

Civic Action Project (CAP) Online - Student Checklist

This checklist will help you make sure that you've done everything you need to stay on track to complete your Civic Action Project (CAP)!

Session 1: Why Do I Have to Learn Civics and Government?

- Jot down a definition of "public policy" based on Angie Aramayo's explanation.
- Don't forget: Take advantage of the representatives, organizations, and information (like websites) that already exist to help you access the levers of power!
- Note the four levels of government that have made different policies related to COVID-19. (Hint: these are listed after Ms. Aramayo's presentation).
- Homework: 1. [Complete the chart](#) tracking federal, state, and local COVID-19 policies.
2. List three issues that you care about that are in the news.

Session 2: Standing Up - The Civil Rights Movement

- Write down the name of one person featured in the "I Have a Right to Vote!" video who you hadn't heard of before.
- Don't forget: Students were at the forefront of pivotal moments in the civil rights movement!
- How did this video and the conversation with Nolan Williams Jr. help you think more deeply or differently about what you'd like to do about the issue(s) that you care about that you identified before?
- Homework: background reading on [The Montgomery Bus Boycott](#)

Session 3: Strategies of the Civil Rights Movement and Lessons for Today

- Make a note of two important facts you learned from the reading on the Montgomery Bus Boycott.
- Don't forget: As the primary sources show, organizers of the Montgomery Bus Boycott used *many* different strategies to spread the word and build support for their cause.
- Which of the strategies (civic actions) they used do you think would be most effective today?
- Homework: Identify and be prepared to share two issues or problems that really matter to you.

Session 4: Getting Started on Your Civic Action Project

- Write down one or two insights or suggestions from Casey, Sari, and Sriya that you thought were most helpful as you prepare to tackle an issue that matters to you.
- Don't forget: Use the Proposal Planner to help you narrow down the specific focus of the issue you want to work on, especially once you've done some research.
- Note the example that Keri gave to show how one Los Angeles student narrowed down their topic. They went from wanting to work on homelessness (a HUGE issue) to focusing on living conditions and safety in homeless shelters (something they could really affect).
- Once you've gone through the interactive presentation on cause and effect, come up with one question to ask your classmates and your teacher that will help you apply the steps in the presentation to your CAP issue.
- Homework: 1. Read **one** of the following texts about a proposed policy.
 - [Proposition 18: Voting at Age 17](#)
 - [Should Bottled Water Be Banned? The Top 4 Pros and Cons](#)2. Complete the CAP [Proposal Planner](#).

Session 5: Thinking It Through and Taking Civic Actions

- Make a note of the definition of policy that Casey explains. (Hint: it's spelled out on the slide!)
- Don't forget: Policy analysis involves looking at three aspects of policy:
 - What is the problem?
 - What is the goal of the policy?
 - Who do you think might support the policy? Who might oppose it?
- According to the video featuring Mikey (and the re-cap with Casey and Sriya), what are the five ways that you can connect your CAP issue to policy?
- Here's a link to the video if you need a refresher: <https://www.youtube.com/watch?v=qQE-lpY9fQg>
- Homework: Complete the [Thinking It Through Planner](#).

Session 6: Office Hours with CAP Youth Board Members ***Check with your teacher to confirm***

- Make the most of the chance to brainstorm and troubleshoot with your classmates and the CYB!
- Ask at least one question during office hours.
- Homework: Revisit or tweak your [Thinking It Through Planner](#).

Session 7: Communicating Your Message for Civic Action

- Think about what you would tell the grandchild in the scenario about what it was like to live through the COVID-19 pandemic.
- Don't forget: A story is so much easier to share and appreciate when there's a human being at the heart of it. And from there, you can connect it to policy in a powerful way.
- What was important (and effective) about the way the well-to-do man in the video changed the blind man's sign?
- As Samer Badawi stressed in this session, creating a narrative that can lead to a change in public policy comes from what you already know. So make a sign that will move people to an understanding of something that you care about.
- Homework: Complete at least one [Civic Action Planner](#). Not sure how to start on that? You can find examples of civic actions in the online [Toolkit](#).

Session 8: Office Hours with CAP Youth Board Members ***Check with your teacher to confirm***

- Use this time well! The CYB members are here so you can pick their brains.
- Ask at least one question during office hours. (Especially if you didn't manage this last time!)
- Homework: Complete at least one more [Civic Action Planner](#).

Session 9: Preparing for the CAP Expo

- Make a plan for what you're going to present at the CAP Expo.
- Homework: 1. Complete [CAP Report Planner](#)
2. Complete [CAP Expo Planner](#) to map out your presentation.

Session 10: CAP Expo

- Present your civic action work (outlined in your [CAP Expo Planner](#)) to a live audience!