

The Community Change Model

“Making Our Community A Better Place To Live!”

The Community Change Model: A Blueprint for Community Organizing

Days: Mondays - Thursdays

Time: TBD

Credits: 3 undergraduate

COURSE DESCRIPTION

This practicum course will examine the design and implementation of the Community Change Model as a means of engaging youth and adults in analyzing and addressing their community concerns. This is done by engaging them in examining critical questions through dynamic and meaningful activities that integrate the use of references. Once a community problem is identified, students in the course will research various aspects of the issue and design and implement an action project that involves members of the community. Finally, students will have the opportunity to be employed to work youth in select afterschool programs. This interdisciplinary course (Public Health, Black Studies, Latin Studies, American Studies, Middle/High School Education, and Early Childhood Education) requires a minimum of 3 hours of fieldwork.

INTRODUCTION

This practicum course will examine the careers and social problems using Community Change Model, which was designed by Kenyatta Funderburk as a means of engaging youth and adults in analyzing and addressing the concerns of their community. The Community Change Model integrates critical questions and references with interesting activities to involve people in their community. From this experience, students learn how to conduct research and work as a team, while developing valuable leadership and critical thinking skills. They also develop an appreciation for current events. The Community Change Model affords students the opportunity to apply what they learn to contribute to the growth and development of their community.

Students of this course will learn to engage youth and adults in analyzing and addressing their neighborhood concerns using the Community Change Model. As an integral part of the Community Change Model Course, students will also select a social issue and target age-group, then design learning plans aligned with the Education Division's standard using the Community Change Model. In doing so, the class will work together to analyze and address a real issue that impacts their community.

REQUIRED PROJECTS

- In small groups, students will create newsletters about class activities and perspectives about specific aspects of a community concern selected to be explored. Students will research to develop and compile an age-appropriate, user-friendly newsletter with information addressing their selected Community Change topic. This newsletter will provide references (community based organizations, publications, videos, reports, etc.) that yields information about the definition, causes, effects and solutions to the issue.
- In small groups, students will design and implement a community action project to address at least one of the previously identified causes and effects of their selected Community Change topic. The action project must involve members of the community who visit the course and support in project planning and implementation.

COURSE OBJECTIVES

1. To increase students' knowledge of the Community Change Model.
2. To develop students' skills in the design and implementation of the Community Change Model.
3. To develop students' appreciation and commitment to engaging youth in analyzing and addressing social issues in their community.
4. To provide students with practical experience in the design and implementation of the Community Change Model.

REQUIREMENTS

- Weekly reading, writing assignments, sample learning plans and research (15%)
- Participation in classroom and community activities, including a group projects community action project (15%).
- Newsletter (20%).
- Punctuality and regular class attendance (25%).
- Final team project (25%)

COMMUNITY WORK

Minimum 3 hours of field work is required.

GRADING SYSTEM

A = excellent; B = very good; C = fair/average; D = below average; F = failing

6/1: Session 1

- Introduction/Overview of Community Change Model Course
- Course objectives
- Grading system
- Course Requirements
- The Three Components & Six Phases of the Community Change Model
- Phase I: Self-Examination
- Students' professional and personal interests
- **In-Class Activity:** Paired Interviews
- **In-Class Activity:** Assign Groups to "group phases" for newsletters and other group projects/activities.
- **Assignment due 6/2:**
 - Identify three social issues about which you are most concerned, as they relate to your career and your community. Define each issue. Please identify your reference for each definition.
 - Define the following words: Definition, Example, Causes, Effects Solutions, Supports and Suggestions. Please specify your reference for each definition.
 - Read "*The Community Change Model*" pages 4 -10, 18 - 19.

6/2: Session 2

- Phase I Reflection
- Begin Phase II: Statement of the Issue
- **In-Class Activity:** The People's Court Prep: Legal teams representing select social issues will debate to convince the jurors that the topic that they represent is the most important for the class to address. The entire class will spend the rest of the semester analyzing and addressing whatever topic is selected by the jurors as a result of our court session. Each legal team must prepare their argument to help the judge and jury decide which topic they will select as our focus for the remainder of the semester.
- **Assignment due 6/3:**
 - Review "*The Community Change Model*" pages 15 - 19.
 - Bring in picture of one of your loved ones aged 15 years or younger. A picture of you within this age range is fine.
 - Each legal team is to define their single issues and communicate the importance (relevance statement) of the course selecting their issue as the Community Change topic.
 - The judges and jury are to define each legal team's issues and communicate the importance (relevance statement) of the course selecting their issue as the Community Change topic. **Refer to pages 18 - 19 to develop the format of your argument.**
 - Vision statement: describe your "perfect world" or the picture of the reality you'd like to create. .
 - Other issues considered: list the other topics discussed in class.
 - Issue: the actual topic selected for the remainder of this semester.
 - Definition: explain what this problem means based on a reference or our working definition.
 - Examples: give examples of this problem.
 - Relevance statement: Explain why this issue is important to you.
 - Target population: state the ages of people, both adults and children, who you are concerned about being affected by this issue. It is o.k. to think broadly.
 - Target area: what geographical area are we most concerned about?
 - Statement of consequences: what will happen if nothing is done about this issue?
 - Judges and jury must develop the definition and relevance statements for each of the three topics.
 - The legal teams must develop this statement for their topic only.
 - Legal teams should use the following references to provide supportive evidence on their argument:

- The New York City Department of Mental Health Community Profiles for zip code 10468 (<http://www.nyc.gov/html/doh/html/data/data.shtml>)
- Keeping Track (<http://www.cccnewyork.org/aboutkt.html>)
- Other references on the topic may be used.

6/3: Session 3

- Phase II: Statement of the Issue - People's Court
- **Assignment due 6/7:**
 - Bring in at least one reference for the causes of the selected community topic for submission. Be prepared to discuss.
 - Read "*The Community Change Model*" pages 17 - 19, 25 - 30 (read only the parts that relate to "Causes" and "References").

6/7: Session 4

- Review definitions assignment
- Questions and References/Data Sources
- Conducting Research
- Phase II Reflection
- Begin Phase III: Causes of the Issue
- **In-Class Activity:** Student-led (Phase III Group) discussion of references
- **Assignment due 6/8:**
 - Bring in one reference that answers the questions related to the phase of the selected community topic for submission. Be prepared to discuss.
 - Review "*The Community Change Model*" pages 17 - 19, 25 - 30 (read only the parts that relate to "Causes" and "References").
- **Important Note**
 - Upon completion of this phase, students must begin reaching out to the community, recruiting people who are affected by the selected issue to participate in the action project planning meeting on June 22nd.

6/8: Session 5

- Phase III: Causes of the Issue
- **Phase II Newsletter and Grades Due Today**
- **In-Class Activity:** Student-led (Phase III Group) discussion of references
- **Assignment due 6/9:**
 - Read "*The Community Change Model*" pages 19 - 20; 25 - 29 (read only the parts that relate to "Effects").
 - Bring in one reference that answers the questions related to the phase of the selected community topic for submission. Be prepared to discuss.

6/9: Session 6

- Phase III Reflection
- Begin Phase IV: Effects of Class' Selected Social Issue
- **In-Class Activity:** Student-led (Phase IV Group) discussion of references
- **Assignment due 6/10:**
 - Review "*The Community Change Model*" pages 19 - 20; 25 - 29 (read only the parts that relate to "Effects").
 - Bring in one reference that answers the questions related to the phase of the selected community topic for submission. Be prepared to discuss.
 - **Phase 1 & 2 Newsletters**

6/10: Session 7

- Phase IV: Effects of Class' Selected Social Issue
- **In-Class Activity:** Student-led (Phase IV Group) discussion of references
- **Assignment due 6/14:**
 - Review "*The Community Change Model*" pages 19 - 20; 25 - 29 (read only the parts that relate to "Effects").
 - Bring in one reference that answers the questions related to the phase of the selected community topic for submission. Be prepared to discuss.

6/14: Session 8

- Phase IV Reflection
- Begin Phase V: Overview of Supports, Solutions & Suggestions to Class' Selected Social Issue
- **In-Class Activity:** Student-led (Phase V Group) discussion of references
- **Assignment due 6/15:**
 - Read "*The Community Change Model*" pages 14 - 17; 20 - 22; 25 - 29 (read only the parts that relate to "Supports, Solutions & Suggestions").
 - Bring in one reference that answers the questions related to the phase of the selected community topic for submission. Be prepared to discuss.

6/15: Session 9

- **Assignment due 6/16:**
 - Read "*The Community Change Model*" pages 14 - 17; 20 - 22; 25 - 29 (read only the parts that relate to "Supports, Solutions & Suggestions").
 - Bring in one reference that answers the questions related to the phase of the selected community topic for submission. Be prepared to discuss.

6/16: Session 10

- Phase V: Past & Present Efforts to Address Class' Selected Social Issue.
- How to recruit community members.
- **In-Class Activity:** Student-led (Phase V Group) discussion of references
- **Assignment due 6/17:**
 - Read "*The Community Change Model*" pages 22 - 24; 31 - 33.
 - Bring in one reference that answers the questions related to the phase of the selected community topic for submission. Be prepared to discuss.
 - Phase 2 & 3 Newsletters

6/17: Session 11

- Phase V: Past & Present Efforts to Address Class' Selected Social Issue.
- How to recruit community members (cont'd).
- **In-Class Activity:** Student-led (Phase V Group) discussion of references

6/21: Session 12

- Brief review of findings from Phases I – V.
- Begin Phase VI: Group Action Project Addressing Class' Selected Social Issue
- Community Outreach – each student, as an individual assignment/requirement, bring at least one member of the target population to class for two days during this phase to help determine and develop the action project for each group. Planning assignments and outreach. Each action project leader must delegate assignments to students and members of their target population based on their interests and capacity (refer to exploratory questions for Phase I: Self Examination). Whether it is for the Course Fair or the off-campus activities, the target population must be involved in the planning and implementation of the action project. A major part of your grade for this project will be based on your ability to get members of the community/our target population involved in your group's community action project.
- Action Selection – in their phase group, students decide which action(s) they will take to change the public's knowledge, skills, values and/or experiences about the issue by focusing on/addressing the issue's previously identified causes and effects. They will refer to their notes/newsletters from Phases 3, 4 and 5. After selecting an issue, students must get members of the community involved in the planning and implementation of all action projects during the week. The action projects must be done in the community. Please provide evidence to demonstrate the completion of the project that was done in the community (i.e. photos, videos).
- Planning & Assignment (if time allows)
- **Assignment due 6/22:**
 - Read "*The Community Change Model*" pages 22 - 24; 31 - 33.

6/22: Session 13

- **In-Class Activity:** Planning & Assignment: in small groups, students develop, refine and share their action projects.
- Implementation: Students do their action project in the community. You may elect to assign one day, for students and their guests to implement their action projects during class time.
- **Assignment due 6/23:**
 - Review "*The Community Change Model*" pages 4-10; 22 - 24; 31 - 33.

6/23: Session 14

- **In-Class Activity:** Planning & Assignment: in small groups, students develop, refine and share their action projects.
- Implementation: Students do their action project in the community. You may elect to assign one day, for students and their guests to implement their action projects during class time.

6/24: Session 15

- Phase 5 Newsletter Due June 24
- **In-Class Activity:** Planning & Assignment: in small groups, students develop, refine and share their action projects.
- Implementation: Students do their action project in the community. You may elect to assign one day, for students and their guests to implement their action projects during class time.

6/28: Session 16

- **In-Class Activity:** Planning & Assignment: in small groups, students develop, refine and share their action projects.
- Implementation: Students do their action project in the community. You may elect to assign one day, for students and their guests to implement their action projects during class time.

6/29: Session 17

- **In-Class Activity:** The Community Change Course Fair – showcase of each group's action projects. Each group will set up information tables and dynamic activities that feature their action projects, newsletters and improve their knowledge, skills, values and experiences relative to the topic. Students develop and implement beforehand a number of strategies to recruit community and campus members to attend the Fair.

6/30: Session 18

- Phase 6 Newsletter Due June 30, covering lessons 1 - 4 of the phase
- **In-Class Activity:** Small and large group reflections and feedback on the successes, challenges and suggestions for the action projects and the Community Change Course.

REQUIRED READING

Funderburk, Kenyatta. *The Community Change Model – A Blueprint for Engaging K-12 Youth & Adults in Analyzing and Addressing their Community Concerns*. New York: 2008.