

Young Heroes Outreach Program

Educator Resource Guide



**NATIONAL
LIBERTY MUSEUM**
321 Chestnut Street, Philadelphia PA



The Young Heroes Outreach Program Educator Resource Guide was produced by the National Liberty Museum's Education Department

Vice President of Programs

Kevin Orangers

Manager of Outreach Education

Nick Ospa

Writers

Katy Haynicz-Smith, Outreach Educator
Heather Brubach, Outreach Educator

Design

Mitch Gorshin, Vice President of Marketing
Ashley Rodriguez Reed, Education Dept

Special thanks to all of the Young Heroes Outreach Program faculty advisors from the 2012-13 school year for their added perspectives and insights toward the creation of this edition.

In addition we would like to thank the following people at the National Liberty Museum for their contributions to the Educator Resource Guide: Samantha Kirk, Heather Dooley, Angela Barber, Rachel Costello, Alan Holmes, Christine Schoonmaker, and Carole Showell.

Table of Contents

Program Overview

Young Heroes Outreach Program Introduction	3-5
--------------------------------------------	-----

Expectations

Program Expectations	7-9
Faculty Advisor Deadlines	10
Letter to Parents/Guardians	11
Media Release Form	12

Session Overview

Young Heroes Program Outline	13-16
Young Heroes Program Rationale	17-19
Young Heroes Program Evaluation	20-22

Faculty Resources

Recommended Reading	23-31
Young Heroes Club Outline	33-34
Community Action Project Outline	35-37
Club Tips: Recruitment, Retention, and Logistics	38-39
Getting Support for Your Club	40-41
Club Letter to Parents/Guardians	43
Attendance Sheet	44
Kick-Off Young Heroes Club Meeting Agenda	45-46
Agenda Template	47
Notes Template	48

Acknowledgements and Other

Other Programs from the National Liberty Museum	49-50
Sponsor Acknowledgements	51
References	52

Young Heroes Outreach Program Introduction

The National Liberty Museum's Young Heroes Outreach Program is designed to empower students to think critically about obstacles to liberty and act as agents of change.

Our ability to foster the development of Young Heroes is based on these foundations:

As educators, we know you...

- Understand students.
- Have valuable classroom experience.
- Know how to introduce new skills.
- Know how to facilitate leadership and teamwork.
- Know how to motivate and inspire students.

As faculty advisors and participating teachers, we hope you show students...

- You value students' voices, perspectives, and leadership.
- You believe students have important skills and abilities to contribute.
- You value liberty education and the tools it gives students to make change.
- You, along with YHOP educators, will provide hands-on experiences with tangible goals.
- You believe students are capable of making real change in their school and community.

As Young Heroes Outreach Program Educators, we will...

- Respect our partnership with you and your students as guests in your school.
- Provide quality educational experiences with tangible goals and objectives.
- Provide additional resources relating to lessons and club projects.
- Support you and your students in making change in your school and community.

Young Heroes Outreach Program Introduction

What Is the National Liberty Museum?

Located in the heart of historic Philadelphia, the National Liberty Museum is where the story of liberty truly comes to life. It begins with an opportunity to literally touch freedom by way of an exact duplicate of the Liberty Bell which visitors can explore with their fingertips. From there, one is carried seamlessly into the heart of liberty by stories, colors, light and textures that awaken the desire to “LIVE LIKE A HERO.”

What Is the Young Heroes Outreach Program?

The National Liberty Museum’s Young Heroes Outreach Program is an innovative educational initiative for grades 5-8 that empowers students in the areas of leadership, civic engagement, social justice, and critical thinking through project-based learning. Acting on the principle that liberty is a right every person and community should have, YHOP prepares young people to identify areas where liberty is lacking, and supports them in making social change in their schools and communities. After your students complete our original curriculum, they will establish a Young Heroes Club and execute community action projects that foster long-lasting impact.



What Is the Young Heroes Award?

The inspiration for the Young Heroes Outreach Program is the Museum’s Young Heroes Award. This annual award, sponsored by TD Bank, recognizes students who make a difference in their schools and communities. Acting on the principle that liberty is a right every person and community should have, the Young Heroes Award rewards young people who have identified areas where liberty is lacking, and have taken action to make social change. The Young Heroes Award honors young people who have championed liberty through civic engagement, conflict resolution, promoting diversity, and school or community leadership. All winners receive recognition at a gala awards ceremony at the Museum, a certificate of recognition, a medallion, other gifts, and a plaque featuring their story in the Museum’s Young Heroes Exhibit on display for one calendar year.

Young Heroes Outreach Program Introduction

Pedagogical Approach

Liberty Education integrates strategies from several pedagogies, with the goal of empowering student voice and action.

Inquiry-Based Learning

Using convergent, open-ended questions to foster critical thinking; Drawing connections between past, present-day, and future issues; Guiding students to draw conclusions through higher order thinking; preparing students to be engaged citizens.

Social-Emotional Learning

Teaching students how to positively deal with challenges and express themselves constructively; Facilitating soft social skills such as teamwork and communication.

Social Justice Education

Implementing historical and modern-day examples of people who have taken action around liberty; Teaching students the critical thinking skills to recognize obstacles to liberty in their lives and to be agents of change.

Project-Based Learning

Facilitating learning through hands-on, interactive projects with clear connections to students' lives as well as academic objectives; Fostering student voice, leadership, and accountability.

YHOP Educators utilize the following multi-modal teaching strategies:

Direct instruction

Small group work

Multimedia

Role play

Hands-on games and activities

Young Heroes Outreach Program Expectations

Sessions

1. Faculty advisors should send the YHOP Parent Letter and Media Release form home with each participating student, before the lessons begin.
(See the following pages for templates – please contact YHOP educators for copies.)
2. Participating teacher(s) and at least one faculty advisor must be present at each YHOP lesson.
3. At least one faculty advisor must be present at each YHOP club meeting.
4. Faculty advisors and teachers must take an active role in all YHOP sessions, including:
 - Engaging with and assisting small groups during break-out activities
 - Re-directing student behavior as needed
 - Modeling active listening and participation
5. Faculty advisors and participating teachers should not participate in any activity that disengages them from YHOP sessions, including but not limited to:
 - Using a cell phone or computer
 - Grading papers or lesson planning
 - Leaving the room for extended periods
6. If a faculty advisor and/or participating teacher is absent on the day of a lesson or club meeting, museum staff must be notified as soon as possible in order to discuss alternative plans.
7. If student behavior is extremely disruptive and/or harmful, and students are non-responsive to classroom management strategies, YHOP educators reserve the right to discontinue a session and schedule a meeting with faculty and administration to address the issue.

Young Heroes Outreach Program Expectations

Transition to Young Heroes Club

1. After students have completed all lessons, faculty advisors must schedule a meeting with a YHOP Educator to discuss Young Heroes Club requirements.
2. Faculty advisors have 3-6 weeks to identify interested students, and follow school procedures.
3. Faculty advisors are permitted to form their own guidelines for student acceptance into the Young Heroes Club.
4. Faculty advisors should determine the maximum number of club members based on how many students they feel they can accommodate.

At least 50% of spots in the Young Heroes Club must be reserved for students who received YHOP lessons in that same school year.

Community Action Projects

1. Young Heroes Clubs are required to plan and execute projects about issues that directly affect their school and community.
2. Faculty advisors are responsible for facilitating club projects in accordance with YHOP guide lines, including completion of guided worksheets and reflection questions.
3. Young Heroes Clubs must present their projects at the End-of-Year Celebration.

Evaluations

1. Faculty advisors must complete baseline, mid-year, and end-of-year surveys.
2. Faculty advisors must also facilitate student completion of baseline, mid-year, and end-of-year surveys.
3. Return on student surveys should be 80% or higher for each round of surveys.

Communication

1. Faculty advisors and participating teachers should expect weekly emails from YHOP educators. These will include updates, reminders, and requests.
2. Faculty advisors should set aside time to respond to YHOP emails within 48 hours.
3. YHOP educators will facilitate regular status updates through scheduled conference calls and other forms of group communication.
4. Faculty advisors will respond regularly to blog posts. Prompts will be given each 1st & 3rd Wednesday of the month, and responses will be due each 2nd & 4th Wednesday.

Young Heroes Outreach Program Expectations

Other Requirements

1. Faculty advisors must use the provided template to record attendance at all club meetings and events.
2. Faculty advisors must turn in attendance sheets, student worksheets, and other required materials at the end of the school year, along with end-of-year evaluations.

End-of-Year Celebration

1. At least one faculty advisor must attend the End-of-Year Celebration, to assist in supervising Young Heroes Club members.
The date of this year's Young Heroes Club Celebration is Saturday June 7, 2014.
2. Faculty advisors are also responsible for promoting club member attendance at the End-of-Year Celebration.

Honorariums

1. Faculty advisors must meet ***all*** requirements in the above categories in order to qualify for the mid-year and end-of-year honorarium installments.
2. Each honorarium check will be addressed to one faculty advisor. In the case of multiple faculty advisors, a mutual decision for dividing and using the compensation should be reached by all faculty advisors.

2013-2014 Faculty Advisor Deadlines

Young Heroes Outreach Program

Aug 16 or Sept 13	Submit homework for 7.5 hours of Act 48 Credits (optional) (Dates are for July 24 and August 24 Orientations, respectively)
Sept – Oct	Meet with principal to review and sign YHOP Contract; mail or fax. Mail: National Liberty Museum, 321 Chestnut St, Phila PA 19106 Fax: (215) 925-3800
Sept – Oct	Review online calendar and email possible dates to nick@libertymuseum.org Website: http://calendar.libertymuseum.org/View.html Username: Outreach (Case Sensitive) Password: Liberty321 (Case Sensitive)
Sept 25	Complete first blog entry Prompts will be given every 1st & 3rd Wednesday of the month Responses will be due each 2nd & 4th Wednesday of each month Blog Website: http://kidblog.org/YHOPFaculty Username: Ms. or Mr. & your last name Password: YHOP Class signup code: din569
Before Lessons (by _____)	Complete Pre-Lessons Faculty and Student Surveys; mail or fax
Before Lessons (by _____)	Send home parent letter and media release form to be signed
Nov 1	Deadline to have lesson dates confirmed with YHOP educators
Before Last Lesson (by _____)	Set up meeting with YHOP educator (allow 45-60 minutes)
By Last Lesson (by _____)	Meet with YHOP educator to discuss club expectations
After Last Lesson (by _____)	Complete Post-Lessons Faculty and Student Surveys; mail or fax
_____	Promote Young Heroes Club and identify club members
_____	Schedule 3 Young Heroes Club meetings with YHOP educator
After Last Lesson (by _____)	Hold Kick-Off Young Heroes Club meeting; Complete Pre-Club Faculty and Student Surveys (3-5 weeks after lessons)
May 16	Complete Community Action Project
June 2	Have students complete required worksheets (should be ongoing)
June 7	End-of-Year Young Heroes Club Celebration at the National Liberty Museum
June 13	Complete Post-Club Faculty and Student Surveys; mail or fax surveys and student worksheets



321 Chestnut Street
Philadelphia, PA
t 215.925.2800
f 215.925.3800
www.libertymuseum.org

Dear Parents/Guardians,

During this school year, the National Liberty Museum's Young Heroes Outreach Program (YHOP) will visit your child's school. YHOP is an educational program that empowers students in the areas of leadership, civic engagement, social justice, and critical thinking. Please view this introductory video for more information: <http://goo.gl/cYZ5iP>

After students complete our original curriculum, they will have the opportunity to join the Young Heroes Club, led by a faculty advisor from their school as well as a YHOP educator. During club meetings, students will identify and investigate issues that matter to them, and plan a community action project that directly works on those issues. There will also be a club member blog where students can ask questions and post project ideas. Please review the attached media release form, which contains more information about the student blog.

To make your child's participation in the Young Heroes Outreach Program as rich as possible, we encourage you to ask your child about their involvement in YHOP. Please also consider visiting us at the National Liberty Museum, to learn more about the meaning liberty has in all of our lives.

While at your child's school, we would love to be able to take pictures and record video of our program in action. **With respect to your privacy, we ask that you please sign the media release form attached, giving us permission to film your child and allowing your child to participate in the student blog.**

We hope that you and your family find the Young Heroes Outreach Program to be rewarding.



Best Wishes,
Nick Ospa
Manager of Outreach Education

The Young Heroes Outreach Program is made possible by the generous support of the following sponsors:

*The AmeriHealth Caritas Family of Companies • The Boeing Company • The Caroline J. Sanders Charitable Trust • The Children's Hospital of Philadelphia • The Christian R. and Mary F. Lindback Foundation • The Elias Family Charitable Trust • Fox & Roach Charities • The Huston Foundation • The John S. and James L. Knight Foundation Donor Advised Fund of the Philadelphia Foundation • Lawrence Saunders Fund • The Patricia Kind Family Foundation • The Paula Steinebach Trust • Tozour Energy Systems • Wells Fargo Foundation •
The many individual donors who have made generous contributions to the program*



MINOR MEDIA RELEASE FORM

Child's Name: _____ Age: _____ Date: _____

I am the parent or legal guardian of the above-named minor ("Child") and I hereby agree to allow photographs to be taken. I further understand that pictures taken and video shot ("Images"), and written/verbal stories and interviews ("Stories"), may be used in Museum materials, may be distributed to news organizations worldwide, and/or may be broadcast in television news programs around the world. I hereby give permission for news media and/or representatives of the National Liberty Museum to use Stories and Images, including use of the Images in print and electronic media, without payment or compensation, for educational or promotional purposes. I hereby release, hold harmless and indemnify the National Liberty Museum, its subsidiaries and affiliates, and its and their officers, directors, employees and representatives from and against any claim arising in connection with the Child's participation in the activity which may be brought by or on behalf of Child, including costs and attorneys' fees, unless such claim arises due to the gross negligence or willful misconduct of National Liberty Museum, its employees, agents, or authorized representatives.

I hereby give permission for my child to contribute to the Young Heroes Student Blog, with the understanding that student blog submissions will be an extension of program learning and my child's privacy will be maintained. The student blog will be accessible only with login and password privileges (given to student club members, teachers, and program administrators). Only initials and school name will be used for student logins, and no other references to students' identity, location, or other personal information will be permitted. National Liberty Museum educators will monitor all student blog contributions, and will exercise administrative privileges whenever necessary. This program will also adhere to standard Acceptable Use Policies for the Internet, an example of which is available on the Philadelphia School District's website: <http://www.phila.k12.pa.us/aup/> Any questions or requests for blog access should be directed to Nick Ospa, the National Liberty Museum's Manager of Outreach Education, at nick@libertymuseum.org.

By signing this form, I acknowledge and agree that all copyrights and other intellectual property rights in and to Images and Stories are the property of the National Liberty Museum, and may be edited before use.

.....
Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

Address: _____

City, State, Zip: _____

Please sign and detach this portion, and return to your child's classroom teacher or Young Heroes Outreach Program faculty advisor.

Young Heroes Outreach Program Outline

Through the Young Heroes Outreach Program, the National Liberty Museum aims to bring the inspiring message of liberty into the classroom throughout the year.

The Young Heroes Outreach Program includes the following components:

1. The program begins with students visiting the National Liberty Museum for a guided Museum Learning Experience, a combination of a Museum tour and a hands-on, classroom-style workshop. This will introduce students to the core concepts of the Young Heroes Outreach Program. All transportation expenses will be covered by the National Liberty Museum.
2. A YHOP educator will lead students in a series of lessons teaching them to remove obstacles to liberty in their own lives by using the “powers” they already have.
3. The YHOP educator will then work with you and your students to create a Young Heroes Club dedicated to addressing social issues within your school and community. The YHOP educator will facilitate several club meetings, and provide materials and support to guide students in the process of completing a community action project.
4. The YHOP educator will provide additional support throughout the school year to help your club reach its goals and impact real change in the school and community.
5. YHOP staff will evaluate the program throughout the year to determine project impact. (Please see Expectations section for more information.)

Specific Program Goals

1. Using historical and present-day contexts to teach the concept of liberty
2. Empowering students to think critically about obstacles to liberty
3. Instilling in students a sense of agency
4. Teaching students to apply their constitutional rights and unique abilities to make change
5. Guiding students in identifying, investigating, and acting on issues in their school and community

NOTE: The Program Rationale section of this guide contains more information on the positive effects of programs like the Young Heroes Outreach Program.

Young Heroes Outreach Program Outline

Student Learning Objectives

Pre-Program Lesson

Upon completion of the pre-program lesson, students will:

- Define liberty
- Discuss motivations for creating change in their school and community
- List the five Roles students can take on, including: Arts, Investigation, Organizing, Speaking, and Writing
- Define the five 1st Amendment Rights

Museum Learning Experience

Upon completion of the Museum Learning Experience, students will:

- Discuss YHOP norms and expectations
- Apply the concept of liberty to students' school and community
- Define agency
- Define students' Roles and Rights
- Recognize historic and present-day situations where liberty is lacking
- Compare and contrast various heroes and what actions they took to make change
- Examine and interpret museum exhibits

Session 1

Upon completion of the Session 1 lesson and activities, students will:

- Restate YHOP norms and expectations
- Defend the importance of making change
- Recall students' Roles and 1st Amendment Rights
- Apply the concepts of liberty and agency to students' school and community
- Interpret historic and present-day examples of people using their Roles and Rights to create change

Session 2

Upon completion of the Session 2 lesson and activities, students will:

- Read and analyze hero stories, detecting how they used their Roles and Rights
- Infer how students can also use their Roles and Rights
- Discuss the successes and failures heroes faced while working on their issue
- Discuss the importance of setting goals in order to create change

Young Heroes Outreach Program Outline

Student Learning Objectives

Session 3

Upon completion of the Session 3 lesson and activities, students will:

- Research root causes for issues, using newspaper articles, books, and websites
- Defend their analysis, using textual evidence
- Assess alternative analyses from their peers
- Draft goals for a hypothetical project

Session 4

Upon completion of the Session 4 lesson and activities, students will:

- Define the three Action Strategies students can use: Awareness Campaign, Direct Action, and Persuasive Action
- Utilize their research and goals from Session 2
- Design a project for a hypothetical situation, using one Action Strategy
- Integrate an additional Action Strategy into their project
- Evaluate their and their peers' hypothetical projects



Student Materials

All students will receive a Student Training Guide, which they will use throughout the program. The Training Guide contains stories of selected heroes from the Museum (including former National Liberty Museum Young Heroes), guided worksheets, activities, and a glossary. Students participating in the club phase will receive a Young Heroes Club Guide, with tips and strategies to successfully identify an issue, investigate that issue, and plan a community action project.

Young Heroes Outreach Program Outline

State Standards

Pennsylvania State Standards for Reading, Writing, Speaking and Listening

1.6.3

- A. Listen to others.
- C. Speak using skills appropriate to formal speech situations.
- D. Contribute to discussions.

Pennsylvania State Standards for Civics and Government

5.1.3

- G. Explain the importance of respect for the property and the opinions of others.

5.2.3

- A. Identify examples of the rights and responsibilities of citizenship.
(personal rights, political rights, economic rights, personal responsibilities & civic responsibilities)
- B. Identify personal rights and responsibilities.
- C. Identify sources of conflict and disagreement and different ways conflicts can be resolved.
- D. Identify the importance of political leadership and public service in the school, community, state and nation.
- E. Describe ways citizens can influence the decisions and actions of government.
- F. Identify ways to participate in government and civic life.

5.2.6

- B. Explain the relationship between rights and responsibilities.
- C. Explain ways citizens resolve conflicts in society and government.
- D. Describe the importance of political leadership and public service.
- E. Identify examples of the rights and responsibilities of citizenship.
- F. Describe the consequences of violating rules and laws in a civil society
- G. Explain the importance of participating in government and civic life.

5.2.9

- A. Analyze citizens' rights and responsibilities in local, state and national government.
- B. Analyze skills used to resolve conflicts in society and government.
- C. Analyze political leadership and public service in a republican form of government.
- D. Explain the importance of the political process to competent and responsible participation in civic life.
- F. Analyze the consequences of violating laws of Pennsylvania compared to those of the United States.
- G. Analyze political and civic participation in government and society.

Young Heroes Outreach Program Rationale

Program Rationale: How and Why the Young Heroes Outreach Program Can Enhance Your Students' Classroom Experience

The Young Heroes Outreach Program is an innovative way to give students the social and civic awareness essential to the healthy development of our schools, communities, and society. By encouraging students to engage in and think critically about civic involvement and social improvement, students will gain skills they can use to improve both their personal lives and their schools and communities.

The potential benefits of the Young Heroes Outreach Program include:

Higher academic scores

Long-range impacts (3-5 years) should include improved attention to academics on the part of students—class attention, homework completion and a quest for excellence. This will correlate with improved test scores, a reduction in the number of dropouts, and improved attendance.

Research shows that service-learning can reinforce skills learned in the classroom and improve students' interest in school.

A national study by the Child Development Center in California showed that, over time, student achievement improved more in schools with effective character-based programs than in schools without such programs.

Evidence suggests that service learning and character education, when implemented properly, improve student learning, increase family-school partnering, engage the community in positive ways with schools, and strengthen the virtue of future citizens (Lickona, 1992).

Descriptive data from the National Postsecondary Student Aid Study showed that African American students who participated in community service were more likely to earn higher grades in college. These data indicated that African American students who performed community service earned .08, .06, and .07 higher grade point averages than African American students who did not perform community service in 1996, 2000, and 2004, respectively.

Young Heroes Outreach Program Rationale

Improved pro-social behavior

First-year impacts of civic education should include noticeable improvements in behavior, a reduction in disruptions, violence and bullying; increased indicators of respect among students and between students and teachers; and an improvement in school climate (IEA Civic Education Study, Standard Population of 14-Year-Olds Tested in 1999).

Students who actively participated in school and community organizations had higher civic achievement than students who never participated.

When woven into curriculum, community service can become an effective tool for teaching tolerance and reducing student bias.

Service-learning has been proven to reinforce values of justice and compassion and help students develop a keener awareness of diversity; improve students' feelings of connection to their community (Northwest Regional Education Laboratory).

Academic improvement tends to be a common byproduct of a program that investigates character development, although improved behavior by students is the first noticeable improvement.

Empowerment and expression

Numerous qualitative studies have shown that most students, including those with records of disruptive behavior and poor academics, who are directly involved in all phases of a service learning process feel more empowered, develop more overt leadership skills, and tend to feel better about themselves as students.

By pairing community involvement with classroom learning, service-learning increases the likelihood that students will gain a more nuanced understanding of social issues, and will learn to empower — not “help” — marginalized communities.

Young Heroes Outreach Program Rationale

College Readiness

Much of the literature regarding college readiness focuses on:

- a) academic performance
- b) the high school years

Recent research shows that extracurricular activities can be used to improve students' academic outcomes. Furthermore, middle school is a key time for college readiness.

According to a report from ACT:

“the level of academic achievement that students attain by eighth grade has a larger impact on their college and career readiness by the time they graduate from high school than anything that happens academically in high school. This report also reveals that students' academic readiness for college and career can be improved when students develop behaviors in the upper elementary grades and in middle school that are known to contribute to successful academic performance.”

Many academically supportive behaviors—motivation, social connectedness, positive relationships with school personnel—are supported through YHOP's emphasis on sustained teacher involvement, student-motivated planning, and student-led project coordination (ACT 2008).

YHOP educators will conduct pre- and post- program surveys to assess the social or academic improvements in the program participants.

We anticipate seeing many of the effects listed above reflected in our evaluation!

Young Heroes Outreach Program Evaluation

The National Liberty Museum will conduct Young Heroes Outreach Program evaluations with faculty advisors, teachers, and participating students to assess student engagement and growth, change in school climate and culture, and Young Heroes Club projects and performance.

Evaluation measures include:

Qualitative and Quantitative Evaluations: We survey both participating students and faculty four times throughout their participation in the program.

1. **Pre-Lesson:** to attain a baseline of student/school aptitudes, and behaviors, and to familiarize us with each school; to assess student/faculty expectations for the Young Heroes Outreach Program.
2. **Post-Lesson:** to evaluate the efficacy of the outreach sessions and to determine academic and personal growth over the course of the outreach sessions; to track any differences in student motivation to act as an agent of liberty and student comprehension of the abilities and rights they have to enact change; to monitor and address any difficulties in implementing YHOP.
3. **Pre-Club:** to attain a baseline of club member aptitudes and behaviors.
4. **End of the Year:** To evaluate YHOP in totality and determine the impact, growth and knowledge gained from club experiences working on school/community initiatives together; to assess how well students have internalized and actualized the program's goals of project planning, critical thinking, and agency.

Self-Evaluation and Reflection:

Faculty

- **Blogs:** Faculty will be asked to post a blog entry twice a month from September through June, reflecting on YHOP successes and challenges. All entries will respond to prompts given by YHOP educators.
- **Regular Check-Ins:** YHOP educators will coordinate semi-regular conference calls, meet ups and group shares to give faculty more opportunities to learn from one another and ask for help in troubleshooting issues.

Students

- **Reflection Worksheets:** worksheets that assess students' command, completion and/or demonstration of research, goal-setting, project reflection, problem solving skills, individual growth, collaboration, and vocabulary development around social change. These will be turned in to YHOP educators at the end of the year.

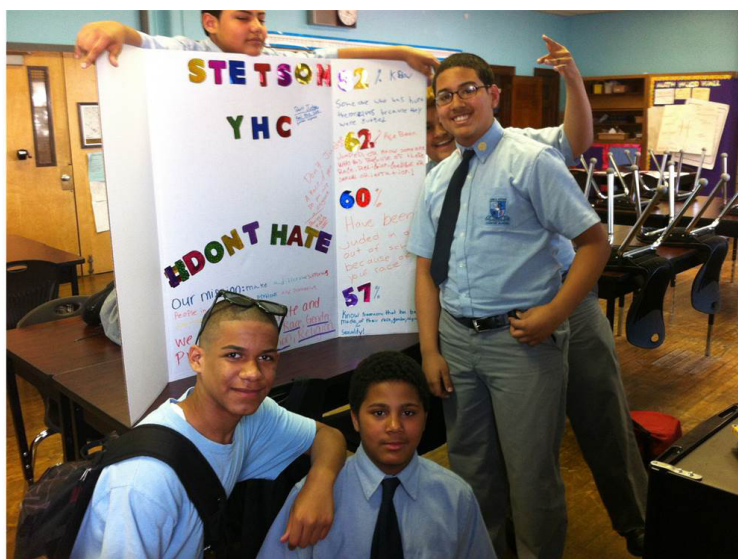
Young Heroes Outreach Program Evaluation

Measurement of School Engagement and Commitment:

1. **Student Attendance:** YHOP attendance sheet template that records student attendance at every official club meeting. This enables tracking of club member consistency, as well as participation rates of students who received the lessons compared with those who did not.
2. **Faculty Performance:** Criteria include time management, classroom presence and management, support from other faculty, communication, organization and focus, adherence to program goals and objectives, program returns, and incorporation of student voice. YHOP educators will evaluate faculty advisors throughout each year to determine fit for future participation.

Community Action Project Assessment:

1. **End of Year Presentation and Interview:** An exhibition at the end of the year at which each club will present their community action project to YHOP educators, museum staff, sponsors, family, and friends. During this exhibition, YHOP educators and museum staff will interview club members to assess command of YHOP curriculum and methods.
2. **Project Rubric & Assessment:** A rubric to evaluate each community action project based on the following key areas: decision-making process, project planning process, goals, reflection, management of time and resources, project impact, range of difficulty and completeness.
3. **End of Year Report:** a cumulative report by YHOP educators, using all of the above evaluation measures to holistically assess each school's progress. Each report cites qualitative and quantitative data to assess strengths, areas for growth, noteworthy events, and overall performance in all phases of YHOP. Reports will be submitted to faculty advisors and program sponsors, upon request.



Recommended Reading

Beyond the Canned Food Drive

Teaching Tolerance is a project through the Southern Poverty Law Center, which is “dedicated to reducing prejudice, improving intergroup relations and supporting equitable school experiences for our nation’s children.” Their teaching materials have won numerous awards and are free to educators. We have included articles and resource pages from TT in our Educator Resource Guide to expand upon the foundational principles of the Young Heroes Outreach Program. Specifically, these articles further explain the kind of critical thinking and meaningful dialogue necessary for YHOP projects and overall club goals. For more information, please visit <http://www.tolerance.org/>

Beyond the Canned Food Drive

Teaching Tolerance magazine, Issue Number 32: Fall 2007

As the holiday season nears, many schools will begin canned food drives — or toy drives, or coat drives or other donation drives for the “needy.” Some will even turn it into a contest to see which class can collect the most goods.

Giving should be celebrated, yet charity projects can produce a damaging, unintended consequence: They can reinforce or exacerbate stereotypes students often hold about people living in poverty.

To guard against this side effect and to enrich students’ knowledge, many educators are turning to service-learning. The model combines inquiry into poverty with charitable activities — and helps foster connections between students and the human beings they aim to serve. The result? An emerging generation of socially conscious students dedicated to empowering others, as well as themselves.

Students at San Francisco University High School were used to the field trips to the poorer parts of town, to volunteer at the soup kitchen for a few hours at a time. The annual trips were intended to teach students about hunger and poverty in their community — but it turns out they were having the opposite effect.

“What we realized, when we were driving them back to school, was that (students) were saying the same things about hunger and poverty that they had been saying the day before,” says Malcolm Singer, the director of community service-learning at this private, secular school for grades 9 through 12. “We realized we were reinforcing the same negative stereotypes.”

Singer decided that if teachers were going to change students’ attitudes about poverty, they needed to involve students with low-income communities in more meaningful ways. As a result, the school introduced a host of service-learning courses, including two classes designed to challenge student stereotypes about people in poverty.

Now, class discussions focus on the root causes of poverty, like low wages, lack of affordable housing, and the ongoing reduction of social services. Informed and aware, students then identify a local problem, write an action plan, and work with the community to help their neighbors. Before the course ends, they take their message to other area schools.

Recommended Reading

Beyond the Canned Food Drive

Education Before Action

More typical than the approach at San Francisco University High is the canned food drive — or winter coat drive, or holiday toy drive — generally done once a year around Thanksgiving or Christmas, at schools across the country.

While holiday food drives are well intentioned and usually meet a community need, they also can be problematic. Too often, holiday drives include little education about the root causes of poverty and almost no interaction between students and the community their donations are intended to help.

This can be detrimental for students in two ways. First, students miss out on a chance to learn about the social and economic structures under which everyone lives — rich, poor and in between. Second, this approach can reinforce negative stereotypes about poverty.

A program called Kids Can Make A Difference, also known simply as KIDS, turns this equation on its head. The KIDS curriculum provides lesson plans that examine the underpinnings of hunger and poverty, followed by age-appropriate community service activities. The program encourages children to talk about hunger in their own communities, teach their families and friends what they've learned, and organize workshops for other classrooms and schools.

"You've got to get kids involved in the root causes of hunger instead of just collecting food. You have to start earlier in the year, not in November," says KIDS co-founder Larry Levine. "The children need to understand what the causes in society are that make us need to collect food."

Making a Difference

Levine and his wife, Jane, started KIDS 13 years ago in classrooms across Maine. Now, their program is used in schools worldwide. Palo Community School in Palo, Mich., is one of them.

As spring warms in Palo, hundreds of people gather inside the Palo Community School's gymnasium to break bread with friends and neighbors. Each May, Judy Huynh's 6th- and 7th-grade social studies class hosts this International Dinner to educate its community about global hunger and poverty.

Interestingly, many of Huynh's students are struggling themselves. More than half of the 137 students who attend the rural Palo Community School, grades K-8, receive free or reduced-fee lunches, and unemployment in the community is higher than the national average. During the winter months, school is sometimes canceled because the town doesn't have enough money to plow the snowy roads.

Huynh's students spend months preparing for the International Dinner. They build educational displays, divide the gym into different "countries," and present a slide show about world hunger. Half of the proceeds raised from the event go to Heifer International, an organization that provides animals like goats and cows for families worldwide as sustainable sources of food and income. Palo students use the rest of the money to buy items for the class's refugee pen pals. Money from last year's dinner helped purchase 17 soccer balls for children in Guinea. "As teachers, it's our responsibility to teach our students about the issues of social justice in the world," Huynh says. "Once students become aware of the inequities in the world, they want to do something to make the world a better place."

Recommended Reading

Service-Learning and Prejudice Reduction

What Is Service-Learning?

If canned food drives represent a “Band-Aid” solution to hunger, service-learning projects can represent the chance for a cure. “Service-learning” combines community service with in-school curriculum, to the benefit of both the community and the classroom. First, students choose a social issue and investigate its causes. Then, students devise a community service project designed to address the issue. Following the service project, students reflect on what they learned.

Research shows that service-learning can reinforce skills learned in the classroom and improve students’ interest in school. It also shows an added benefit: When woven into the curriculum, community service can become an effective tool for teaching tolerance and reducing student bias. According to the Northwest Regional Education Laboratory, which has provided research-based educational materials for 40 years, service-learning has been proven to:

- reinforce values of justice and compassion;
- help students develop a keener awareness of diversity;
- improve students’ feelings of connection to their community.

By pairing community involvement with classroom learning, service-learning also increases the likelihood that students will gain a more nuanced understanding of social issues, and that they will learn to empower — not “help” — marginalized communities.

Resource: <http://www.tolerance.org/magazine/number-32-fall-2007/beyond-canned-food-drive>

Recommended Reading

Service-Learning and Prejudice Reduction

Four steps every educator should take to help ensure service projects reduce stereotyping, rather than reinforce it.

Research shows that service-learning can increase students' awareness of diversity and their commitment to values like justice, yet studies also have indicated that some projects actually reinforce, rather than reduce, stereotypes that students may hold about those being "served." So, what should the equity- and civic-minded educator do to help ensure an anti-bias outcome?

Current research suggests **four emphases**:

1. Incorporate reflection about student attitudes.

Conduct student reflection exercises that delve into assumptions or stereotypes about the population being served. If students will be working with a population with whom they have had little prior contact (or little meaningful contact), students should reflect on their assumptions and perceptions at the start of the project. If English-speaking students will be tutoring ESL students, for example, what do they currently "know" about ESL students and their willingness and ability to learn English? Reflection exercises about students' viewpoints should continue throughout the project.

Reflection exercises also can alert educators to students' own experiences with the issue at the heart of the project -- homelessness, hunger or domestic violence, for example.

2. Work "with," not "for."

Create opportunities for students to collaborate with and learn from the population being served.

- Include direct service activities that allow students to work side-by-side with recipients -- volunteering in a soup kitchen, for example. Indirect services, such as food and clothing drives, address real human needs, but rarely afford students the opportunity to understand the humans who have them.
- Position the recipient as teacher. Incorporate a focus on what students can learn from recipients. A cross-generational service project in which students provide companionship to elders, for example, also provides an opportunity for students to collect oral histories.

Recommended Reading

Service-Learning and Prejudice Reduction

3. Address real needs

The project's outputs should respond to needs expressed by service agencies and the constituents that they serve. For example, while your local Department of Social Services might be open to a donation of student artwork to help liven up its offices (assuming the agency can afford to frame the art), what it might need more -- and what its constituents might value more -- are volunteers to help people fill out forms or to entertain children who come to the office with parents or guardians.

4. Include study of the social policies/problems that contribute to “need.”

It's important for students to understand that people don't find themselves “in need” simply because of personal choices or “bad luck.” Encourage students to research social policies or problems that contribute to need. Hunger and homelessness, for example, are connected to issues like the living/minimum wage. Working in collaboration with service agencies and their constituents, students can create advocacy campaigns to raise awareness about specific social problems and steps local and state governments should take to remedy them.

Resource: <http://www.tolerance.org/activity/service-learning-and-prejudice-reduction>

Recommended Reading

Compassion, Action and Change

One recent November, a discussion about plants as a food source led Cowley's first-grade class to talk about hunger. The class decided to bake pies and cookies to deliver to a local church's Thanksgiving dinner for homeless and low-income residents. A massive snow storm canceled school that day, but her students persisted. They met with the mayor and a homeless advocate to learn about the causes of homelessness and the stresses of living in poverty. Then they delivered their baked goods to the church, where they volunteered to help set up and serve the meal.

In many ways, our pie project would seem to reflect the spirit of caring for others and remembering those in need at the holidays, which seems central to the American values promoted in our schools. Teachers are often looking for community service-learning projects that will demonstrate that spirit of care and engage their students, but I feel the need to look critically at each and every project I undertake.

Consider the typical model of the school food drive, usually held during the holiday season. Sometimes these drives involve a competition between classrooms to collect the largest number of cans, which really reflects how much disposable income, more than how much concern, the families of that class have. A parent told me of a food drive at another school in which the students of the class that brought the most cans were rewarded with a pizza party. There are mixed messages there. Although school food drives are well-meaning, they may inadvertently be:

- Reinforcing stereotypes about poor people,
- Oversimplifying the problem and the solution,
- Failing to teach an understanding of the causes of poverty or local efforts to improve conditions, and
- Further stigmatizing low-income children in the school.

I don't want children to think that a turkey dinner or a pumpkin pie will solve the problems of a homeless person or an unemployed family. Without a doubt, the holidays are hard and stressful for low-income people, but the reality is that things get a whole lot more miserable in January, February and March when the seasonal jobs disappear and heating costs increase, along with medical costs and days of work lost to sickness.

Recommended Reading

Compassion, Action and Change

When kids collect canned goods for “poor people,” it makes “poor people” seem like a permanent, almost genetic condition. The children have no idea where the food goes after they drop the cans their mothers bought into the box. If we leave it at that, it is a child’s imitation of an adult’s token gesture of charity: tossing a coin in a beggar’s cup. Does the tossed coin absolve the adult of responsibility of addressing the societal contradictions that create such poverty even here, in the richest country in the world?

A “give the helpless a handout” approach does nothing to increase children’s understanding of the complex reasons why people go hungry or cannot afford housing. By oversimplifying the problem – i.e., they are hungry because they are poor – it oversimplifies the solution: a bag of food. It stereotypes low-income people as passively “in need.” Although young children are less aware of (and should not be taught) them, society is burdened with a slew of stereotypes about poor people being lazy, unintelligent, dirty and so forth. It fails to acknowledge the creative problem-solving, resourcefulness, resilience, persistence and enduring spirit of people who take nothing for granted. Perhaps most painfully, the traditional school food drive can further stigmatize low-income children in the class by reinforcing these stereotypes.

... So how do teachers find ways to approach this complex sociopolitical realm, to nurture empathy and take action, without stigmatizing families who are less fortunate than ourselves at this time? Food drives can be a developmentally appropriate activity for young children when used as a vehicle to do the following:

- Challenge stereotypes
- Teach understanding of the complexity of the causes of poverty
- Introduce local activists and organizers as role models addressing needs and working for long-term solutions
- Empower children to take responsibility in their community
- Remove the stigma of poverty

I always must assume that there are some families in my class struggling economically, even if I do not know who they are. Even knowing the occupations, addresses and free/reduced-price lunch status of my students and their families doesn’t give me the whole story. With the huge mortgages and credit-card debt carried by many middle-class families, sudden job loss can spell financial disaster. Because of the stigma surrounding it, especially in our materialistic culture, great pains are often taken to mask poverty. My point is not to identify or single out low-income students, but to be respectful of and sensitive to economic diversity in my class, the school and the community.

Recommended Reading

Compassion, Action and Change

One way I challenge stereotypes is by telling stories from my own life, stories that focus on creativity, compassion and problem-solving, as well as persistence, conservation and resourcefulness. For example, I tell them a story about when I worked for a large bookstore chain as a department manager earning minimum wage. I earned so little money that I was eligible for a day care subsidy and \$80 worth of food stamps each month. I explain that my take-home pay was about \$625 a month and that the rent for the basement studio I shared with my son (and an oil burner) was \$600 a month. That left me \$25 a month to buy diapers, soap and gasoline, and use the Laundromat.

One month I lost my food stamps on my way to work. I arrived very upset and planned to ask if I could pick up some extra hours. I was shocked to look at the work schedule and see that I had been cut from 40 hours per week to 30, because the holidays were over. When I explained the situation about the lost food stamps to my boss and asked if I could possibly work more hours, she rolled her eyes and sighed, “Hours are an issue with everyone,” then turned away. I spent my lunch hour retracing my route from work to the day care center to home and back, to no avail. When I left work that afternoon, I found two bags of groceries on the front seat of my old car, that some of my coworkers, who earned as little as I did, had chipped in on, because they understood it could have happened to them.

As a teacher, I find it is powerful to draw on and speak from my own experiences: having grown up in a struggling family, having been a community organizer, having been a single mother working a minimum-wage job. Obviously not every teacher has a trunk-load of those same stories to tell. Volunteering with local community organizing efforts is another way to gain more personal understanding of poverty. I also look for good children’s stories that address matters of class. Here are some that I regularly refer to in the course of a year.

- *The Hundred Dresses* by Eleanor Estes is a classic story about a Polish immigrant girl who is teased for saying she has 100 dresses, when she wears the same, faded old dress every day. It is told from the perspective of the teaser’s friend. I read this story aloud over the course of a week, engaging the children during and after each reading in a philosophical discussion about the ethical dilemma of being a silent bystander.
- *The Streets Are Free* by Karusa is a bilingual story about children in a Venezuelan barrio who organize and protest the lack of a playground in their neighborhood and the eventual community action that builds it. Children can retell and then make captioned drawings to illustrate a story of community organizing told by a “guest activist” visitor to the classroom. Theirs can be displayed and bound as a class book.
- *The Lady in the Box* by Ann McGovern is about two children who notice and then befriend a homeless woman living in their neighborhood.
- *Fly Away Home* by Eve Bunting is about a homeless boy and his father who live at an airport.

Recommended Reading

Compassion, Action and Change

I use these books to help children see beyond the “shopping bag lady” stereotype of homelessness, to recognize that people of all ages and circumstances can become homeless for a brief or longer period of time, for a variety of reasons, and that shelters are not solutions in themselves. Especially for older students, these discussions can be a springboard for mathematical investigations (using the classified pages of the local newspaper and the phone books) into the take-home pay of minimum-wage workers, the cost of a doctor’s office or emergency room visit without health insurance, the cost of rental housing, the location and availability of public transportation. Even for younger students, who find it meaningful to collect survival items such as lip balm, hand lotion, socks, blankets and warm jackets, organizing a “job interview clothing drive” can help them understand the idea of helping people help themselves.

My first graders worked hard and enjoyed making the pumpkin pies and cookies for the Thanksgiving dinner. Not only did they know where the food was going, but they were committed to delivering it themselves come hell or high snow. They and their families learned about how people can become homeless and what can help prevent it (affordable housing, higher-wage jobs with health care benefits, reliable public transportation), what services exist for homeless people locally, and different ways we as individuals, families, classes, and schools can help. In a small way, they learned that although donations are good, it means even more to volunteer. One family went back the next day to serve dinner, and others helped with delivering meals. My daughter wanted to bake cookies and bring them down herself, and this has become a family tradition each Thanksgiving. My son’s fifth-grade teacher, Margie Riddle, does a similar apple pie project, integrating science and math curriculum. As a follow-up activity, she asks her students to bring in different ingredients each month throughout the winter so the class can prepare a meal for a shelter kitchen.



Resource: <http://www.tolerance.org/article/compassion-action-and-change>

Young Heroes Club Outline



Overview

The Young Heroes Club is the second phase of the Young Heroes Outreach Program, building on the knowledge students have gained from their Training Sessions. In the Training Sessions, students learned about how liberty affects their lives, and reflected on ways they can act as Young Heroes to ensure their and others' liberty. Students came to understand the importance of investigating root causes of an issue or problem. They also recognized the power of their own Roles and Rights, and identified how to responsibly use these powers in order to make change.

In the Young Heroes Club, students now have the opportunity to directly apply their training in a way that makes a difference in their schools and communities. As a club, they will identify issues they and their community care about, investigate those issues, and then plan and execute a Community Action Project that makes a direct and long-lasting impact.

Club Culture

The Young Heroes Club is meant to be a safe, collaborative, and student-led space. The Young Heroes Club provides students with an outlet to express their thoughts, desires, and ambitions for the betterment of their school and community.

Students should therefore have plenty of opportunities and multiple modes for dialogue and discussion. It is also an active space in which students can apply their Rights and Roles through the Community Action Project.

It is important that students feel not only welcomed into the Young Heroes Club, but also valued and needed. To this end, we encourage Faculty Advisors to elicit student input, delegate club tasks to students, and allow students to lead club discussions and meetings as much as possible. Any decisions that are made about the club or club projects must be student-driven.



Young Heroes Club Outline

Goals

By participating in the Young Heroes Club, students will be able to:

- Apply the five 1st Amendment Rights through their actions: Freedom to Assemble, Freedom to Petition, Freedom of the Press, Freedom of Religion, and Freedom of Speech
- Apply the five Roles through their work in the club: Arts, Investigating, Organizing, Speaking, and Writing
- Apply the three Action Strategies: Awareness Action, Direct Action, and Persuasive Action
- Complete the necessary phases of a Community Action Project: Issue Identification, Investigation, Project Planning, Project Execution, and Reflection
- Collaborate with peers in a dynamic, interactive team environment
- Conduct club meetings, including the use of an agenda, notes/minutes, task delegation, and time management
- Engage with the school and community in a meaningful way



Club Materials

- Action Guide: Each club member will receive an Action Guide, including worksheets, tips, strategies, and other resources to equip them to make change in their school and community.
- Club Meeting Attendance Sheet (in Educator Resource Guide)
- Agenda Template and Notes Template (in Educator Resource Guide)
- Club Kits with materials from the National Liberty Museum
- Additional Faculty materials from the National Liberty Museum
- YHOP Educator Support: Your school's YHOP Educator will co-facilitate several club meetings, along with Faculty Advisor(s). Your YHOP Educator will continue to be a resource to your Young Heroes Club even when not physically present. This includes helping with research, connections with local organizations, mediation between school and sponsor (when applicable), and more.

Community Action Project Outline

Overview

The Community Action Project is the culminating product of club members' knowledge, efforts, and hands-on application of their Roles and Rights. The Community Action Project should directly address the club members' chosen issue, and should go beyond a service-learning or community service approach. Through their work, club members will attain an in-depth understanding of their chosen issue and fully engage with the school and local community.



1. Identifying an Issue:

Club members will discuss issues that are relevant to their school and local community, and collectively decide on a single issue to address.

2. Investigating an Issue:

Club members will conduct research on the root causes behind their chosen issue, and brainstorm possible solutions. They will also research what is already being done or has been accomplished with their issue. Then the club members can identify local organizations that they can contact for information, ideas, and collaboration.

3. Planning a Community Action Project:

Club members will brainstorm project ideas that directly address the root causes of their issue, in order to ensure long-term impact. Students will collectively decide on a course of action, and set goals for their project. Students will list tasks that need to be done in order to reach their goals, and will divide tasks among individual club members and/or small groups/committees. The club will hold meetings in order to check in on progress and work together as a team.

...steps continue on next page

Community Action Project Outline

4. Executing a Community Action Project:

Club members will reflect on their progress multiple times throughout the project, referencing the goals they set at the beginning. They should make changes and adjustments as needed, to ensure long-term impact. Club members should then conduct the final stages of their project, and record their actions through notes, photographs, video, journaling, and assigned worksheets.

5. Reflecting on Impact and Outcomes of Community Action Project:

Club members will reflect individually and as a group about the impact their Community Action Project had on the school and local community. They will also gauge their progress through various means, including but not limited to surveys, interviews, observations, and other forms of assessment.

6. Presentation at End-of-Year Celebration: see following page for more information.

Expectations

During their Training Sessions, students learned about three **Action Strategies** that they can use in order to make change. Each Young Heroes Club should incorporate at least one action from each of the following categories when executing the Community Action Project (please see pp. 10-11 in the student Training Guide for examples of each type).

Awareness Action: activities that inform people about an issue by giving facts and information.

Direct Action: activities that call attention to an issue and demand change of decision makers through various, public forms of protest.

Persuasive Action: activities that try to persuade someone to act on an issue by sharing evidence and showing support.

YHOP Educators will also be looking for club efforts and progress in the following areas:

- Student-Led Processes
- Investigation and Planning
 - Goals
 - Reflection
- Time Management
- Use of Resources
- Project Completeness
 - Project Impact
- Engagement with the School and Community



Community Action Project Outline



End-of-Year Celebration

The End-of-Year Celebration provides the time and space for all of the National Liberty Museum's Young Heroes Clubs to come together and share their experiences. It is a time to reflect on each club's progress as well as celebrate their accomplishments.

The date of this year's End-of-Year Celebration will be Saturday, June 7th, 2014. Attendance is mandatory for Faculty Advisors and Young Heroes Club members, and other teachers and administration from your school are welcome to attend. Also in attendance will be Young Heroes Outreach Program Sponsors, Family Members, National Liberty Museum staff, YHOP Educators, and other Young Heroes Clubs.

The End-of-Year Celebration will consist of two components: an Exhibition and an Awards Ceremony. During the Exhibition, each Young Heroes Club will have a space to display their Community Action Project's results. Club members should also be prepared to speak on their Community Action Project during the exhibition, specifically information relating to the Expectations listed on the previous page. The Awards Ceremony will recognize the hard work and progress of each Young Heroes Club. YHOP Educators will provide further instructions in advance of June 7th.

Please note that the End-of-Year Celebration is the specific time and place in which we honor our Young Heroes Clubs. The Young Heroes Award, which typically takes place in August, is a separate awards ceremony reserved specifically for individual young people who have not taken part in the Young Heroes Outreach Program. In 2014 and moving forward, we ask that Faculty Advisors do not nominate individual Young Heroes Club members for the Young Heroes Award. Each Young Heroes Club member will receive their well-deserved recognition at the Young Heroes End-of-Year Celebration on Saturday, June 7th. Further questions can be directed to yhop@libertymuseum.org or (215) 925-2800 ext. 107.

Club Tips: Recruitment, Retention, and Logistics

Preparing for the Club

- Set up a meeting with your school principal and other applicable administration to discuss and explain the Young Heroes club. Feel free to delegate questions to us at the National Liberty Museum.
- Request information about school policies relating to clubs. Some issues to address are:
 - When are you allowed to meet with students outside of school hours? How late? How early? Is during lunch allowed?
 - What is the process for approving time to meet during school hours?
 - What is the process for bringing in guest speakers (mainly Young Heroes Outreach Educators and sponsors but also other community leaders who may be interesting in speaking/helping)? What will outside speakers need to bring (photo ID, etc)? How will they sign in?
- Decide on a day and time to meet that works for most students and stick to it as much as possible
 - Hold meetings regularly and give reminders to club members.
 - Consider adding a reminder to the morning/afternoon announcements or sending a note home in a parent communication folder.
- Decide on a location: Choose a room or space that is large enough for members to feel comfortable and spread out if they need to get into smaller groups or do an activity. Ideally this will be a space where you can put up posters or inspiring visual aids to create a “young heroes” atmosphere.

Recruiting for the Club

- Promote your club whenever possible!
 - Promotion is a continual process. If you stop telling your message, you may be missing possible new members, guest speakers, or resource people who may now be listening.
 - Have previous or current students wear the YHOP t-shirt (if allowed) on club days to help promote to other students.
 - Bring up the club opportunity at parent-teacher conferences or check-ins.
 - Talk up the club at grade group or faculty meetings to help obtain support.
 - Put up a bulletin board in the hall or shared space all about the club and keep it updated as the project progresses.

Club Tips:

Recruitment, Retention, and Logistics

Retaining Club Members

- Set small achievable goals
 - o Make sure students can work towards short terms goals as well as keep in mind the bigger picture of the final projects.
 - o Each goal that is met should be celebrated and the work students put in to meet those goals should be affirmed before moving on to something new.
- Openly communicate with parents
 - o Send home the club parent letter
 - o Make phone calls to parents of students who express a lot of interest in joining the club.
- Snacks
 - o Students may be meeting at times of the day when they could really use an energy boost. This is particularly true if you're having meetings after school. Students are always drawn to food!

Meetings

- Use the Agenda Template and the Notes Template to help students conduct efficient and productive meetings
- Use the Action Guide to help students stay on track with their Community Action Project, during and between meetings
- Club agendas could include some or all of the following:
 - o Call to order
 - o Brief review of last meeting
 - o Announcements
 - o Project reports
 - o Unfinished business
 - o New business
 - o Open forum
 - o Adjournment
 - o Activity of choice
- Make sure each student knows his/her individual responsibilities.
 - o Assigning students specific roles may help them feel necessary and like they are each contributing to club needs (note-taker, time keeper, etc.)
 - o Follow up with students to ensure they are performing their tasks, but make sure they are taking personal responsibility.
- Post reminders on your board or another visible place about club deadlines, projects, and events
- Encourage club members to complete the sheets in their Action Guide. This will take them through the Community Action Project process step by step.

Getting Support for Your Club

We are incredibly grateful for the extra time and energy our educators give in addition to their full-time teaching. Therefore we want to remind you that you aren't ever alone during this process. You have a whole team of people who are here to make sure your club runs smoothly and you and your students get the best experience possible!

YHOP Education Team

Our Outreach Education department is always at your disposal to help you manage your club. We are your biggest supporters from the day you come to the museum to the End-of-Year Celebration. The following are ways we can help:

- Contacting or being a liaison with parents
- Reaching out and helping make connections with other organizations
- Developing club materials (worksheets, activities, etc.)
- Providing extensions, additions, or changes to club activities

Other YHOP Faculty Advisors

We realize that sometimes the best support, advice and tips can come from other teachers who are in the same boat as you are. Many of you will share similar challenges and have similar needs. This is why we have created the YHOP Faculty Blog! This space is a great place to reach out to other faculty and teachers participating in our program. You may use this space in a variety of ways:

- Ask questions about how to present certain difficult concepts or content
- Find out about modifications that have worked for students
- Discover tips for recruitment, retention, club logistics and more
- Share outside resources that have been particularly helpful or useful
- Learn what to expect from teachers with previous YHOP experience

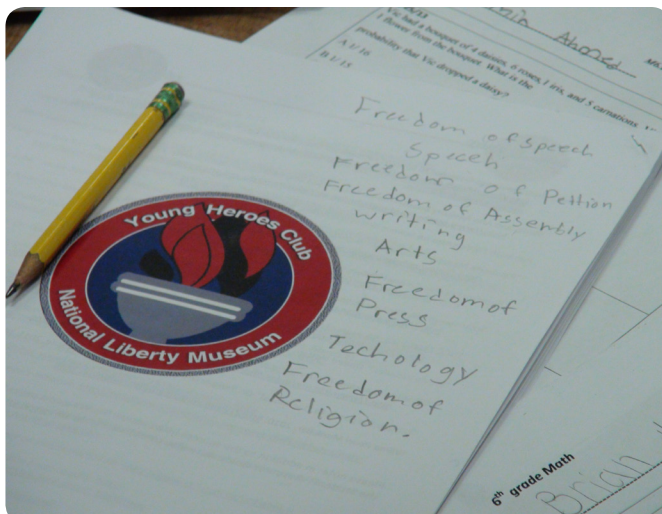
The YHOP Faculty Blog

Website: <http://kidblog.org/YHOPFaculty>

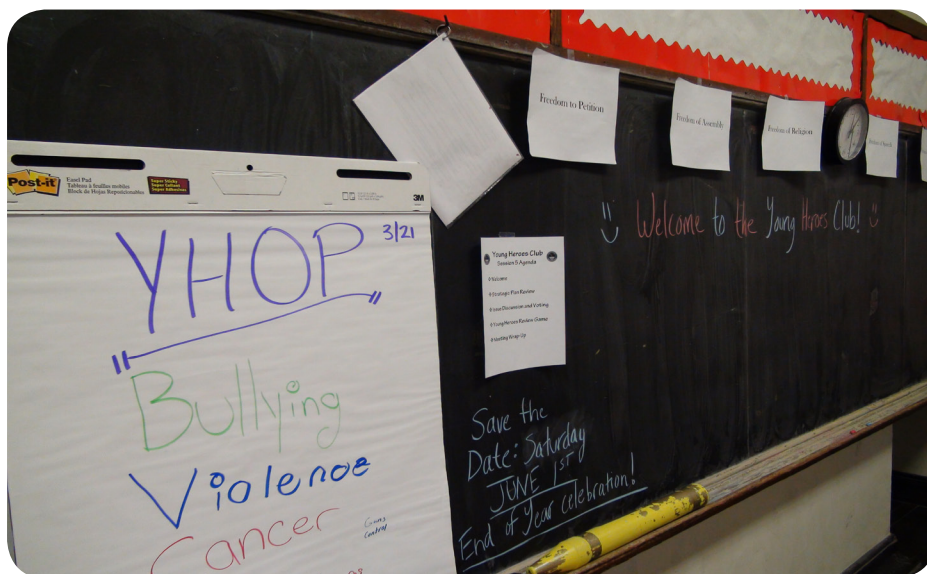
Username: Ms./Mr. _____ (last name)

Password: YHOP

Just add a new post with any questions or feedback for each other!



Getting Support for Your Club



YHOP Sponsors

We are so fortunate to have great relationships with our program sponsors. They can be a wonderful resource for helping our clubs have a successful project and ensuring the richest experience possible for students. The best way to reach out to sponsors will always be through your YHOP Educators.*

All it takes is reaching out to your YHOP Educator to let us know when you anticipate needing extra resources or more helping hands within the context of your project. We will then align your needs with what we know our sponsors can provide. The following are reasons why you might reach out to us about coordinating sponsor support for your club:

- Help recording project events (video, photo opportunities,)
- Space for hosting club events (meetings, field-trips, community events etc.)
- Physical materials that would help your project feel more complete
- Extra sets of helping hands to set up events or manage projects
- Help promoting your events or reaching out to the greater school community

** We would like to take on the role of matching the support sponsors can offer with your club's needs. Due to our familiarity with both parties, we are in a great position to do so in order to meet the needs of everyone!*



321 Chestnut Street
Philadelphia, PA
t 215.925.2800
f 215.925.3800
www.libertymuseum.org

Dear Parents/Guardians,

Over the past few weeks, your child has been participating in the Young Heroes Outreach Program (YHOP) during school. YHOP is an educational program that empowers students in the areas of leadership, civic engagement, social justice, and critical thinking. Educators from National Liberty Museum facilitated this program.

Now that students have completed our original curriculum, they will have the opportunity to join a Young Heroes Club. A faculty advisor from the school leads this club with support from a YHOP educator. The faculty advisor will arrange a day and time to hold club meetings. This could be either during school hours or directly after school. The club will meet according to a schedule determined by the faculty advisor. Generally you can expect a commitment of anywhere from one meeting a week to a couple meetings per month.

During club meetings, students will identify and investigate issues that matter to them. They ultimately work together to plan a community action project that directly works on the issues important to them and their community. There will be a club member blog where students can ask questions and post project ideas.

To make your child's participation in the Young Heroes Outreach Program as rich as possible, we encourage you to ask your child about their involvement in YHOP. Ask the faculty advisor at the school about how you may be able to lend a hand in supporting the club's efforts. Please also consider visiting us at the National Liberty Museum with your child, so they can show you all the things they have learned about the role of liberty in our lives. If your student is a member of the YHOP club at their school, admission will be free of charge.

View the following video for more information about the Young Heroes Outreach Program:
<http://goo.gl/cYZ5iP>

Feel free to contact Nick Ospa, the National Liberty Museum's Manager of Outreach Education, at nick@libertymuseum.org with any questions or concerns. We hope that you and your family find the Young Heroes Outreach Program to be rewarding.



Best Wishes,
Nick Ospa
Manager of Outreach Education

The Young Heroes Outreach Program is made possible by the generous support of the following sponsors:

The AmeriHealth Caritas Family of Companies • The Boeing Company • The Children's Hospital of Philadelphia • The Dolfinger-McMahon Foundation • The Elias Family Charitable Trust • Ernst & Young • Fox & Roach Charities • The Huston Foundation • The Paula Steinebach Trust • The Patricia Kind Family Foundation • The John S. and James L. Knight Foundation • The Christian R. and Mary F. Lindback Foundation • Lindy Communities • Republic Bank • The Caroline J. Sanders Charitable Trust • Lawrence Saunders Fund • Tozour Energy Systems • Wells Fargo Foundation • The many individual donors who have made generous contributions to the program

Kick-Off Young Heroes Club Meeting Agenda

I. Icebreaker Game (See options, provided)

II. Introduction

- a. Welcome
- b. What the Young Heroes Club will accomplish
 - i. Community Action Project, making change in the school/community, getting to know each other, having fun, etc.

III. Ground Rules/Norms/Expectations

- a. Faculty Advisor expectations
 - i. Regular attendance, helping with projects, supporting each other, being role models, etc. (Each club will have its own rules and these are up to the Faculty Advisors.)
- b. Student Expectations - Elicit student input for additional norms

IV. Student Activity and Discussion: Recognizing Our Strengths

- a. Encourage students to see that they all have something to contribute to the club by reflecting on and discussing individual strengths, and how those can be combined to help the whole club.

V. Pre-Club Student Surveys

- a. Have each student complete a survey (hard copy).
- b. Please collect these surveys to pass along (in person) to your YHOP educator at a later date.

VI. Additional Icebreaker (optional)

VII. Conclusion

- a. Date, time, and location of next meeting
- b. Thank students for joining!

Kick-Off Young Heroes Club

Icebreakers

Changing Chairs

This is a fast paced icebreaker that gets student moving and laughing. Arrange a circle of chairs or desks. Ask each student to sit in one of the chairs (have an exact number, one for each student). Tell students that if they agree with your next statement, they should stand up and move to another chair. Stand in the center of the circle and say: “My name is _____ and I like/enjoy doing/am wearing _____ (choose an ending that would likely apply to nearly everyone in the class, such as “I like chocolate ice cream”).

At this point, everyone who also likes chocolate ice cream (for example) gets up and runs to another empty chair. They may not go to the chair directly on either side of them. As the students move, make sure you occupy one of the empty seats. This way, one of the students will have no seat to occupy and will replace you in the center. Have the new person in the center make their own statement: “My name is _____ and I like/enjoy doing/am wearing _____.” Play as many rounds as wanted.

Two Truths and a Lie

Students are familiar with this game from the YHOP educator’s use of it in session 2. Each student should write down, on an index card or piece of paper, three sentences describing themselves. For example, “I have attended 11 schools,” and “I have an aunt and an uncle both named Laverne,” and “I love baseball.” The catch is, two of the statements are true and one is false. (Try to guess which one I am lying about!) The students then share their three statements with each other or the entire class (whichever you prefer) and vote on which they think are true and false. The catch here is that the more unusual the information, the harder it will be for the other students to guess. Let them know this, and you are sure to learn some interesting trivia about your new students.

Pass It Around

This activity can be done several different ways, but some favorites involve a roll of toilet paper or a bowl of candy. Pass either one around and have participants take “as much as they need.” Then, go around the room and for every piece of candy (or square of tissue), they must share one piece of information about themselves with the group.

The Line Game

Divide the students into equal groups. You will announce an order that you wish them to line up in, and the first group to do it and sit in a line on the floor wins a point. Use any of these categories: age, shoe size, birth month, birthday, middle names in alphabetical order, etc. For a challenge see if they can do it without speaking!

Agenda Template

Young Heroes Club Meeting Agenda

Date:

Important Announcements:

Recap of Last Meeting:

Goals for This Meeting:

What We've Accomplished So Far (Kudos to Individual Members):

Activities and Assignments:

Wrap Up and Reflection (Check-in with Action Guide Materials):

Next Steps:

Notes Template

Young Heroes Club Meeting Notes

Date:

Who is Present (club members, faculty, family members, and/or guests):

Recap of Last Meeting:

Goals for This Meeting:

How are club members contributing:

Important decisions made during this meeting:

Next Steps:

Other:

Other Programs from the National Liberty Museum

The National Liberty Museum is committed to serving the community through a variety of enrichment programs. In addition to the Young Heroes Outreach Program, the National Liberty Museum offers:

Professional Development Workshops

The National Liberty Museum's Professional Development Workshops provide cutting-edge professional development on topics of immediate concern to educators in Pennsylvania, New Jersey, and beyond. Workshops are highly interactive and appropriate for teachers of all grade levels, administrators, school counselors and even parents! Each workshop provides 15 hours of Act 48 credits, and many workshops also qualify for PQAS credit. For more information, contact Kevin Orangers at kevin@libertymuseum.org or call 215-925-2800, ext. 133.

Educator Open House

Several times each year, the National Liberty Museum hosts an Appreciation Night for educators to thank them for all their hard work and dedication. The evening includes refreshments, door prizes and tours of the Museum to introduce teachers to the resources we offer to assist them in their classrooms. For more information, contact Samee Kirk at samee@libertymuseum.org or call 215-925-2800, ext. 140.

Teacher as Hero Awards

The National Liberty Museum's Teacher As Hero Award, generously sponsored by State Farm, recognizes dedicated teachers who give their best every day to inspire, motivate, and educate America's young people. For more information, contact Samee Kirk at samee@libertymuseum.org or call 215-925-2800, ext. 140.

Scout Badge Programs

The National Liberty Museum offers badge programs for Girl Scouts and Boy Scouts of all age levels. All badge programs are designed to fit the requirements for earning badges as outlined by the Girl Scouts of Eastern Pennsylvania and the Boy Scouts of America. For more information, contact Samee Kirk at samee@libertymuseum.org or call 215-925-2800, ext. 140.

CAREtoon Contest

The National Liberty Museum invites the public to create "cartoons that care" expressing personal visions of peace, diversity and concern for others. The contest is open to people of all ages, both national and international. For more information, contact Kevin Orangers at kevin@libertymuseum.org or call 215-925-2800, ext. 133.

Young Heroes Awards

The National Liberty Museum's Young Heroes Awards program was launched in the year 2000 to recognize students ages 8-18 who take sustained action to improve their schools and communities. Since its inception, we have honored more than 1,000 young people. For more information, contact Nick Ospa at nick@libertymuseum.org or call 215-925-2800, ext. 107.

Public Programs

To enhance the Museum's content on diversity, heroism and civic engagement, we provide various programs, special guest speakers, and other events throughout the year. Annual events include our Martin Luther King Day Celebration and our Peace Day activities. For more information, contact Samee Kirk at samee@libertymuseum.org or call 215-925-2800, ext. 140.

Please visit <http://www.libertymuseum.org/> to learn about all of our programs and activities.

Museum Tour & Learning Experiences

The National Liberty Museum is the perfect destination for groups of all sizes, ages, and interests. When you schedule a tour, you can choose one of the themes listed below, or you can simply choose a Highlights Tour to experience a sampling of all that the Museum has to offer. Every tour is led by a professional museum educator who provides a personalized, engaging, and interactive experience for your class or group. All tour themes are aligned with Pennsylvania and National Education Standards. To schedule a tour for your group, visit <http://www.libertymuseum.org/group-tours/> or contact Sharon at sharon@libertymuseum.org or call 215-925-2800, ext. 112.

Diversity Appreciation

What ties us together as a nation? Unlike other countries that have one language, one ethnicity, or one religion, we are united by the ideals of freedom and justice set forth by our Founders. The Diversity Appreciation Tour will explore the accomplishments and cultural contributions of people of all backgrounds and examine struggles for equal rights across the globe.

Peaceful Solutions to Conflict

On this tour we examine conflict on many levels, from bullying and teasing to prejudice and discrimination. We use examples of heroes like Nelson Mandela, Rosa Parks, and Mohandas Gandhi to bring these issues to life and connect them to the conflicts experienced in everyday lives.

Balancing Rights and Responsibilities

Rights are like muscles—if we want them to be strong, we have to exercise them. But the power that freedom gives us comes with great responsibility. How do we exercise our rights in a way that does not infringe on the rights of others? On this tour, we focus on the responsibilities of citizenship that come with living in a free society.

Heroes of Character

On this tour we examine heroes from all over the world—from well-known heroes like Anne Frank and Martin Luther King Jr. to the people in your community who make choices every day to stand up for justice and equality. We focus on the qualities that make someone a hero: strength of character, willingness to speak the truth, commitment to change, and the ability to learn from and collaborate with diverse groups of people.

Sponsor Acknowledgements

We are grateful to be able to offer the Young Heroes Outreach Program thanks to caring and generous community stakeholders, who have given their financial support to the program and are truly invested in its success.

We would like to thank:

- **The AmeriHealth Caritas Family of Companies**
- **The Boeing Company**
- **The Children's Hospital of Philadelphia**
- **The Dolfinger-McMahon Foundation**
- **The Elias Family Charitable Trust**
- **Ernst & Young**
- **Fox and Roach Charities**
- **The Huston Foundation**
- **The Patricia Kind Family Foundation**
- **The John S. and James L. Knight Foundation**
- **The Christian R. and Mary F. Lindback Foundation**
- **Lindy Communities**
- **Republic Bank**
- **PECO**
- **The Caroline J. Sanders Charitable Trust**
- **The Lawrence Saunders Fund**
- **The Paula Steinebach Trust**
- **TD Charitable Foundation**
- **Tozour Energy Systems**
- **Wells Fargo Foundation**
- **The individual donors who have generously contributed to the program**

References

- ACT. (2008). "The Forgotten Middle: Ensuring that All Students Are on Target for College and Career Readiness before High School." <http://www.act.org/research/policymakers/pdf/ForgottenMiddle.pdf>.
- Facing the Future.org. (2005). *Service Learning Framework: Make Your Teaching Stick, and Change the World! A Manual for Developing Your Own Service Learning Project*. Retrieved from: <http://www.facingthefuture.org>
- Josephson Institute of Ethics. (2011). *Making Ethical Decisions*. Retrieved from: www.josephsoninstitute.org/MED/medtoc.htm.
- Lickona, T. (1992). *Educating for Character*. New York: Bantam Books.
- National Service-Learning Cooperative. (1998). *Essential Elements of Service Learning: Effective Practice and Organizational Support*. St. Paul, MN: National Youth Leadership Council.
- Northwest Regional Education Laboratory. Retrieved from: <http://www.tolerance.org/magazine/number-32-fall-2007/beyond-canned-food-drive>
- Red Cross. Resource Guide. (2011). *Club in a Box: A Comprehensive Guide to Starting and Sustaining a Red Cross School Club*. Retrieved from: RedCrossYouth.org/club_in_a_box.
- Red Cross. (2004). *Save a Life: An American Red Cross Club Guide for Middle School Students*. Retrieved from: <http://www.redcross.org/support/get-involved/school-clubs/middle-elementary>.
- Rotary Club International. (2010). *Be a Vibrant Club: Your Club Leadership Plan*. Retrieved from: http://www.rotary.org/ridocuments/en_pdf/245en.pdf.
- Swick, Kevin J.; Winecoff, Larry; Nesbit, Ben; Kemper, Richard; Rowls, Michael; Freeman, Nancy K.; Creech, Nena; Mason, Janet; Kent, Laura Brinker. (2000). *Service Learning and Character Education: Walking the Talk. Linking Learning with Life*. Columbia, SC: South Carolina State Department of Education.
- Teaching Tolerance: A Project of the Southern Poverty Law Center. Resources retrieved from: <http://www.tolerance.org>