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Mindanao Youth for Development Project

Life Skills:

Learning, Working, Serving Our Communities.

Module 9: Civic Engagement

Facilitator's Manual

workreadynow! EDC WORK READINESS PROGRAM

MYDev Life Skills Curriculum

An adaptation of EDC's Work Ready Now! Curriculum

Module 9: Civic Engagement

"Ang makabuluhang buhay ay hindi ang pagiging mayaman at popular kundi ang pagiging tunay, mapagkumbaba at handang ibahagi ang sarili para sa iba."
A meaningful life is not being rich and popular. It is being sincere, humble and able to share ourselves for others.

Civic Engagement Objectives

By the end of the module participants will be able to:

- ✓ Explain what civic engagement is and how they can get involved
- ✓ Consult with different community stakeholders to identify and prioritize needs
- ✓ Identify and prioritize needs in their communities
- ✓ Describe ways of reaching out to different members of the community, including members of the local government
- ✓ Use different strategies to encourage others in their community to get engaged
- ✓ Describe how to plan a community service project
- ✓ Plan the steps needed to implement a community service project

Module Overview

Activity	Time
Session 1: Introduction to Civic Engagement	**8 hour 55 min**
1: Introductory Activity	1 hr 35 min
2: Connecting with my Community	1 hr 35 min
3: You Are Part of the Solution	1 hour
4: Interacting with Government and Community Members	1 hour 45 min
5: Interacting with Government and Community Groups	1 hour 30 min
6: Prioritizing Needs	1 hour 30 min
Session 2: Youth Taking Action	**1 hour 25 min**
7: The Power of Youth	40 min
8: How Can I get Civically Engaged	45 min
Session 3: Organizing and Mobilizing Communities	**1 hour 50 min**
9: What Motivates People to Get Involved	1 hr 10 min
10: How to Involve Others Civically	40 min
Session 4: Resource Mobilization	**1 hour 20 min**

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11: Introductory Activity	25 min
12: Resources in the Community	30 min
13: Resource Mobilization Plan	25 min
☐ **Session 5: Community Service Project**	**5 hour 40 min**
14: Introducing the Community Service Project	1 hr 5 min
15: Preparing a Community Service Plan	45 min
16: Implementing the Community Service Project	3 hr 50 min
	Total Time: 19 hr 10 min

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Module 9 Materials and Preparation

Session 1:

- ❑ MYDev tarp or standee with MDev slogan- Learning, Working, Serving Our Communities
- ❑ Prepare a manila paper with the proverb (below) to discuss with learners.
- ❑ Learners' Reflection
- ❑ Review modules 1-8
- ❑ Prepare a manila paper with the 2 questions (a, b) in Step 3, per group, for learners to use as reference during group work
- ❑ Prepare a manila paper with the definition of civic engagement (below)
- ❑ **Handout 9.1: Who are They and What are their Characteristics?**
- ❑ Stick-on paper strips 2 colors; cut-outs of smileys with 3 expressions: "not satisfied and not happy"; "satisfied and quite happy" and "very satisfied and very happy"
- ❑ **Handout 9.2: Government and Other Institutions in My Community** (Note: Only the list of municipal and barangay officials and government agencies is provided here. The Life Skills Facilitator should provide updated pictures of the local officials and heads of government agencies.)
- ❑ **Handout 9.3:Youth and Community Working Together for Peace and Stability**
- ❑ Photocopy and cut-out (or copy) each question in **Facilitator Tool 9.A: My Views About Government and My Community**
- ❑ Review main content of the last session
- ❑ Invite the barangay chairman or the LGU representative of the OSY Development Alliance to your class; explain the background and mechanics of the activity
- ❑ 2 sets 15-piece puzzle
- ❑ **Handout 9.4: Tips for Identifying Community Needs**
- ❑ **Handout 9.5: Interview Questions and Notes**
- ❑ Confirm availability of barangay chairman and municipal official
- ❑ Confirm venue and physical arrangements and other logistical requirements
- ❑ Smileys from previous activity, and cut-out stars
- ❑ **Handout 9.6 Summary of Responses of Government Offices and Community Organizations**
- ❑ Confirm availability of at least 3 of these other agencies: DSWD, DENR, women's groups, school principal and PTA, DOH
- ❑ Small pieces of paper (1 per learner)
- ❑ Pebbles (approx. 15 per group – approx. 6 groups)
- ❑ Tabulation of community needs and other information from Activity 5
- ❑ **Handout 9.7: Tips for Prioritizing Needs in the Community**

Session 2:

- ❑ Set up the room for learners to work in 4 groups
- ❑ Cut-out pictures of gold medal (half-size of A4 paper)
- ❑ **Handout 9.8 Philippine Population Pyramid**
- ❑ **Facilitator Tool 9.B: How Can We Be Civically Engaged –** cut out each item and paste randomly in rows in a manila paper. Put enough spaces in between rows for stick-ons to fit in
- ❑ Stick-on paper strips 2 colors, e.g. red and blue

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Session 3:

- ❑ Review main content of the last session
- ❑ Review scenarios (1-4)
- ❑ **Handout 9.9: Three Factors that Motivate People to Get Involved**

Session 4:

- ❑ Review main content of the previous sessions in Module 9
- ❑ **Handout 9.10: Resource Mobilization**
- ❑ Used newspapers
- ❑ Notebook and ball pen
- ❑ **Handout 9.11: Resources that can Be Mobilized**
- ❑ Notebook and ball pen
- ❑ **Handout 9.12: Steps in Making a Plan for Resource Mobilization**
- ❑ **Handout 9.13: Resource Mobilization Plan Template**

Session 5:

- ❑ Review main content of the last sessions
- ❑ 4-5 metacards, each with an example of a community priority need (from the session on prioritizing community needs), cut-out stars (you may use smiley, or thumbs‐up or like signs)
- ❑ Prepare in 3-4 separate manila papers (1 per group) the following **(from Handout 9.14: Introducing the Community Service Project)**: on the first half of the sheet: heading 'What can we do to respond to this community need?' *Ano ang aming magagawa para matugunan itong pangangailangang ng aming barangay?* On the lower half of the sheet, the heading will *be* 'Who will benefit?' *Sino ang Makikinabang*. Below this heading are the words: kabataaan (young people); pamilya (family); mga guro at mag-aaral (teachers and students); (lahat sa barangay) the entire barangay; local officials (mga opisyales ng munisipyo or barangay).
- ❑ Prepare 2 sets of metacards (1 for each group) of the Steps in **Handout 9.15: Steps in Undertaking a Community Service Project.** Each key step written in a separate metacard
- ❑ **Handout 9.16: Giving Back to Our Community**
- ❑ **Handout 9.17: Are We Reaching Our Goal?** (chart for tracking team's progress with their community service project from preparation to completion written in manila paper, and the same chart printed bond paper size, 1 copy per team and 2 color crayons per team)
- ❑ Paper ball
- ❑ **Handout 9.18: Reflections on Our Community Service Project**

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SESSION 1: INTRODUCTION TO CIVIC ENGAGEMENT

✍ Activity 1: Introductory Activity

✓ **Objectives -** By the end of the activity, participants will be able to:
- ❑ Review modules on work readiness
- ❑ Identify qualities and characteristics of people who are civically engaged
- ❑ Define civic engagement

Time Required: 1 hr 35 min

Methodology: small group discussion, pictures, large group discussion

Materials and Preparation: manila paper, markers, tape
- ❑ MYDev tarp or standee with MDev slogan- Learning, Working, Serving Our Communities
- ❑ Prepare a manila paper with the proverb (below) to discuss with learners.
- ❑ Learners' Reflection
- ❑ Review modules 1-8
- ❑ Prepare a manila paper with the 2 questions (a, b) in Step 3, per group, for learners to use as reference during group work
- ❑ Prepare a manila paper with the definition of civic engagement (below)
- ❑ **Handout 9.1: Who are They and What are their Characteristics?**

Steps:

1. Welcome learners to Module 9 and remind them that this module is the culmination of their Life Skills training program. Congratulate them for having completed the sessions that focused on preparing them for the world of work.

   Invite learners to review their learning from the previous modules on work readiness. Form groups of learners. Present familiar topics or key ideas and ask each group to share or express what they learned creatively through song, dance, rap, skit, etc. Sample topics and key ideas are listed below. Please feel free to add or revise the list. Write each of the topics in a metacard. Give each group 2 minutes to discuss and 1 minute to present.

   Examples of themes/topics from each module:
   - We are all unique
   - Speak clearly, listen carefully
   - Practice positive attitudes in the workplace
   - Leaders promote teamwork
   - Be healthy and safe in the workplace
   - Workers have rights and responsibilities
   - Save before you spend

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- 6 "Ps" for Entrepreneurs

(20 min)

2. Discuss with the learners the activities they just performed, emphasizing the following key messages:

- You are with MYDev to learn a skill---but having a skill is not enough for a young person to succeed. A key to the success of young people is having skills, AND positive attitudes. Remember: **COMPETENCY** and **CHARACTER** are equally important traits that learners should possess.

- It is important that you do not only know but also apply in real life all the good practices that we have learned from Modules 1-8. Remember: **KNOW** and **APPLY.**

(5 min)

3. To begin this module, ask participants to think about the proverb found at the beginning of Module 9: "*Ang makabuluhang buhay ay hindi ang pagiging mayaman at popular kundi ang pagiging tunay, mapagkumbaba at handang ibahagi ang sarili para sa iba*." (*A meaningful life is not being rich and popular. It is being sincere, humble and able to share ourselves for others*). What is the meaning of this proverb? Ask 1-2 learners to share their thoughts or ideas about the proverb.

Refer to MYDev's slogan: *Learning, Working, Serving Our Communities* in the tarp or standee. Explain that this module will focus on connecting young people to their communities. This means getting young people to be involved and to participate in solving problems, making decisions and taking action as members of the community. Ask 2-3 participants what they think about getting involved in making their communities safe, peaceful, and progressive.

Explain that Session 1 will introduce civic engagement–how youth can work with other community members and help in making positive changes in their communities and how young people can begin to share themselves and touch the lives of others in their communities. State the main Key Topics of this session (below):

(15 min)

Key Topics

- Qualities and characteristics of people who help their communities
- What is civic engagement?
- Knowing our municipal and barangay and other government institutions and other organizations in the area
- Participating in positive action

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4. Have learners take the **Learners' Reflection** in their Participnat's Handbook. Explain that this is not a test but is a way to see what they already know or do not know about the topics.

   Explain the meaning of each column (1, 2, 3, 4). Tell them that you will read a few statements. For each statement they need to check the column that best describes them. Stress the importance of answering honestly and independently.

   Read one statement at a time and allow time for learners to think of an answer.

   (15 min)

5. Arrange learners in 3 groups. ask learners to go to **Handout 9.1: Who are They and What are their Characteristics?,** in their Handbook. Ask them to look at the three pictures. Assign one picture per group. Read together the description of each picture. Explain that after they read aloud about the lives of each person or group, they should discuss the following questions in their groups:
   a. What are some qualities or characteristics of the person or group?
   b. Think of someone in your community, family or group of friends with similar qualities or characteristics. How do they show those qualities/characteristics?

   Picture #1: Allan "Apl.de.ap" Pineda
   Picture #2: Efren Penaflorida
   Picture # 3: Typhoon Yolanda Volunteers

   (15 min)

6. Tell learners that they have 10 minutes to discuss the two questions in their groups. Display the questions on manila paper so that all learners can see it. Ask them to be ready to discuss with the large group. Walk around to assist groups as needed.

   (10 min)

7. Explain that the characteristics of the people that they talked about relate closely to *civic engagement.* People in the pictures and people that they mentioned in their communities, families and among friends are or were civically engaged.

   Ask learners: In your own words, what do you think is civic engagement? Provide the definition (display it on the manila paper that you prepared):

   Civic engagement *is a way of working together to make a positive difference in the quality of life of our communities. It includes applying one's skills, knowledge, values, and motivation to make that difference.*[1]

   Based on this concept and the characteristics identified and discussed, ask learners if they have ever been civically engaged. Have 2-3 learners share briefly.

[1] Adapted from: http://www.nytimes.com/ref/college//collegespecial2/coll_aascu_defi.html Retrieved 2014---04---15.

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Explain that by participating in the Mindanao Youth for Development (MYDev) Project they will learn more about how to be civically engaged. MYDev will work with OSY Development Alliances to organize opportunities for them to practice civic engagement skills. They will plan a community service activity that they will carry out in their communities after the training.

(15 min)

Debriefing Questions:

a. What characteristics or qualities did you find in this person or group?
(Involved in their communities or society, interested in the well-being of others, participates in the community, participates in politics, involved in finding solutions to important problems in their community or society, etc.)

b. What other people in your family, community, or group of friends have similar characteristics or qualities? How do they show those qualities?
(A community leader, someone in the family or a friend who cares about and is involved in the community, a local politician, a teacher or facilitator who is involved in improving the community, etc.)

c. Who can have these qualities? Does the person need to be famous or be a celebrity to have these qualities?
(Everyone can have these qualities. One does not need to be famous or to be a celebrity to have these qualities and to play important roles in our communities.)

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Learners' Reflection: Module 9 Civic Engagement

This is not a test but is a way for us to see what you already know or do not know about the topics. I will read a skill that is listed in the left column. Think about yourself and your experience. I will read the statements across the top. Check the column that best represents your situation. The results will guide me in helping you learn more about this topic.

Ang mga katanungan dito ay hindi test. Ito ay isang paraan upang matukoy natin ang inyong kaalaman, kasanayan o kakayahan tungkol sa paksang ito. Lahat ng inyong mga kasagutan ay ating tatanggapin.

Babasahin ko ang bawat tanong. Magbalik-tanaw sa inyong mga karanasan at i-tsek ang sagot na naaangkop sa inyong sitwasyon. Ang inyong kasagutan ay magiging gabay ko sa pagpapalawak ng inyong kaalaman tungkol sa paksang ito.

My experience **Knowledge, skills and abilities** *Kaalaman, kasanayan at kakayahan*	**1** **I don't have any experience doing this.** *Wala akong karanasan sa paggawa nito*	**2** **I have very little experience doing this.** *Kaunting-kaunti lamang ang aking nalalaman sa paggawa nito.*	**3** **I have some experience doing this** *Mayroon akong karanasan sa paggawa nito*	**4** **I have a lot of experience doing this.** *Marami akong karanasan sa paggawa nito*
Understanding how young people can be civically engaged/ *Pagpapalawak ng kaalaman kung paano makilahok ang mga kabataan sa pakikipag-ugnayang pangmamamayan*				
Identifying and prioritizing the needs of my community/ *Pagtukoy ng mga pangangailangan ng aking komunidad, at pagsunod-sunurin ang mga pangangailangang ito ayon sa kanilang kahalagahan*				
Encouraging other youth and community members to be involved in civic and governance activities/ *Paghikayat ng ibang kabataan at miyembro ng komunidad para makilahok sa mga gawaing pangmamamayan at mabuting pamamahala*				

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My experience **Knowledge, skills and abilities** *Kaalaman, kasanayan at kakayahan*	**1** **I don't have any experience doing this.** *Wala akong karanasan sa paggawa nito*	**2** **I have very little experience doing this.** *Kaunting-kaunti lamang ang aking nalalaman sa paggawa nito.*	**3** **I have some experience doing this** *Mayroon akong karanasan sa paggawa nito*	**4** **I have a lot of experience doing this.** *Marami akong karanasan sa paggawa nito*
Preparing a community service project plan/ *Paggawa ng isang panukala para sa isang proyekto o gawaing pangkomunidad*				
Mobilizing resources for a community service project/ *Paglikom ng mga pagkukunang-yaman para sa mga proyektong pang komunidad.*				
Implementing a community service project with other community members/ *Pagpapatupad ng isang proyekto o gawaing pangkomunidad kasama ang ibang mga kabarangay*				

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Handout 9.1: Who are They and What are their Characteristics?

Allan "Apl.de.ap" Pineda (born November 29, 1974) is a member of the famous band "**Black Eyed Peas".** He was born in Angeles City, Pampanga, Philippines.

He was honored in America by the prestigious This Time Foundation for his charity works. On November 18, 2008, he founded the Apl Foundation to help various communities and children in the Philippines and throughout Asia. In 2011, his foundation formed a partnership with the Ninoy and Cory Aquino Foundation (NCAF) to create the "We Can Be Anything" advocacy campaign to help promote education. In 2011, Apl.d.ap and NCAF planned to build 10,000 classrooms in two years or less through the advocacy. He also teamed up with Red Ribbon and the Franklin Baker Company with his foundation for a project called the "Red Ribbon Macaroons for a Cause" whose goal is to raise money to build schools, starting with one in Zamboanga that will benefit over 600 students.[2]

Efren Peñaflorida (born March 5, 1981) is a teacher and social worker in the Philippines. He is the founder and head of the Dynamic Teen Company, which offers Filipino youth an alternative to street gangs. He does that through education, recreating school settings in unconventional locations such as cemeteries and trash dumps.

In March 2009, Peñaflorida was featured as a CNN Hero as part of the news network's program to honor individuals who make extraordinary contributions to help others. On November 22, 2009, he was named 'CNN Hero of the Year' for 2009.[3]

[2]Source: http://en.wikipedia.org/wiki/Apl.de.ap#cite_note---22. Retrieved 2014-04-24

[3] Source: http://en.wikipedia.org/wiki/Efren_Peñaflorida#cite_note---1. Retrieved 2014-04-24

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Youth leaders in Palompon, Leyte pack LED solar lanterns for victims of typhoon Yolanda. Student leaders of Palompon Institute of Technology during the 8th Global Youth Exchange made a commitment to help in rebuilding their community. Palompon was devastated by the super-typhoon, with storm surges of four meters.[4]

[4] Source: http://gpff.businesscatalyst.com/

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✍ Activity 2: Connecting with my Community

✓ **Objectives –** By the end of the activity, participants will be able to:

a. Be familiarized with municipal and barangay officials, government agencies and other organizations, and their roles and activities for out-of-school youth
b. Identify youth perceptions about service delivery in one's own community
c. Learn skills in expressing one's ideas and opinions

🕒 **Time Required:** 1hr 35min

Methodology: small group discussion, large group discussion

Materials and Preparation: manila paper, markers, tape,

- ❑ Stick-on paper strips 2 colors; cut-outs of smileys with 3 expressions: "not satisfied and not happy"; "satisfied and quite happy" and "very satisfied and very happy"
- ❑ **Handout 9.2: Government and Other Institutions in My Community** (Note: Only the list of municipal and barangay officials and government agencies is provided here. The Life Skills Facilitator should provide updated pictures of the local officials and heads of government agencies.)
- ❑ **Handout 9.3: Youth and Community Working Together for Peace and Stability**
- ❑ Photocopy and cut-out (or copy) each question in **Facilitator Tool 9.A: My Views About Government and My Community**

Steps:

1. Explain to the learners that *part of being civically engaged is knowing who are the local leaders and agencies, NGOs, and other organizations in the community, and what they are doing for out of school youth*. *In this activity we will get to know them better, but first let us find out if you know or recognize them.*

Make available several stick-on strips of 2 colors, e.g. blue and red. Ask participants to go to **Handout 9.2: Government and Other Institutions in My Community** in their Particiapnt's Handbook. Tell learners that if they know or recognize the official they will put the blue strip in the "Know" column, and if they don't know or recognize the official they will put a red strip in the "Don't Know" column. After all learners have posted their strips, assign a student to count the number of strips for every person or agency.

(15 min)

2. Based on the count, process the results by asking:

- Which of these officials or organizations do most of you know? *(these should be those that more than 75% of the learners know or that got the most blue strips*)
- Which of these officials or organizations do you know the least? *(these should be*

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those that got many red strips)

- Summarize the results for the learners, e.g. *It looks like many of you already know A, B, C but many of you still need to know D, E, F..and so on. In our coming activities we will give everyone a chance to meet and know more about the offices and organizations that are in this city/municipality and in our barangay.*

Note: the facilitator should take note of the results as these will inform the next activity.

(20 min)

3. We have already answered in the first activity the question: how well we know our local government and other organizations in our area. Now we would also like to know what you think about these government and other organizations. Some of the skills that we need to develop as members of this barangay are in expressing our views and opinions based on our experiences, and in thinking of ways to work better together.

Select the top 3-5 officials or organizations that learners know the most. Say to learners: *please think of your own experiences (what you know, what you heard, what you have seen) and answer the question: How do you feel about the performance of organizations that you said you know the most in responding to the welfare of out-of-school youth?* In the column provided, learners will paste the smiley that corresponds to their view, whether "not satisfied and not happy", "satisfied and quite happy " or "very satisfied and very happy". Alternatively, draw 3 columns with the 3 choices and let learners check the column that best reflects their views.

(15 min)

4. Process the results by asking those who responded "not satisfied and not happy", "satisfied and quite happy "or "very satisfied and very happy" to explain their choice by giving examples or sharing their experiences.

Debriefing: conclude the activity with the following key ideas for learners to REFLECT on:

(i) **Youth, including those who are currently not in school like you, are part of our community.** There are leaders, various organizations, other youth, parents, other community members, some of which we know and others we don't know yet.

(ii) Our community may not be perfect- some officials are doing a good job and we are happy and satisfied with them. Others are not and we are not happy; some groups are active and some are just observers. How about you? Which kind of smiley do you think will people in your barangay give to out of school youth?

(iii) Explain MYDev's goal by asking them to go to **Handout 9.3: Youth and Community Working Together for Peace and Stability** in their Handbook and reviewing together

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- (center picture) MYDev believes in the potential of young people–both boys and girls like you. We respect your rights (Karapatan), we equip you with knowledge and practical skills through ALS or skills training (Karunungan) and our goal is transforming you to become productive and peace-loving citizens through life skills (Kakayahan). Remember the **3K- Karapatan, Karunungan, Kakayahan**
- (inner circle) As we said you are part of a bigger community, and we would like that you will be able to work hand-in-hand with local leaders and other organizations so that you can have employment, better jobs, better education. We are also working with government and other organizations to reach out to you so that you will get a sense of being part of the community
- (outer circle) We believe that **when you (learners) and these leaders and other community members walk hand-in-hand in doing positive action, this will contribute to making your purok/barangay peaceful, safe and progressive**.

(20 min)

5. Application of Learning: *Let us apply our learning about expressing our opinions and also respecting other people's opinions.*

Form groups of 5-6 learners. Give each group strips of stick-on colored paper and one cut-out question from those listed in **Facilitator Tool 9.A: My Views About Government and My Community.** This **Facilitator Tool** also includes the format for the group output as an example that you can explain to participants**.** Each group will discuss and respond to the question with their colored paper strips. Group members will list their names and their responses, and 1-2 reasons or examples to back up their responses. Post all group outputs after 10 min and invite learners for a "gallery walk" – this is the process of looking at other group's output and asking questions or giving comments, or sharing their own views.

(20 min)

6. The facilitator should reflect on the responses of learners, and should take extra steps to highlight other learners' positive experiences to those who have negative perceptions of government. The facilitator should also be an "extra miler", looking for opportunities within the barangay or city/municipality to connect learners to government services, e.g. participate in Araw ng Barangay, Nutrition Month, disaster preparedness campaigns.

Wrap up the activity with positive messages: *It is good to be able to speak out about our perspectives based on our own experiences. As we move along with our activities, we will have opportunities to interact with government and other members of the community. We hope that our interaction will lead to positive actions and new perspective on government and other institutions in this city/municipality.*

(5 min)

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Handout 9.2: Government and Other Institutions in My Community

(*Please provide pictures and names- should include members of the OSYDA and other relevant groups)*

Group	**Name and Position**	***Know***	***Don't Know***	***My Views***
I. Municipal Officials	Mayor			
	Vice Mayor			
	City/Municipal Administrator			
	Councilors			
II. Barangay Officials	Barangay Chairman			
	Barangay Kagawad			
III. Agencies	DepED Principal			
	TESDA Officer			
	MSWD/CSWD			
	DA			
	Etc.			
IV. NGOs				
V. Business/ Private Sector				

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Handout 9.3: Youth and Community Working Together for Peace and Stability

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Facilitator Tool 9.A: My Views of Government and My Community

Question No. 1

Ang Aking Pananaw	Hindi ko alam kung ito ay nangyayari	Hindi ito kailanman nangyayari	Minsan lang ito nangyari	Ito ay nangyayari	mas mabuti pa dito ang nangyayari
Sinisiguro ng gobyerno na ang mga out of school youth ay magkaroon ng matatag at pangmatagalang pangkabuhayan o trabaho					

Question No. 2

Ang Aking Pananaw	Hindi ko alam kung ito ay nangyayari	Hindi ito kailanman nangyayari	Minsan lang ito nangyari	Ito ay nangyayari	mas mabuti pa dito ang nangyayari
Madaling malapitan ng mga out of school youth ang mga pinuno ng gobyerno o mga ahensiya para pag-usapan ang mga problema at pangangailangan ng mga out of school youth.					

Question No. 3

Ang Aking Pananaw	Hindi ko alam kung ito ay nangyayari	Hindi ito kailanman nangyayari	Minsan lang ito nangyari	Ito ay nangyayari	mas mabuti pa dito ang nangyayari
Ang mga out of school youth sa aming barangay ay aktibong nakikilahok sa paglutas ng mg problema sa aming barangay					

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Question No. 4

Ang Aking Pananaw	Hindi ko alam kung ito ay nangyayari	Hindi ito kailanman nangyayari	Minsan lang ito nangyari	Ito ay nangyayari	mas mabuti pa dito ang nangyayari
Ako ay lubusang tinatanggap at hindi ikinahihiya ng mga tao sa aming barangay kahit ako ay isang out of school youth na hindi makapag-aral at walang trabaho					

Question No. 5

Ang Aking Pananaw	Hindi ko alam kung ito ay nangyayari	Hindi ito kailanman nangyayari	Minsan lang ito nangyari	Ito ay nangyayari	mas mabuti pa dito ang nangyayari
Ang mga tao sa aming komunidad ay may tiwala at kusang tumutulong sa mga out of school youth					

Question No. 6

Ang Aking Pananaw	Hindi ko alam kung ito ay nangyayari	Hindi ito kailanman nangyayari	Minsan lang ito nangyari	Ito ay nangyayari	mas mabuti pa dito ang nangyayari
Tinitiyak ng gobyerno na ang mga out of school youth sa aming barangay ay may sapat na pangkabuhayan at nasa ligtas o payapang komunidad.					

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Example of Group Output:

Ang Aking Pananaw	Hindi ko alam kung ito ay nangyayari	Hindi ito kailanman nangyayari	Minsan lang ito nangyari	Ito ay nangyayari	mas mabuti pa dito ang nangyayari
Ang mga tao sa aming komunidad ay may tiwala at kusang tumutulong sa mga out of school youth					

Sagot:

1. Mark: Minsan lang ito nangyari, noong merong medical mission at sabi ng barangay pwede magpatingin ang mga kabataan kasama na kami.
2. Juvy: Minsan lang nangyari; nakasali din ako magpadentista doon sa medical mission
3. Trina: Hindi ko alam

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✍ Activity 3: You Are Part of the Solution

✓ **Objectives –** By the end of the activity, participants will be:

a. Able to appreciate that youth can contribute positively to the community
b. Familiarized with barangay and municipal government and agencies and their services for out-of-school youth
c. Appreciate the importance of consulting a wide range of stakeholders to identify community needs that out of school youth can help address
d. Reflect on ways (tips) for identifying community needs

Time Required: 1 hr

Methodology: dialogue, large group discussion, brainstorming

Materials and Preparation:

- ❑ Review main content of the last session
- ❑ Invite the barangay chairman or the LGU representative of the OSY Development Alliance to your class; explain the background and mechanics of the activity
- ❑ 2 sets 15-piece puzzle
- ❑ **Handout 9.4: Tips for Identifying Community Needs**
- ❑ **Handout 9.5: Interview Questions and Notes**

Steps:

1. Review: Remind participants on the meaning of civic engagement (*a way of working together to make a difference in the quality of life and the positive development of our communities).* Check learners understanding by playing a short energizer. Mark 2 chairs positioned in opposite sides of the room as "Agree" or "Disagree". Learners stay in the center and should run quickly within 3 counts (facilitator counts or taps the table rapidly) to the chair of their choice as soon as you finish reading. Those who have not made up their minds within 3 counts, and those who get the wrong answer will be eliminated. Ask 3-5 questions only. Give the correct answer for the benefit of those who got eliminated. Sample questions:

- Civic engagement means that we ask government to solve all the problems of out of school youth. (*Disagree*)
- 3K stands for Kabataan, Karunungan, Karapatan (*Disagree*)
- MSWDO stands for Municipal Social Welfare and Development Office (use CSWDO for cities)
- TESDA stands for Technical Education and Skills Development Authority
- Only our parents should express their views about the government. (*Disagree*)
- Anna takes care of her brothers and sisters while her mother is out selling vegetables. What Anna is doing is an example of civic engagement. (*Disagree*)

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Tell learners that in the last activity, *we learned about who are our municipal/city and barangay officials and we also learned about agencies or institutions in our area. We also expressed our views or impressions about how these offices are responding to out of school youth. In this activity, we will talk with some of them face to face. We will try to get their views and get information about our barangay/city/municipality. The question that we will ask are*

- *What is the situation in the barangay (or city/municipality)*
- *What are the priority needs of our barangay or city/municipality?*
- *What are the programs for out of school youth? and*
- *What can young people do to help?*

(10 min)

Key Topics

- Understanding of young people's role in the community
- Familiarizing with government programs for out of school youth
- Identifying key stakeholders to consult about community needs
- Identifying and prioritizing community needs

2. Start the activity with the puzzle challenge (assuming a class of 25 learners): form 2 groups of 5 learners each. These two groups will be called "Government". Each group has a piece from the same set of puzzle (or total of 5 puzzle pieces with the "Government"). Mix the remaining puzzle pieces from the 2 sets and randomly distribute to the rest of the class. Divide the remaining group in 2. One group will be called "Youth" and the other "Community". These last 2 groups will stand in opposite corners of the room and simply put their puzzle pieces in their palm face up and should not speak to any of the "Government" groups. The "Government" groups will locate as fast as possible their missing pieces from among the "Youth" and "Community". The first to form a complete puzzle wins.

Facilitator Tip

You can make your own puzzle. Paste a colorful picture in a hard paper backing, trace various shapes and cut.

Process the puzzle challenge by asking the following questions:

- How was the Government group able to complete their puzzle?
- What would have happened if the Youth group did not show their pieces of the puzzle?
- Would the Youth group have been able to form the puzzle by themselves?

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- If the youth or community were allowed to bring their puzzle piece and speak or go to the Government, what do you think will be the result?

3. **Debriefing:** Ask some learners on the lessons that we learned from this game that we can apply to civic engagement. Some key ideas:

   - We tend to view government as having all the answers to the problems of out of school youth;
   - Government needs the cooperation and support of the youth and the community;
   - If the puzzle is a problem that we are trying to solve, the youth and community members are parts of the solution
   - We (youth) need to speak up, find out how we can help government to find solutions to problems
   - Young people can be part of the solution.

   (20 min)

4. Tell learners that a first step in being part of the solution is understanding the needs in the community, and identifying the most important ones–or the priority needs. *We may think we already know what are our community needs, but we may not be aware of other important needs. So it is important to always consult with different groups of people, to better understand and incorporate a wide range of perspectives. This can help us develop a more complete list of needs.*

   Ask learners to work in pairs with the person next to them and discuss: *With what people will you want to talk in order to find out the needs of your community? Why?* Ask them to make a list of people that they would consult.

   Ask 3 – 4 learners to share their lists. Ask: *Does everyone have the same people in their lists?* Explain that we may have different lists of people and that is fine as long as we include different groups of people. For example, if we only ask the police, we are not including the perspectives of other groups such as teachers, young people, parents, governor or community leaders, or others.

   (15 min)

5. Ask learners to review the tips for identifying community needs in **Handout 9.4: Tips for Identifying Community Needs** in their Participant's Handbook. Ask them to discuss the tips with their partners.

   Inform the learners that to apply their learning, the Barangay Chairman and a representative from the Mayor's office may be visiting the learning center. We will be dividing ourselves into 2 groups: one group will have a dialogue with the

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barangay chairman and another group with the representative from the Mayor's office.

Translate the interview questions and have learners copy them in their Handbook. Explain the mechanics of the dialogue:

- Learners and resource person assigned will be seated as in a round table discussion.
- The facilitator will introduce the resource person and briefly explains the purpose of the visit.
- The group members will introduce themselves. The group assigns a leader who will lead the discussion, and a documenter who will record the responses on the table provided.
- Team members take turns in asking questions. For this portion the facilitator should model to the learners the proper way to ask a given question and to manage their time. Ask participants to go to **Handout 9.5: Interview Questions and Notes** in their Handbook. Review together the format for asking questions and taking notes during the round table discussion. Remind them to have this Handout open so they can use the questions during the dialogue and take notes.
- Everyone should come on time, and bring their notebooks and pen with them.

(15 min)

Reminders for life skills facilitator:

- Orient the barangay and municipal official in advance for them to be ready with the information. The needs that they will discuss should cover all sectors, e.g. economic, education, health, environment, and safety and security. Similarly in responding to the question---in what ways can out-of-school youth help---the response should not be limited to barangay clean-up drive.
- Know the resource person. Give some background information about the person to break the formality and gain the interest of the learners.

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Handout 9.4: Tips for Identifying Community Needs

- Consult with different types of people in the community

- Do not add your own opinion to the needs that you collect (respect what others think)

- Take all responses into account (even if you disagree with some)

- Create a list of all the needs you have gathered

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Handout 9.5: Interview Questions and Notes

Name of Official: _____
Position: _____

Questions	Response
1. What is the situation in the barangay (or city/municipality)?	
1. What are the priority needs in our barangay (or city/municipality)?	
2. What are the barangay government programs for out of school youth?	

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3. How can out of school youth and other young people help in the barangay (or the city/municipality)?	

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Activity 4: Interacting with Government and Community Members

✓ **Objectives –** By the end of the activity, participants will be able to:

a. Identify priority community needs through dialogue with community leaders
b. Be informed about government efforts for out-of-school youth
c. Identify ways that out-of-school youth can help address community concerns through dialogue with community leaders
d. Practice questioning and listening skills, and organizing information

Time Required: 1 hour and 45min

Methodology: small group discussion, large group discussion, individual reflection

Materials and Preparation:

- ❑ Confirm availability of barangay chairman and municipal official
- ❑ Confirm venue and physical arrangements and other logistical requirements
- ❑ Smileys from previous activity, and cut-out stars
- ❑ **Handout 9.5: Interview Questions and Note** (from previous Activity)

Steps:

1. As soon as learners and the barangay and municipal officials are assembled in the venue, have learners take their seats around the round table. Invite the speakers in front. Introduce the speaker by giving some background information about the person to break the formality and gain the interest of the learners. State the purpose of the activity. Before the interview, request the barangay or municipal official time to give some remarks.

(15 min)

2. Assure learners that this is a dialogue, like having a conversation and they should feel comfortable with the guests. Let the dialogue proceed, coaching the groups from time to time on how they ask questions and how they record the responses. When all the questions have been discussed, the group leaders thanks the guests in behalf of the group. Take notes on the wall (on manila paper), following the format in **Handout 9.5: Interview Questions and Note** (from previous Activity).

(45 min)

3. Convene all the groups for discussion, display the table of responses on the wall and use as a guide the following questions and points:

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- *How did you feel about the dialogue?* Ask the whole team, the leader, the documenter or individual members.
- *What would you consider your most important learning about the barangay (or city/municipality)?*
- *What did you learn about the barangay's priority needs?*
- *What did you learn about programs for OSY?*
- *What did you learn about what you can do to help?* Learners may refer to their table, or you can encourage them to share any realization or reflection.
- *What do you think about the barangay (or city/municipality) programs for out of school youth? What kind of smiley will you give?*
- *If we were to have a dialogue with another official- say from TESDA or DepED or DOLE- what questions are you going to ask?*

Cover all aspects - the venue, the questions, the dialogue itself, recording the responses, etc).

Conclude the activity by giving cut-out stars to everyone for their effort.

(45 min)

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✍Activity 5: Interacting with Government and Community Groups (Part 2)

✓ **Objectives –** By the end of the activity, participants will be able to:

a. Identify priority community needs through dialogue with other agencies and community groups
b. Be informed about government efforts for out-of-school youth
c. Identify ways that out-of-school youth can help address community concerns through dialogue with community leaders
d. Practice questioning and listening skills, and organizing information

Time Required: 1 hour 30 minutes

Methodology: individual reflection, small group discussion, large group discussion

Materials and Preparation:

- ❑ Confirm availability of at least 3 of these other agencies: DSWD, DENR, women's groups, school principal and PTA, DOH
- ❑ Smileys from previous activity, and cut-out stars
- ❑ **Handout 9.5: Interview Questions and Note** (from last two activities)
- ❑ **Handout 9.6: Summary of Responses of Government Offices and Community Organizations**

Steps:

1. Explain that this activity is the **application of their learning** from the previous activity. For this activity, learners would have gained experience and confidence in having a dialogue with community leaders.

   The mechanics for this activity is the same as in Activity 4, but learners work in smaller groups of 3-4 members, and **the facilitator makes prior arrangement** for the group to conduct this activity in the office of the agency if the learning center will not be able to accommodate all the guests and learners in a comfortable discussion.

   Ask learners to go to **Handout 9.5: Interview Questions and Note** (from last two activities) and use it during the dialogue/interview. Give each group 45 minutes to go to the venue to conduct the dialogue/interview and agree to convene as a class at a given time to debrief.

   (1 hr)

2. Display on the wall the table of responses from the previous activity. Put a new sheet of manila paper beside the output from Activity 4 and ask each group to write down the responses of the group that they interviewed. A sample tabulation of responses that they can use as reference is in **Handout 9.6: Summary of**

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Responses of Government Offices and Community Organizations in their Handbook. Save the tabulation for Activity 6.

(15 min)

3. Debrief using as a guide the following questions and points:

- How did you feel about doing the dialogue on your own as a small group?
- What can you say about the priority needs that you gathered from the groups you interviewed today? Are they similar or different than what the barangay and municipal officials said?
- What can you say about the programs of these agencies for OSY? Do they match what most OSY need?
- Based on the programs of the agencies for the OSY, what kind of smiley should they get?

Explain that MYDev has organized the various agencies with OSY programs into the OSY Development Alliance or OSYDA so that they can work together, not duplicate what the other is doing, and give assistance that will have impact on the OSY.

Facilitators should know more about and be updated on OSYDA activities from their respective YDCs. If the elected OSY representative to the OSYDA is from the class, the facilitator should give an opportunity for the OSY representative to talk about the activities of the OSYDA.

(15 min)

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Handout 9.6: Summary of Responses of Government Offices and Community Organizations

Questions	Responses					
	Municipal/ City Official	Barangay Official	DepED	*(others)* →		
1. What is the situation in the barangay(or city/municipality)						
2. What are the priority needs in our barangay? (or city/municipality)						
3. What are the barangay government programs for out of school youth?						
4. How can out of school youth and other young people help in the barangay (or the city/municipality)						

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✍Activity 6: Prioritizing Needs

✓ **Objectives –** By the end of the activity, participants will be able to:

a. Appreciate the importance of prioritization
b. Identify examples of criteria to help prioritize under different scenarios
c. Identify and reflect on ways (tips) for prioritizing needs in the community
d. Learn basic skills in analyzing information

Time Required: 1 hour 30min

Methodology: individual reflection, small group discussion, large group discussion, brainstorming,

Materials and Preparation:

- ❑ Small pieces of paper (1 per learner)
- ❑ Pebbles (approx. 15 per group – approx. 6 groups)
- ❑ Tabulation of community needs and other information from Activity 5
- ❑ **Handout 9.7: Tips for Prioritizing Needs in the Community**

Steps:

1. Explain that we usually cannot address all of the needs that we gathered from people we consulted. Community needs will most often be a very long list. We usually need to start by choosing one (or only a few) important needs to work on.

   (5 min)

2. Distribute a small piece of paper to each learner. Ask them to think of <u>the most important need</u> of this community and write it down on the piece of paper – only ONE need. Collect the papers and randomly select 4-6, and read them out loud. The answers will most likely vary.

   Stress the point that one person alone cannot decide what is the most important need from the list based on his/her personal opinion. Explain that what I think may be the main need in the community can be different from what you or others think is the main need. Thus, we need to know how to prioritize needs.

   (10 min)

3. Have learners work in small groups of 4-5 members. Distribute 15 pebbles to each group and ask them to select "the best" 5 pebbles. They have 5 minutes.

   Once each group has selected its 5 best pebbles, ask a few groups to explain why they think these are "the best" ones. Explanations will usually vary, such as: *They are the most nicely rounded, they are the biggest ones, they are the smallest ones, they have the best color, etc.*

   Explain that these are the criteria that they used. In this case, the criteria may be the color, or the size, or the shape, or other examples.

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A "criteria" is a set of characteristics that help you evaluate something and allows us to make comparisons.

Point out that some groups had the same way of choosing and some had a different way of choosing "the best" pebbles. In other words, each group had its own criteria to choose "the best" pebbles.

(15 min)

4. In a large group, have learners practice more with the concept of *criteria*. Ask them to think of the criteria they would use in the following cases. Have learners shout out their answers for each case below.

- *If you had two job offers, what criteria would you use for choosing one job? (distance, pay, type of work…)*
- *If you were hiring a new worker for your own small business and 4 people want the job, what criteria would you use for choosing one worker? (most experience, best communication skills, most reliable, most trustworthy,…)*
- *If you had to choose between water or soft drinks, what criteria would you use (cost, health benefit..)*

Explain that criteria may include just or two one characteristic (*water that cost less*) or it may include a combination of characteristics that are important (*experienced, trustworthy and with good communication skills*).

Ask learners to go to **Handout 9.7: Tips for Prioritizing Needs in the Community** in their Handbook. Have them work in groups to discuss the tips. What is new for you in this list? What is missing in this list?

Back in their small groups, ask learners to decide on the criteria for this case: If you have a list of all needs in your community, what criteria would you use for choosing to address only **top 2 needs that they (the learners) can help address**? Allow 10 minutes. Invite 2-3 groups to share their criteria. *(The criteria may include no. of community members who will be benefited, low cost, enjoyable, simple to do, etc. Advise learners to pay attention to Tip #3- use only a few criteria that everyone could agree on.)*

(20 min)

5. Debrief in a large group:

What is new and what is missing in this list of tips?

What would happen if we do not use any criteria to choose the needs in the community?

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Stress the point that it is important to have a set of criteria in order to identify the community need in a fair, transparent, and unbiased way.

(15 min)

6. **Application of Learning**: As a large group, view the tabulated outputs from Activity 5. Using the criteria, let learners identify and arrive at the top 2 needs that the class can help address. Allow 15 minutes.

   Debrief in a large group:

   (25 min)

How do you feel about the top 2 community needs that you can help address?

How did having a criteria help the class in prioritizing the need?

Ask 2-3 learners: What will be your priority need if you did it by yourself? Why and how did you choose it?

Key messages:

- There are so many needs in a community. Government alone cannot respond to all of them at the same time.
- Community groups including young people like you can use certain criteria to see which needs they can respond to.
- Now that you have identified some priority needs by applying the agreed criteria let us start to plan in the next activity how we will apply our knowledge and skills to take a positive action to respond to those needs.

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Handout 9.7: Tips for Prioritizing Needs in the Community

- Review the list of needs that you created.
- Eliminate the needs that are repeated.
- Work with others to choose 1 or 2 criteria to help you decide which needs are top priority and which ones are not.
- Use the criteria to order the needs from most to least important.
- Select only a few needs in the top of your list to focus on.
- Do not let your own opinion or preference choose the needs that you think are most important; let the criteria help you decide.

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SESSION 2: YOUTH TAKING ACTION

✍ Activity 7: The Power of Youth

✓ **Objectives –** By the end of the activity, participants will be able to:

a. Recognize the important role that youth play in civic engagement
b. Deliver messages for youth to encourage others to become civically engaged

🕒 **Time Required:** 40 minutes

Methodology: small group, song/drama, large group discussion

Materials and Preparation:

- ❑ Set up the room for learners to work in 4 groups
- ❑ Cut-out pictures of gold medal (half-size of A4 paper)
- ❑ **Handout 9.8: Philippine Population Pyramid**[5]

Steps:

1. As warm-up, play Grab-A-Gold Game. Group learners into 4. Ask some trivia questions related to the upcoming activity. This is a game of speed - no group can get the answer already selected by another group. The group that is able to guess the correct answer gets a gold medal. The group with most gold medals wins. Some trivia questions:

How many countries are there in the world? 300, 625, 195, 883	195
What is the population of the Philippines, as of 2014: 30 million, 100 million, 150 milion, 200 million	About 100 million
What proportion of the population do you think are young people like you? 1 out of 100? 1 out 50? 1 out of 500? 1 out of 5?	About 1 out 5 persons in the Philippines is age 15-24
Do you think there are more young boys or more young girls? Yes, No, About the same number, Not sure	About the same number

(Based on 2014 data)

(5 min)

[5] http://www.indexmundi.com/philippines/age_structure.html

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2. Show learners some statistics on the population of young people in the Philippines and in the areas covered by MYDev. Ask them to go to **Handout 9.8: Philippine Population Pyramid** in their Handbook.
   What is this figure telling us?
   - Last 2014 the Philippines ranked no. 12 among countries with the highest population – a relatively very high population per unit area
   - 19% or about 20 million Filipinos or 1 out of 5 Filipinos are like you, between the ages of 15-24
   - There are as many boys as there are girls (about 10 million each)

Debrief. Ask learners:
- What might be the result if all youth in the city or municipality give up 2 hours of their time once a the month to do something helpful to the community, e.g. assist in a tree-planting or a river-bank clean up drive? (*Possible responses: a bigger area planted; more people caring for environment, cleaner and healthier surroundings*; *more people happy with youth*).
- Is civic engagement for older people only, or also for young people? Why do you think so?
- What do you think would happen if youth do NOT get civically involved at all?

Stress the point that civic engagement is for everyone and that youth play an important role. It is their opportunity to voice and advocate for positive changes with their community leaders and members of the local government.

Stress that there is power in numbers (the large population of youth), and even bigger potential to create change when all young people come together for a positive purpose.

(15 min)

3. **Application of learning**. Learners will work in the same 4 groups. Explain that each group needs to discuss how they see their role in civic engagement and come up with a message about "the power of youth in civic engagement" by preparing a 1-minute skit, interpretive dance, jingle, or song that delivers that message. They have 10 minutes to discuss, prepare and present. To conclude the activity do an "awarding ceremony" wherein every group gets a gold medal, e.g. Most Creative Presentation, Most Expressive Presentation, Most Meaningful Presentation, etc. Inform them that they will be able to practice what they learn about civic engagement when they develop a Community Service Plan in the next few modules.

(20 min)

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🗝 Key Topics 🗝

- The importance and the role of youth in civic engagement
- Ways to get civically engaged
- Ways to get civically involved in one's own community

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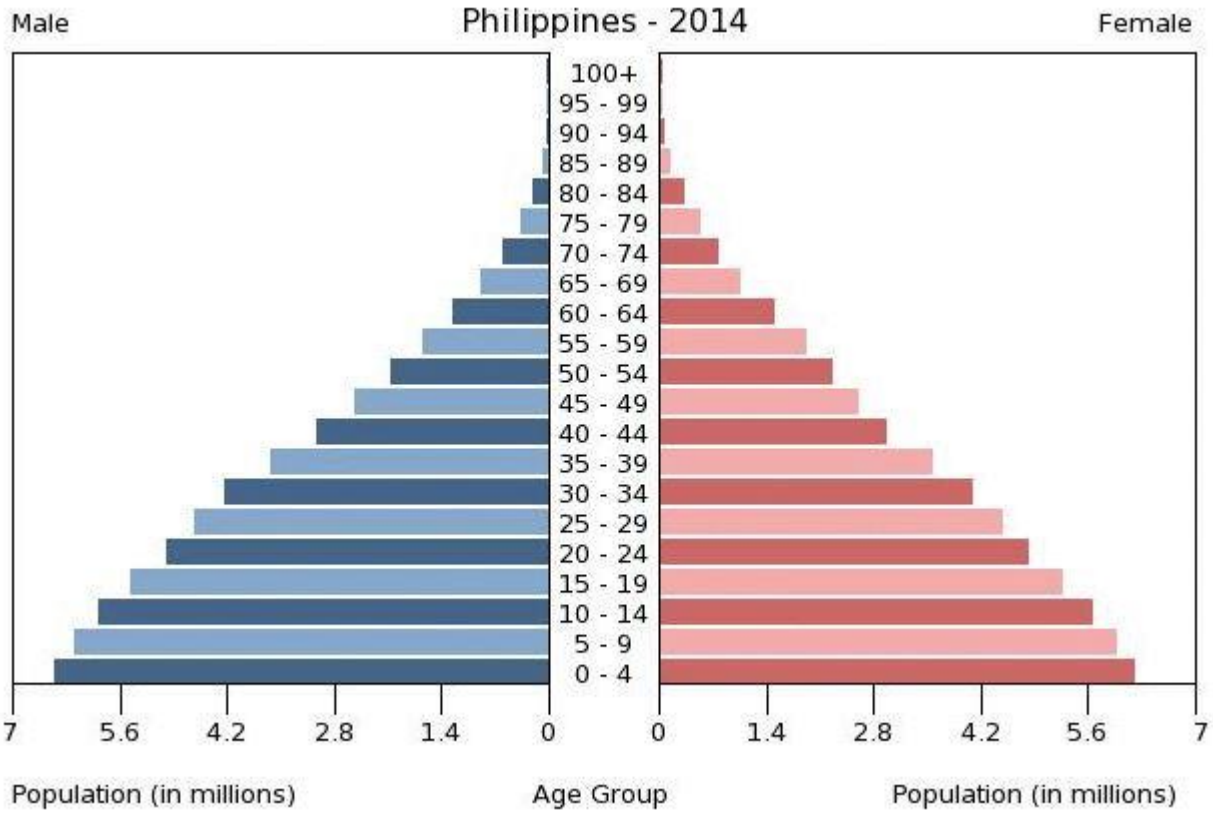
Handout 9.8: Philippine Population Pyramid



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Activity 8: How Can I Get Civically Engaged?

✓ **Objectives -** By the end of the activity, participants will be able to:

a. Describe examples of civic engagement
b. Identify ways to be civically involved in one's own community

Time Required: 45 minutes

Methodology: role play; small group discussion, information sorting, large group discussion

Materials and Preparation: manila paper, markers, tape,stick –on paper strips 2 colors

- ❑ **Facilitator Tool 9.B: How Can We Be Civically Engaged –** cut out each item and paste randomly in rows in a manila paper. Put enough spaces in between rows for stick-ons to fit in
- ❑ Stick-on paper strips 2 colors, e.g. red and blue

Steps:

1. Arrange learners into 4 groups. Explain the mechanics of the game "Paint Me A Picture": you will give a scenario and each group has 1 minute to discuss how they will act out the scene. When you will say "Freeze" the members of the groups will compose the scenario and not move for 1 minute until you declare the best group that portrays the scenario. Have the learners act out 3 scenarios and the group who scores the highest wins.

   Some scenarios of civic activities that young people can do are as follows:

   - Volunteering to clean the school during Brigada Eskwela week
   - Volunteering to help in a barangay feeding program
   - Volunteering to pack relief goods during a disaster
   - Encouraging other young people to register and vote during election
   - Participating in a blood-letting activity
   - Helping during a medical mission in the barangay
   - Helping in a river bank tree planting
   - Participating in a week of peace celebration

   Remind learners of the definition of civic engagement (on manila paper). Explain that the activities that they just performed are examples of civic engagement activities.

   (15 min)

2. Make a connection between the ways of getting civically engaged and what learners did before or would like to do in the future. Referring to the manila paper that you prepared with the cut-outs of **Facilitator Tool 9.B,** ask learners to recall their own experiences: ask each learner to put a blue stick-on (to be posted on the lower left side below the activity) on the civic engagement activities that they have experienced doing. If they have not done

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the activity but they would be interested in doing it, post a red stick-on on the lower right side of the activity.

Debriefing: Analyze the distribution of the blue and red stick-ons, e.g. only few pictures having blue stick-ons signify that only a few have any experience joining civic activities; more red stick-ons means that learners are interested in doing the particular activity

To those who have been involved in any civic engagement activity- ask the questions:

- *Can you tell us about it? (where, when, who were involved, who were benefited)*
- *How did you feel after you completed your activity?*
- *If you have the opportunity would you do the same activity again? Why, Why not?*

To those who are interested in doing a specific activity in the future ask the questions:

- *Why did you select the particular community service project(s)?*
- *Who will you do it with?*

Emphasize the idea of **applying one's knowledge or skills in doing community service;** give examples of civic engagement activities that learners can do to apply the skills that they will learn in their training course, e.g.

- Learners of carpentry can volunteer to repair broken chairs and desks during Brigada Eskwela
- Learners of baking and pastry can help prepare nutritious food for a feeding program

(15 min)

3. Emphasize the idea and benefits of **working together with barangay leaders, teachers, parents, and other community members in a civic engagement activity** by expounding some examples previously given, e.g.

- Learners of carpentry can join hands with learners of building wiring and volunteer to repair broken chairs and desks and check electrical connections during Brigada Eskwela
- Learners of baking and pastry can work with a group of mothers to help prepare nutritious food for a feeding program
  Learners can work with barangay officials in beautifying the surroundings of the barangay hall

Explain that by participating in the MYDev Project youth will learn more about how to

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be civically engaged as shown in the table. MYDev will work with OSY Development Alliances to organize opportunities for youth to practice civic engagement skills by planning and carrying out a community service activity.

(15 min)

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Facilitator Tool 9.B: How to be Civically Engaged[6]

Learn about the services that the LGU provide	Learn about how the LGU works and how it provides services	Volunteer for an organization (that is *not* involved in elections)
Vote and encourage others to vote	Make petitions to the local government in writing	Encourage other youth to represent youth in Municipal forums
Persuade others to vote	Help solve community problems	Play an ective role in a community group or association

[6] Adapted from: Source: Keeter, Scott; Cliff Zukin, Molly Andolina, Krista Jenkins (2002-09-19). "The civic and political health of a nation: a generational portrait" (PDF). Center for Information & Research on Civic Learning & Engagement. Retrieved 2012---07---05 / 2014---04---15.

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Organize activities to educate others about youth needs	Being recognized as a youth leader in your community	Contact officials
Encourage friends to petition the LGU to address a problem in your community	Mobilize neighbors to help feed children in an evaculation center	Represent youth in local government meetings to help plan for youth service

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SESSION 3: ORGANIZING AND MOBILIZING COMMUNITIES

✍Activity 9: What Motivates People to Get Involved?

✓ **Objectives -** By the end of the activity, participants will be able to:
a. Reflect on the factors that motivate them and other people to get civically involved
b. Identify strategies to engage others civically

Time Required: 1 hour 10 minutes

Methodology: small group work, scenarios, large group discussion

Materials and Preparation: manila paper, markers, tape
- ❑ Review main content of the last session
- ❑ Review scenarios (1-4)
- ❑ **Handout 9.9: Factors that Motivate People to Get Involved**

Steps:

1. Begin with an energizer – Just Give Me A Reason. Tell learners that after you read a statement, they will stand and shout out their answers and make the action. There are 3 choices "Want it! " – hug yourself; "Need it!" – make the give-it-to-me action; and "Enjoy it!" in which the learner raises his/her arms and jumps. Use as an example the statement: "I love going to Boracay because I .." (*enjoy it!)*

Some statements:
- I am attending this course because I….
- I will buy a new cellphone because I…
- When I see a 1000 peso bill, I say I…
- I have not been to the dentist because I don't …
- I will help in the barangay clean-up drive because I..

Ask 2-3 learners what they learned from the game. Say that *everyone has a reason or a **motivation** for doing something. It could be because they want to do it, they need to do it, or they enjoy it—or all of these reasons*. *Serving one's community also has some challenges. Not everyone will join, maybe because some feel they don't need to, and others don't want to, while others prefer doing something else.*

Explain that when learners plan their community service projects, they also need to think of who they may need to involve, how many more people they will need to carry out the community service project (maybe the team members is enough, but maybe they will need more people), and need to know how to encourage others to get involved. This session is going to focus on involving and encouraging others to play a role in their communities. Present the key topics below.

(10 min)

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🗝 Key Topics 🗝

- Encouraging community members to get involved
- Challenges in mobilizing community members and possible solutions
- Strategies to involve and mobilize other community members civically

2. Ask a few learners to share a time when they participated in something in their communities. Ask them why they decided to get involved. *What motivated you to do that?*

Ask participants to go to **Handout 9.9: Factors that Motivate People to Get Involved** in their Participant's Handbook and review the motivating factors together. Explain that when people have good intentions to make a difference in their communities, there are usually 3 main motivation factors that move people to get involved: "Enjoying it", "Believing in it" or "Needing it". It may be one or more than one of these factors that make a person want to be involved.

Ask learners to identify the factor (or factors) that they think motivated people to get involved in the following examples:

a. Anna learned that there is a group of young mothers who are organizing a group to volunteer to paint the local school. She decided to join. *(Answer: the motivation factor is "enjoying it")*

b. Amir is very active in the Madrasa and likes to read to young children because he thinks that children learn better when they interact with adults. Amir plans to visit the LGU to find out more about a volunteer program to help children improve their writing skills. *(Answer: the motivation factor is "believing in it")*

c. Marco lives near the center of town, but the road to his house was destroyed by the last flood and it takes him more than 1 hour to travel to town, while it used to take him only 15 minutes before the flood. He decided to form a group with his neighbors to reach out to the local government to discuss about possible solutions. *(Answer: the motivation factor is "needing it")*

(15 min)

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3. Use one or more of the 3 factors that motivate people (as discussed earlier) **(Handout 9.9)**.

Read all scenarios and have learners work in groups. Tell them that they have 5 minutes.

Scenario #1: Your group got together to help fix the main road to your Barangay that was hit by the last typhoon. To do that, you need the Barangay Captain's involvement. You need him to also get involved. What can you do to involve the Barangay Captain?

Scenario #2: An evacuation center in your community is full and they have difficulty serving food to everyone. One of you wants to help by preparing some meals. But you cannot do it alone. There are many families in the evacuation center and you need at least 10 other youth to get involved in your project. What can you do to convince 10 more friends to participate.

Scenario #3: In the last 6 months, your Barangay has been suffering from many robberies. Your group is concerned and wants to bring this to the attention of the local government so that local officials can hear about this problem and help find a solution. How can you get the Barangay Captain and other members of the local government informed and involved in this security issue?

Scenario #4: Your group decided to do a clean-up of the community. But you are only 4 people and you need many more for your idea to have an impact in the community. You want to involve other youth and adults. What can you do to convince others to get involved?

(20 min)

4. Have each group present and debrief together. Read the scenario before each group presents. Guide them to connect their answers with the 3 factors that motivate people to get involved.

(20 min)

5. Debrief.

(5 min)

Explain that to organize and mobilize others in their community to act on an idea that you have, it is important to think of the things that will interest them – what they like, what they believe in, and what they need. It is also important to anticipate the possible challenges and be prepared with some ideas on how to address those challenges.

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Handout 9.9: Factors that Motivate People to Get Involved

❖ **Enjoying it** When you enjoy doing something, you will be more interested in joining a group to do the activity that you enjoy.

For example, if you enjoy doing art, you may join a group to do a Barangay art performance to raise awareness about the voting process.

❖ **Believing in it** When you believe in something, you have an internal motivation to do something about that. So, you are more likely to join an activity that has to do with something you believe in.

For example, if you believe that everyone deserves education, you may join a group to advocate for education for all children.

❖ **Needing it** When you need something, you have a personal interest in that activity.

For example, if you need to clean the road after a flood to travel home faster.

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Activity 10: How to Involve Others Civically

✓ **Objectives -** By the end of the activity, participants will be able to:
a. Demonstrate ways of encouraging and motivating others to engage civically
b. Identify strategies to engage others civically

Time Required: 40 minutes

Methodology: small group discussion, large group discussion, song/drama

Materials and Preparation: manila paper, markers, tape
- ❑ Review the scenarios (1-4) from the previous activity

Steps:

1. Greet participants and remind them of the 3 factors that motivate people to get involved that were discussed in the previous activity (enjoying it, believing in it, needing it). Tell them to go back to the same 4 groups as in the last activity. Ask them to work together and prepare a role play **that demonstrates some challenges** and how they will convince others to get involved.
Remind them to use what they learned in Life Skills so far. For examples:
- Communication skills (in Module 2)
- Planning (in Module 1)
- Leadership skills (in Module 3)
- Their ideas about how to involve others (in the previous activity)

(5 min)

2. Read the scenarios as a reminder. Tell them that they have 5 minutes to prepare:

Scenario # 1: Your group got together to help fix the main road to your Barangay that was hit by the last typhoon. To do that, you need the Barangay Captain's involvement. *But the barangay captain said that it will take a lot of money and he said that the mayor has not given any budget*. What can you do to involve the Barangay Captain?

Scenario # 2: An evacuation center in your community is full and they have difficulty serving food to everyone. One of you wants to help by preparing some meals. But you cannot do it alone. There are many families in the evacuation center and you need at least 10 other youth to get involved in your project, *but your 10 friends have gone to another evacuation center.* What can you do to help in preparing some meals?

Scenario # 3: In the last 6 months, your Barangay has been suffering from many robberies. Your group of concerned young people wants to bring this to the attention of the local government so that local government officials can hear about this problem and help find a

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solution, but the Chief of Police who is the Mayor's relative is not very supportive because the Mayor lost in your barangay in the last election. How can you get the help you need to make your barangay secure?

Scenario # 4: Your group decided to do a clean-up of the community. But you are only 4 people and you need many more for your idea to have an impact in the community. You want to involve other youth and adults but they said that it is the barangay government's job. What can you do to convince others to get involved?

Have groups prepare their role plays.

(15 min)

3. Have each group present. After each role play, ask other groups if they have other ideas on how to involve people in that specific scenario. Debrief and stress that it is important to know and understand the factors that can motivate our audience. If we understand that, we can more successfully involve them civically.

(20 min)

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SESSION 4: RESOURCE MOBILIZATION

✍ Activity 11: Introductory Activity

✓ **Objectives -** By the end of the activity, participants will be able to:

a. Understand the meaning of *resource mobilization* for community service projects

Time Required: 25 minutes

Methodology: large and small group discussion, game

Materials and Preparation: manila paper, bond paper, markers, tape

- ❑ Review main content of the previous sessions of this module
- ❑ **Handout 9.10: Resource Mobilization**

Steps:

1. Remind participants that in the previous sessions of Module 9 we had been discussing about youth being involved in activities that respond to community needs, and how to organize and mobilize others to get involved. Ask 3 – 4 learners to share their most important learning from that session.

   Also remind participants of the last sessions in Module 7 and 8 (preceding this session) on how to be financially fit (savings, how to avoid debt, record keeping, and exploring savings and loans in the Philippines).

   Explain that we will discuss one more building block of learning about civic engagement- which is Resource Mobilization.

   (10 min)

2. Explain that this session will talk about resource mobilization to help them implement their community service projects but before they do that the class will play a game "Bring Me". Group learners into 5 and instruct them to bring 5 things that they can find inside the classroom. The facilitator should begin her/his instructions by saying "bring me a newspaper". The following items will be asked by the facilitator: twenty peso bill, pencil, Samsung cell phone, OSY leader and big notebook.

   Ask them what is their understanding of the word *resource*? The word *mobilization*? Explain that:

   - *Resource* is anything important and necessary in pursuing a certain objective, plan, work or project.
   - *Mobilization* means collecting and tapping useful things (resources).

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Divide the class into groups of 5 people. Now that they know what *resource* means and what *mobilization* means, ask them to brainstorm the meaning of *resource mobilization*. Each group should come up with 2 definitions and after 3 minutes they will report to the class.

Review with everyone together. Ask the learners to go to **Handout 9.10: Resource Mobilization** in their Handbook and discuss the meaning of resource mobilization.

(15 min)

🗝 Key Topic 🗝

- The meaning of resource mobilization

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Handout 9.10: Resource Mobilization

Resource Mobilization is a continuing process of developing, generating and managing materials, information, technology, goods, services, human skills, people's time, money, and institutions to support programs for community development projects.

- It is giving people the opportunity to contribute and assist
- It is asking – "Can you…"? While most people are willing to give to the needy, they will rarely give, if they are not asked to do so.
- Requires investment in people, resources and time.
- The availability of resources in the community changes over time. This means that resource mobilization requires an understanding of the current availability of resources locally. Innovative and creative strategies are needed to identify and collect the resources.
- Resource mobilization is NOT begging. It is creating the opportunity for people to help other people and promoting a sense of giving back to the community. It is helping the development of the community as a whole, that everyone will benefit from and feel proud of.

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Activity 12: Resources in the Community

✓ **Objectives -** By the end of the activity, participants will be able to:
a. Identify resources in the community
b. Identify activities to generate resources

Time Required: 30 minutes

Methodology: large group discussion, brainstorming, game

Materials and Preparation: manila paper, markers, tape
- ❑ Used newspapers
- ❑ Notebook and ball pen
- ❑ **Handout 9.11: Resources that can Be Mobilized**

Steps:

1. Group learners into 2 and tell them that they will need to build a Community Learning Center (CLC) model made out of used newspapers that you will provide and other materials that they can find around. They should be able to finish in 5 minutes, the group who can build a big CLC model wins the game.

   (10 min)

2. Encourage a group reflection and debrief using the following guide questions:

   - What strategies did you use for your team to win?
   - What challenges did you face? And how were you able to overcome them?
   - Did all members of the team help in performing the tasks?
   - What resources were you able to find to build the model CLC?
   - Are there resources that you really need but were not available around? What did you do?

   (10 min)

3. Have learners go to **Handout 9.11: Resources that can Be Mobilized** in their Handbook and discuss with them the types of resources that they can try to mobilize in the community when they do their community service projects.

   Stress the point that you can mobilize a lot of resources that are not always money – Money may be the first type of resource that comes to learners' minds, but they should know that there are many other types of resources available in a community.

   (10 min)

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Handout 9.11: Resources That Can Be Mobilized

What are the resources that can be mobilized?

a. Goods and In‐Kind Materials

- It is a vital non‐cash resource – materials that will contribute to the project
- Goods and in-kind materials can complement other resources.
- Goods are available everywhere only if we look for them.

(Example: food counterpart, materials counterpart like lumber, a venue to host an information campaign, etc.)

b. Services

- It is often the most underrated of all the resources, but extremely valuable.
- Services are seen as "givens or functions" in the conduct of the project.
- Yet, services are major sources of support to successful project implementation. This may be the particular skilled labor that community members can provide free of charge as their contribution to the community project.

  (Example: the expertise of an engineer to help build a water well, or the transportation service provided to bring materials from one place to another).

c. People

- People are the most important resource and the link to all resource mobilization
- They make money work for the purpose.
- People motivate and mobilize more people.
- As a whole, their resource potential is unlimited.
- They are the source of a wide range of labor resources. (Example: Some activities may need the participation of a large number of people like youth. Other activities may need the active participation of the Barangay Captain).

d. Money

- Money is not everything but it is important for some projects to be successful.
- There are people and organizations with money to spare but most of them need to be motivated to give.
- Money may be given in the forms of a grant, soft loan, gift contribution, etc.

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Activity 13: Resource Mobilization Plan

✓ **Objectives -** By the end of the activity, participants will be able to:

a. Understand the steps for making resource mobilization plan
b. Develop a simple resource mobilization plan for their community service projects

Time Required: 25 minutes

Methodology: large group discussion, brainstorming

Materials and Preparation: manila paper, markers, tape

- ❑ Notebook and ball pen
- ❑ **Handout 9.12: Steps in Making a Plan for Resource Mobilization**
- ❑ **Handout 9.13: Resource Mobilization Plan Template**

Steps:

1. Discuss the 6 steps for making a resource mobilization plan. Ask participants to go to **Handout 9.12: Steps in Making a Plan for Resource Mobilization** in their Participant's Handbook.

(10 min)

2. Group the learners into 3 groups, assign a scenario to each group, and ask them to work with the scenario assigned to them. Have them complete a simple resource mobilization plan using **Handout 9.13: Resource Mobilization Plan Template** in their Handbook.

Scenarios:

- Your group is invited to participate in the Brigada Eskwela activity in your barangay: painting 3 cabinets of the grade 1 classrooms.
- There will be a clean‐up day in your barangay and your group volunteered to clean the canals to prevent flooding during the rainy season.
- Elections are coming up soon and your group decided to make a campaign to educate young people about voting: where to get information about the candidates, where and when elections will be, and what to do to vote.

Explain that this activity helps them practice how to plan for resource mobilization. They will need to think of the same steps and the same table when they prepare their Community Service Project Plans.

(15 min)

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Handout 9.12: Steps in Making a Plan for Resource Mobilization

Step 1: Identify the community service projects that you want to undertake.

Step 2: Indicate the estimated budget and/or resources needed for the project.

Step 3: Identify the resource mobilization activities that you want to conduct.

Step 4: Identify the possible sources of funds or other resources. List the target groups, individuals, offices that you will ask assistance from for the project

Step 5: Indicate the timeline to implement your project.

Step 6: Indicate the responsible persons who will be in charge of each step and activity during project implementation.

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Handout 9.13: Resource Mobilization Plan Template

Project	Estimated Budget and/or Resources needed	Resource Mobilization Activities	Sources of Funds / Other Resources	Time Frame	Responsible Person

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SESSION 5: COMMUNITY SERVICE PROJECT

✍ Activity 14: Introducing the Community Service Project

✓ **Objectives -** By the end of the activity, participants will be able to:

a. Review their learning from the previous sessions of Module 9, in particular the output of Activity 6 - Prioritizing Community Needs
b. Be oriented on steps in preparing a community service project

🕒 **Time Required:** 1 hr 5 min

Methodology: small group discussion, large group discussion

Materials and Preparation: manila paper, markers, tape

- ❑ Review main content of the last sessions
- ❑ 4-5 metacards, each with an example of a community priority need (from the session on prioritizing community needs), cut-out stars (you may use smiley, or thumbs‐up or like signs)
- ❑ Prepare in 3-4 separate manila papers (1 per group) the following **(from Handout 9.14: Introducing the Community Service Project)**: on the first half of the sheet: heading 'What can we do to respond to this community need?' *Ano ang aming magagawa para matugunan itong pangangailangang ng aming barangay?* On the lower half of the sheet, the heading will *be* 'Who will benefit?' *Sino ang Makikinabang*. Below this heading are the words: kabataaan (young people); pamilya (family); mga guro at mag-aaral (teachers and students); (lahat sa barangay) the entire barangay; local officials (mga opisyales ng munisipyo or barangay).
- ❑ Prepare 2 sets of metacards (1 for each group) of the Steps in **Handout 9.15: Steps in Undertaking a Community Service Project.** Each key step written in a separate metacard

Steps:

1. Remind participants of the last session on prioritizing community needs. Ask 3-4 learners to share their most important learning from that session. *(the importance of consulting with different groups in the community to identify and prioritize needs, how to prioritize needs from a long list, and how to choose criteria to prioritize needs)*

   Post the manila paper showing the top 2 priority needs identified in Activity 6. Give each group one of the manila papers you prepared **(Handout 9.14: Introducing the Community Service Project)**. They can also find this Handout in their Handbook for future reference. Give each group an example of a community priority need. In 5 minutes, each group will write as many responses as they can to the question: What can we do to address this community need? *Ano ang aming magagawa para*

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matugunan itong pangangailangan ng aming barangay?

After responding to the first question, the learners answer the second question by checking (or affixing a smiley, or like symbol) on the top 3 community members that will benefit from the community service project. The community members that will benefit the most will get 3 checks (or 3 smileys, or 3 likes), the second and third will get 2 and 1 respectively. Recognize the group that generated the most ideas and the first to complete checking the beneficiaries by giving each of them a star (or any token of appreciation).

Explain that the activity that they did is a preview of the learners' final activity before their graduation: doing an actual community service project. Explain that the session is going to focus on steps that learners will take to participate in responding to an actual need in their communities.

Key Topics

- Applying civic engagement concepts through community service projects
- Understanding sequential steps to implement a community service project

(10 min)

2. Ask the learners to work in 2 groups. Explain that learners may already have an idea on how to undertake a project (cite a typical example) and you will like to find out if they really do. Take two sets of the metacards that you prepared on the steps listed in **Handout 9.15: Steps in Undertaking a Community Service Project**. Disarrange (or mix) each set of the metacards. Hand each mixed set to a group. Each group will arrange the metacards in sequence along a timeline and post their work.

(10 min)

3. Ask participants to go to **Handout 9.15: Steps in Undertaking a Community Service Project** in their Handbook**.** While you review the steps together, the group checks their output, and may rearrange the metacards according to the correct sequence of steps.

(15 min)

4. Get learners started. Have them form 2 teams for their Community Service Project and give them their first assignment.

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Forming teams: Explain that the class will plan for **at least 2 projects**. It is important that the community service project meets any of the following criteria:

(i) The activity responds to any of the priority community needs identified in previous activities

(ii) The activity is an application of the technical skills of the learners, e.g. repair of classrooms or chairs during Brigada Eskwela by learners of carpentry; repair of torn uniforms of children in poor barangays by learners of dressmaking.

Encourage learners to form their own teams. Explain that the teams that they decide now will be the teams that they will work with until they present their Community Service Plan at the end of the Life Skills training.

The different teams should let the facilitator know who their group leader(s) and members are.

Guide the teams in preparing the following information to describe their proposed community service project. Set a timeline for learners to complete the information.

a. Description/background of the need or problem
b. Possible ways to respond to the need or problem
c. How many people will benefit

(30 min)

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Handout 9.14: Introducing the Community Service Project

What can we do to respond to this community need? _____

Who will benefit?

Young people _____ **Teachers and students** ____

Parents _____ **Barangay officials** ____

Some residents _____ **Many residents** ____

Others _____

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Handout 9.15: Steps in Undertaking a Community Service Project

1. **Identify a community need:**
   (from your own observations or experience; by consulting local officials or agencies, existing organizations, other community members; gather basic information on the reason/background of the need or problem; the type of assistance that community members are suggesting; how many will benefit)

2. **Write down a plan**:
   (*a community project should benefit as many people as possible; be doable, and not too costly)*

   Note to facilitator: give examples of some projects; explain that the class will learn how to write a plan in the upcoming session

3. **Prepare your project implementation**:
   (*assemble materials, meet with all involved, set the date with the recipients or beneficiaries*)

4. **Let's do it!:**
   (*have fun and enjoy carrying out your project)*

5. **Reflect and celebrate:**
   (find time to get together with your class to share your experiences and recognize the team effort that made the project implementation a success.)

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Activity 15: Preparing a Community Service Project Plan

✓ **Objectives -** By the end of the activity, participants will be able to:

a. Review the main concepts of the previous activity (Introducing the Community Service Project)
b. Prepare a proposal and implementation plan for the group community service project

Time Required: 45 min

Methodology: small group discussion, large group discussion

Materials and Preparation: manila paper, markers, tape

- ❑ **Handout 9.16: Giving Back to Our Community**
- ❑ **Handout 9.17: Are We Reaching Our Goal?** (chart for tracking team's progress with their community service project from preparation to completion written in manila paper, and the same chart printed bond paper size, 1 copy per team and 2 color crayons per team)
- ❑ Paper ball

Steps:

1. Remind participants of the last activity about introducing the community service project. Ask 3--‐4 learners to share their most important learning from that session. Connect their learning to their community service project.

Explain that in this session the different teams will start writing their Community Service Project Plans but before they do that the class will play a game. Choose a game that promotes teamwork, e.g. basketball game: class forms 2-3 teams and each team forms a straight line parallel to each other facing the board. One of the team members stands in front facing the members and will act as the "basket", and the rest count off and have assigned numbers as the "players". You (Facilitator) act as the "coach". Each of the teams play out the coach's rapid instructions (e.g. No. 1 dribble, dribble, dribble; pass on to No. 3; pass on to No. 7, No. 7--‐shoot!; No. 7 aims for the basket and shoots the ball). The team who scores the best of 3 wins.

Now ask the learners to group according to the team they formed for the community service project. Drawing learning or examples from the basketball game, stress that in this session they will need teamwork to write up a plan for their project and to keep in mind their common goal of giving something back to their community, no matter how small the service, etc.

(15 min)

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🗝 Key Topics 🗝

- Preparing a community service project plan
- Familiarization with a tool to track progress toward achieving a goal (a plan)

2. Ask learners to go to **Handout 9.16 Giving Back To Our Community** in their Participant's Handbook. Stress that the team may write in English or Filipino. Read and explain the first 3 sections (I, II, and III) of the template and give the teams time to write up these sections. Tips: show the learners how to manage their time, e.g. give 10 min per section; or write key words or phrases first.

(15 min)

3. Do the same for the remaining 3 sections.
The purpose of the community service project is to provide an opportunity for learners to apply their learning in community mobilization and resource mobilization.
Please encourage the teams to plan their project with the participation of other community members such as parents, other youth, the barangay council, teachers, members of the OSYDA , and other organizations. These other members can participate by providing counterpart materials e.g. paint, broom, snacks, transportation, etc.

Recall module on making goals. Explain that the class will apply their learning by making a graph to track/follow their progress in their community service project.
Ask them to go to **Handout 9.17: Are We Reaching Our Goal?** In their Handbook.
Lead the teams in filling out this goal tracking chart.

Guide the teams in setting the timeframe, e.g. you can block off in advance dates for completing the plan, getting the plan approved, and end-date for completing the community service project are set and common to all teams.

Tips: For every activity, the first row is the target date and the second row is the actual. Use different colors for target and actual. Set a check-in date for teams to report back to you their progress and for you to give guidance as needed to keep the teams on track.

Note to facilitator: Once each team submits their Community Service Project Plan, the facilitator should review it and go back to each team with suggestions and ideas to improve it – that they should discuss together. This discussion represents the approval of the plan.

(15 min)

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Handout 9.16: Giving Back To Our Community

Name of Project

Community Service Project of (Name of Team Members**)**

I. What is the community problem or need? *Ano ang pangangailangan o problema sa aming barangay na aming tutugunan?*

II. What do we plan to do? *Anu-anong hakbang ang aming gagawin?*

III. Who and how many community members will benefit from this project? *Sino at ilan ang matutulungan ng aming project?*

IV. How do we plan to organize and implement this project? *Paano namin isasagawa ang project na ito?*

- Who will be involved in this activity? What steps will we take to involve them?

- What will we do to find the materials we need for this activity?

V. When do we plan to implement this project? *Kailan namin gagawin ang project na ito?*

VI. Expected Positive Results (Project Outcomes and Benefits) *Mga magagandang resulta na inaasahan namin sa aming project*

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Handout 9.17: Are We Reaching Our Goal?

(Name of team)

Activity	(Month)				(Month)			
	Wk 1	Wk 2	Wk 3	Wk 4	Wk 1	Wk 2	Wk 3	Wk 4
1. Gather information								
2. Submit plan								
3. Plan approval								
4. Preparations								
5. Let's Do It!								
6. Reflect and celebrate								

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✍Activity 16: Implementing the Community Service Project

✓ **Objectives –** By the end of the activity, participants will be able to:

a. Implement its Community Service Project
b. Reflect on the experience of implementing a community service project

Time Required: 3 hour 50 min

Methodology large group activity and discussion

Materials and Preparation: manila paper, markers, tape

- ❑ **Handout 9.18: Reflections on Our Community Service Project**

Steps:

1. After the community service project is conducted, set time to meet with the learners to debrief on the just concluded activity.
   Ask them to go to **Handout 9.18: Reflections on Our Community Service Project** in their Handbook**.** Using this Handout, ask each team to reflect on their activity. Below are some guide questions:
   - How do you feel about being able to complete your community service project?
   - How do you feel about the support of city/municipal officials? Barangay officials? Other community members?
   - How do you think the beneficiaries (*mention specific intended beneficiaries*) feel about your project?
   - Is doing community service an activity you would like to do regularly?
   - If you will do another community service- what will you continue to do? What will you do differently? (possible answers- *continue to coordinate with barangay, encourage more young people to participate, have a resource mobilization plan to help more people, etc)*

   Conclude your community engagement session with celebratory messages and words of acknowledgement or encouragement to your learners and a final activity, e.g. giving tokens, signing a commitment to meaningful service, giving certificates, etc).

   (3 hr 30 min)

2. Congratulate participants for finishing Module 9. Explain that they will now take a short assessment to see how much they learned. Clarify that this assessment is very important for the Facilitator and for themselves to see what knowledge and skills they know and what they still need to reinforce. The results will <u>not</u> affect your ability to continue in the program.

   (20 min)

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Make sure learners are seated in a way that is conducive to testing and with enough space between learners.

Give each learner a copy of the End-of-Module Assessment and ask them to answer the questions.

Once participants have finished the post assessment, go over the answers with them if time permits.

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Handout 9.18: Reflections on Our Community Service Project

1. How do I feel about the support of city/municipal officials to our activity?
   - ❑ Not satisfied and not happy
   - ❑ Satisfied and quite happy
   - ❑ Very satisfied and very happy

2. How do I feel about the support of barangay officials to our activity?
   - ❑ Not satisfied and not happy
   - ❑ Satisfied and quite happy
   - ❑ Very satisfied and very happy

3. How do I feel about the response of (*mention the specific beneficiary group*) to our activity?
   - ❑ Not satisfied and not happy
   - ❑ Satisfied and quite happy
   - ❑ Very satisfied and very happy

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End-of-Module Assessment

Module 9: Civic Engagement

Circle an answer for each statement.

English	***Tagalog***
1. A young person is civically engaged when he/she is involved in his/her community or society, interested in the well-being of others, and involved in finding solutions to problems in the community. a. True b. False	1. Masasabing nakikilahok sa pamayanan ang ang isang bata kapag nakikisama siya sa kaniyang bayan o lipunan, may malasakit sa ibang tao, at tumutlong na maghanap ng mga lulutas sa problema ng pamayanan. a. Tama b. Mali
2. Which of the following is **not** a civic engagement activity: a. Joining other young people in a rally against drugs b. Registering in a skills training course c. Organizing young people to raise awareness on use of social media for information and fun d. Volunteering to help flood victims	2. Alin sa mga ito ang hindi gawaing pangpakikilahok sa pamayanan: a. Pagsama sa ibang mga bata sa isang rally laban sa ilegal na droga b. Pagsali sa isang kurso ng skills training c. Pagtitipon sa kabataan para ipaalam sa kanila ang tamang paggamit ng social media para sa kaalaman at kasiyahan d. Pagbo-volunteer para tumulong sa mga biktima ng baha

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3. As a first step in being part of the solution in the community, a young person should: a. Help in organizing women and youth groups b. Solicit funding from the local government and civic organizations. c. Know the priority needs in the community d. Know what agencies can help and support the needs in the community	3. Bilang unang hakbang sa pagiging kasapi ng kalutasan sa komunidad, dapat: a. Tumulong sa pagtitipon sa mga organisasyong pambabae at pangkabataan b. Kumalap ng pondo mula sa gobyernong lokal at sa mga pangkat sibiko c. Alamin ang mga pangunahing pangangailangan ng pamayanan d. Alamin kung aling mga ahensya ang makatutulong at makasusuporta sa mga pangangailangan ng pamayanan
4. The government is the only one responsible for solving the problems of out-of-school youth. a. True b. False	4. Ang gobyerno lang ang may tungkuling lumutas ng mga problema ng out-of-school youth. a. Tama b. Mali

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5. You and your friends are completers of carpentry skills training. Which of the following community service projects can you do to practice your new skills while also contributing to your barangay? a. Work with a group of mothers to help prepare nutritious food for a feeding program for school children. b. Fix the electrical wiring problems of the church or mosque. c. Help parents to repair leaking roofs, broken chairs and desks during Brigada Eskwela d. Clean and beautify the surroundings of the barangay hall	5. Natapos mo at ng iyong mga kaibigan ang isang kurso sa carpentry skills training. Alin sa mga sumusunod na proyektong magsisilbi sa komunidad ag kaya mong gawin para magsanay sa mga bago mong natutuhan habang nakaaambag rin sa iyong barangay? a. Makipagtulungan sa isang grupo ng mga ina para maghanda ng masustansiyang pagkain para sa isang feeding program para sa mga batang mag-aaral b. Ayusin ang mga problema ng kableng elektrikal ng simbahan o masjid c. Tulungan ang mga magulang na ayusin ang mga butas na bubong, putol sa silya at mesa kapag Brigada Eskwela d. Maglinis at pagandahin ang paligid ng barangay hall
6. Your group decided to do a barangay clean-up, but there are only four of you. Some people did not want to join because they said that it is the barangay's job to do the clean-up. What will you do to get the support of other community members? a. Ask the help of the barangay chairman to get the support of community leaders b. Encourage other young people to join the clean-up activity c. Talk to parents about the benefits of clean surroundings d. All of the above	6. Nagpasya ang grupo mong magsagawa ng paglilinis sa barangay, pero aapat lang kayo. Ayaw sumali ng ibang tao dahil sabi nila, tungkulin ng barangay ang maglinis. Ano ang gagawin mo para makuha ang tulong ng mga kasama sa pamayanan? a. Humingi ng tulong sa kapitan ng barangay para makuha ang suporta ng mga pinuno ng komunidad b. Manghikayat ng ibang batang sumali sa gawaing paglilinis. c. Kausapin ang mga magulang tungkol sa kabutihang hatid ng malinis na kapaligiran. d. Lahat ng nabanggit

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7. Andrew and his friends just completed their welding training. They are planning to repair the iron fence of the municipal hall as their community service project. What is the next step that Andrew's group should take to implement their community service activity? a. Elect class officers b. Indicate the timeline to implement the community service activity c. Make a budget and list of other resources needed for the project d. Identify the possible sources of funds and other resources	7. Katatapos lang ni Andrew at ng mga kaibigan niya sa welding training. Balak nilang ayusin ang bakal na bakod ng munisipyo bilang kanilang proyektong magsisilbi sa komunidad. Ano ang sunod na hakbang na dapat gawin ng grupo ni Andrew para maisagawa ang kanilang gawain? a. Maghalal ng mga pinuno ng klase b. Maglatag ng timeline sa pagsasagawa ng proyekto c. Lumikha ng budget at listahan ng mga kakailanganin para sa proyekto d. Kilalanin ang mga posibleng mapagkunan ng pondo at iba pang pangangailangan
8. The following are examples of resources that can be mobilized by young people to conduct a barangay medical mission as a community service activity, except: a. Parents and community members b. Facilities and equipment such as life boats, life vest, emergency water supply c. Money d. Goods or in kind materials such as medicines and health kits	8. Ang mga sumusunod ay halimbawa ng mga lakas o gamit na maaaring mapakinabangan ng kabataan para magsagawa ng isang barangay medical mission bilang gawaing tutulong sa komunidad, liban sa: a. Magulang at mga kasapi ng pamayanan b. Facilities at kagamitan tulad ng life boats, life vest, emergency water supply c. Salapi d. Goods o in-kind na gamit tulad ng gamot at mga health kit

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9. To identify priority community needs, the ONLY thing young people need to do is to consult with the barangay chairman and list the top 10 needs of the barangay. a. True b. False	9. Para makilala ang mga pangunahing pangangailangan ng isang pamayanan, ang dapat lang gawin ng kabataan ay sumangguni sa kapitan ng barangay at maglista ng 10 pinakamalalaking pangangailangan ng barangay. a. Tama b. Mali
10. To be part of the solution to problems of drugs in their barangay means: a. Young people should ask their parents to complain about the drug problem in the barangay b. Young people should focus on their studies only c. Young people should join the Say No to Drugs campaign of the barangay and encourage their friends to do the same d. None of the above	10. Para maging bahagi ng kalutasan sa problema ng droga sa barangay: a. Hilingin dapat ng kabataan sa kanilang mga magulang na magreklamo tungkol sa problemang pandroga sa barangay b. Magtuon lang dapat sa kanilang pag-aaral ang kabataan c. Sumali dapat ang kabataan sa "Say No to Drugs" na kampanya ng baranagay at hikayatin ang mga kaibigang gawin rin iyon. d. Wala sa nabanggit

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End-of-Module Assessment Answers

Module 9: Civic Engagement

1. True
2. b
3. c
4. False
5. c
6. d
7. c
8. b
9. False
10. c

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