

ON THE TABLE 2015

YOUTH CONVERSATION LESSON

MAY 12, 2015
ONTHETABLE.COM



Thank you for participating in *On the Table*, an initiative of The Chicago Community Trust, the region's community foundation. To launch 100 years of collective impact, the Trust will invite the region to come together over mealtime conversations to discuss our community and the ways we can, and do, give our time, talents and treasure to strengthen our region. Young people are our future. Engaging students and encouraging them to share their views, values and voices in this discussion only strengthens our community. We appreciate your facilitation and support in this powerful exercise of civic discourse.

What You Will Find in this Guide

- A menu of options of how to organize an *On the Table* conversation
- Prep lessons to do with your students prior to your *On the Table* conversation
- A facilitation guide and discussion prompts for the *On the Table* conversation (ideally held on May 12, 2015)
- Follow up lessons to do with your students after your *On the Table* conversation
- An application for a service learning grant, for the granting period of beginning May 12, 2015 and ending May 12, 2016 (grants will be available to the first 20–40 teachers who apply)

How to Use this Guide

We have provided a list of suggested ways to engage in *On the Table*. However, do not feel constricted by the menu of options, as they are only suggestions. We encourage you to customize your *On the Table* experience to best suit the individual needs of your school/community. The goal is for young people to gather and discuss the “good” that is already occurring in their schools/communities/region and think about ways they can enhance this in the future.

Mikva Challenge and the Chicago Public Schools (CPS) Office of Service Learning have partnered with The Chicago Community Trust to develop and provide these lessons to support your engagement. Do not feel obligated to complete all the lessons. Customize the lessons to fit your school and context. **The lessons are provided to support your work, but if time is limited, we encourage you to just facilitate the *On the Table* conversation (page 16) without the other lessons.**

Service Learning Projects

We hope that your *On the Table* conversation leads to a desire for action. The Chicago Community Trust is offering small grants for teachers who wish to organize a service learning project based on their *On the Table* conversation. If you are interested in an extended project, you and your students can apply for a grant (application included). We also are providing supplementary materials to help you generate ideas and plan a service learning project.

On the Table Conversation Menu of Options

There is no one way to host an *On the Table* conversation. We have listed a menu of ideas below to help you get started. You should not feel limited by the choices provided. Mikva Challenge and the Office of Service Learning at CPS are available to help support your work. Some ideas include:

- Host an *On the Table* conversation within your class.
- Partner with another teacher(s) at your school to host *On the Table* conversations across classrooms/grade levels.
- Invite community members (parents, local business people, clergy, community based organizations, your alderman, etc.) to join your students for an *On the Table* conversation. Even better, have your students reach out to extend the invitations.
- Organize some after school clubs to participate in an *On the Table* conversation together (ex. get the basketball team talking with the drama club!)
- Find other *On the Table* conversations happening (we can help) and send your students to participate.
- Host a school wide *On the Table* conversation to happen in the lunchroom.
- Connect with another school to host a collaborative *On the Table* event together. Contact Lauren Szymanski at lauren@mikvachallenge.org for help in coordinating.

After Your On the Table Conversation

We really want to hear from every voice. We encourage you to use the “Follow-Up After *On the Table* onversation, Post-Lesson: Reflection” (page 18) so The Chicago Community Trust may learn more about your experiences.

Student feedback and reflections will be included the Impact Report produced by the University of Illinois at Chicago's Institute for Policy and Civic Engagement (IPCE). IPCE will again put together a report highlighting conversation themes and outcomes from *On the Table* 2015.

We're glad you've decided to come to the table, and we're excited to have you be part of the conversation.

For more information, visit www.onthetable.com, email us at onthetable@cct.org or call **866.737.6951**.

PRE-LESSON 1: THE IMPORTANCE OF YOUTH VOICE

Overview

This simulation and debrief underscores the importance of having youth represented in public policy decision making.

Objectives

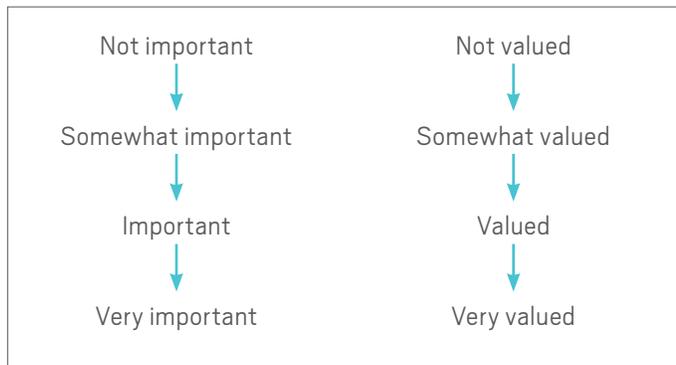
- Create budget recommendations from the perspective of a specific stakeholder
- Work to gain consensus within a group of diverse stakeholders
- Reflect on what it feels like to be kept out of a decision making process
- Analyze the important role of youth voice in policy decisions

Materials

- Budget Items for School Improvement handout
- Stakeholder guidelines
- Budget ledger

Bell-Ringer: The Power of Youth Voice

Draw the following spectrum on the board:



Have students mark on the spectrum how important they think youth voice is and how valued youth voice is.

BEFORE: Share out

Have students explain why they marked on the spectrum the way they did.

DURING: Budget decision-making

Divide classroom into small groups of 2–4 students. Inform students that their school has just received two million dollars to improve the education of their student body.

Distribute a budget sheet and budget menu to each group. Explain that each group's goal is to decide how they will spend the money.

There are just three guidelines for creating their budgets:

1. Groups should spend the entire \$2 million, or as close to it as possible without going over.
2. Groups must reach a consensus before presenting it to the larger group.
3. Groups must have reasons for why they selected their budget items and the reasons should align to the stakeholder group they are representing.

Explain that each group will be representing a different group of stakeholders (explain that that stakeholders are individuals who all have an interest in a particular issue or concern, in this case — the school budget). Explain that each group will make budget decisions based on the group they are representing. Assign stakeholder groups: students, teachers, parents, principals, community partners, business people, district administrators and politicians.

Allow students 10 minutes in their small “stakeholder” groups to create a budget that prioritizes the specific preferences of their group. Students may use the budget sheet to track their budget item selections (a sample is provided as well).

AFTER: Creating consensus for a budget

First, have each group report back to the entire group their proposed budget.

Keep a running budget on the board of all their individual group line items. If a group picks something that is already on the board place a tally mark by it. (This will come in handy for identifying the most popular line items.) Once you have a complete list of all proposed expenditures, total it up so that the students can see how far they are over budget.

Explain that they will need to cut programs in order to pass the budget. The process for cutting a budget item is

1. A group member presents a motion to cut an item.
2. That motion is followed by an informal debate.
3. After a short debate the group will vote on the cut.
4. It takes a unanimous vote to pass the motion.

To simulate the exclusion of participating stakeholders, pause the meeting every 2 to 5 minutes and inform a character that they have to leave the table in the following order for the following reasons:

- **Students** – You must get back to class.
- **Teachers** – You must get back to class.
- **Parents** – You must go back to work and/or take care of small children.
- **Community Partners** –The students are organizing a rally because they are angry about being kicked out of the meeting, so you need to go and support them.
- **Principals** – There is an emergency at the school that requires your attention.
- **Business People** – You have important work for your business that you need to attend to.
- **District Administrators** – You have another meeting that you need to attend.

(Once a group has left the table, they must go to a separate part of the room and cannot speak, debate, or argue about what is going on in the meeting.)

Let the remaining groups debate and vote until they have a finalized budget. (Be sure to allot 15–20 minutes for this part of the lesson).

CLOSER: Debrief

Lead a debrief discussion addressing the following points:

- How did it feel being asked to leave, and how did it feel to watch others decide on something you cared about without your input?
- Are they as an entire group satisfied with the budget that came out of the process, and explain why?
- How did it feel cutting a program that would have benefited students?
- Why is it important to have a voice in policy making?
- Do high school students currently have a voice in policy making?
- What can you do in order have their voices heard?

BUDGET ITEMS FOR SCHOOL IMPROVEMENT

Listed below are budget items that your stakeholder group may choose from to create a proposed school budget that may not exceed \$2 million. Choose items that your stakeholders would be most interested in. Your group must agree on your proposed budget and you must have reasons to explain why you chose the budget items you have chosen.

\$1,200,000 – Facility Upgrade

A complete overhaul of the school building, which includes modern classrooms, new paint, and fixtures. Facility Upgrade does not focus on hardware like computers and desks, just the building.

\$750,000 – Teachers

This will purchase more teachers for your school in order to decrease class size. All teachers will be certified, properly educated, and at the top of the teaching profession.

\$500,000 – Tech Upgrade

Comes complete with new and updated computer technology and energy efficient technology for the school. You also get tech learning devices like smart boards, clicker systems, and iPod Touches or similar hand held learning devices. All tech devices will be used for the improvement of classroom instruction.

\$400,000 – Multimedia Center

This center will function as a resource for classroom work and a venue for after school programming. The center will include everything a modern teen would need to produce music, television shows, movies, blogs and anything else to support students in their media pursuits.

\$400,000 – Sports Upgrade

This will allow students to purchase updated equipment for all sports in their school, as well as allow students to start two new sports for their school. The money includes a budget for new equipment, staff, modern facilities upgrades and two new sports.

\$400,000 – Health Center

Your school will have a new state of the art health center free to all students. The center will include nurse stations, nutrition advice and day care for teen parents.

\$300,000 – College Prep

Prep will include classroom workshops on testing strategies, essay center, enough college counselors to support your student body and application resources.

\$300,000 – Counseling Services

This will increase the number of social workers available to your student body. This way all students will have someone to talk to when they experience trauma (i.e. death of a friend or family member, parental abuse, unexpected pregnancy, or mental illness.)

\$250,000 – Art & Theater Class

This will allow students to have access to the best teaching, facilities, and supplies need to conduct a comprehensive art and theater program.

\$250,000 – Diversity/Cultural Awareness

Students can get training to help support their efforts to improve school culture through diversity and cultural awareness. The money will help start a new club and plan events to target students who need the most support.

\$250,000 – World Language Classes

This will allow students to study a language of their choice and study abroad in a country where the language is spoken.

\$200,000 – New Text Books & Classroom Supplies

This will make sure that every student has the necessary supplies, and textbooks to succeed in the classroom.

\$150,000 – Social Events Upgrade

No more boring proms or average homecoming dances in the school gym, with this upgrade you can throw schoolwide social events in style!

\$100,000 – Security Upgrades

This upgrade will provide modern security measures that do not invade students' privacy and sensitivity training for all security guards.

STAKEHOLDER GUIDELINES

PARENTS

While looking at the budget, you probably care about the following budget categories:

- Teachers
- Health Center
- College Prep

TEACHERS

While looking at the budget, you probably care about the following budget categories:

- Teachers
- Textbooks and Classroom Supplies
- Upgrade Facilities

STUDENTS

While looking at the budget, you probably care about the following budget categories:

- Multimedia Center
- Social Events Upgrade
- Sports

BUSINESS PARTNERS

While looking at the budget, you probably care about the following budget categories:

- Tech Upgrade
- Multimedia Center
- World Language Classes

SCHOOL DISTRICT ADMINISTRATORS

While looking at the budget, you probably care about the following budget categories:

- Health Center
- Security Upgrade
- Tech Upgrade

THE PRINCIPAL

While looking at the budget, you probably care about the following budget categories:

- Teachers
- College Prep
- Security Upgrade

COMMUNITY PARTNERS

While looking at the budget, you probably care about the following budget categories:

- Diversity and Cultural Awareness
- Counseling Services
- Health Center

POLITICIANS

While looking at the budget, you probably care about the following budget categories:

- Teachers
- Security Upgrade
- Tech Upgrade

PRE-LESSON 2: DEFINING COMMUNITY

Overview

This lesson will have students define community and identify which communities they belong to.

Objectives

- Define “community”
- Identify various communities of which they are a part
- Identify personal values and compare them with those of their classmates

Materials

- Personal Values checklist
- Butcher paper (optional) or blank paper

Bell-Ringer: Personal Values

Distribute a Personal Values Checklist to every student. Have students circle the ten values from the checklist that are most important to them.

BEFORE: Shared Values

Have students find a partner and share the ten values selected and explain their choices to their partner. Allow for some brief discussion in the pairs. Then ask each student to narrow his/her values down to his/her top five values. Once completed, partners should again share and explain their selection. Ask students: “What was crossed off? What was kept? Why?”

Now have students individually create a list of just three values. Ask students to think hard about the remaining values and cross off one at a time until they have only one left.

Have students share their #1 value and create a list on the board. Put check marks next to a value every time it appears so that you can see which ones were chosen most.

Suggested debrief prompts:

- How did it feel to cross off values? Was it hard? Were there obvious choices?
- Why is your #1 value so important to you?
- Did our class come up with a broad variety of values or a fairly narrow list? What were some of the most popular choices?
- Are there underlying themes to the values we share? What are they? How do our individual values come together to form community values?

- How do you live your values? Can you think of times when your actions have (and have not) reflected your values? (Example: You value knowledge but you cut class)

DURING: Small group discussion

Explain to students that while we are individuals that hold certain values, we also share similar values with others. Sometimes those shared values bring us together into a community. Conversely, sometimes members of a community have competing, or even opposing, values.

Divide the class into groups of 3-4 students. Assign one student in each group to be the note-taker and one to be a facilitator. Hand out a piece of butcher paper and markers and instruct students to split the paper into quadrants. Provide the following prompts for discussion, one to be answered

In each quadrant:

- Define community.
- What are some signs that a community is “working” well?
- What are signs a community may not be “working” well?
- List all the communities we share as a group.

AFTER: Whole-class discussion

Have each group share a response to one of the first three quadrants. Discuss the responses that each group came up with for the above questions. Answers may touch on a few of the following ideas:

- Community does not just mean neighborhood, but in fact can refer to any number of common characteristics shared by a group, such as location, history, or even race and ethnicity.
- A community’s ability to function is impacted by the individuals of the community or nearby communities.
- Communities are complex and have things that work well and things that do not work well.
- The individuals within a community can impact how well that community functions.

Finally, ask each group to share the communities they come up with for the fourth prompt, and write them on the board. Once you have a complete list of all the communities students have brainstormed, ask the class what similarities and differences they notice across the group. Where do we see overlap? Are there one or two communities that all members of our class belong to?

Name: _____

Date: _____

PERSONAL VALUES CHECKLIST

What values are most important to you?

- | | | |
|---|---|--|
| <input type="radio"/> Faith | <input type="radio"/> Knowledge | <input type="radio"/> Privacy |
| <input type="radio"/> Adventure | <input type="radio"/> Physical strength | <input type="radio"/> Security |
| <input type="radio"/> Love | <input type="radio"/> Fast living | <input type="radio"/> Leadership |
| <input type="radio"/> Arts | <input type="radio"/> Justice | <input type="radio"/> Merit |
| <input type="radio"/> Equal opportunity | <input type="radio"/> Financial success | <input type="radio"/> Fame |
| <input type="radio"/> Change | <input type="radio"/> Freedom | <input type="radio"/> Generosity |
| <input type="radio"/> Community | <input type="radio"/> Friendship | <input type="radio"/> Cooperation |
| <input type="radio"/> Competition | <input type="radio"/> Helping others | <input type="radio"/> Romance |
| <input type="radio"/> Helping society | <input type="radio"/> Self-respect | <input type="radio"/> Power |
| <input type="radio"/> Kindness | <input type="radio"/> Honesty | <input type="radio"/> Pleasure |
| <input type="radio"/> Creativity | <input type="radio"/> Independence | <input type="radio"/> Family |
| <input type="radio"/> Democracy | <input type="radio"/> Expertise | <input type="radio"/> Influencing others |
| <input type="radio"/> Economic security | <input type="radio"/> Inner harmony | <input type="radio"/> Personal development |
| <input type="radio"/> Efficiency | <input type="radio"/> Integrity | <input type="radio"/> Intellectual growth |

PRE-LESSON 3: COMMUNITY ASSETS

Overview

Students will examine the assets and challenges within their community in this lesson.

Objectives

- Map the community and some of its resources
- Identify different roles that individuals, groups, and government play in making a community strong

Materials

- Community Asset Audit worksheet
- Community Scavenger Hunt worksheet

Bell-Ringer: Visualization

Have the class take out a blank piece of paper. Ask students to draw a visual representation of their ideal community. (It could be done with words, pictures or a combination of both.) The point is to get their ideas of what a strong community looks like fresh in their mind.

BEFORE: Whole class share-out

Ask for volunteers to share their ideal community with the class.

DURING: Defining and Identifying Assets

Ask students if they know what an asset is? Share definition of an asset: a useful and desirable thing or quality.

Ask students to identify assets they may have included in the visualization of their ideal community. List them on the board.

Note: Students often struggle with defining assets in their community. A few questions you might use to help them think about this include: What people do you admire in your neighborhood? What stores or services in your neighborhood do you like to go to, or are good to have? What parks, libraries, houses of worship exist? What is your favorite thing to do in your neighborhood? What talents do you bring to your neighborhood? What is a strength of your neighborhood?

It is important to remember that there is not right or wrong answer when identifying community assets. It is possible for people to view elements of the community quite differently. For example, one person might think having a supermarket is a great thing, while another believes the food is overpriced and of poor quality. It is important to remember that there is not right or wrong answer when identifying community assets. This is a good opportunity to have students practice using evidence to support their opinions and to demonstrate open discourse and debate in the classroom.

AFTER: COMMUNITY PROFILES (optional)

We have provided two options for this assignment—community asset audit and a community scavenger hunt. Each of these activities direct students to look at the assets (and challenges) within their communities. Choose the option(s) that works best for you and your class. The length of time for this lesson will depend on which option you choose.

Each option provided can be modified for your class needs. The template provided here is to examine a neighborhood as a type of community. Alternatively, you may choose to examine your school (in which case you would use a floor plan of the school rather than a map). You can have students do any of these activities collectively as a field trip, or assign pairs or small groups to complete the assignment over a period of days.

Option 1: Community Asset Audit

In this activity, students will conduct an audit of assets in their community. We recommend dividing the categories on this worksheet and assigning pairs or small groups to each category. They should look for both assets and challenges using the worksheet as a guide. Some of the items on the key may not apply to their community and there may be additional items not listed. The categories provided can be coded and placed onto a map of the community.

NOTE: If your students represent a variety of neighborhoods, you can create multiple audits/maps instead of just one.

Option 2: Community Scavenger Hunt

The Community Scavenger Hunt is similar to the mapping activity in that it gives students an opportunity to take a close look at assets and challenges in their community. This option requires them to meet and talk with people in that community.

Name: _____

Date: _____

OPTION 1: COMMUNITY ASSET AUDIT

Use this template to take notes to audit the assets in your community. If you plan to place these on a map later, be sure to note the exact locations.

INFRASTRUCTURE

Major intersections

Street conditions

Sidewalk conditions

Street lights

Other

COMMUNITY ART/BEAUTIFICATION

Public art

Community gardens

Other

PUBLIC SAFETY

Police surveillance cameras

Street lights

Other

TRANSPORTATION

Bike racks

Cross walks

Public transportation

Public parking lots

Pedestrian walkways

Other

OPTION 1: COMMUNITY ASSET AUDIT (CONTINUED)

PARKS AND PUBLIC SPACES

Playgrounds

Athletic fields/areas to play sports

Indoor recreation facilities

Empty lots

Other

STREETS AND SANITATION

Garbage pick up

Public garbage cans

Recycling

Snow removal

Street cleaning

Other

PUBLIC SERVICES

Local elected officials' offices

Post office

Government agencies

Community organizations

Schools

Houses of worship

Police/fire department

COMMERCIAL

Stores

Businesses

Industrial/factories

Name: _____

Date: _____

OPTION 2: COMMUNITY SCAVENGER HUNT

COMMUNITY LEADERS

Identify two leaders in your community (who are not elected officials) and explain why they are considered a leader.

Name:

What makes him/her a leader?

Name:

What makes him/her a leader?

BUSINESSES

What kinds of businesses exist in your neighborhood?

What kinds of businesses are missing?

COMMUNITY GROUPS

What groups and organizations exist in your community?

Names:

What they do:

Names:

What they do:

Names:

What they do:

COMMUNICATION

Where do people in the community get information about their community? Is there a neighborhood newspaper or website?

Name of paper:

Website:

THE PEOPLE

Ask at least **three** of the following types of people (try to interview a diverse group of people in terms of jobs, age, connection to community) to tell you their perspective on the following:

- Their hopes or aspirations
- Things they think everyone should know about the community
- The best thing about living in the community
- The challenges in the community

Write their responses in the three spaces below. Use additional paper if necessary.

1. Name:

Community role:

Responses:

2. Name:

Community role:

Responses:

3. Name:

Community role:

Responses:

4. Name:

Community role:

Responses:

5. Name:

Community role:

Responses:

PRE-LESSON 4: PERSONAL ASSETS

Overview

This lesson will have students explore their own personal assets that they can utilize to improve their communities.

Objectives

- Take stock of their personal strengths/assets
- Take stock of the collection of assets within the classroom
- Discuss how these assets can help build a stronger class/community

Materials

- Personal Asset Audit handout
- Head, Heart, and Hands handout

Bell-Ringer/BEFORE: Personal Assets

Have students either complete the Personal Asset Audit handout OR the Head, Heart, and Hands handout to reflect on the assets they bring to their communities/the classroom.

DURING: Pair and Share

Have students share their responses with a partner and discuss how these personal strengths can benefit the class and/or community.

AFTER: Class Assets

Have students share their assets, keeping track of the strengths of the individuals on the board. Discuss how these strengths can benefit the class and/or community.

Name: _____

Date: _____

PERSONAL ASSET AUDIT

Look at the list below and select the qualities and skills that you feel strongest in. On the back of this page, explain other talents you might have that could be an asset to the class/community.

- | | | |
|---|---|---|
| <input type="radio"/> Caring | <input type="radio"/> Hopeful | <input type="radio"/> Positive |
| <input type="radio"/> Strong writer | <input type="radio"/> Work well with others | <input type="radio"/> Creative |
| <input type="radio"/> Strong speaker | <input type="radio"/> Artistic | <input type="radio"/> Friendly |
| <input type="radio"/> Focused | <input type="radio"/> Committed | <input type="radio"/> Responsible |
| <input type="radio"/> Reliable | <input type="radio"/> Punctual | <input type="radio"/> Organized |
| <input type="radio"/> Manages time well | <input type="radio"/> Set goals | <input type="radio"/> Good planner |
| <input type="radio"/> Detail oriented | <input type="radio"/> Problem solver | <input type="radio"/> Conflict resolver |
| <input type="radio"/> Good facilitator | <input type="radio"/> Curious | <input type="radio"/> Thoughtful |
| <input type="radio"/> Open-minded | <input type="radio"/> Inquisitive | <input type="radio"/> Flexible |
| <input type="radio"/> Analytical | <input type="radio"/> Seeks information | <input type="radio"/> Good listener |
| <input type="radio"/> Fair | <input type="radio"/> Athletic | <input type="radio"/> Funny |
| <input type="radio"/> Other: | | |

HEAD, HEART, HANDS

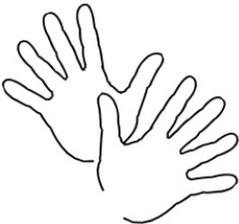
Fill in each box with one strength you have in each area.



INTELLECTUALLY



EMOTIONALLY



PHYSICALLY

Overview

The purpose of this lesson is to facilitate a group discussion where students generate ideas for improving Chicago.

Objectives

- Reflect on positive work occurring in communities
- Identify work still needing to be done
- Discuss ways in which youth can make a difference
- Collaborate with peers in a civil discourse

Materials

- Facilitation Guidelines handout
- Guiding Questions handout
- Note-taking template

Preparation

Have students sit at tables that seat 8–10 people. Depending on the composition of your group, we recommend mixing up ages, grade levels, and schools (if applicable). In other words, to the greatest extent possible, try to get youth talking with other youth they don't normally get a chance to talk with. We also recommend trying to have at least one adult at each table, but DO NOT require that the adult act as the facilitator. Instead, the adult can act as a participant at the table with a student facilitator. You can prep students to facilitate discussions prior to the *On the Table* event. Use the facilitator guide and prompts provided here to help prepare students.

Bell-Ringer: Introductions

Welcome everyone and explain that they will be participating in a momentous event where 25, 000 people from all walks of life, across Chicagoland, are meeting today to discuss and imagine the future of Chicago through a program called *On the Table* sponsored by The Chicago Community Trust. Explain that the hope is that conversations will generate new ideas, inspire bold solutions and cultivate relationships and collaborations that help to build and maintain strong, vibrant, safe, and dynamic neighborhoods.

Explain that rarely are youth given the opportunity to discuss their opinions on issues affecting their communities. Today, with their expertise, we hope to develop solutions to answer the fundamental question: How can we work together to build strong, dynamic, viable and sustainable communities?

BEFORE: Assigning Roles

Have each group assign a note-taker, a facilitator, and a time-keeper.

DURING: On the Table Conversations

Using the conversation prompts, the facilitators should facilitate a conversation while the note-taker uses the template (page 18) to capture the main ideas of the discussion, and the time-keepers monitor the clock.

AFTER: Next Steps

Allow enough time for groups to begin to think about and discuss actions that they could take to address some of the issues they raised in their discussion.

Each student presenter (one per group) shares out the main ideas from their group discussion.

Ask students to join the *On the Table* discussion online using the hashtag **#onthetable2015** and **#OTTYouthVoices** on Facebook, Twitter, Flickr and YouTube. If your school has a policy against using social media during school hours, encourage your students to join the conversation at home. You may also send your notes or other materials to the *On the Table* team at onthetable@cct.org.

FACILITATOR GUIDELINES

- Create a friendly and welcoming environment
- Keep the group focused and on task
- Make sure every member is participating and has time to talk
- Make sure no single member is participating too much and dominating the conversation
- Identify one note-taker at each table
- Be a participating member of the group

FACILITATOR PROMPTS

After welcoming everyone, go around the table and have participants introduce themselves and share a personal experience of an act of kindness or generosity.

Use the prompts below to spark conversation. You need not use all of the prompts nor go in any particular order. Allow the conversation to flow organically and work to get everyone participating.

- Describe a strong, well-functioning school/community/region. What are the qualities and characteristics? What makes it strong?
- What is the most important issue facing our community?
- How do people in your school/community/region help and support one another?
- How have/do you make your school/community/region strong?
- What can you/we do to make our school/community/region better?
- Which idea discussed at your *On the Table* conversation do you think has the most potential to bring about change in your community?
- How can we inspire others to want to contribute more to their communities and the Chicago region?

NOTE TAKER

- Capture the main ideas suggested by members of your group.
- Complete the note-taking template sheet.
- Be a participating member of the group.

TIME KEEPER

- Monitor the clock.
- Keep the group focused on task.
- Be a participating member of the group.

PRESENTER

- Confer with your group to select the main ideas to share with the class.
- When presenting, be sure to state the issue your group focused on first, followed by the solution(s) your group identified.
- Be a participating member of the group.

NOTE TAKING TEMPLATE

Issue(s) discussed as a group (for example, education, employment, health, safety, etc.):

Notes:

Summarize the main ideas discussed as a group:

SHARE YOUR NOTES, IDEAS OR COMMITMENTS

Starting on May 12, you can share your discussion notes, ideas, or commitments in the following ways:

- Email your notes, ideas or commitments to onthetable@cct.org.
- Share your notes, ideas or commitments on social media using **#onthetable2015** or **#OTTYouthVoices**
- Mail your notes, ideas or commitments to:
The Chicago Community Trust
On the Table 2015
225 North Michigan Avenue
Suite 2200
Chicago, IL 60601

FOLLOW-UP AFTER ON THE TABLE CONVERSATIONS

POST-LESSON: REFLECTION

Overview

This lesson can be done immediately following the *On the Table* conversations or within the following days to have students reflect on their experience. Teachers across the region will share feedback from their students. The Chicago Community Trust would like to share the youth voices in the region.

Explain to your students that we want to hear from them. Their voice is an important part of the *On the Table* Conversations. We value their thoughts, feelings, ideas and actions.

Objectives

- Reflect on their *On the Table* Experience
- Share their thoughts and hear from others
- Plan next steps

Materials

- Big sheet of white paper or flip chart paper, colored pencils or markers and a camera

HEAD, HEART AND FEET

Bell-Ringer/BEFORE:

Have students silently respond in writing to the following prompts:

How did it feel to participate in the *On the Table* conversation?

What did the conversation make you think about? If there are ideas you did not have a chance to share during the conversation, share them here.

Would you want to participate in a conversation like that again? Explain.

If you had to choose one issue that was discussed in your conversation to address, what would it be and why?

What actions could the class/group take to address this issue?

DURING: Student Group Activity

Lead a discussion using the questions below, permitting as many students to share their ideas as possible. You may want

to utilize a “one and done” rule so that once a student speaks, they cannot speak again until everyone in the class has spoken. This can help the conversation not be limited to a small group of student dominating. It also will encourage all students to participate.

Create an outline of a person. Chart ideas that capture what students most care about on the heart, promising ideas on the head, and what students will do (the action) on the feet.

Explain to your students that on a big sheet of paper they will create an outline of a person, put promising ideas on the head, what they care about on the heart (or passions!), and what they will do (the action) on the feet.

Have students respond to the following questions:

- For the heart, what is the most important issue facing your community that you care about?
- For the head, which idea discussed at your *On the Table* conversation do you think has the most potential to bring about change in your community? Additional prompt: Are there other ideas with the potential to bring about change in your community that you did not have a chance to share during the conversation?
- For the feet, share examples of an action you are most likely to take inspired by the conversation. What actions could the class/group take to address the issues discussed?

Please document student responses. To make the head, heart, and feet comments more distinguishable, you may want to use different colored markers. An example is provided below.

AFTER: Next Steps

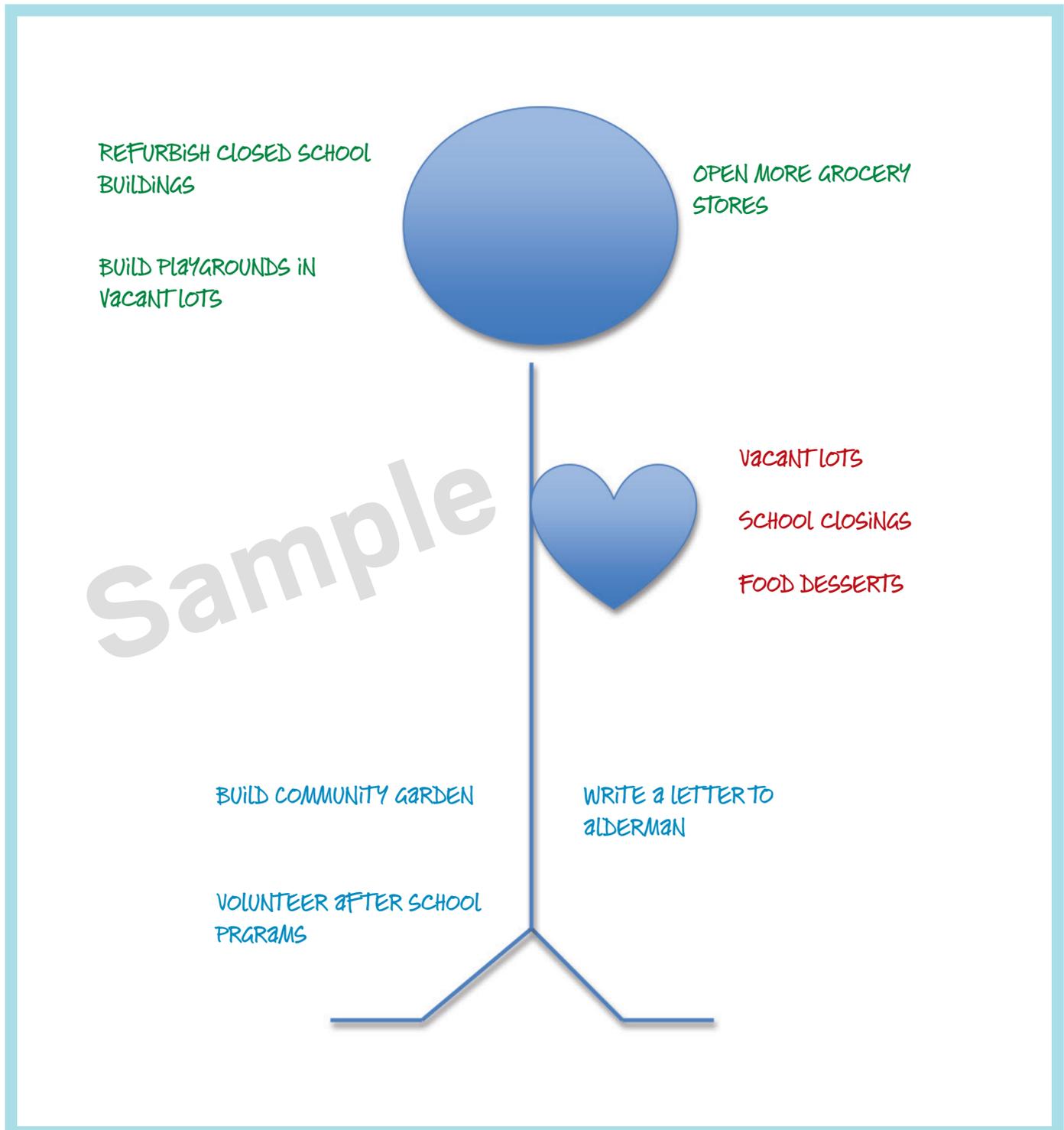
Take a picture of your completed classroom drawing and upload the photo(s) to any social media platform and tag them with **#onthetable2015** and **#OTTYouthVoices**. You may also e-mail them to the *On the Table* team at onthetable@cct.org.

Explain to your students that their feedback and reflections will be shared with thousands of people participating in the *On the Table* conversations with an opportunity to be included in the Impact Report produced by the University of Illinois at Chicago’s Institute for Policy and Civic Engagement. Their feedback and reflections will be part of the youth voice for all to see and hear.

Also, suggest the options of “telling the stories of the positive things happening in our communities already” and/or “taking action around an issue in our communities that we care about.”

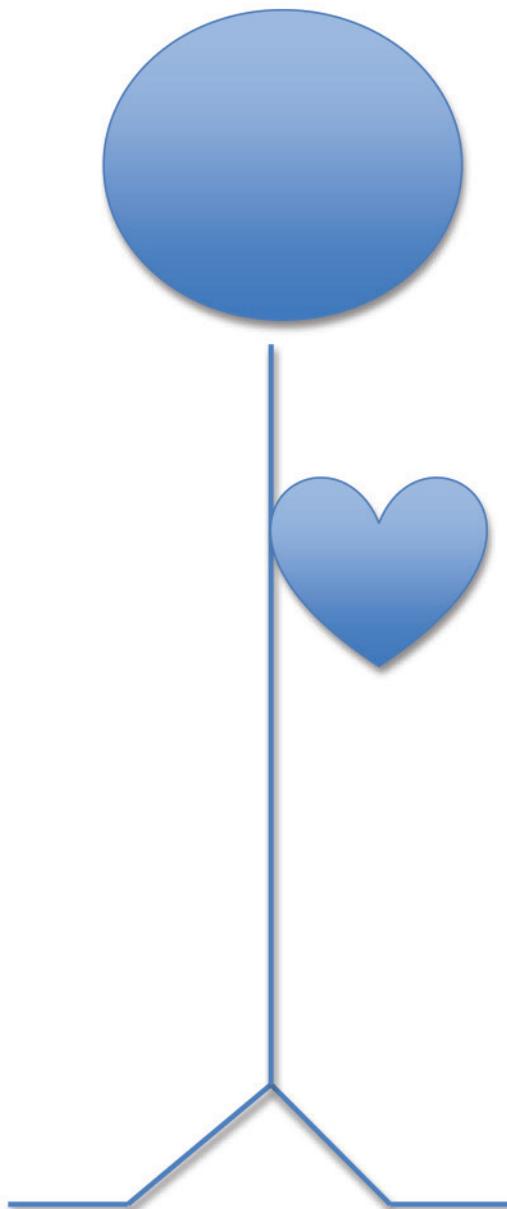
HEAD, HEART AND FEET

- What issue do you care about most in your community? Place it next to your heart.
- What idea discussed in your conversations has the most potential to bring about change in your community? Write it next to your head.
- What can action could you take to address this issue? Write it next to your feet.
- Take a picture of your completed drawings and share them via #OTTYouthVoices



HEAD, HEART AND FEET

- What issue do you care about most in your community? Place it next to your heart.
- What idea discussed in your conversations has the most potential to bring about change in your community? Write it next to your head.
- What can action could you take to address this issue? Write it next to your feet.
- Take a picture of your completed drawings and share them via #OTTYouthVoices



FOLLOW-UP AFTER *ON THE TABLE* CONVERSATIONS

POST-LESSON: TELLING OUR STORIES

Overview

In this lesson students will explore the untold stories of generosity, kindness and positivity coming from their neighborhoods and begin to tell those stories.

Objectives

- Identify what is already working in the school/community/city
- Tell the story of the positive things happening in the school/community/city

Materials

- Telling My Story handout

Bell-Ringer: Acts of Goodness

Have your class watch one of the videos below and/or read one of the articles.

- Video:
 - > <http://www.sunnyskyz.com/good-news/1048/Residents-Of-This-Colorado-Town-Woke-Up-To-A-Pleasant-Surprise-From-Six-Kind-Hearted-Teenagers>
 - > http://www.huffingtonpost.com/2015/02/20/sheriff-save-autistic-boys-birthday-party-friends_n_6722290.html?utm_hp_ref=mostpopular
- Articles:
 - > <http://www.today.com/news/haircuts-homeless-offer-cutting-edge-looks-those-need-1D80081734>
 - > <http://www.sunnyskyz.com/good-news/1026/Over-180-000-Raised-For-56-Year-Old-Detroit-Man-Who-Walks-21-Miles-A-Day-To-And-From-Work>

BEFORE: Tell the story

Ask students what the story they just watched/read was about. If they watched/read more than one story, ask what the two stories had in common. Explain that the example(s) tells the story of something good happening in a community.

DURING: Identifying the Good happening in our School or Community

Have students pair and discuss the examples of the good things already happening in their school or community (If your students did the asset lessons before *On the Table*, have students revisit their previous lists). Have them refer back to their *On the Table* conversation to think about people who are kind and generous; an act of kindness and generosity they have experienced, a story of something positive happening in their school or community.

AFTER: Telling My Story

Distribute the Telling My Story handout to students and have them complete it.

FOLLOW-UP: Share My Story

The Chicago Community Trust wants to amplify the stories of good work being done in the region. Use the Telling My Story handout to have students organize their stories and then share them with the Trust through:

- Enter your story online at www.onthetable.com
- Email you story to trust100@cct.org
- Share your story on social media using #trust100
- Mail your story to:
The Chicago Community Trust
Stories of Philanthropy
225 N. Michigan Ave., 2200
Chicago, IL 60601

TELLING MY STORY

Pretend that you are being interviewed by the reporter below to tell the story of good things happening in your school/ community.



Could you please tell me your name, your school, and what community you live in?



Could you tell me an example of someone or something that works really well in your school/community?

LESSON: TAKING ACTION

To encourage youth to build on their *On the Table* conversations and implement a service learning project to benefit your school or community, The Chicago Community Trust is offering small grants to teachers. Please complete the attached application for the grant. The grant period extends to May 2016 so you can use it in the following school year.

GRANTS MUST BE COMPLETED BY MAY 12, 2016 AND WILL BE AWARDED ON A FIRST COME FIRST SERVED BASIS.

Please submit your application to jill@mikvachallenge.org or fax the application to 312-863-6341. If you have any questions please contact Jill Bass at (jill@mikvachallenge.org).

HOW GRANTS CAN BE SPENT

This grant is meant to support a service learning project designed by your students following an *On the Table* conversation May 12, 2015. The grant can be spent on:

- Transportation
- Supplies
- Food and refreshments
- Incentives

TO APPLY

- Fill out the "Main Contact Information" sheet
- Get your principal to sign at the bottom of the "Main Contact Information" page
- Send in a preliminary budget (You can revise the budget)
- The issue you will be working on
- A short description (1-2 paragraphs) of the project

IMPLEMENTATION REQUIREMENTS

- Complete application requirements
- Youth complete an evaluation of the process by May 12, 2016

GRANT APPLICATION FOR *ON THE TABLE* SERVICE LEARNING PROJECTS

MAIN CONTACT INFORMATION

Student Contact Name: _____

Phone Number: _____

E-mail: _____

Signature: _____

Student Contact Name: _____

Phone Number: _____

E-mail: _____

Signature: _____

Adult Ally Name: _____

Adult Signature: _____

Adult Ally Phone Number: _____

Adult Ally Email: _____

School: _____

School Address: _____

PRINCIPAL SIGNATURE

I have read the attached grant application and I support this effort. I agree to act as the fiscal agent of this award and will assist in evaluating the success of this project.

Print name: _____

Date: _____

Signature: _____

Email: _____

PROPOSED BUDGET

ITEM	QUANTITY	X	PRICE PER	=	TOTAL	WHY NEEDED/WHAT IT IS USED FOR
SUPPLIES AND EQUIPMENT						
MARKERS	3 BOXES		\$5		\$15	MARKERS TO WRITE IDEAS DURING MEETINGS
POSTER PAPER	30		\$1		\$30	BUTCHER PAPER FOR MEETINGS AND TO USE AS POSTERS TO POST AROUND THE SCHOOL TO INCREASE AWARENESS ABOUT STI PREVENTION
PRINTING	300 COPIES		\$.50/PAGE		\$150	PRINTING EDUCATIONAL MATERIALS ABOUT STI PREVENTION TO DISTRIBUTE AT SCHOOL EVENTS
TRANSPORTATION AND OTHER						
TRANSPORTATION TO GO TO SPRINGFIELD	1 BUS		\$300		\$300	OUR GROUP WILL GO TO SPRINGFIELD TO LOBBY FOR STI PREVENTION LEGISLATION
TOTAL					\$495	

PROPOSED BUDGET

ITEM	QUANTITY	X	PRICE PER	=	TOTAL	WHY NEEDED/WHAT IT IS USED FOR
SUPPLIES AND EQUIPMENT						
REFRESHMENTS						
TRANSPORTATION AND OTHER						
TOTAL						

NARRATIVE DESCRIPTION OF SERVICE LEARNING PROJECT

Describe in 1-2 paragraphs:

1. What you intend to do for your service learning project
2. Projected date(s) for the project
3. How many students will be involved
4. The duration of the project
5. What you hope to accomplish through this project

ABOUT THE CHICAGO COMMUNITY TRUST

100 years of impact. You made that possible. You inspire and motivate us to do good work.

As we embark on another century of commitment to this region, we look to the future. Our Centennial initiative is a celebration of you, your organizations and all the ways you're working to make our region stronger.

We invite you to pull up a chair and share your stories. With your help, we can create a culture of generosity throughout our communities and help make our region the most philanthropic in the nation.

In 1915, Chicago bankers Albert and Norman Harris recognized greater good could be achieved by working together. They convened business and civic leaders to combine their resources to maximize their charitable impact. As a result, The Chicago Community Trust was born.

The Chicago Community Trust is the region's largest community foundation. For the past century, the Trust has connected the generosity of donors with community needs by making grants to nonprofit organizations working to improve metropolitan Chicago. Since our founding, the Trust has awarded approximately \$1.8 billion in grant funding to more than 11,000 local nonprofit organizations – including more than \$164.5 million in 2014.

