



# program packet

**SCHOOLS VERSION**

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**MOVING A  
GENERATION  
TO ACT.**



# who we are

Generation Alive empowers youth to compassionately engage the needs of their community through action and service.

# what we do

Generation Alive works with schools, churches and other youth-serving organizations to increase awareness of needs in the community and provide youth with tangible ways to make a lasting impact. What started in 2012 with one program and 200 participants has grown to nearly 30 programs and 20,000 participants each year!

# our programs

## something to eat™

There are over 69,200 people in Spokane County (**source: Feeding America Network**) who do not know where their next meal will come from. When we challenge students to do something about this problem, we have seen time and gain that they will rise to the occasion.

### Here is how:

#### AN ASSEMBLY

Explains our program, defines **compassion**, exposes students to **food insecurity** and leaves them with the **challenge of raising money** for several weeks before we pack meals.



#### FUNDRAISING

**\$0.25 = one nutritious meal**

It's that simple. Get creative!

\*GA is happy to provide your school with a coin counter.



#### PACK THE MEALS

This is the fun part. We work with your schedule and space, but we'll bring the supplies. Once we are done, the meals normally go to **Second Harvest Food Bank** (or a food bank of your choosing) to be distributed to other area shelters and food pantries.

# action team

We love empowering students to lead and Action Teams are the primary way we do that. This is a group of students that meets regularly and gets to be on the frontlines of the Something to Eat™ event. Additionally, these students are trained in leadership, social responsibility and are challenged to think of creative and sustainable ways to meet community needs.

↘ Each Action Team will have a sponsor that may attend a meeting, the assembly and the food-packing event.

↘ We'll **recruit an Action Team** about 5 weeks prior to the assembly. Those students commit to a weekly lunchtime meeting.

↘ The Action Team takes leadership responsibilities in the assembly, fundraising and food-packing event.

# compassion challenge

## Sympathy + Action = COMPASSION

**1** Each Action Team member will identify one need they see and want to help meet.

**2** Before the food packing event, they will volunteer at least two hours to meet this need.

**3** The Action Team member will write a reflection of what they did on the Generation Alive app.

**4** The Students will share with their action team members their compassion challenge.

**5**

# main steps

14 WEEKS

5 weeks  
prior to  
kick-off  
assembly

3-4 weeks

1

## SET DATES

for the first Action Team meeting, Assembly and the Food Packing event

2

## RECRUIT ACTION TEAM/BEGIN WEEKLY MEETINGS

This could be an already-existing leadership class, AVID students or ASB. We can also come and present to classes to generate the interest of students who may be a great fit for the Action Team. If you have other suggestions just let us know.

3

## SCHOOL PRESENTATION

To kick off the program, the Generation Alive staff, joined by the Action Team students, will present a high-energy multimedia assembly. We bring all our own equipment and we ask for 45 minutes for the assembly.

4

## FUNDRAISE

The entire school will be challenged to fill boxes with change. Each quarter fundraised equals one nutritious meal. We will also provide an online fundraising platform.

5

## FOOD PACKING EVENT

This is where students come together to pack thousands of meals with the money they have fundraised. Refer to page 7 for more information.

6

## WRAP UP ACTION TEAMS

Following the food-packing our Action Team will continue to meet a few more weeks to evaluate their role in the program and to debrief their Compassion Challenge reports.

7

## YOUR EXCITEMENT AND COMMUNICATION

By far our most successful programs are at schools where the staff is as enthusiastic about the project as the students are. Again, we want to come alongside you in enabling these students to do something BIG.



# food packing

## Run-sheet for food packing event

1

Action Team members and Advisors will set up/tear down for the Food Packing event.

- Set up: Approx. hour and half (this includes training as table leads)
- Tear down: 30 minutes!

2

If food packing is happening in the morning, we will need to set up the **afternoon before**.

3

At each session, we can have up to a **maximum of 240 students** with 10-12 students at each production line.

4

Each session will run for approx. 50 minutes (introduction, packing, and debriefing) with 10 minutes of transition. Please allow for 60 minutes each session. If this isn't doable we can flex as needed.

5

The event will feel chaotic the first session! This is normal, as the Action Team is getting used to their positions.

6

We will have the designated food bank come and pick up the pallet of boxes on the day of the packing. This may mean the pallet will stay at the school after our team has left.

7

Have FUN!

7

# checklist

## School Staff

Please ensure the following is in place prior to your food packing date:

- 2 SIX-FOOT LONG TABLES FOR EACH PACKING LINE**  
(number to be determined by GA Staff at end of fundraising period)  
**Note:** Lunch tables with attached benches do not work
- 3-4 LARGE GARBAGE BINS**
- DOUBLE-WIDE DOOR ACCESS**  
This is for the loaded pallet jack to get in and out.  
**Note:** often schools have to remove the bar in between the double doors
- EASY AND AMPLE ACCESS TO POWER OUTLETS**  
This is for our heat syncs, sound and video cords.
- LIST OF STUDENTS WHO CANNOT BE PHOTOGRAPHED**  
With the schools permission, we will take pictures and video for promotional material and social media.  
We ask the teachers to place these students at one designated table.
- IF WE HAVE A SMALL ACTION TEAM**  
for packing event, we will need parent volunteers to help with the packing event.

## **ACTION TEAM ADVISOR**

- Oversee the Action Team recruitment process, including making appropriate revisions to that process (likely TBD school to school).
- Be open to giving feedback to a GA intern (if partnered with one) on skills like classroom management, student engagement, lesson planning, etc.
- Co-lead the weekly Action Team meetings with our staff.
- Help hold students accountable to their Compassion Challenge commitments (likely to be completed before the food packing event).
- Champion the fundraising campaign throughout the school, including working with Action Team students.
- Download the Generation Alive App to track fundraising and student progress.
- Communicate with parents the important information regarding Action Teams.
- Be available and present at the food-packing set up and event.
- Attend a yearly celebration for Action Team students and parents.

**GENERATION ALIVE  
ACTION TEAM**

**curriculum  
2022-2023**

# week 1

TOTAL TIME: 25 MINUTES

## PREP NEEDED:

- Action Team booklets
- GA App Instructional Letter

## OBJECTIVE:

The students will understand the mission of Generation Alive and the commitment expected of Action Team members. Download and sign up for Action Team app.

### 2 MIN WELCOME

Intro to the meeting

### 3 MIN NAME GAME

Have students get into a circle and share their names and favorite hobby. Have one or two volunteer students try and go around the circle and share each name and hobby by memory.

Have students share why they chose to be on this Action Team.

### 5 MIN INTRODUCTION TO THE ACTION TEAM

- Have two or three students give an elevator speech on who GA is. (Make sure they know and understand our mission statement. We empower students to serve their community.)
- Ask the students to define Compassion.  
*Sympathy + Action = Compassion*
- Hand out our Action Team booklet. Read Action Team Values and Commitments aloud with the student's and explain the meaning of the commitment. Refer to first page of the Action Team booklet.
- Make sure that every student has turned in their Action Team commitment sheet.

### 5 MIN INTRODUCE THE GA APP

Walk students through how to download and sign into the app. Review the app instruction sheet with students. Remind students that it is mandatory for them to have the app or to sign on through a computer, if they don't have a phone.

Explain that students can complete Compassion Actions through the app. Compassion Actions are small acts of compassion that students can post on the app to share how they are showing compassion to others. Try to get as many done as you can!



## 8 MIN **TWENTY ONE GAME**

Divide the Action Team into two groups. Each team appoints a “counter” who will add up the number of fingers held up by their group. Before giving them instructions, tell the group that there is no more talking allowed for the rest of the game, with the exception of the counting of the fingers done by the “counter.” Each team stands in a circle, facing each other with their hands behind their backs. The leader counts “one, two, three” and on “three” each person holds out two to ten fingers, they cannot use zero. The “counter” adds up the fingers in the circle and if it adds up to twenty one then the team has won! If not, they have thirty seconds to strategize to get to twenty one, still without talking. Then everyone will put their hands behind their backs and play until one group reaches twenty one.

### Discussion Questions

- Was it hard not to talk?
- How did you communicate since you couldn’t talk? Or did you team hope to win through luck?
- What happens when you are on a team and there is a lack of communication?
- How can we use this lesson to think about our communication as an Action Team?

## 1 MIN **THIS WEEK’S BIG IDEA**

Generation Alive’s mission to empower youth to serve, their commitment on the Action Team and sign up for the app.

# week 2

TOTAL TIME: 20 MINUTES

## PREP NEEDED:

- video equipment set up prior to meeting
- a whiteboard
- one Action Team booklet per student

## OBJECTIVE:

The students will understand food insecurity and why it's a problem that should be addressed.

3 MIN

## VIDEO

### ILLUMINATING INTERSECTIONS - HUNGER AND HEALTH

Show the video below from Illuminating Intersections and talk about it: <https://youtu.be/q0VQjtE8vRg>

9 MIN

- What is food insecurity? (Not knowing where their next meal will come from.)
- Why does food insecurity exist? (Poverty, unemployment, emergencies, medical bills, etc.)
- What are some of the effects of being food insecure?
- How does food insecurity affect children?

## VIDEO

### REAL STORIES OF HUNGER: BRITTANY

Food Insecurity Story: <https://youtu.be/OOTNW2-GPF8>

- How do you feel about that story?
- Were they food insecure? Why?
- What kind of choices did she have to make? (Bills, clothes, shoes, medicine, healthy vs unhealthy food)
- Where did she go for help? (Mobile food pantry.)
- What would be her options without the mobile food pantry? (Kids wear sandals in the winter, unhealthy food, etc.)

## Discussion Questions

- Why should food insecurity matter to you?
- Why should it matter to the community? Action Team?

**2 MIN WRAP UP**

Wrap up the meeting in your own words, using these prompts:

“Now we get to put the idea of meeting a need into action! We have chosen to meet the need of hunger in our community. When people are hungry, we give them Something to Eat™.”

“We’re going to ask your classmates and peers to jump onboard with us to help us meet this need. Next week we will discuss the details of the assembly and how each of us will be helping educate our school and get them excited about helping us meet this need.”

**1 MIN HOMEWORK:**

Have students look over the Compassion Challenge section in their booklets.

As homework, have the students come prepared next week with their top 3 choices for where they want to serve.

**1 MIN THIS WEEK’S BIG IDEA**

Food insecurity is not knowing where your next meal is coming from.

# week 3

TOTAL TIME: 20 MINUTES

## OBJECTIVE:

Students will share their Compassion Challenge ideas and decide on a creative way to illustrate what “compassion” and “food insecurity” mean during the kick off assembly.

### 7 MIN **COMPASSION CHALLENGE**

Welcome students and ask them to share their top 3 choices for their Compassion Challenge.

### 10 MIN **ASSEMBLY PREP**

Ask if they remember what compassion and food insecurity means as defined by GA.

Explain how they are in charge of educating their peers at the school kick off assembly about these terms. **Give examples of how they could do this: video, poem, skit, song, reading, or their own creative idea.**

Break into two groups (compassion and food insecurity) to brainstorm ideas for creatively expressing each concept. Engage with the students and challenge them to find a creative and effective way to communicate these terms.

Inform the groups that each presentation must only be 2 minutes and they will have 4 mics available to use.

2 MIN Have each group share their ideas with the other group.

1 MIN Encourage students to practice their presentations. They can ask their teacher or advisor to meet in the room during other lunch times or even after school. Week 5 is the last time to practice before the assembly.

**REMEMBER:** It is important that the team feel ownership of this portion of the assembly but they should also be fully prepared for the assembly. Encourage teachers/advisors to practice with the students throughout the week.

Each presentation can only be 2 minutes so practice, practice, practice...

### 1 MIN **THIS WEEK'S BIG IDEA**

My Action Team will show the school what compassion and food insecurity look like. Creativity takes courage.

# week 4

TOTAL TIME: 20 MINUTES

## OBJECTIVE:

Groups will practice their assembly presentations and each student will walk through the Compassion Challenge.

3 MIN

### **RANDOM ACT OF COMPASSION**

Have 3 students share what Random Act of Compassion they did that week and posted in the app.

12 MIN

### **PRACTICE**

Go over their presentations and practice.

4 MIN

### **COMPASSION CHALLENGE**

Have students open their booklets to the Compassion Challenge section. Talk with students about their act of service and offer ideas to help kids who are struggling finding a place to serve.

**REMEMBER:** The only requirement is that their choice must serve a "need" in the community and they cannot be compensated for their volunteer time. (e.g. paid baby sitting, yard work that is paid).

Also take a few minutes to walk them through the App again and make sure they understand it.

1 MIN

### **THIS WEEK'S BIG IDEA**

Their role in the assembly matters and has an impact on their peers. Have them write down their role in the assembly.

# week 5

TOTAL TIME: 20 MINUTES

## OBJECTIVE:

Each student will understand his/her role in the school assembly and important keys to make the whole program successful.

### PRESENTATION TIPS CHECKLIST:

1. Come prepared (know your role)
2. Remember props (if needed)
3. It's okay to be nervous
4. Face the audience
5. Speak clearly and loudly into the microphone
6. Don't tap the microphone
7. Stick to the script

10 MIN

### PRACTICE

Go over their presentations and practice.

9 MIN

Discuss the upcoming assembly. Make sure the students know they will be a huge part of its success.

### THEIR ROLE

During the assembly there are various roles:

#### Set up (entire team)

1 hour before the assembly the entire team needs to help set up.

#### Compassion

2 Action Team students will ask the crowd what they think is the definition of Compassion. Then the team will perform their presentation.

*Sympathy + Action = Compassion*

**Example: seeing someone in pain. You feel bad and go help them.**

#### Food Insecurity

2 Action Team students will ask the crowd what they think is the definition of Food Insecurity. Then the team will perform their presentation.

*Food Insecurity: not knowing where your next meal will come from.*

#### Clean up (entire team)

The entire team will need to stay behind and help clean up. **Make sure this is clear to everyone at this meeting and on the day of the event.**

1 MIN

### THIS WEEK'S BIG IDEA

Be on time and be prepared for the assembly. Write down the time you will need to be in the gym.

# week 6

TOTAL TIME: 20 MINUTES

## PREP NEEDED:

- video equipment set up prior to meeting
- a whiteboard

## OBJECTIVE:

The students will understand the principles needed in starting and maintaining a movement as well as debriefing the assembly.

4 MIN

## DEBRIEF ASSEMBLY

On a white board, write their thoughts of the Assembly.

- What went well?
- What would they change if they were to do it again?

4 MIN

## VIDEO

Derek Sivers' Ted Talk "How to Start a Movement"

<https://youtu.be/Qu3xpp5BbHU>

5 MIN

## DISCUSSION

- Who was the most important person in the video?
- What movement did the lone nut create? What movement are we trying to create?
- Who is the lone nut in our situation?
- Who are your first followers and how can we invite them to be a part of this movement?

6 MIN

## FUNDRAISING PLANNING

Have students think of at least one person they want to bring on board with them (find one "follower") and ask to fundraise with them. (So if you commit to raising ten dollars, you ask your follower to raise ten dollars also.) Prepare students to share their progress next week.

Spend remaining time talking through the fundraiser - strategies, goals and what will make the program successful. (If this is not their first year, have them brainstorm how they can make this year better than last year. Ideas could include: Make posters, school announcements, competitive contests, hat day, etc.)

1 MIN

## THIS WEEK'S BIG IDEA

The first follower is the most important. You are the lone nut, now find a follower and become a leader.

# week 7

TOTAL TIME: 25 MINUTES

## PREP NEEDED:

- a whiteboard

## OBJECTIVE:

The students will understand the definition of a leader.

### 10 MIN WHAT IS A LEADER?

Have students brainstorm what they think of when they think of “a leader” and note their answers on the whiteboard. This can be broad—have them think of personal qualities, physical qualities, positions, etc.

Get them into groups of two and have them create a definition of a leader based on the words on the board.

After a few minutes, have them share their definitions with the group.

*Webster’s Definition: Leader - the person who leads or commands a group, organization, or country.*

**4 MIN** *John Maxwell Definition: A person who influences others.*

## STORIES

Read the stories below.

Joey is a 7<sup>th</sup> grade boy. Joey often gets into trouble. One day, after school, Joey notices the door to the student store has been left unlocked. He quickly grabs four of his friends and after some convincing, talks them into sneaking into the store to steal candy. They get caught and are expelled from school.

Brooke is a 9<sup>th</sup> grade student. She loves to help others whenever she can. During the winter, Brooke notices several students are coming to school without warm clothes. In fact, their clothes are often dirty and worn. Out of compassion she wants to do something to help these students. Brooke shares this with several of her friends and organizes a warm coat drive for the school. She and her friends collect 50 coats and other winter apparel for those in need at her school.

## 5 MIN **DISCUSSION**

- Which one of these students was a leader? (Play devil's advocate :-)
- Why would they both be considered leaders?
- Is there a difference between a person who is put in a position of leadership and someone who leads by their influence?
- Is there a difference between being a good leader and being a leader who is good? (key question) Ask students to give examples of good historical leaders who did bad things and good leaders who did good things.
- A leader is someone with followers who all share a common vision
- Does a leader who leads in a positive way deserve more recognition than the followers? Why or why not? (Play devils advocate)
- Does the leader who leads in a negative way deserve a stronger consequence than the followers? (**We do not need a right or wrong answer. Just let the kids think this through.**)
- Should a leader be held responsible for the direction that they are following others? Why or why not?

Say in your own words: "We have learned that a leader is someone who has followers. They can lead in a positive way or a negative way. You are all leaders by being on this Action Team. This is a huge privilege and responsibility. This extends beyond just this program."

## 5 MIN **FUNDRAISING**

Spend remaining time talking through the fundraiser and about their progress asking for followers.

## 1 MIN **THIS WEEK'S BIG IDEA**

As a leader, you are responsible for where you lead your followers.

# week 8

TOTAL TIME: 20 MINUTES

## OBJECTIVE:

The students will explore different leadership qualities and skills and identify their own unique qualities.

Say in your own words: "Leadership comes in many forms. Everyone has the opportunity to lead in a unique way. Strength or value as a leader isn't just a matter of having a title or a certain number of followers or being well-liked."

15 MIN

## GROUP ACTIVITY

Have students break up into groups of two or three. Have them prepare a 30 second skit that illustrates one of the leadership qualities from the list. Students should not tell the group which quality they chose. After the students have acted out the skit, have the group guess which quality they chose and why they think they acted out that quality. Then the students should read the definition of their quality out loud. If there are some qualities not chosen, read them to the class or pick a volunteer to read them.

2 MIN

## HOMEWORK

Refer students to the leadership qualities in their action team workbook and have them choose two qualities they feel are their strongest and two they think need more work and why they feel these are the qualities they chose. Then, without telling their parent or guardian what they have chosen, have each student ask their parent/guardian what they feel are the student's two strengths and two areas to work on. See how closely they align.

**Of the two qualities they want to improve, come ready to share one way to want to work on one of those qualities.**

2 MIN

## FUNDRAISING

Spend the rest of the time doing a fundraising update.

1 MIN

## THIS WEEK'S BIG IDEA

Every leader is unique.

## LEADERSHIP QUALITIES AND SKILLS

### **Courage**

The mindset that enables a person to face difficulty. Courage is not the absence of fear but rather the willingness to do something in spite of fear.

### **Visionary**

The ability to see the bigger picture in a situation or organization, and dream of possibilities that would be more beneficial. A visionary is one who imagines possibilities.

### **Change Agent**

The ability to not only move people and things in a new direction, but also to accept, handle and thrive in the midst of change. A change agent is one who can create a sense of urgency for a new direction, and guide a group down the path of that new direction.

### **Decisive**

Having the willingness and ability to make a decision, judgment call or resolution. Decisive leaders would often rather make the wrong decision than no decision at all.

### **Perseverance**

The ability to remain steady in a course of action; having tenacity and endurance despite hardship or discouragement.

### **Risk Taking**

The courage to begin a course of action or make a decision even though failure is a possibility. Risk takers realize that no one succeeds at every turn, and sometimes more can be learned from failure than success.

### **Creativity**

The ability to use originality, innovation and imagination to solve problems or dream dreams. A creative leader thinks “outside the box.”

### **Confidence**

The steady belief or trust in yourself and your abilities. The opposite of confidence is low self-esteem or feeling worthless.

### **Self-Discipline**

The ability to control your actions and order your behavior appropriately.

### **Honesty**

Having truthfulness and integrity in your actions and dealings with others.

### **Sense of Humor**

The ability to see the lighter side of a situation or circumstance. Key to having a sense of humor is having the ability to not take yourself too seriously. Leaders with this quality can laugh at themselves.

# week 9

TOTAL TIME: 20 MINUTES

## OBJECTIVE:

The students will share their unique leadership qualities and understand how they contribute to the team's success.

### 12 MIN **HOMEWORK DISCUSSION**

Have students agree that they will be respectful of each other (no making fun of each other) and that they will keep this conversation confidential.

Have each student share their two strengths and ask why they feel those are their strengths. How can those strengths help our Action Team?

- Have students share two qualities they want to work on, pick one specific way they can work on each qualities. (If time is limited have them share one of each quality.)

Emphasize that students should start small. Give an example of how they can work on a quality. (Risk taking: Trying something new, etc.)

Share with the students the power of having diversity in their leadership strengths through some of your own experience.

### 5 MIN **COMPASSION CHALLENGE & FUNDRAISING**

Use your remaining time to talk through their Compassion Challenges and update the team on the fundraisers.

### 2 MIN **2 MINUTE PAUSE**

Take 2 minutes to explain a pause for Something to Eat™.

Pick 4 students to do the 2 pauses. Give them ideas to brainstorm for their pause for the next week.

### 1 MIN **THIS WEEK'S BIG IDEA**

To be a great leader, we should always be learning and growing.

# week 10

TOTAL TIME: 20 MINUTES

## OBJECTIVE:

The students will understand the concept of sustainability as it relates to programs that address needs in a community.

5 MIN

## SUSTAINABILITY

Introduce the idea of sustainability.

- What does sustainability mean?

Sustainability is the capacity to endure.

15 MIN

## CASE STUDIES

Read out the following case studies and ask the questions.

1. Imagine going to the doctor because you had a severe headache. You are examined and they take pictures of your brain to find that you have a curable brain tumor. They give you 4 Tylenol pills and tell you to take them—that should help with your headache. Then they send you home with no other treatment.

- Would that stop the pain?
- Would the Tylenol stop the tumor that is causing the pain?

2. You're walking down the hall and see a student being bullied. You tell a teacher who stops the bully from picking on the student. There is no discipline for the bully but for the day he has stop picking on the student.

- Did the bullying stop?
- Will it happen again?
- What should be done?

Do either of these examples give a sustainable solution to the problem? Go through both situations and have the students offer ways to make a solution to the problem more sustainable.

# week 11

TOTAL TIME: 20 MINUTES

## OBJECTIVE:

The students will understand the details of the Something to Eat™ food packing event and their individual role in it.

2 MIN

### PREP FOR THE SOMETHING TO EAT™ EVENT

Spend the entire time reviewing the event and finalize fundraisers and the various roles.

- Walk through the event with the students (revisit event checklist and table management guidelines, talk through the schedule, set up, the packing, pauses, clean up, etc.)
- Answer any questions.

10 MIN

### REVIEW EVENT CHECKLIST

- Everyone must wash their hands and disinfect.
  - Step one – use hand sanitizer thoroughly over hands and wrists, then wipe off with paper towels provided.
  - Step two – Re-sanitize hands and let air dry
  - Step three – Take your paper towels to the station.
- Every student needs a hairnet that completely cover their hair. Beards must also be covered with a GA provided beard net.
- If anyone is visibly sick, is sneezing, or uncontrollable coughing etc., please have them leave the packing line and help with boxing and labeling.
- If a packer touches something unsanitary or leaves to get a drink or use the bathroom, they must re-glove.
- DO NOT allow students to run their hands through the dry food.
- If food spills NEVER use the spilled food again it MUST be thrown away, so please try and avoid waste.

## 5 MIN **REVIEW TABLE MANAGEMENT GUIDELINES**

If you encounter students not listening to directions here are three steps to take.

1. Politely correct their behavior verbally (EX: Please, stop putting your hands in the food)
2. If behavior doesn't stop, politely inform them that next time you will be asking for a staff member's to come talk to them.
3. Find a teacher or GA staff member to address the situation.

\*If time allows, create scenarios to have students act out how to handle difficult students at the packing.

## 10 MIN **REVIEW AND PRACTICE PAUSES**

### 1 MIN **THIS WEEK'S BIG IDEA**

Know your role in the food packing.

# week 12

TOTAL TIME: 20 MINUTES

## PREP NEEDED:

- a whiteboard

## OBJECTIVE:

The students will evaluate the program, recognize their contribution to the event and share what they learned about themselves as a result of participating.

## DEBRIEF AND EVALUATION

2 MIN

- Begin by having the students share at least five things they felt went well. Write them on the board.

5 MIN

- Next, have students go around again, this time sharing what they feel would have made the event even better.

10 MIN

In the remaining time, have each student share:

- What was your role during the event?
- What was that experience like for you?
- What did you learn about yourself?
- Did you hear any feedback from fellow peers about the food-packing event?
- How do you think your school responded to this event?
- Have you seen any changes in your peers?

2 MIN

## COMPASSION CHALLENGE

- Spend the rest of your time discussing your Compassion Challenge.

1 MIN

## THIS WEEK'S BIG IDEA

You have three weeks left to finish your compassion challenge.

# week 13

TOTAL TIME: 20 MINUTES

## OBJECTIVE:

The students will use their understanding of sustainability to create sustainable solutions for homelessness.

18 MIN

## HOMELESS JOE

Break them into groups of 3

Have students open their booklets to the Homeless Joe worksheet (page 18).

### Activity Instructions:

Joe has been homeless for 3 years. Your goal is to help Joe get off the streets and live a stable life. Use the outline in your booklet to draw the steps you would take to get Joe from where he is now to where you want him to end up.

Give students 5 minutes to write and draw on the Homeless Joe worksheet in their booklets, what they would do to help Joe.

## DEBRIEF

Have each group share what they came up with. Allow the groups to give respectful feedback to each other on how they could improve their sustainable solution and why.

Draw a big outline on the white board to have everyone's best ideas on the board.

List the steps and priorities for helping Joe.

Ask students how can your compassion challenge project reflect this model of sustainability?

1 MIN

## THIS WEEK'S BIG IDEA

Sustainable solutions are the best way to address needs in the community.

# week 14

TOTAL TIME: 20 MINUTES

## **PREP NEEDED:**

**BRING TREATS** – you can have Cassandra or Darrin purchase this or you can turn in a receipt for reimbursement.

Prior to this week, meet with your mentor and create a list of reflection questions for your group of students.

## **OBJECTIVE:**

The students will celebrate the team's hard work and their own passion in meeting the various needs in our community.

## **FEEDBACK AND CELEBRATION**

Have students share what they did for the Compassion Challenge. Ask if anyone is willing to read his or her response.

This is a time of celebration and getting students excited about how tangible compassion and action is!

Also have students share what they liked about the Action Team this year and what they would like to see changed.

Have intern share their own final thoughts on the students' progress and reflection of the year.

**Make sure they understand the App can be used all year and for the End of the Year Celebration.**

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