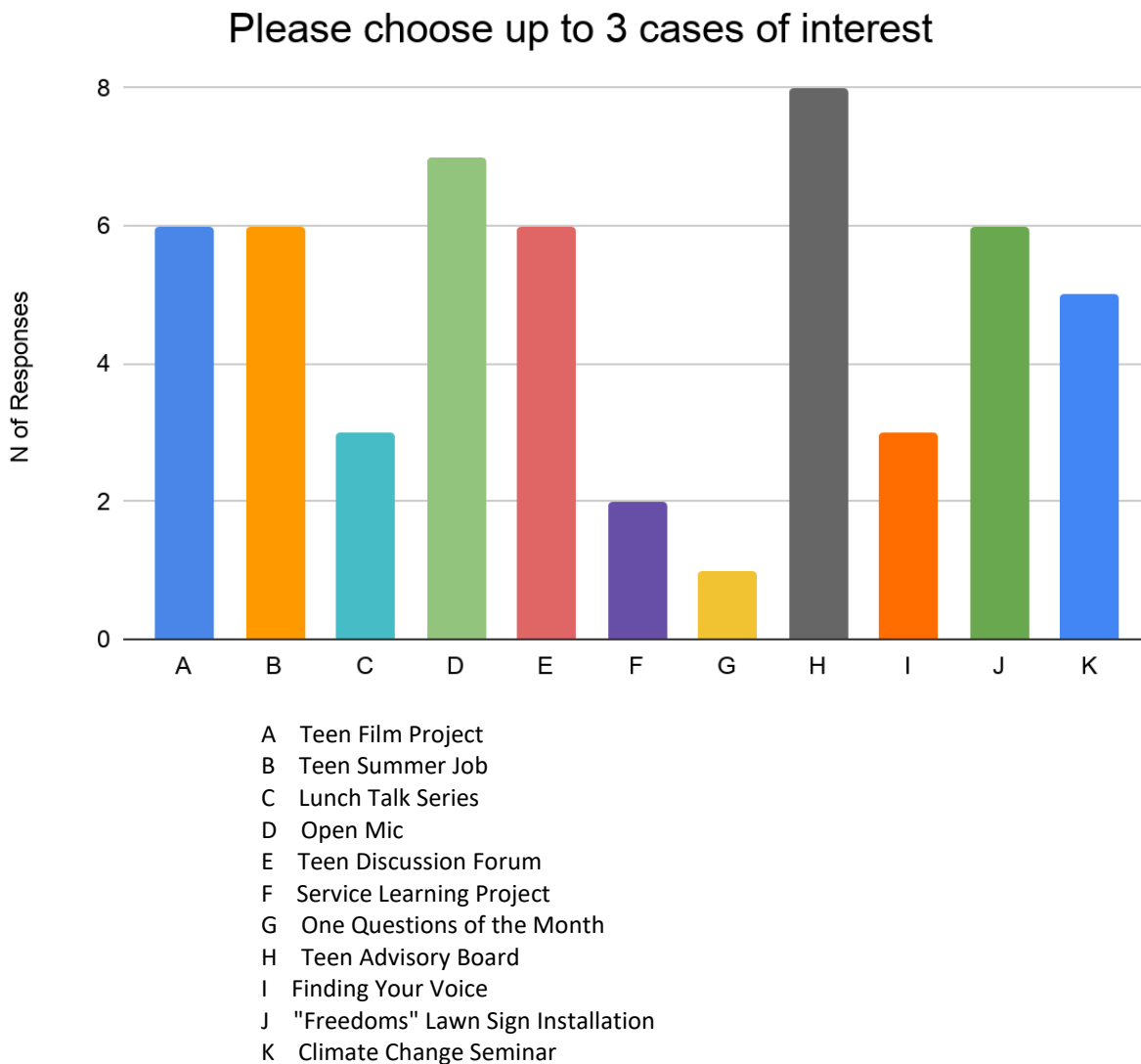
in their lives. The program is designed to help teens build effective participatory skills and become successful civic actors who can have a positive impact in their communities. Christina incorporated the 10 Questions into discussions to enable teens to meaningfully reflect and act on the issues important to their lives and their communities.

- 7. Service Learning Project.** Dave, a school librarian, organized a student-led service-learning project for 9th graders. In their projects, students chose topics that they cared about in their schools and communities and explored solutions. For Dave, the 10 Questions provided important guiding steps for students that enabled them to complete their projects successfully. David also helped his colleagues at his school to incorporate the 10 Questions into various subjects including history, English, government, and science.
- 8. One Question of the Month.** Ana, a school librarian, wanted her colleagues and students to become more interested in the 10 Questions. She started a “One Question of the Month” project, in which each month she highlighted one of the 10 Questions and posted books, news articles, and resources related to the particular question of the month to the school library webpage.
- 9. Teen Advisory Board.** Steve, a teen librarian, sought to help local teens become civically engaged in the issues important to their lives and communities. As part of this effort, Steven helped the teens organize a teen advisory board at his library. He asked the board members to think about how the library can improve programs and services for youth, using the 10 Questions.
- 10. Finding Your Voice.** Jane, a school librarian, organized book discussions based on the 10 Questions. In the book club, students looked at the ways in which the characters in the books would approach the 10 Questions, and Jane asked the students to consider the 10 Questions as they found their own voice on issues of personal importance. When planning an art display, the students were given the opportunity to incorporate the themes from the 10 Questions into their art.
- 11. Research Project.** Mike, a school librarian, designed a student research project called “Solvathon” (solve + hackathon) with his colleague who was an English teacher. This project comes from the school’s required reading of the book *Night* by Elie Wiesel in 8th grade. The goal of the project was to connect this book with a digital citizenship project utilizing social media as a tool for change with high-interest modern companion books. Mike incorporated the 10 Questions into the research project as key guiding questions.
- 12. “Freedoms” Lawn Sign Installation.** Ellen, a teen librarian, offered teens the chance to express their voices through the installation of lawn signs. In this project, teens crafted messages they want to share with the public and put them on the lawn signs. The messages began with “Freedom of...”, “Freedom To...”, “Freedom From...”, or “Freedom For...” Ellen incorporated the 10 Questions in organizing this lawn sign project and also in the reflection session. The 200 lawn signs installed on the library

lawn manifested the power of teen voices, which in other instances might have been silenced, to all members of the community.

13. Climate Change Seminar Series. Ann, a school librarian, organized a week-long seminar series about climate change at her school. She invited farmers, an oceanologist, and local officials to the seminar. This week-long seminar enabled all the participants (students, teachers, and parents) to think about the issue of climate change from multiple perspectives. She utilized the 10 Questions to facilitate discussion and reflection for action during the seminar.

Survey Results



V. A School Library Libguide Example

Shrewsbury School Library, MA <https://shrewsbury-ma.libguides.com/civics>



SHREWSBURY PUBLIC SCHOOLS

Shrewsbury High School / LibGuides / Civic Education at SHS / Home

Civic Education at SHS: Home

- Home
- Research Resources for Civic Education
- Connect with Organizations and Volunteer
- Tips for Connecting
- Take Action
- Teacher Resources

Engage in our world

Our democracy depends engaged citizens who stand up for their passions and support their community and the world.

SHS invites you to engage in our world, and this resource has been built to give you the tools and resources to best support you on this path.

Taking the first step

Taking the first steps...

The Harvard Democratic Knowledge Project developed **10 Questions for Young Changemakers** with questions to help formulate and execute a plan to make change in our community and world.

The infographic to the right, includes the 10 questions with descriptions.

Examine yourself and the issue (Questions 1, 2, and 3)

To take your first step, you must examine yourself and how your experiences can influence your actions.

Knowing why you are passionate about an issue may help you find a path to follow. Even if you do not want to share your story with others, examining it yourself can be powerful.

Then do your research. Look at the issue more closely and how it affects people outside of yourself.

Connect with others (Questions 4, 5, 6, and 7)

Connections with others, whether in person or virtually is when real change often begins to happen, but it is also incredibly important to be cognizant of the downsides and sometimes danger of crowds.

Are You A Change Maker?
DO YOU WANT TO DEVELOP EQUITABLE, EFFECTIVE, SELF-PROTECTIVE CIVIC-POLITICAL AGENCY?

TEN QUESTIONS FOR PARTICIPATORY POLITICS

- 01 Why Does It Matter to Me?**
What do I care about? What is your passion? Where does it come from? Start with the experiences and interests you and your friends already can't get enough of, and connect that engagement to civic and political themes.
- 02 How Much Should I Share?**
What kind of risk should you take for the things you care about? Consider how much you should share. Which part of your passion do you want to be shared publicly? Help your community consider how different audiences may react to their posts and how a post might impact them years down the road.
- 03 How Do I Make It About More Than Myself?**
How can you and your community take it from "I" to "we"? Help your peers think of themselves as part of something bigger. Can you expand the network of engagement for yourself and your peers by actively revealing authenticity, reciprocity, trust, timing, and bridge-building across social divides?
- 04 Where Do We Start?**
Go where your peers go. Can you make use of spaces where you and your friends and associates already gather to connect and pursue shared interests?
- 05 How Can We Make It Easy and Engaging?**
Remember that some engagement is better than none. Where are the opportunities for light-touch engagement that is potentially powerful in itself and also a possible gateway into deeper involvement?
- 06**
- 07**

VI. Media Coverage

Lawn Sign Installation Project

- “For Freedoms | Empowering Teens in Election Season,” *School Library Journal* (November 4, 2019), Waltham Public Library, available at <https://www.slj.com/?detailStory=for-freedoms-empowering-teens-in-election-season-youth-active-citizenship>,
- “Randolph Youths Sign Up for Freedom,” *Wicked Local Randolph* (October 30, 2019), Turner Free Library, available at https://urldefense.proofpoint.com/v2/url?u=https-3A_randolph.wickedlocal.com_news_20191030_randolph-2Dyouths-2Dsign-2Dup-2Dfor-2Dfreedom&d=DwMFAQ&c=WO-RGvefibhHBZq3fL85hQ&r=vSq8DEicuZViQP60c6s0n9e5eYoLthkGV8EEiWHBfal&m=wO59xGgjJqsGuPf0oTwSrU9z_t49qelvUC3j4OMZGqo&s=6ysSt9d4LjhCujZbrMFgbqf3bwNh2O7p405UmLHbS7w&e=
- “Gun Violence, Equality: The Raw Concerns of Springfield’s Youth,” 22WWLP, Springfield City Library (October 5, 2019), available a <https://www.wwlp.com/news/local-news/hampden-county/gun-violence-equality-the-raw-concerns-of-springfields-youth/>

Filmmaking

- “Teens’ Films Shed Light on Social Issues,” *The Patriot Ledger* (April 18, 2019), Turner Free Library, available at <https://www.patriotledger.com/news/20190418/teens-films-shed-light-on-social-issues>
- “Disappointed on Randolph Teen Filmmakers Criticism of Police,” *Wicked Local Randolph* (May 2, 2019), a teen from Turner Free Library, available at <https://randolph.wickedlocal.com/news/20190502/letter-to-editor-disappointed-on-randolph-teen-filmmakers-criticism-of-police> (The Actual Video: <https://www.youtube.com/watch?v=bQB2fETYga4>)

Letters to the Editor

- LETTER: Only 2 degrees stand between having a future and not having one, *Southcoast Today* (May 2, 2019), a student at *Dartmouth School Library*, available at <https://www.southcoasttoday.com/opinion/20190530/letter-only-2-degrees-stand-between-having-future-and-not-having-one>

School Community Engagement Project

- “Shrewsbury High Students Seek to Change the World through School Project,” *Community Advocate* (May 8, 2019), Shrewsbury High School, Available at <https://www.communityadvocate.com/2019/05/08/shrewsbury-high-students-seek-to-change-the-world-through-school-project>