



Speak Up! Speak Out!

2017 Student Guide

WHAT OTHER STUDENTS THINK ABOUT **SPEAK UP SPEAK OUT!**



"I loved the process of the entire experience. I liked getting in groups and brainstorming about problems. I loved investigating and collecting research, and then putting it all together was a blast."



"Much like my fellow students, I was proud to be at SUSO, proud that I had helped my community, and proud to compete against my fellow countrymen."



"It was fascinating to listen to others' projects, arguments, and solutions; also, I liked meeting new people and sharing ideas."



"[SUSO has] helped me to become more aware of what is happening that I can change. I learned that I like to make a difference, especially in things that influence the people around me."



"We got to actually be a part of a community-changing project."



"Completing the project and presenting it gave us hope that we can make a change by letting our voices be heard and helping others to do so, too."



"SUSO is not just something good to put on a resume, nor is it something to boost one's self-esteem. It creates a citizen out of a student."



"It was exciting to see so many different types of people, who were all passionate about the same thing, come together."

THE 4 STEPS OF A **SPEAK UP SPEAK OUT** PROJECT

GETTING STARTED



A project's success depends upon community support and collaboration skills of competing groups. Together, students will set the tone for the project by creating cooperative guidelines and engaging in activities that encourage supportive relationships, respectful conversations, and effective decision making capacities.

1. School Visit
2. Letters Home
4. Collaboration & Community Building
5. SEL Toolkit

STEP 1

IDENTIFY A PROBLEM



Students will take a close look at their community and identify a community problem that personally affects them or that deeply interests them. In teams, students critically examine prospective problems to study and go through a decision making process to narrow choices and identify one community problem for their project.

1. Investigate Community Needs
2. Brainstorm specific problems of interest
3. Choose a Community Problem

STEP 2

EXPLORE THE PROBLEM



Students roll up their sleeves and engage in a rigorous investigation of their chosen community problem to identify root causes. They examine various perspectives from civic leaders, key stakeholders, and various community members. They will use their findings to choose one specific aspect of their issue to address.

1. Conduct Primary and Secondary Research
2. Evaluate Community Perspectives & Data
3. Identify Root Cause
4. Identify Key Stakeholders

STEP 3

IDENTIFY SOLUTION



In the third step, students work collaboratively to examine options and reach a consensus for solving their community problem. Students then develop a plan of action to show them where they are going and how they will get there.

1. Brainstorm, Research & Choose Solution
2. Policy or Private Action?
3. Plan a Solution
4. Create a Civic Action Plan
5. Build Community Support

STEP 4

PREPARE AND PRESENT



Step four allows students to demonstrate acquired civic skills, knowledge and dispositions through a high quality presentation. At an end of semester classroom/school-wide Civics Fair, teams will share their work with a panel of judges via public speaking and digital presentations. The top 50 teams from across the state will be invited to the State Civics Fair.

1. Create Oral Presentation
2. Create Digital Presentation
3. Host a Classroom/School-wide Civics Fair

Project Process Checklist

Step 1: Identify a Problem

- ☐ Investigate Community
- ☐ Brainstorm list of specific problems of interest
- ☐ Rank suitability of topics based on criteria in SMART Decision Matrix
- ☐ Choose a problem that meets the most criteria and is of highest interest to the group

Step 2: Explore the Problem

- ☐ Write a specific problem statement
- ☐ Choose the methods you will use to collect data on your issue (may use all methods)
 - Community Survey (recommended first)
 - Interviews (with key decision makers, experts, allies, opponents, members of impacted community)
 - Collect Existing Data (from non-profits, policy institutes, and researchers that work on your chosen issue in your community and in other places)
- ☐ Do your interviews, other data collection and research regarding the problem's root cause, current status and possible solutions
- ☐ Record the information you gathered. Make several lists:
 - Statistics that support why your problem is worthy of attention
 - List everything that has already been tried to address your problem (what did/didn't work)
 - List people and organizations who could help you address the problem
- ☐ Have a discussion with your team about your findings
 - How can you convince the judges that your problem needs to be solved?
 - What were some of the most impressive statistics that you found?
 - What do you think needs to be done?
- ☐ Identify Root Causes
- ☐ Choose one specific, actionable root cause of your issue to focus on
- ☐ Identify key players: decision makers, allies and possible opponents for your issue

Step 3: Identify a Solution

- ☐ Brainstorm, research, and make a list of possible solutions
- ☐ Rank your solutions and come to a consensus on one solution
- ☐ Create a plan for implementation
- ☐ Outline civic action steps

Step 4: Prepare & Present

- ☐ Write Informative Speech
- ☐ Write Persuasive Speech
- ☐ Assign Presentation Roles
- ☐ Outline sequence for digital presentation to correspond with speeches
- ☐ Create the digital presentation
- ☐ Present your ideas at your classroom/school-wide civics fair.

Step 1: Identify a Problem

Student Checklist

- ☐ Investigate Community
- ☐ Brainstorm list of specific problems of interest
- ☐ Rank suitability of topics based on criteria in SMART Decision Matrix
- ☐ Choose a problem that meets the most criteria and is of highest interest to the group

Choosing a SMART Local Problem



Enter a number for each criterion for each possible problem and total every column at the bottom. The problem with the highest total score is most likely to be your best option.

3= Yes

2= Sort of

1= No

	Criteria	Example Problem: Barbara Brown, Oil Recycling	Problem 1:	Problem 2:	Problem 3:
Local	Is the problem located in your school or community?				
Specific	Can you describe who is involved in this problem, where it happens, when it happens, or what it looks like?				
Measurable	Can you measure this problem? For example: How many people are affected by it? Or, How often does it happen? Or, Is it increasing in size or frequency?				
Attainable	Is this a problem that your team could impact?				
Realistic	Is this a problem that you can and want to research?				
Timely	Is this problem deserves attention right now? Could this problem be tackled in a reasonable amount of time?				
	Total				

Community Needs Interview

1. What would you change if you were in charge of your neighborhood city?

2. What is something that would make your neighborhood/city better?

3. If you feel that your interviewee is having trouble coming up with thoughts on the questions, review the following issue areas with them and ask:

- Is there an issue(s) from this list that you see in our community or that personally affects you? In what ways does it affect you?

- What do you think are the causes for this issue(s)?

Possible Community Issue Areas:

- **Social Issues** (bullying, disability issues, special education issues, LGBT issues at school, voting, discrimination)
- **Health** (school nutrition, services offered in school clinics, food politics,, obesity, physical education, rec center programs, substance use/abuse, mental health)
- **Environment** (water use, energy use, school recycling programs, parks and public spaces)
- **City Planning** (housing development, business development, use of abandoned structures, traffic congestion, city buses, rail, affordable housing,)
- **Public Safety** (crime and violence at school or in the community; community/police relations; traffic safety; safe driving; safe travel to and from school)
- **Economic Issues** (jobs for teens, internships, job training programs, affording college, scholarship access)
- **Academic Issues** (cheating, literacy, access to tutoring, truancy, drop-out, class offerings, arts and music education, after-school programs, parent involvement)

4. Use insight gained from this interview as a springboard into the brainstorming session with your team.

Community Needs: Reflection

Why is this issue a problem people should care about?

How does this issue impact your own life, if at all?

Who is impacted by the problem?

What will be different about your school or community if this problem is resolved?

Who might already know something useful about this problem?

What are you most excited about doing in this project?

What are you worried or nervous about?

Step 2: Explore the Problem

Student Checklist

- ☐ **Write a specific problem statement**
- ☐ **Choose the methods you will use to collect data on your issue (May use all methods).**
 - Community Survey (recommended first)
 - Interviews (with key decision makers, experts, allies, opponents, members of the impacted community)
 - Collect Existing Data (from nonprofits, policy institutes, and researchers that work on your chosen issue in your community)
- ☐ **Do your interviews and other data collection and research regarding the problem's root cause, current status and possible solutions**
- ☐ **Record the information you gathered. Make several lists:**
 - Statistics that support why your problem is worthy of attention
 - List everything that has already been tried to address your problem (what did/didn't work)
 - List people and organizations who could help you address the problem
- ☐ **Have a discussion with your team about your findings**
 - How can you convince the judges that your problem needs to be solved?
 - What were some of the most impressive statistics that you found?
 - What do you think needs to be done?

Team Work-Plan

What needs to be done?	Who will do this part?	By when?	✓ Done
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>

Notes:

Data Collection Form: Online or Print

Name of Publication or Website (with web address)	Author & Date	Did this resource help you identify root causes? Find statistics/facts to support need for action? Identify key players? Find an idea for a solution?	Summary of Findings or Key Quotes. What are key points from this source that will help you achieve your project goals?

Community Survey Guidelines

Helpful Hints for Writing a Questionnaire:

- Keep it short (generally one page is sufficient).
- Have clear instructions.
- Test the survey on the class first before giving it out to others. Make sure that everything makes sense.
- Don't ask questions that will embarrass anyone or invade participants' privacy.
- If it is an anonymous survey, make sure it stays that way. Do not leave survey results in places where others might access them.
- Don't reward or punish participants based on their responses.
- Questions should be clear, not too short or long, appropriate for the audience, and respectful

Types of Questions for Surveys

Teams will need to decide on which question format will best fit their needs.

1. Open-ended questions – These questions give subjects a blank space and allow them to fill in a unique response based on their experiences or opinions. This survey question type is generally used to obtain general, rather than specific, feedback. For example, “Why do you think that people at our school smoke?”

Pro

Writing the questions is relatively easy

Con

Compiling the information is more difficult than multiple choice or ranking questions

Tips for Open-Ended Questions:

- Make sure that your questions are specific and not too general. For example, if you would like to know about the reasons for teen smoking, and you asked the following question, “What do you think about teen smoking?” You might receive general responses that will not help you draw conclusions, responses such as, “It’s bad” or “I wish they didn’t.” Instead try, “What are reasons you believe contribute to teen smoking in our community?”
- Avoid confusing and lengthy questions. For example, “What do you think about crude oil and

do you think it’s hurting our environment because we don’t recycle it?” This is actually two questions, not one, and without more context, the subject may not know what you mean about “recycling” it.

- Avoid biased questions. If you begin questions with “Don’t you agree...” you will influence the subject to agree with you and not be authentic to their opinion.

2. Multiple-choice questions – These questions can help your students to collect specific information with specific answer choices. For example, if you wanted to know which problem was most relevant, difficult, or meaningless in the eyes of the community, your students might ask:

Which of the following is the leading contributor to smoking on our campus?

- A. Convenience stores sell to anyone
- B. Tobacco industry marketing
- C. No one understands the risks.
- D. College students smoke Hookah and Biddis so students think it’s harmless.
- E. Staff and students smoke together at the rec. center so students think it’s cool.

Tips for Multiple Choice Questions:

- Cover all possible reasons
- Avoid more than five choices
- Be clear and concise

Community Survey Guidelines (cont'd)

3. Rating scales – These questions allow students to indicate how strongly they agree or disagree with specific statements. This type of question is very useful when you need an overall measurement on a particular topic, opinion or experience. Typically, a statement is presented, then their peers can respond on a scale that indicates how much or how little they agree with the statement. For example:

For the following statements, please indicate whether you agree or disagree.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Smoking is a problem at our school	1	2	3	4	5
Advertising by the tobacco industry makes teenagers want to smoke	1	2	3	4	5



Planning an Interview

Each team will create questions to guide the upcoming interview with your designated community leader, expert or other key player. The interview should include a list of questions that are organized by several themes. Follow the steps below to guide you in planning an interview.

1. Write 3-5 background questions.

Questions may include:

- How serious is this problem?
- How widespread is the problem?
- What are some causes of the problem?

2. Write 3-5 questions that help you to acquire information about the challenges, obstacles and/or struggles with your community problem. Depending on the interviewee's level of expertise, you may also want to ask them how they got interested in their subject area.

Questions may include:

- What are the biggest challenges or obstacles in this community need or problem area?
- What lessons have you learned working in this problem area?
- If you have implemented a solution, what might you have done differently?

3. Write 3-5 questions that help to explore possible solutions and/or alternatives.

Questions may include:

- What are the possible solutions?
- Is there a school policy, law or government regulation that affects the issue?
- Which solution makes the most sense to you? Which solution do you prefer and why?
- Why are there so many different approaches?
- If your team decides to go with a particular solution, ask the expert what he/she thinks about the solution. Does this solution address the "root causes" of the problem?

4. Write 3-5 questions about where additional information can be found. Your main goal should be to respect your interviewee while gathering the information that you need to plot your next steps.

Questions may include:

- Where can we look for additional information on the subject?
- Who is involved in solving this problem (if anyone)? Who else is working on this matter?
- Who else should we talk to?
- Who can help us?

Helpful Hints for Interviewing

◇ Be polite and use a courteous tone

◇ Interviewing requires concentrated attention in order to...

- Follow up on interesting comments
- Detect when interviewees are giving answers meant for public consumption rather than their true opinions
- Monitor the progress of the interview

◇ Yes/no questions are inappropriate; try these approaches instead:

- “Walk me through a typical day”
- “Tell me a story about a particular event that illustrates what they’ve been talking about”

◇ Trace a story back to its very beginning

- “Can you describe how _____ started”
- “Please say more about the difference between _____ and _____”

◇ Give clues as to how detailed you would like their answers to be

◇ Be prepared to follow up whenever you’re not sure about what the person is saying

- “What does that look like?” “How does that work?” “What is an example of that?”
- Ask for clarification, details, and example

◇ Avoid leading questions

- Bad: “Don’t you think you should earn more money?”
- Better: “Tell me about the pay scale at your company”

◇ Don’t interrupt

- Can always ask for clarification later or paraphrase for clarification when they are finished with their thoughts
- Become comfortable with silence
- Learn probes: “I see,” “Yes,” “Uh-huh,” “Please continue”

◇ Strike a balance between being formal versus casual

- If too formal, participants may not open up
- If too casual, participants may not take the interview seriously and may stray off topic

◇ Leave the interview on a positive note

- Get the interviewee to agree to be contacted again (if necessary) and thank them!
- Make sure to clarify something they said, or ask new questions raised by subsequent interviews
- “Is there anything that I missed?” “Is there something else that you would like to talk about?” “Is there something that we’ve discussed today that is more important than the other topics?”

Sample Interview Script:Phone

My name is [your name]. I am a student in [teacher's name] [your grade] class at [name of school]. Do you have a few minutes to answer some questions for a team project?

[If yes, proceed. If no, ask when might be a better time to call back or if there is someone else you could speak to.]

We are studying local problems, how they are dealt with by the government, and how citizens can participate in their government.

The problem my team is studying is [briefly describe problem].

I am responsible for finding out information about the problem to share with my team. I have a few questions I'd like to ask you about this problem in our community. Is it alright if I use your responses in our final presentation?

[Proceed with interview]

Also consider asking:

"Do you have any printed information on this issue you can send us?" (If their answer is yes, be prepared to give the person an email address or the mailing address of your school)

Mailing address of your school: _____

"Is there someone else with knowledge on this issue I should talk to?"

"Is there anything else we didn't cover that you would like to add?"

Remember: If you're going to directly quote or record your interviewee for your final presentation, ask them for their permission first. If they're uncomfortable with direct quotes or recording, ask if you can use their responses as background information for your project.



Who Are The Decision-Makers?



Use the following resources to identify and contact your local/city and state representatives.

How to Find Your City Council Member:

- San Antonio: <http://www.sanantonio.gov/Council/Find-My-Council-Member>
- Austin: <http://www.austintexas.gov/GIS/CouncilDistrictMap/>
- Dallas: <http://gis.dallascityhall.com/cityinfo/>
- Fort Worth: http://apps.fortworthtexas.gov/codecompliance/codeOps_Citizen/address_lookup.asp

How to Find Your State House Representative/Senator:

- Find Your Representative by Address: <http://www.house.state.tx.us/members/find-your-representative/>
Representative information on the Texas House of Representatives and Texas Senate websites include a bio, mailing information, phone number, and a link to email the representative/senator.
- District Information (listed by district): http://www.house.state.tx.us/_media/pdf/members/bydist.pdf
- District Information (listed by member): http://www.house.state.tx.us/_media/pdf/members/bymem.pdf

How to Find Your U.S. Congressman and U.S. Senator:

- <http://www.house.state.tx.us/members/find-your-representative/>

Resources for Contacting Your Local/State Representatives:

- Starting point for finding contact information for federal, state, and local elected officials: <https://www.usa.gov/elected-officials>
- Step-by-step guide for how to write a letter (sample letters provided): https://bebusinessed.com/congress-fax-numbers/#How_to_Address_Your_Letter
- Sample letter to a member of city council: <http://peoplemakeparks.org/wp-content/uploads/2011/04/Sample-Letter-to-Local-Elected-Official.pdf>



Part 4: Identify Key Players



Though identifying key players is the last part of Step 2: Collecting Data, it is recommended that students complete this throughout the research process.

1. Are there any elected officials who could provide insight on the issue or would be a target to garner support from? This will also provide an opportunity to experience how constituents communicate with legislators and ask questions regarding how laws are made and changed. Create a list.

- School Board Members:
- City Council members:
- County Commissioner:
- State Legislature of Texas:
- Senate Member or House Representative :
(Visit “Who Represents Me” <http://www.fyi.legis.state.tx.us/Home.aspx>)

2. Who are current or potential supporters of your issue? Create a list:

- Nonprofits:
- Businesses:
- Media:

3. What organizations or experts are already working on the problem? Create a list.

4. Is there a government agency that specifically deals with the issue?

- City Transportation Department?
- City Police Department?
- Animal Care Services?
- Parks & Recreation department?

Government Agency Resource Guide



Example of Community Problem	Austin City Resource	Pflugerville City Resource	San Antonio City Resource
There is a lot of traffic on the street in front of the school, and students need a pedestrian sign.	Austin Transportation Dept. (512)974-1150	Pflugerville Public Works Dept. (512)990-6400	San Antonio District Engineer (210)615-1110
The park across from the school doesn't have any facilities for high school students, and students want volleyball courts so they can be more active.	Austin Parks and Recreation Dept. (512)974-6797	Pflugerville Parks and Recreation (512)990-6355	San Antonio Parks and Recreation (210)207-3000
Crime rates have escalated in the neighborhood and students want to know who to call to alleviate this issue.	Austin Police Dept. 3-1-1	Pflugerville Police Dept. (512)251-4004	San Antonio Police Dept. (210)207-7273
There is a stray dog problem on the rise in the neighborhood and students want to know who to contact for guidance.	Austin Animal Center (512)978-0500	Pflugerville Animal Welfare Services (512)990-7387	San Antonio Animal Care Services (210)207-6000
The neighborhood park doesn't have any recycling bins, and students want to fix this problem.	Austin Resource Recovery (512)494-9400	Pflugerville Public Works Dept. (512)990-6400	San Antonio Solid Waste Management Dept. (210)207-6428
There is a strange odor of gas in the high school gym and students don't feel safe being there.	Austin Fire Dept. (512)974-0130	Pflugerville Fire Dept. (512)251-2801	San Antonio Fire Dept. (210)207-7744
The sidewalk behind the community rec center has broken lights, making it dangerous for students to walk there at night.	Austin Energy (512)494-9400	Spark Energy 1-877-547-7275	CPS Energy (210)335-2222

Government Agency Resource Guide (cont'd)



Example of Community Problem	Dallas City Resource	Fort Worth City Resource	Arlington City Resource
There is a lot of traffic on the street in front of the school, and students need a pedestrian sign.	Dallas Mobility and Street Services (214)948-4650	Fort Worth Transportation and Public Works (817)392-8100	Arlington Public Works (817)459-6550
The park across from the school doesn't have any facilities for high school students, and students want volleyball courts so they can be more active.	Dallas Parks and Recreation (214)670-4100	Fort Worth Parks and Recreation (817)392-5700	Arlington Parks and Recreation (817)459-5474
Crime rates have escalated in the neighborhood and students want to know who to call to alleviate this issue.	Dallas Police Dept. (214)671-3001	Fort Worth Police Dept. (817)392-4000	Arlington Police Dept. (817)459-5700
There is a stray dog problem on the rise in the neighborhood and students want to know who to contact for guidance.	Dallas Animal Services (214)670-6800	Fort Worth Animal Care and Control Center (817)392-1234	Fort Worth Animal Services (817)459-5898
The neighborhood park doesn't have any recycling bins, and students want to fix this problem.	Dallas Sanitation Department (214)670-5111	Fort Worth Solid Waste Services (817)392-1234	Arlington Garbage and Recycling (817)317-2000
There is a strange odor of gas in the high school gym and students don't feel safe being there.	Dallas Fire Department (214)670-5466	Fort Worth Fire Dept. (817)392-6800	Arlington Fire Dept. (817)459-5500
The sidewalk behind the community rec center has broken lights, making it dangerous for students to walk there at night.	Dallas Energy Group (214)292-6638	Reliant (713)207-7777	Frontier Utilities 1-844-567-2863

Step 2 Reflection and Summary



Problem Statement:

1. How does the information collected and evaluated help you better understand the problem? What do you see happening? How serious is the problem? What needs to change?

2. Relate the problem to your experience. In what ways have you and others been impacted?

3. What are social or cultural factors causing the problem? Why does the problem exist (root causes)? What is the most ACTIONABLE root cause?

4. How does information collected help you think about possible solutions? What can be done to address the most actionable root cause? Who are people who might be able to help you with your issue?

Step 3: Identify a Solution

Student Checklist

- ☐ Make a list of possible solutions
- ☐ Rank your solutions and come to consensus on one solution
- ☐ Create a plan for implementation
- ☐ Outline Civic action steps

Choosing a SMART Solution

Enter a number for every criterion for each possible problem. The problem with the highest total score is most likely to be your best option.

3= Yes

2= Sort of

1= No

	Criteria	Solution 1:	Solution 2:	Solution 3:
Local	Is the solution meant for a problem located in your school or community?			
Specific	Can you identify key decision makers, when it will take place and the root cause that will be addressed?			
Measurable	Can the success of this solution be measured? For example: How many people will be affected by it? Will you be able to determine if the problem is solved?			
Attainable	Is this a solution that your team has the ability to implement? Do you have the finances to implement this solution, if not could a plan to raise funds be implemented?			
Realistic	Is this a solution that you can and want to implement?			
Timely	Is this a solution that could be implemented in a reasonable amount of time?			
	Total			

Action Planning Guide

Solution Title: _____

Driving Question:

Goals:

Resources (funds materials,
meeting place, organizations,
etc.)

Obstacles (budget, oppo-
nents-- why are they resisting
and what can you do about
it?):

Critical Factors for Success
(volunteers, funds, support
from decision maker, etc.):

Solution:

Civic Action Steps

- I. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Step 3: Reflection and Summary



Vision Statement (The Ideal Outcome):

1. How do you feel about your role in implementing the solution?

2. What do you expect to learn as you move through the process of implementing your solution?

3. How will you know if you are making progress and if the civic action plan is successful?

4. What are the consequences of your solution not being implemented?

Step 4: Prepare and Present

Student Checklist

- ☐ Write Informative Speech
- ☐ Write Persuasive Speech
- ☐ Assign presentation roles
- ☐ Outline sequence for digital presentation to correspond with speeches
- ☐ Create the digital presentation
- ☐ Present your ideas to one or more key decision makers in your school or community at the classroom/school-wide Civics Fair

Part 1: Prepare

A. Write Persuasive and Informative Speeches

Each team is responsible for two speeches, one informative and one persuasive. The ideal presentation will be logical, easy to follow, organized, and well researched. The solution will be original and innovative. The participants will engage the audience, maintain their attention, and be able to answer questions from the judges.

- Informative Speech (5 minutes)
- Persuasive Speech (5 minutes)

Informative Speech

The informative speech is necessary to inform your audience that a problem exists and deserves attention. The informative speech increases your audience's awareness and understanding concerning your topic.

Informative speech checklist:

- Includes a problem statement
- Includes at least 3 pieces of supporting evidence to prove the problem deserves attention and is significant to the community
- Includes evidence from primary sources, such as interviews and surveys
- Includes evidence from secondary sources, such as studies, newspaper clippings, etc.
- Identifies key players connected to the problem
- Identifies Root Cause of the problem



Persuasive Speech

The purpose of a persuasive speech is not to persuade that a problem exists. Instead, a persuasive speech persuades that your solution is feasible, necessary and the best possible option.

Persuasive speech checklist:

- Explains and presents evidence that proposed solution will work.
- Include critical factors for success in implementing plan, such as budget, community support, and communication with appropriate stakeholders;
- Must include solution outcomes, i.e. what would be the effect if solution properly implemented*
- * For example, if your solution is to put recycling bins around school, your solution goal would be that litter will decrease by 75%
- Must include your planned civic action steps. Your civic action steps tell the audience how you will implement the solution and attest to the feasibility of the solution.

Speaking Tips:

- Before beginning, take a deep breath and smile
- Make eye contact
- Speak at correct volume and take it slow
- Avoid “uh,” “like,” and “you know.”
- If possible, try to talk and not read
- Speak with conviction

Part 1: Prepare (cont'd)

B. Plan and Create a Digital Presentation

1. Create an outline or a plan to sequence your PowerPoint, Prezi, or other chosen presenting media (such as Google Slides); your informative and persuasive speeches should guide your sequence.

Tip 1: Organize the slide order to correspond with critical elements from the informative and persuasive speech

Tip 2: Consider a transitioning slide between your informative and persuasive speech components to form a cohesive presentation

2. Add a Title

3. Cite evidence, making sure that the slides illustrate your evidence used in your speech.

Example 1: Evidence from a community survey, “78% of students surveyed said...”

Example 2: Evidence from published research, “Between 2014 and 2015, 5,000 beekeepers lost 42% of their bee colonies to Colony Collapse Disorder. (NPR’s Audie Cornish)”

4. Insert links (optional): If relevant, embed links to media sources, such as an interview clip, Tumblr page, blog, fundraising page, Twitter account, Instagram account, etc.

5. Assign presentation roles, for example: Assign who will be changing slides and assign slides to team members based on who has the corresponding speech segment

6. Rehearse, rehearse, rehearse!



File sharing for organization of materials

- Dropbox* is an option for file collection and sharing.
- Google Apps* is a series of applications that allow creating, sharing, and editing of documents in a collaborative fashion. You can also download any document into Microsoft Office format.
- EverNote* is an application that stores images, audio, video, and screen shots by filing and indexing the media for easy searching.
- Flickr* lets you upload and share photos and videos.

Educational workspaces to share and organize information during research

- Diigo* is social bookmarking and allows bookmarks and tags of Web pages, highlighting text, and even adding sticky notes.
- LiveBinders* allows you to organize research into an online 3-ring binder.

Applications for presenting information

- Google Slides* allows you to create, edit, collaborate, and present while in the Google Drive interface.
- Slides lets you create, present and share slide decks and has a more modern editing feel.
- Prezi* permits you to create engaging slide presentations that are more dynamic than traditional alternatives.
- Weebly* is a platform to create free websites that have a user-friendly drag-and-drop interface.
- Wordpress* is an open-source blogging tool and publishing platform that allows easy creation of web pages.
- Edublogs* is the largest education blogging platform that does not allow adult content or exposure to other blogs and is accessible by most schools.
- Wikispaces* is a free wiki site that allows the easy creation and editing of Web pages.
- Audacity* is a free open-source software for editing sounds, ideal for voiceovers.
- Dvolver* offers free MovieMaker software.
- Photoshop.com* offers editing tools for quick fixes on images and organizing/presenting photos.

