

TEACHERS' TOOLKIT SOLUTIONS CIVICS®



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**WELCOME
TO THE TEACHERS' TOOLKIT
FOR SOLUTIONS CIVICS®!**



Thank you for your interest in teaching students about becoming citizen leaders who are aware that they have new powers that go beyond voting and can play a new role as a “public citizen” in our 21st century democracy.

We hope you find this toolkit useful as you take your students on an exciting adventure of civic empowerment! Yes - we have serious problems, but we also have the power to offer serious solutions.

Welcome aboard!

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“TEACHING SOLUTIONS CIVICS”

10 Minute Video (on flash drive)

Please take a few minutes to watch the “Teaching Solutions Civics” video on the flash drive in this Toolkit or view it online at **www.thecitizenscampaign.org**.

The video provides a brief overview of what your students will be learning.



TEXT:

CITIZEN POWER & THE ART OF NO-BLAME PROBLEM SOLVING - A 21ST CENTURY CITIZENS MANUAL

Please use the text ***Citizen Power & The Art of No-Blame Problem Solving - A 21st Century Citizens Manual*** which is enclosed in this Toolkit, throughout your classes.

It includes citizens’ legal rights to participate in government decision making, a No-Blame Problem Solving Guide, and information on how students can take non-elected leadership roles in their city.

AN OVERVIEW OF SOLUTIONS CIVICS®

Education for 21st Century Citizen Leadership

INTRODUCTION: New citizen rights enacted at the onset of the 21st century, coupled with contemporaneous technological advances, give citizens the power to participate in their city governments' problem solving and decision making processes. Teaching students where and how they can bring their solutions to bear and how they can share their solutions with other cities across the country, enhances civic engagement and affords a more powerful, and therefore more compelling approach to civics education.

DEFINITION: Solutions Civics® is a 10-hour curriculum component designed for inclusion in American History/Social Studies courses for high school students.

PURPOSE: Solutions Civics® teaches students “No-Blame” problem solving, fostering mutual respect and civility, and giving them the opportunity to move beyond the role of civic spectator to become active and constructive citizen leaders capable of leaving their city and the country better than they found them.

KEY FACTORS OF SOLUTIONS CIVICS®:

- 1.** Solutions Civics® is based on the core democratic value of service, which dates back to Athenian times when citizens who reached the age of maturity gathered in the city square and pledged to leave their community better than they found it – an important lesson for soon to be 18-year old graduates.
- 2.** Unlike traditional civics education, Solutions Civics® offers “applied civics” education which teaches citizens leadership “beyond the ballot.”
- 3.** Solutions Civics® teaches students about new 21st century laws and technology programs that give them the ability to participate in the decision-making of their city government and beyond.
- 4.** Solutions Civics® training includes a hands-on local government problem solving project, affording students a concrete opportunity to practice the “No-Blame” approach – useful preparation for becoming constructive civic leaders upon graduation.

- 5.** Solutions Civics© is non-ideological. Students' solutions must be:
- (a) **“success based,”** i.e., based on policies that have been proven to work in similar communities;
 - (b) **“cost effective,”** i.e., budget neutral and preferably expense saving; and
 - (c) **beneficial** to the community as a whole.
- 6.** Solutions Civics© incorporates a broad array of skills training including: critical thinking, research, writing, public speaking, evaluation of information, civil discourse, media literacy, and substantive knowledge in subjects such as law and economics.
- 7.** Solutions Civics© teaches students:
- How to use technology to find proven solutions
 - How to employ media literacy in the search for solutions
 - How to obtain information about current government policies
 - How to use a No-Blame approach to problem solving
 - How to craft cost effective, evidence-based solutions
 - How to use legal rights to advance solutions at government meetings
 - How to maintain a respectful, ongoing pursuit of progress toward the adoption of solutions
- 8.** Solutions Civics© is compact and can be taught in 10 class hours, inclusive of the hands-on problem solving project, making it simple to incorporate in most high school American History/ Social Studies courses.
- 9.** Solutions Civics© comes complete with this “teachers’ toolkit” including among its many resources: a teachers’ training video; a text called **“Citizen Power & The Art of No-Blame Problem Solving - A 21st Century Citizens Manual”** and 10-five minute video classes.

OVERVIEW

WITH RECOMMENDED CLASS SEQUENCING AND READING ASSIGNMENTS

The Solutions Civics© classes set forth below are designed to fit within American History/Social Studies courses and include a hands-on project that teaches students a proven, no-blame problem-solving approach to local issues they decide are important.

This current component is based on a whole course curriculum developed by the University of Pennsylvania’s Graduate School of Education in partnership with the non-partisan, non-profit, The Citizens Campaign. The component model involves 10 hours of class time and includes a no-blame problem-solving project that is implemented concurrently within the 10 hours of class instruction.

Lessons can be supplemented with a robust online curriculum comprised of 10 five minute video classes with downloadable notes available on The Citizens Campaign’s website.

Solutions Civics© is now being taught district-wide in Newark, Perth Amboy, and Trenton and is being introduced in several other New Jersey districts and in the Philadelphia school district.



AN OVERVIEW OF SOLUTIONS CIVICS®

10-CLASS OUTLINE INCLUDING CLASS MATERIALS

UNIT 1 – INTRODUCTION TO CITIZEN PROBLEM SOLVING

Historical foundation of service in democracy; the new laws and tech applications that empower 21st century citizen problem-solving service; the main arenas for problem-solving principles and process.

Class 1: Introduce students to the essential democratic value of citizen service and the civic pledge taken by young citizens of ancient Athens to “leave their city better than they found it...” and teach the new legal and tech powers that elevate citizen problem solving in the 21st century. Discuss issues of interest to students that can be addressed on the local level.

Class 2: Discuss the principles of no-blame problem solving: evidence-based, cost-effectiveness, benefit to community as a whole; Review 10-Step Project Guide and begin project by drilling down on local issues identified by students. Project will continue throughout the classes.

Class 3: Students practice finding and developing solutions addressing the problem (includes exercise of legal power to obtain existing policy of the hometown on their issues of choice) and determine cost-effectiveness.

UNIT 1 MATERIALS:

Athenian/Civic Pledge;

Course Text: ***Citizen Power & The Art of No-Blame Problem Solving – A 21st Century Citizens Manual***

Chapter 1: Citizen Power in the 21st Century;

Chapters 2-4: Principles of No-Blame Problem Solving;

Chapter 5: The No-Blame Problem Solving Guide;

- Open Public Records Act (OPRA) codified at NJSA 47:1A-1 et. seq.,
- sample OPRA request form;
- Open Public Meetings Act (OPMA) codified at NJSA 10:4 – 6 et. seq.

UNIT 2 – IMPLEMENTING THE PROCESS OF NO-BLAME PROBLEM SOLVING

Class 4: Learn and review the importance of Media Literacy in the search for solutions; Students learn to distinguish and evaluate sources of information in their research.

Class 5: Preparing a Solution Presentation; Students learn how to use the information they have researched and collected about successful solutions and include such findings in a report and presentation to a local power center.

Class 6: The Prime Decision-Making Arenas of Local Government; Students learn about the primary decision-making bodies of their local government (the council, school board and planning board) and determine the forum for presentation of their solution; learn local and presentation rules under the Open Public Meetings Act.

Class 7: The Local Political Party – the “political arena” for problem solving; Students learn the power behind political parties and their legal rights to participate in party decision-making.

Class 8: Powerful Roles for Citizen Problem Solvers: Non-elected leadership positions that provide opportunities to advance solutions.

UNIT 2 MATERIALS:

Course Text: ***Citizen Power & The Art of No-Blame Problem Solving – A 21st Century Citizens Manual***

Chapter 6 : Media Literacy in the Search for Solutions;

Chapter 7: The Four Power Centers;

Chapter 8: Powerful Roles for Citizen Problem Solvers;

- Political party district map;
- List of neighborhood representatives with vote totals;
- Petition Form to run for party representative (aka committee person or district leader);
- Local Directory of appointed positions and application form.

UNIT 3 - PRESENTATION AND PURSUIT OF SUCCESSFUL SOLUTIONS

Class 9 - Presentations of solutions at mock government arenas in class or presentation by the class or class representatives of their solution to the chosen government power center.

Class 10 – Student development and discussion of their plans for the pursuit of adoption of their solutions.

UNIT 3 MATERIALS:

Course Text: ***Citizen Power & The Art of No-Blame Problem Solving – A 21st Century Citizens Manual***

Chapters 3- 4:

The Power of the No-Blame Approach &
Using the Strategy of No-Blame Problem Solving
(presenting a solution for adoption
and respectful pursuit to adoption);
State and local OPMA rules for citizen input.

10 STEP NO-BLAME PROBLEM SOLVING GUIDE



STEP 1 IDENTIFY YOUR ISSUE FOCUS

1

DRILL DOWN TO A SPECIFIC PROBLEM YOU CARE ABOUT

- Engage in bottom-up conversations with your fellow citizens to identify consensus passions about specific issues.

- Prioritize identified issues.
Considerations may include:
internal support (within the group),
expected external support
(from community and/or administration),
timing, difficulty of the problem, scope of problem, etc.

- Drill down the issue(s) to a discernible problem in the chosen issue area that you believe you can tackle with a doable solution.

STEP 2 SUBMIT AN OPRA REQUEST

2

FIND OUT HOW THE CURRENT POLICY WORKS

- First, investigate what your city is currently doing to address your priority issue by exploring the city's website, media coverage, or making phone calls to the office of the City Clerk.

- Dig deeper by preparing an OPRA (Open Public Records Act) request of documents creating the current policy for submission either to the City Clerk or to the Secretary of the School Board.
Remember that you are requesting copies of existing records (e.g. resolutions, ordinances, written policies and procedures), so be as specific as possible.

- Find, complete, and submit the OPRA Request to the appropriate party. Forms should be found on city websites; if not, call the City Clerk and have them email you a blank request form.

STEP CONDUCT EVIDENCE-BASED RESEARCH

3

FIND PROVEN SUCCESSFUL POLICIES

- An internet search is the best place to start! Look up your priority issue to find policies with evidence of success in communities similar to your own. Look for news articles, policy papers, or websites on the topic.
- Dig deeper. Look into academic institutions, including university departments and centers that specialize in the issue area.
- Call or check websites of associations whose focus is local government (e.g. Urban Mayors Association) or who deal with your issue area (e.g. The New Jersey Association of Environmental Commissions).
- Review The Citizens Campaign's Menu of Solutions which contains evidence based solutions developed by other Citizens Campaign participants and the experts from The Law and Policy Task Force.

STEP SHAPE YOUR SOLUTION

4

TAILOR YOUR SOLUTION TO FIT LOCAL CIRCUMSTANCES AND BUILD UPON THE CURRENT POLICY

- Dig deeper to determine what it took to implement your researched solution.
 - (1) How long did it take to put into effect?
 - (2) Were staff reassigned to implement it?
 - (3) Was any staff training required?
 - (4) Was the budget amended to reallocate funds for the new policy?

(STEP 4 CONTINUED ON NEXT PAGE)

- Review the current policy that you seek to modify or replace and determine if there are any parts of it worth keeping as is or with slight modification.
- Consider any feedback or concerns expressed by elected officials or government staff about your proposed policy.
- Now shape your solution to address the information you've collected in the reviews referenced above. The more your solution fits with and positively builds on the current policy, and the more it takes into consideration the feedback of government officials and the hurdles of implementation, the better chance of it being adopted and successfully implemented.

STEP MAKE SURE IT IS COST-EFFECTIVE

5

A PRACTICAL SOLUTION IS BUDGET NEUTRAL - OR BETTER

- From evidence you gathered in your research, determine whether there will be costs involved in implementing your solution such as: administrative costs, staff time, etc., or whether it will be cost-neutral (or better yet – cost saving).
- If there are costs involved, look at your city's budget to determine whether your solution would be covered by a particular line item, and if not, whether there are any other areas from which savings could be sufficient to offset the costs of your solution.
- If the solution is not covered by the city's budget and you cannot find any offsetting budget cuts, come up with alternative funding sources. Look for grants, consider crowd funding, etc. This is especially important if there are start-up costs that will disappear or be offset by savings in future budgets.

STEP DO THE DOABLE

6 THE ART OF PHASING AND PILOTING

- It's often better to start smaller and gain traction in order to build support and find funds for the overall solution.
- “Phasing”** is a good tactic- (implementing the solution in steps or phases) especially when full funding is not available.
- “Pilot”** projects are also useful when there is skepticism about your solution or when you need to show that start-up costs will be offset by savings in future budgets.

STEP GET SUPPORT FROM OUR EXPERTS

7 SUCCESSFUL PRACTITIONERS CAN PROVIDE LEGAL AND STRATEGIC ADVICE

- Submit your research to The Citizens Campaign in a brief report that includes:
 - (1) the response to your OPRA request;
 - (2) your proposed solution, evidence of its success, and how you think it can fit in your city; and
 - (3) your cost analysis.
- After submitting the above research report, consider any advice from The Citizens Campaign's Law and Policy Task Force to assist with your analysis and the development of your proposal, including the preferred legal action for adoption. Options include ordinances, resolutions, executive orders, and administrative policies or procedures.
- Incorporate changes suggested by the expert(s) or conduct any suggested additional research.

STEP 8 PRESENT A READY-TO-ADOPT SOLUTION

8 PRESENTING A DRAFT LAW CALLS FOR A VOTE

- Get a copy of the legal document that created your chosen successful solution. It is a good starting point to begin implementing the solution in your town.

- Work with a volunteer lawyer or your town's attorney, if supportive, to incorporate your chosen solution into the preferred legal format. Options include ordinances, resolutions, executive orders, and administrative policies or procedures.

- Make sure to include language recognizing the positive aspects of your town's existing policy and any recent, related initiatives in the draft of the law to enact your solution.

STEP 9 MAKE A RESPECTFUL PRESENTATION

9 IF YOU GIVE RESPECT, YOU CAN COMMAND RESPECT

- Dress respectfully and address officials respectfully.

- Review your town's current policy and find what parts you agree with. Then come in complimenting the officials on that part(s) of the current policy and offer to build upon it.

- When speaking to the media, do not criticize public officials who disagree with your proposal. Be understanding of their positions and concerns and express confidence that you can work things out.

STEP RESPECTFUL PURSUIT

10

HOW TO DIPLOMATICALLY PUSH FOR ADOPTION

- If your solution is deferred for further discussion or review by government committees or experts, say:
“Please, may I ask to whom is this proposal being referred and when can we expect a response from this public body?”

- When meeting with an official who makes a commitment to do something to advance your solution, always ask what time frame they feel comfortable with for fulfilling the commitment.

- After meeting with an elected official, follow up with a written thank you note mentioning the commitments made by the official and the time frame they indicated they were comfortable with for fulfilling the commitment.

If it’s an elected official who indicates that a department head or other staff person will act on the commitment, copy that person on the thank you note.

- Ask the Law and Policy Task Force if there is a way to implement the solution without governmental approval.

- Keep your solution in the picture by using social media and conventional media and keep it “No Blame.”

- Ask for help from a person of influence in your community.

- Seek a resolution, or other support recommending your solution, from an appropriate board or commission.

- Try an Executive Order (if the Law and Policy Task Force decides it’s legal) if there aren’t enough votes for adopting an ordinance.

(STEP 10 CONT’D ON NEXT PAGE)

- Seek support from a government employees' union.
- Wait until election time and seek sponsorship from an incumbent who is a candidate (presidential and gubernational election times are preferable).
- If you meet with continuing opposition from the decision-maker, offer a compromise, if possible, such as a pilot or phased-in approach.
- Use Initiative and Referendum if the solution does not require a change to the zoning ordinance or an appropriation of funds. Initiative and Referendum should only be used as a last resort.



SOLUTIONS CIVICS ONLINE

(Available at <http://thecitizenscampaign.org>)

INTRODUCTION: Teaching Solutions Civics



CLASS VIDEOS: 10 Five Minute Video Classes

- 1. The Power to Find and Advance Practical Solutions**
(Tech Advances and New Legal Rights)
- 2. The Power of No-Blame Problem Solving:**
Part 1 – Researching Your Solution
- 3. The Power of No-Blame Problem Solving:**
Part 2 – Adapting Your Solution
- 4. The Power of No-Blame Problem Solving:**
Part 3 – Presenting and Pursuing Your Solution
- 5. Media Literacy and the Search for Solutions**
- 6. The Four Decision Centers and
Your Legal Rights to Advance Your Solutions**
 - Municipal Governing Bodies
 - School Boards
 - Planning Board
 - Political Parties
- 7. The Four Paths to Citizen Power**
 - Civic Trustee
- 8. The Four Paths to Citizen Power**
 - Appointed Office Holder
- 9. The Four Paths to Citizen Power**
 - Political Party Representative
- 10. The Four Paths to Citizen Power**
 - Solutions Newsgatherer

SAMPLE LESSON PLANS



**UNIT 1:
Introduction to
Citizen Problem Solving**

**UNIT 2:
Implementing the Process of
No-Blame Problem Solving**

**UNIT 3:
Presentation and Pursuit
of Successful Solutions**

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SAMPLE LESSON PLAN

UNIT 1: INTRODUCTION TO CITIZEN PROBLEM SOLVING

CLASS 1

OBJECTIVE:

Introduce students to the essential democratic value of citizen service and the civic pledge taken by young citizens of ancient Athens to “leave their city better than they found it...” and teach the new problem solving powers that elevate citizen service in the 21st century.

PROCESS:

- A** • Provide a brief history lesson on the practice, at the beginning of democracy, of young citizens who had just reached the age of maturity (today’s 18 year olds) gathering in the city square of the ancient democratic city/state of Athens to pledge to “leave their city better than they found it” and discuss the importance of “citizen service” to the vitality of democracy and the need to exercise your public voice in order to achieve the full measure of your humanity (see philosopher Hannah Arendt).

Students should “google” the Athenian Pledge and comment on how they might be required to serve their city when they become 18 years old.

- B** • Teach students that new laws (OPRA & OPMA), adopted around the turn of the century, now give them the power to get the details of the current city/town policy on the issue of their interest and to publicly present their solutions to improve the existing policy – rights previously and largely reserved to elected officials.

In addition, teach students that these powers, when combined with the technological ability to search for and find evidence/success based solutions to city/town issues, gives them the ability to become problem solvers and “leave their city better than they found it.”

ASSESSMENT:

- A** • Did the students find background on the Athenian Pledge?
- B** • Ask students to explain why they have more power today than the 20th century powers of voting and protesting.



STUDENTS’ TAKE AWAY:

We have new powers that we can use to be problem solvers in our city and leave it better than we found it

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SAMPLE LESSON PLAN

UNIT 1: INTRODUCTION TO CITIZEN PROBLEM SOLVING

CLASS 2

OBJECTIVE:

Teach students the three (3) principles of pragmatic problem solving and how they help avoid ideological gridlock and increase the likelihood that their solution will be adopted.

PROCESS:

Review the 3 principles and their explanations, and view the 3 part 18 minute video on the No-Blame Problem Solving process which incorporates these principles.

Review the 10-Step problem solving guide in conjunction with the video. Provide a brief Q & A session after each part of the video.

ASSESSMENT:

Ask students to explain why cost effective solutions with proven success, that benefit the community as a whole and are advanced with a No-Blame strategy, keep the focus on the solution and reduce the chances of their being marginalized when offering a solution for adoption by government officials.



STUDENTS' TAKE AWAY:

When you offer a solution to a local problem that is evidence-based, cost effective and advanced in a no-blame way, you greatly increase the probability that it will be adopted.

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SAMPLE LESSON PLAN

UNIT 1: INTRODUCTION TO CITIZEN PROBLEM SOLVING

CLASS 3

OBJECTIVE:

To teach students a step by step process for researching an evidence-based solution and shaping it for cost effectiveness and probable adoption.

PROCESS:

Break students into groups of approximately 6 students each in a variety of issue areas (e.g., public safety, environment, education, economic development, citizen empowerment) and ask them to follow Steps 1 – 6 of the No-Blame Problem Solving Guide.

ASSESSMENT:

Determine if students in each breakout group were able to drill down and define an issue focus, fill out an OPRA request for the current policy, search for an evidence-based solution and shape it into a “doable” solution for adoption in their city/town.



STUDENTS' TAKE AWAY:

- You can't solve a problem until you focus on the core of the issue that you care about.
- You need to know the current policy, if you're going to build on it with your solution.
- It's good to start with a practical first step; in other words, “do the doable.”

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SAMPLE LESSON PLAN

UNIT 2: IMPLEMENTING THE PROCESS OF NO-BLAME PROBLEM SOLVING

CLASS 4

OBJECTIVE:

Teach students how to find evidence-based solutions without being misled by fake news or purported solutions without adequate proof of their success. Also, teach students how they can share solutions to current city/town issues through conventional and social media.

PROCESS:

Have students read *Citizen Power & The Art of No-Blame Problem Solving- A 21st Century Citizens Manual* chapter on “Media Literacy in the Search for Solutions,” and ask them to identify an issue presently before one of the power centers (e.g., council, school board, planning board) and find and share an evidence-based solution to the issue.

ASSESSMENT:

Quiz students on how they found their solutions, and what steps they took to share them via social and conventional media.



STUDENTS' TAKE AWAY:

Understanding the importance of being able to distinguish real from *fake news*, will help them be effective problem solvers.

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SAMPLE LESSON PLAN

UNIT 2: IMPLEMENTING THE PROCESS OF NO-BLAME PROBLEM SOLVING

CLASS 5

OBJECTIVE:

Teach students how to use what they have learned thus far to prepare a report and respectful solutions presentation to a local government power center using the powers under OPMA.

PROCESS:

Ask students to prepare a report and respectful presentation of their solution to their choice of power centers following the steps in the No-Blame Problem Solving Guide.

ASSESSMENT:

Review students' plans for compliance with the city/town's local rules for citizen input and for compliance with the steps of the No-Blame Problem Solving Guide.



STUDENTS' TAKE AWAY:

A respectful presentation that complements the current policy (or even a portion of the current policy) and is made in a No-Blame manner will keep the focus on your solution

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SAMPLE LESSON PLAN

UNIT 2: IMPLEMENTING THE PROCESS OF NO-BLAME PROBLEM SOLVING

CLASS 6

OBJECTIVE:

To teach students about the areas of responsibility of each of the principal local government decision-making arenas; the ability to make final decisions of major impact (without the need for additional decision/votes by other government agencies) distinguishes these power centers as the main decision-making areas for problem solving.

PROCESS:

Have students read Chapter 7 of *Citizen Power & The Art of No-Blame Problem Solving- A 21st Century Citizens Manual* on the government power centers and learn about exercising their rights as citizens to participate in the decision-making process as problem solvers for issues confronting their city/town.

ASSESSMENT:

Ask students to choose the appropriate local government power center for advancing their solutions.



STUDENTS' TAKE AWAY:

Major city government decisions are made in certain decision-making arenas, and we have legal rights to participate in their decision-making processes.

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SAMPLE LESSON PLAN

UNIT 2: IMPLEMENTING THE PROCESS OF NO-BLAME PROBLEM SOLVING

CLASS 7

OBJECTIVE:

Teach students about the local political parties and their legal rights to become a neighborhood party representative (called committee person or district leader) or to influence the current representative to prioritize their solutions in the party's platform and in the party's endorsement of candidates for elective and appointed office in their community.

PROCESS:

Ask students to find their neighborhood political party district on the election district map and identify the committee persons (aka district leaders) who presently represent them.

Also, discuss the section in Chapter 7 of *Citizen Power & The Art of No-Blame Problem Solving- A 21st Century Citizens Manual* on local political parties and discuss their legal rights with respect to the local political party and its elected neighborhood representatives.

ASSESSMENT:

Quiz students on their election district number and current political representatives for both parties. Also, quiz students on the rights of party representatives to elect their leaders and adopt a party constitution setting forth their platform and endorsement powers.



STUDENTS' TAKE AWAY:

Local political parties have neighborhood representatives (1 male and 1 female) who can vote on the wording of party endorsements and adopt platform solution priorities.

SOLUTIONS CIVICS[®]

SAMPLE LESSON PLAN

UNIT 2: IMPLEMENTING THE PROCESS OF NO-BLAME PROBLEM SOLVING

CLASS 8

OBJECTIVE:

Teach students about the student opportunities for citizen leadership service and for pursuing solutions implementation, including Appointed Official and Neighborhood Political Party Representative (aka committee person or district leader).

PROCESS:

Have students read Chapter 8 of *Citizen Power & The Art of No-Blame Problem Solving- A 21st Century Citizens Manual* about non-elected citizen leadership roles; assign them the task of choosing an Appointed Office position which interests them from the Directory of city/town boards and commissions and have them fill out an application form for that position. Also require that they fill out the Petition form to run for Neighborhood Political Party Representative (a/k/a committee person or district leader).

ASSESSMENT:

Review their Appointed Office application form and Political Party Representative petitions and quiz them on the appropriate person or agency with whom to file their forms.



STUDENTS' TAKE AWAY:

You can easily become a leader in different ways, often requiring nothing more than your decision to lead.

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SAMPLE LESSON PLAN

UNIT 3: PRESENTATION AND PURSUIT OF SUCCESSFUL SOLUTIONS

CLASS 9

OBJECTIVE:

To have students utilize what they have learned to make a presentation of the solutions developed in their group.

PROCESS:

Have students from each group make a presentation to a mock local government power center comprised of students not involved in presenting, and have the presenting group describe their plans for respectful pursuit of implementation of their solutions.

ASSESSMENT:

Review their presentations and their respectful pursuit plans for compliance with the steps of the No-Blame Problem Solving Guide.



STUDENTS' TAKE AWAY:

Practicing “presenting” in front of your classmates will help you give a more effective live performance in front of your government representatives and the public when the time comes!

Presenting your solution is like learning to ride a bike; you have to practice a few times before you take it on the road!

SOLUTIONS CIVICS®

SAMPLE LESSON PLAN

UNIT 3: PRESENTATION AND PURSUIT OF SUCCESSFUL SOLUTIONS

CLASS 10

OBJECTIVE:

To deepen the understanding of the No-Blame Problem Solving process across multiple issues/solutions and a variety of respectful pursuit plans.

PROCESS:

Ask students to evaluate the presentations and respectful pursuit plans of other breakout groups for compliance with the No-Blame Problem Solving Guide and how the presentations and plans would affect them if they were a member of the reviewing local government power center.

ASSESSMENT:

Determine how well the students have absorbed the readings from *Citizen Power & The Art of No-Blame Problem Solving- A 21st Century Citizens Manual* and the steps of the No-Blame Problem Solving Guide in their evaluations of their fellow students' presentations and plans for respectful pursuit of their solutions implementation



STUDENTS' TAKE AWAY:

You are ready to take an active leadership role in your city if you know your legal rights to participate in the decision-making process and you know how to find, develop, and present a practical solution.

TEACHERS' HELP DESK:



- **Expert support with problem solving project**
- **Requests for classroom guest speakers**
- **General advice regarding the curriculum**

The Citizens Campaign provides support for teachers of Solutions Civics in several ways:

Teachers can connect with staff members who are knowledgeable and experienced in all aspects of the curriculum and its implementation.

Also, the Campaign hosts a Law and Policy Task Force of professionals with the expertise to help teachers and students adapt successful solutions to chosen issues for adoption in their city.

Finally, call the Help Desk if you would like a Civic Trustee as a guest speaker in your classroom.

PRE & POST CURRICULUM EVALUATION MATERIALS



Included in the Toolkit are:

- **Sample Pre-Course Evaluation Survey for Students**
- **Sample Post-Course Evaluation Survey for Students**
- **Evaluation Questionnaire for Teachers**

These surveys can be found on the Toolkit flash drive and also online at <http://thecitizenscampaign.org>.

If you would kindly share the completed surveys with us, they will help us improve Solutions Civics!

SOLUTIONS CIVICS®

PRE-COURSE EVALUATION SURVEY FOR STUDENTS

Please complete this short Solutions Civics® questionnaire. Your answers will help us improve the Solutions Civics® experience in the classroom.

- 1 • How much attention do you pay to national politics and government?**
 - A lot
 - Some
 - A little attention
 - No attention at all

- 2 • How much attention do you pay to politics and government in your community?**
 - A lot
 - Some
 - A little attention
 - No attention at all

- 3 • How much “say” or power do you think you have to influence local government decision-making in your city/town if you wanted to?**
 - A lot
 - Some
 - A little
 - Not at all

- 4 • Thinking about the adults that you know, how much “say” or power to influence local government decision-making do you think they have if they choose to exercise such power?**
 - A lot
 - Some
 - A little
 - No say at all

- 5 • Are you planning to participate in local government, politics, or civic affairs?**
 - Yes
 - No
 - Not sure

SOLUTIONS CIVICS®

POST-COURSE EVALUATION SURVEY FOR STUDENTS

1 • What did you like most about the Solutions Civics® classes?

2 • What did you like least about the Solutions Civics® classes?

3 • How could the Solutions Civics® classes be improved?

4 • How useful did you find the Solutions Civics® classes?

- Very useful
- Somewhat useful
- Not at all useful

5 • How useful did you find *Citizen Power & The Art of No-Blame Problem Solving- A 21st Century Citizens Manual*?

- Very useful
- Somewhat useful
- Not at all useful

6 • How useful did you find the videos?

- Very useful
- Somewhat useful
- Not at all useful

7 • Now that you've taken the Solutions Civics® classes, how much more likely are you to participate in local government, politics and civic affairs?

- Much more likely
- Somewhat more likely
- Only a little more likely
- No more likely

SOLUTIONS CIVICS®

EVALUATION QUESTIONNAIRE FOR TEACHERS

1 • Generally speaking, do you believe that Solutions Civics® is a good addition to Social Studies/History Classes?

Yes

No

2 • What did you like most about teaching the Solutions Civics® classes?

3 • What did you like least about teaching the Solutions Civics® classes?

4 • How can the Solutions Civics® classes be improved?

5 • How useful did you find the Solutions Civics® materials?

Do you have any suggestions for changes or improvements in the sample lesson plans, *Citizen Power & The Art of No-Blame Problem Solving- A 21st Century Citizens Manual*, or the videos?

6 • Would you like to share any other comments or advice?



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