

USAID Opportunity 2.0 Program:
Second-chance Opportunities for Out-of-school Youth

LIFE SKILLS FOR SELF-DIRECTED LEARNING



MODULE 9: CIVIC ENGAGEMENT

LEARNER'S HANDBOOK

Acknowledgements

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As part of the Journey to Self-Reliance, the education system of DepED ALS will be strengthened to reach vulnerable out-of-school youth through providing them with second chance education so that learners are better equipped with the soft and leadership skills they need to excel in the labor market today and into the future.

The Life Skills Curriculum is an adaptation of EDC's globally recognized Work Ready Now.

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Education Development Center (EDC) is a global nonprofit that advances lasting solutions to improve education, promote health, and expand economic opportunity.

Since 1958, we have been a leader in designing, implementing, and evaluating powerful and innovative programs in more than 80 countries around the world.

Module 9: Civic Engagement

“Ang makabuluhang buhay ay hindi ang pagiging mayaman at popular kundi ang pagiging tunay, mapagkumbaba at handang ibahagi ang sarili para sa iba.”






A meaningful life is not being rich and popular. It is being sincere, humble, and able to share ourselves for others.

Civic Engagement Objectives

By the end of the module, you will:

- ✓ Explain what civic engagement is and how you can get involved.
- ✓ Consult with community leaders to identify and prioritize needs.
- ✓ Identify and prioritize needs in your own community.
- ✓ Describe the important role that youth play in civic engagement.
- ✓ Identify ways to be civically involved in your own community.
- ✓ Use different strategies to encourage others in your community to get engaged.
- ✓ Be able to mobilize resources to implement a community service project.
- ✓ Plan the steps needed to implement your own community service project.
- ✓ Implement your own community service project.
- ✓ Reflect on the experience.

Module Overview

 Activity	 Time
 Session 1: Introduction to Civic Engagement	
1: Introductory Activity & Learner's Reflection	30-45 minutes
2: Connecting with my Community	75-90 minutes
3: You Are Part of the Solution	20-30 minutes
4: Interacting with Local Government and Community Members	75-90 minutes
5: Interview with a Community Group	75-90 minutes
6: Prioritizing Needs	30-45 minutes
 Session 2: Youth Taking Action	
7: The Power of Youth	25-40 minutes
8: How Can I get Civically Engaged	35-45 minutes
 Session 3: Organizing and Mobilizing Communities	
9: What Motivates People to Get Involved	40-60 minutes

10: How to Involve Others	20-40 minutes
📋 Session 4: Resource Mobilization	
11: What is Resource Mobilization?	15-20 minutes
12: Resources in the Community	30-45 minutes
13: Resource Mobilization Plan	15-25 minutes
📋 Session 5: Community Service Project	
14: Introducing the Community Service Project	30-45 minutes
15: Preparing a Community Service Plan	40-60 minutes
16: Implementing the Community Service Project	3.5-4 hours (<i>includes project implementation</i>)
	Total Time: 12.75 hr - 16.75 hr

Written Assignments

This is a checklist of all the written documents for learners to accomplish. The facilitator will put a tick mark on the submitted outputs and follow-up on those that have not been submitted yet. There are other written tasks in the module. You are expected to do those as well, as they prepare you to do these assignments.

- ☐ Let's Exercise: Government and Other Institutions in My Community
- ☐ Let's Apply: My Views of Government and My Community
- ☐ Let's Apply: Interview with Someone from the Local Government
- ☐ Let's Apply: Interview with Someone Who Works with the Community
- ☐ Let's Apply: Summary of Responses of Government Officials and Community Organizations
- ☐ Let's Apply: Considering Your Own Criteria
- ☐ Let's Apply: Top 2 Needs of Your Barangay
- ☐ Let's Exercise: Drawing Volunteering Scenarios
- ☐ Let's Exercise: Motivating Factors
- ☐ Let's Apply: Factors that Motivate People to Get Involved
- ☐ Let's Exercise: Resource Mobilization Plan – Scenario Practice
- ☐ Let's Apply: Exploring Community Service Project Options
- ☐ Let's Apply: Giving Back to Our Community – Community Service Project Plan
- ☐ Let's Apply: Are We Reaching Our Goal?
- ☐ 9.5: Reflections on our Community Service Project

SESSION 1: INTRODUCTION TO CIVIC ENGAGEMENT

Learning Strand 5: Understanding the Self and Society Content Standard: Interpersonal Relationships (Family Solidarity and Pakikipagkapwa) Performance Standard B: Develop interpersonal skills that will contribute to harmonious relationships between and among one's family and community members	
Learning Competencies:	
5	Identify what makes up a community: <ul style="list-style-type: none"> • People: people living in the community, family • Institutions: schools, local government units, health centers, markets, churches, and mosques or other places of worship AP2KOM-Ib-3 LS5US-IF-PSB-LE-B.5
7	Describe the roles and/or functions people play in the community (i.e., barangay chairman, teacher, police, health workers etc.) AP1PAA-IIIb-4 LS5US-IF-PSB-BL-B.7
11	Enumerate the activities and tasks that show how one values the community (i.e., barangay clean-up) AP1PAA-IIIh-13 LS5US-IF-PSB-BL-B.11

Learning Strand 5: Understanding the Self and Society Content Standard: Knowing and Caring for our Environment Performance Standard F: Develop appreciation and take action toward concern for environment	
Learning Competencies:	
1	Describe the main features of one's <ul style="list-style-type: none"> • barangay • town/city • province - LS5US-KE-PSF-LE/AE-1

Learning Strand 5: Understanding the Self and Society Content Standard: Local Governance Performance Standard G: Exercise one's rights and responsibilities as a citizen through participation in local governance	
Learning Competencies:	
A	Rights and Responsibilities of Local Governments Units
2	Explain the importance of having a government in every barangay in the country AP3EAP-IVg-13 LS5US-LG-PSG-LE-A.2

3	Recognize that a city is made up of barangays that has its own leadership AP3EAP-IVe-10 LS5US-LG-PSG- LE-A.3
E	Various Channels for Citizens Participation in Local Governance
2	Discuss the value of civic activities of each person as a citizen of the country AP4KPB-IVc-3 LS5US-LG-PSG-AE-E.2

Learning Strand 5: Understanding the Self and Society Content Standard: Civil and Political Rights and Corresponding Responsibilities Performance Standard H: Demonstrate vigilance in exercising one's rights and fulfilling his/her corresponding responsibilities	
Learning Competencies:	
6	Explain the responsibilities suggested by/inherent in each right: <ul style="list-style-type: none"> • participating effectively in civic life by: • knowing how to stay informed and understanding governmental process LS5US-CP-PSH-JHS-6

Activity 1: Introductory Activity & Learner's Reflection

Objectives:

- ✓ Review modules on work readiness
- ✓ Identify qualities and characteristics of people who are civically engaged
- ✓ Define civic engagement

 **Recommended Time:** 30-45 minutes



Welcome to Module 9: Civic Engagement! This module is the culmination of your Life Skills training program. Congratulations for having completed the sessions that focused on preparing you for the world of work.

You are in this program to learn a skill – but having a skill is not enough for a young person to succeed. The key to the success of young people is having skills, AND positive attitudes. Remember: COMPETENCY and CHARACTER are equally important traits that learners should possess. It is important that you not only know, but also apply in real life, all the good practices that you have learned from Modules 1-8. Remember: KNOW and APPLY.



Review your learnings from all the previous modules on work readiness. What three key ideas do you remember and will always try to live by?



Read the proverb at the beginning of the module. What does it mean? How is it related to civic engagement?



This module will focus on connecting young people – that's you – to their communities. This means getting you to be involved and to participate in solving problems, making decisions and taking action as members of the community.

In the first four sessions you will learn about civic engagement concepts and get to know your community in a different way. You will practice what you learned using scenarios and games. In the last session, you will plan and implement an actual project in the community. Don't worry! We will guide you the entire way!

Now let's get started!



What do you think about getting involved in making your community safe, peaceful, and progressive?



This first session introduces you to civic engagement – how youth can work with other community members and help in making positive changes in their communities and how young people can begin to share themselves and touch the lives of others in their communities.

↔ Key Topics and Learning Points ↔

1. Qualities and characteristics of people who help their communities
2. What is civic engagement?
3. Getting to know the governmental institutions and other organizations in our municipality and barangay
4. Participating in positive action
5. Understanding of young people's role in the community
6. Familiarizing yourself with government programs for out-of-school youth
7. Consult with local leaders about community needs
8. Identifying and prioritizing community needs

- ★ **Civic engagement** is a way of working together to make a positive difference in the quality of life of our communities.
- ★ Part of being civically engaged is knowing who your local leaders and agencies are – including those who are involved in NGOs and other organizations in the community
- ★ When youth and local leaders and other community members walk hand-in-hand in doing positive action, this will contribute to making your barangay peaceful, safe, and progressive.
- ★ We tend to view government as having all the answers to the problems of out-of-school youth. If there is a problem that we are trying to solve, the private sector, youth, and community members are parts of the solution. Young people can be part of the solution.
- ★ A first step in being part of the solution is understanding the needs in the community, and identifying the most important needs.
- ★ It is important to have a set of criteria in order to identify the community need in a fair, transparent, and unbiased way.

Learner's Reflection: Module 9 Civic Engagement

This is not a test but is a way for us to see what you already know or do not know about the topics. You will read skills that are listed in the left column. Think about yourself and your experience. Then read the statements across the top. Check the column that best represents your situation. The results will help you and the instructor know which topics may require more time, effort and guidance.


Ang mga katanungan dito ay hindi test. Ito ay isang paraan upang malaman mo ang iyong kaalaman, kasanayan o kakayahan tungkol sa paksang ito. Basahin mo ang mga kaalaman, kasanayan o kakayahan na nakalista sa kaliwang kolum. Magbalik-tanaw sa iyong sarili at mga karanasan, basahin ang lahat ng mga pangungusap at i-tsek ang sagot na naaangkop sa iyong sitwasyon. Ang iyong kasagutan ay magiging gabay mo at ng iyong guro sa pagpapalawak ng iyong kaalaman tungkol sa paksang ito.

My experience Knowledge, skills and abilities <i>Kaalaman, kasanayan at kakayahang</i>	1 I don't have any experience doing this. <i>Wala akong karanasan sa paggawa nito</i>	2 I have very little experience doing this. <i>Kaunting- kaunti lamang ang aking nalalaman sa paggawa nito.</i>	3 I have some experience doing this <i>Mayroon akong karanasan sa paggawa nito</i>	4 I have a lot of experience doing this. <i>Marami akong karanasan sa paggawa nito</i>
Understanding how young people can be civically engaged/ <i>Pagpapalawak ng kaalaman kung paano makilahok ang mga kabataan sa pakikipag-ugnayang pangmamamayan</i>				
Identifying and prioritizing the needs of my community/ <i>Pagtukoy ng mga pangangailangan ng aking komunidad, at pagsunod-sunurin ang mga pangangailangang ito ayon sa kanilang kahalagahan</i>				
Encouraging other youth and community members to be involved in civic and governance activities/ <i>Paghikayat ng ibang kabataan at miyembro ng komunidad para makilahok sa mga gawaing pangmamamayan at mabuting pamamahala</i>				
Preparing a community service project plan/ <i>Paggawa ng isang panukala para sa isang proyekto o gawaing pangkomunidad</i>				
Mobilizing resources for a community service project/ <i>Paglikom ng mga pagkukunang-yaman para sa mga proyektong pang</i>				

My experience Knowledge, skills and abilities <i>Kaalaman, kasanayan at kakayahan</i>	1 I don't have any experience doing this. <i>Wala akong karanasan sa paggawa nito</i>	2 I have very little experience doing this. <i>Kaunting- kaunti lamang ang aking nalalaman sa paggawa nito.</i>	3 I have some experience doing this <i>Mayroon akong karanasan sa paggawa nito</i>	4 I have a lot of experience doing this. <i>Marami akong karanasan sa paggawa nito</i>
<i>komunidad.</i>				
Implementing a community service project with other community members/ <i>Pagpapatupad ng isang proyekto o gawaing pangkomunidad kasama ang ibang mga kabarangay</i>				



Find a friend or family member. Together, you will go through the reading. Read each picture description together, then discuss the questions that follow.

Who are They and What are their Characteristics?	
	<p>Allan "Apl.de.ap" Pineda (born November 29, 1974) is a member of the famous band "Black Eyed Peas". He was born in Angeles City, Pampanga, Philippines.</p> <p>He was honored in America by the prestigious This Time Foundation for his charity works. On November 18, 2008, he founded the Apl Foundation to help various communities and children in the Philippines and throughout Asia. In 2011, his foundation formed a partnership with the Ninoy and Cory Aquino Foundation (NCAF) to create the "We Can Be Anything" advocacy campaign to help promote education. In 2011, Apl.de.ap and NCAF planned to build 10,000 classrooms in two years or less through the advocacy. He also teamed up with Red Ribbon and the Franklin Baker Company with his foundation for a project called the "Red Ribbon Macaroons for a Cause" whose goal is to raise money to build schools, starting with one in Zamboanga that will benefit over 600 students.¹</p>

¹ apl.de.ap. (2014, April 24). in Wikipedia. http://en.wikipedia.org/wiki/Apl.de.ap#cite_note---22.



Efren Peñaflorida (born March 5, 1981) is a teacher and social worker in the Philippines. He is the founder and head of the Dynamic Teen Company, which offers Filipino youth an alternative to street gangs. He does that through education, recreating school settings in unconventional locations such as cemeteries and trash dumps.

In March 2009, Peñaflorida was featured as a CNN Hero as part of the news network's program to honor individuals who make extraordinary contributions to help others. On November 22, 2009, he was named 'CNN Hero of the Year' for 2009.²



Youth leaders in Palompon, Leyte pack LED solar lanterns for victims of typhoon Yolanda. Student leaders of Palompon Institute of Technology during the 8th Global Youth Exchange made a commitment to help in rebuilding their community. Palompon was devastated by the super-typhoon, with storm surges of four meters.



With your friend or family member, share your individual answers to the following questions:

- What are some qualities or characteristics of the person or group?
- Think of someone in your community, family or group of friends with similar qualities or characteristics. How do they show those qualities/characteristics?
- Who can have these qualities? Does someone need to be famous or be a celebrity to have these qualities?



The characteristics of the people that you talked about relate closely to civic engagement. People in the pictures and the people that you mentioned in your communities, families and among friends are or were **civically engaged**.

Civic engagement is a way of working together to make a positive difference in the quality of life of our communities. It includes applying one's skills, knowledge, values, and motivation to make that difference.³

² Efren Peñaflorida. (2014, April 24). in *Wikipedia*. http://en.wikipedia.org/wiki/Efren_Peñaflorida#cite_note---1.

³ Ehrich, Thomas (2000). *The Definition of Civic Engagement*
http://www.nytimes.com/ref/college/collegespecial2/coll_aascu_defi.html



In your own words, how would you describe civic engagement?



Based on the concept and the characteristics identified, write about a time when you were civically engaged.

By participating in the Opportunity 2.0 Project, you will learn more about how to be civically engaged. Opportunity 2.0 works with Youth Development Alliances to organize opportunities for you to practice civic engagement skills.

You will plan a community service activity that you will carry out in your communities after the training. If social distancing restrictions are still in place, you will still implement your project, but with modifications such as choosing something you can do from home.

Activity 2: Connecting with My Community

Objectives:

- ✓ Familiarize yourself with municipal and barangay officials, government agencies and other organizations, and their roles and activities for out-of-school youth
- ✓ Express your ideas and opinions about services in your community for out-of-school youth

 **Recommended Time:** 75-90 minutes



Part of being civically engaged is knowing who your local leaders and agencies are – including those who are involved in NGOs and other organizations in the community – and what they are doing for out-of-school youth. In this activity, you will start to get to know who is in your community and what they do.



Remember the community map you created in Module 1, Activity 6? This mapping exercise is important for understanding the institutions in your community.

Let's do the mapping again, with a different focus. In your map, draw the key institutions in your community. Institutions: Include the schools, local government units, health centers, markets, churches, mosques or other places of worship, and any non-governmental organizations (NGOs). (If there is not enough room below, you may do it on a separate piece of paper.)



What places on this map are very familiar to you? Which are new to you? What do you know about these places and what they do for your community?



Let's Exercise: Government and Other Institutions in My Community

Complete the table below by interviewing the adults around you. Fill out the names of the people as best you can. If you are unable to find an answer for a particular field, leave it blank.

Group	Position	Name/s
Municipal Officials	Mayor	
	Vice Mayor	
	City / Municipal Administrator	
	Councillors	
Barangay Officials	Barangay Chairman	
	Barangay Kagawad	
Agencies	DepEd Principal	
	TESDA Officer	
	MSWD/CSWD	
	DA	
	<i>(place any additions here)</i>	
NGOs		

Group	Position	Name/s
Private / Business Sector		



How many officials and leaders do you and your interviewees know? Look at the blanks. What can you do in order to increase your awareness of your community leaders and officials?



You have already answered in the first activity the question: how well do we know our local government and other organizations in our area? Now we would also like to know what you think about these government and other organizations. As member of the barangay, it is also important to develop skills in expressing our views and opinions based on our experiences, and in thinking of ways to work better together.



Youth, including those who are currently not in school like you, are part of our community. There are leaders, various organizations, other youth, parents, other community members, some of whom we know and others we don't know yet.



Look at the list above again and focus on the roles that have names in them. Think of your own experiences (what you know, what you have heard, what you have seen) and answer the question: How do you feel about the way the people in these roles have responded to the welfare of out-of-school youth? Write a "+" or a "-" beside their names depending on your answer.



What makes you unhappy with the way these officials and leaders have responded to the welfare of out-of-school youth? What can you do to improve things?



Our community may not be perfect – some officials are doing a good job and we are happy and satisfied with them. Others are not and we are not happy; some groups are active and some are just observers. Think about you and the rest of the youth in the community - do you think your officials and leaders are happy when you engage in the community?



9.1: Youth and Community Working Together for Peace and Stability

At Opportunity 2.0 and DepEd ALS, we believe in the potential of young people like you. We respect your rights (Karapatan), we equip you with knowledge and practical skills through ALS or skills training (Karunungan) and our goal is transforming you to become productive and peace-loving citizens through life skills (Kakayahan). Remember the **3K: Karapatan, Karunungan, Kakayahan**



Because you are part of a bigger community, we would like you to be able to work hand-in-hand with local leaders and other organizations so that you can have education and employment. We are also working with government and other organizations to reach out to you so that you will get a sense of being part of the community.

We believe that when you (learners) and these leaders and other community members walk hand-in-hand in doing positive action, this will contribute to making your purok/barangay peaceful, safe, and progressive.



Let's Apply: My Views of Government and My Community

Let us apply our learning about expressing our opinions. Let us remember that it is also important to respect other people's opinions.

My Perspective <i>Ang Aking Pananaw</i>	I don't know if this is happening <i>Hindi ko alam kung ito ay nangyayari</i>	It never happens <i>Hindi ito kailanman nangyayari</i>	This only happened once <i>Minsan lang ito nangyari</i>	This is happening <i>Ito ay nangyayari</i>	Even better is what happens here <i>mas mabuti pa dito ang nangyayari</i>
1. The government ensures that out-of-school youth have a stable and long-term livelihood or job <i>Sinisiguro ng gobyerno na ang mga out-of-school youth ay magkaroon ng matatag at pangmatagalang pangkabuhayan o trabaho</i>					
2. Out-of-school youth can easily approach government leaders or agencies to discuss the problems and needs of out-of-school youth. <i>Madaling malapitan ng mga out-of-school youth ang mga pinuno ng gobyerno o mga ahensiya para pag-usapan ang mga problema at pangangailangan ng mga out-of-school youth</i>					
3. Out-of-school youth in our barangay are actively participating in solving problems in our barangay <i>Ang mga out-of-school youth sa aming barangay ay aktibong nakikilahok sa paglutas ng mg problema sa aming barangay</i>					

My Perspective <i>Ang Aking Pananaw</i>	I don't know if this is happening <i>Hindi ko alam kung ito ay nangyayari</i>	It never happens <i>Hindi ito kailanman nangyayari</i>	This only happened once <i>Minsan lang ito nangyari</i>	This is happening <i>Ito ay nangyayari</i>	Even better is what happens here <i>mas mabuti pa dito ang nangyayari</i>
4. I am fully accepted by the people in my barangay and not ashamed even if I am an out-of-school youth who cannot study and has no job <i>Ako ay lubusang tinatanggap at hindi ikinahihiya ng mga tao sa aming barangay kahit ako ay isang out-of-school youth na hindi makapag-aral at walang trabaho</i>					
5. People in our community have trust and willingness to help out-of-school youth <i>Ang mga tao sa aming komunidad ay may tiwala at kusang tumutulong sa mga out-of-school youth</i>					
6. The government ensures that the out-of-school youth in our barangay have a sufficient livelihood and are in a safe and peaceful community. <i>Tinitiyak ng gobyerno na ang mga out-of-school youth sa aming barangay ay may sapat na pangkabuhayan at nasa ligtas o payapang komunidad.</i>					



Think about it!

Talk about civic engagement with your family and friends. Express your views about helping your community and ask them about their thoughts. Is there something that you can do as a family to contribute to keeping your community peaceful, safe, and progressive? Remember to thank them for helping you with your schoolwork.

Activity 3: You are Part of the Solution

Objectives:

- ✓ Appreciate that youth can contribute positively to the community
- ✓ Name the barangay and municipal government and agencies that offer services for out-of-school youth
- ✓ Identify who you can speak to in your community to find out more about community needs
- ✓ Explain why it is important to consult a wide range of people when identifying community needs that out-of-school youth can help address

 **Recommended Time:** 20-30 minutes



Let's recall - How would you describe community engagement (also called civic engagement) in your own words?



Remember: Civic engagement is a way of working together to make a positive difference in the quality of life of our communities. During this session, you will get to know the government programs available to youth in your community, identify people to consult about community needs and identify needs in your community.



Let's Exercise: What Do We Know About Civic Engagement?

Let's play a game with your family members! This game is best played with 4 people. You will be the game master.

Instructions: Place 2 chairs on opposite sides of the room and mark one AGREE and the other one DISAGREE. Ask your family members to stay in the center and, as soon as you finish reading the statement, run quickly within 3 counts to the chair of their choice. Those who have not made up their minds within 3 counts.

Place your own answer in the space provided.

Statement	How about you? Agree or Disagree?
Civic engagement means that we ask government to solve all the problems of out-of-school youth.	
MSWDO stands for Municipal Social Welfare and Development Office.	
TESDA stands for Technical Education and Skills Development Authority.	
Only our parents should express their views about the government.	
Anna takes care of her brothers and sisters while her mother is out selling vegetables. What Anna is doing is an example of civic engagement.	



We tend to view government as having all the answers to the problems of out-of-school youth. However, government needs the cooperation and support of the youth and the community. If there is a problem that we are trying to solve, the private sector, youth, and community members are parts of the solution. Young people can be part of the solution. We (youth) need to speak up, find out how we can help government to find solutions to problems.

A first step in being part of the solution is understanding the needs in the community, and identifying the most important ones – the priority needs. We may think we already know what are our community needs, but we may not be aware of other important needs. So it is important to always consult with different groups of people, to better understand and incorporate a wide range of perspectives. This can help us develop a more complete list of needs.



Think about it!

Have further conversations with family or friends. With whom would you speak in order to find out the needs of your community? Why? Make a list together. It's okay to have different people on your individual lists, but it is important to include different groups of people. For example, if we only ask the police, we are not including the perspectives of other groups such as teachers, young people, parents, governor or community leaders, or others.

Remember to thank them for helping you with your schoolwork.

Activity 4: Interacting with Local Government and Community Members

Objectives:

- ✓ Identify priority community needs through dialogue with someone in the local government
- ✓ Learn about government efforts for out-of-school youth in your own community
- ✓ Put tips for identifying community needs into practice
- ✓ Through dialogue with community leaders, identify ways that out-of-school youth can help address community concerns
- ✓ Practice questioning and listening skills, and organizing information

 **Recommended Time:** 75-90 minutes



In the next two activities, you will speak to leaders in your community and start to identify community needs. Following the tips below will help you.

Tips for Identifying Community Needs:

- ✓ Consult with **different types of people** in the community
- ✓ Do not add your own opinion to the needs that you collect (**respect what others think**)
- ✓ Take **all responses** into account (even if you disagree with some)
- ✓ **Create a list** of all the needs you have gathered



Let's Apply: Interview with Someone from the Local Government

Interview someone from local government (city or barangay official, public school teacher, policeman, etc.) to whom you have access.

This interview may be held over the phone, through email, or even through text messaging. Explain that this is part of a school project.

The interview questions are in the form below. Mark down their responses in the form. Be sure to thank the interviewee for his/her help.

Name of Interviewee: _____

Position: _____

Questions	Response
<p>What is the situation in the barangay (or city/municipality)?</p> <p><i>Kamusta po ang sitwasyon dito sa ating barangay (o bayan or munisipalidad)?</i></p>	
<p>What are the priority needs in our barangay (or city/municipality)?</p> <p><i>Ano po ang mga pangunahing pangangailangan dito sa ating barangay (o bayan or munisipalidad)?</i></p>	
<p>What are the barangay government programs for out-of-school youth?</p> <p><i>Ano po ang mga programa para sa out-of-school youth?</i></p>	
<p>How can out-of-school youth and other young people help in the barangay (or the city/municipality)?</p> <p><i>Paano po makakatulong ang mga out-of-school youth at ibang kabataan dito sa ating barangay (o bayan or munisipalidad)?</i></p>	

After you complete the interview, reflect on the experience by answering the following questions.



How did you feel about the interview?



What was your most important learning from the interview?



What did you learn about the barangay's priority needs?



What did you learn about the barangay's programs for out-of-school youth?



Knowing what you know now, how do you think you can help your community?

Activity 5: Interview with a Community Group

Objectives:

- ✓ Identify priority community needs through dialogue with someone who works in the community
- ✓ Be informed about non-governmental efforts for out-of-school youth
- ✓ Through dialogue with community leaders, identify ways that out-of-school youth can help address community concerns
- ✓ Practice questioning and listening skills, and organizing information

 **Recommended Time:** 75-90 minutes



Let's Apply: Interview with Someone Who Works with the Community

Now you will repeat the process with someone else. Interview someone who works with the community (NGO worker, parish priest, small business owner, etc.) to whom you have access.

This interview may be held over the phone, through email, or even through text messaging. Explain that this is part of a school project.

The interview questions are in the form below. Mark down their responses in the form. Be sure to thank the interviewee for his/her help.

Name of Interviewee: _____

Position: _____

Questions	Response
What is the situation in the barangay (or city/municipality)? <i>Kamusta po ang sitwasyon dito sa ating barangay (o bayan or munisipalidad)?</i>	

Questions	Response
<p>What are the priority needs in our barangay (or city/municipality)?</p> <p><i>Ano po ang mga pangunahing pangangailangan dito sa ating barangay (o bayan or munisipalidad)?</i></p>	
<p>What are the barangay government programs for out-of-school youth?</p> <p><i>Ano po ang mga programa para sa out-of-school youth?</i></p>	
<p>How can out-of-school youth and other young people help in the barangay (or the city/municipality)?</p> <p><i>Paano po makakatulong ang mga out-of-school youth at ibang kabataan dito sa ating barangay (o bayan or munisipalidad)?</i></p>	



Let's Apply: Summary of Responses of Government Offices and Community Organizations

In the table below, summarize the responses from the local government official and community leader.

Questions	Response from Local Government Official	Response from Community Leader
What is the situation in the barangay (or city/municipality)? <i>Kamusta po ang sitwasyon dito sa ating barangay (o bayan or munisipalidad)?</i>		
What are the priority needs in our barangay (or city/municipality)? <i>Ano po ang mga pangunahing pangangailangan dito sa ating barangay (o bayan or munisipalidad)?</i>		
What are the barangay government programs for out-of-school youth? <i>Ano po ang mga programa para sa out-of-school youth?</i>		

Questions	Response from Local Government Official	Response from Community Leader
<p>How can out-of-school youth and other young people help in the barangay (or the city/municipality)?</p> <p><i>Paano po makakatulong ang mga out-of-school youth at ibang kabataan dito sa ating barangay (o bayan or munisipalidad)?</i></p>		



Compare the answers in the two interviews. In what ways were they the same? In what ways were they different?



What was your most important learning from this interview?



Knowing what you know now, how can you help your own community?



Opportunity 2.0 and its predecessor project, MYDev, has organized the various agencies with out-of-school (OSY) programs into the OSY Development Alliance or OSYDA so that they can work together, not duplicate what the other is doing, and give assistance that will have impact on the OSY.

Activity 6: Prioritizing Needs

Objectives:

- ✓ Describe the importance of prioritization
- ✓ Identify examples of criteria to help prioritize under different scenarios
- ✓ Apply tips for prioritizing community needs to identify the top two needs in your community
- ✓ Reflect on the community needs you feel most drawn towards

 **Recommended Time:** 30-45 minutes



We usually cannot address all of the needs that we gathered from people we consulted. Community needs will most often be a very long list. We usually need to start by choosing one (or only a few) important needs to work on.

One person alone cannot decide what is the most important need from the list based on his/her personal opinion. What one thinks may be the main need in the community can be different from what others think the main need is. Thus, we need to know how to prioritize needs.



Let's Exercise: Priorities and Criteria

Let's do another activity with your family members! This activity is best played with 4 people. You will be the facilitator.

ROUND 1: Hand out pieces of paper and pencils to your family members. In the paper, ask them to write what they think is the most important need of this family – ONLY ONE. When done, ask each of them to share their answers and explain why.

What was the same and what was different? Why do you think your family members thought the way they did?

Remember, what one thinks may be the main need in the community can be different from what others think the main need is. It is the same thing in a family! You will start to see now how prioritization is very important.

ROUND 2: Ask your family members to look for items with all of the following descriptions:

- Round
- White
- Shiny

The descriptions are criteria that you used. A set of “criteria” is a set of characteristics that help you evaluate something and allows us to make comparisons. It may be easy to look for an item with one criterion, but things get more complicated when additional criteria are added to the mix.



Let's Apply: Considering Your Own Criteria

Let's talk more about criteria! Write down your answers in the space provided.

Question	Criteria
If you had two job offers, what criteria would you use for choosing one job?	
If you were hiring a new worker for your own small business and 4 people want the job, what criteria would you use for choosing one worker?	
If you had to choose between water or soft drinks, what criteria would you use?	

Question	Criteria
If you had to choose between two apartments to live in, what criteria would you use?	



Criteria may include just one or two characteristics (water costs less), or it may include a combination of characteristics that are important (experienced, trustworthy and with good communication skills).

It is important to have a set of criteria in order to identify the community need in a fair, transparent, and unbiased way.



Tips for Prioritizing Needs in the Community:

1. **Review the list of needs** that you created.
2. Eliminate the needs that are **repeated**.
3. **Work with others** to choose 1 or 2 criteria to help you decide which needs are top priority and which ones are not.
4. Use the criteria to **order the needs** from most to least important.
5. Select **only a few needs** in the top of your list to focus on.
6. Do not let your own opinion or preference choose the needs that you think are most important; **let the criteria** help you decide.



Let's Apply: Top 2 Needs of Your Barangay

Pretend that you are the leader of a community youth group, and you are working on a project that would help address **the top 2** needs of your barangay. What criteria would you use for choosing what these needs will be? Ask for help from your family or friends.

Go back to **Let's Apply: Summary of Responses of Government Offices and Community Organizations**. Using the criteria that you listed above, which 2 needs identified by the

government official and the community leader will you be able to help address? Encircle these 2 needs in the worksheet.

How do you feel about the results of this activity? Do you agree with the top 2 needs identified? Why or why not?

What will be your priority need if you did it by yourself? Why and how would you choose it?



There are so many needs in a community. Government alone cannot respond to all of them at the same time.

Community groups including young people like you can use certain criteria to see which needs they can respond to.

Now that you have identified some priority needs by applying the agreed criteria let us start to plan in the next activity how we will apply our knowledge and skills to take a positive action to respond to those needs.

**Session 1 – Writing Space**

Use this space to complete any of the written assignments above or write any thoughts or ideas that have come to mind on connecting with your community, interacting with community leaders and prioritizing community needs.

Congratulations! You have completed the session called Introduction to Civic Engagement. You are now ready to move to the next session on Youth Taking Action!

SESSION 2: YOUTH TAKING ACTION

Learning Strand 5: Understanding the Self and Society Content Standard: Interpersonal Relationships (Family Solidarity and Pakikipagkapwa) Performance Standard B: Develop interpersonal skills that will contribute to harmonious relationships between and among one's family and community members	
Learning Competencies: B Smooth Interpersonal Relationships between and Among Community Members	
2	Define/ Describe community in simple terms AP2KOM-Ia-1 LS5US-IF-PSB-LE-B.2
3	Give examples of a community AP2KOM-Ia-1 LS5US-IF-PSB-LE-B.3
4	Explain the value of a community AP2KOM-Ib-2 LS5US-IF-PSB-LE-B.4
8	Explain the importance of the community in one's own life AP1PAA-IIIc-5 LS5US-IF-PSB-BL-B.8
9	Justify the rationale for abiding by the community's regulations AP1PAA-IIIf-10 LS5US-IF-PSB-BL-B.9
10	Enumerate the consequences of abiding and not abiding by the community's regulations AP1PAA-IIIf-11 LS5US-IF-PSB-BL-B.10
11	Enumerate the activities and tasks that show how one values the community (i.e., barangay clean-up) AP1PAA-IIIf-13 LS5US-IF-PSB-BL-B.11

↔ Key Topics and Learning Points ↔

1. The importance and the role of youth in civic engagement
2. Ways to get civically engaged
3. Ways to get civically involved in one's own community

- ★ 19% of Filipinos are between the ages of 15-24, which represents a large potential impact on communities around the country
- ★ It is important and advantageous to work together with barangay leaders, teachers, parents, and other community members in a civic engagement activity
- ★ There are different ways you can get engaged in your own barangay such as volunteering, assisting with voting efforts and applying your skills to make repairs during Brigada Eskwela

Activity 7: The Power of Youth

Objectives:

- ✓ Describe the important role that youth play in civic engagement
- ✓ Describe the collective power of youth to make change
- ✓ Deliver messages for youth to encourage others to become civically engaged

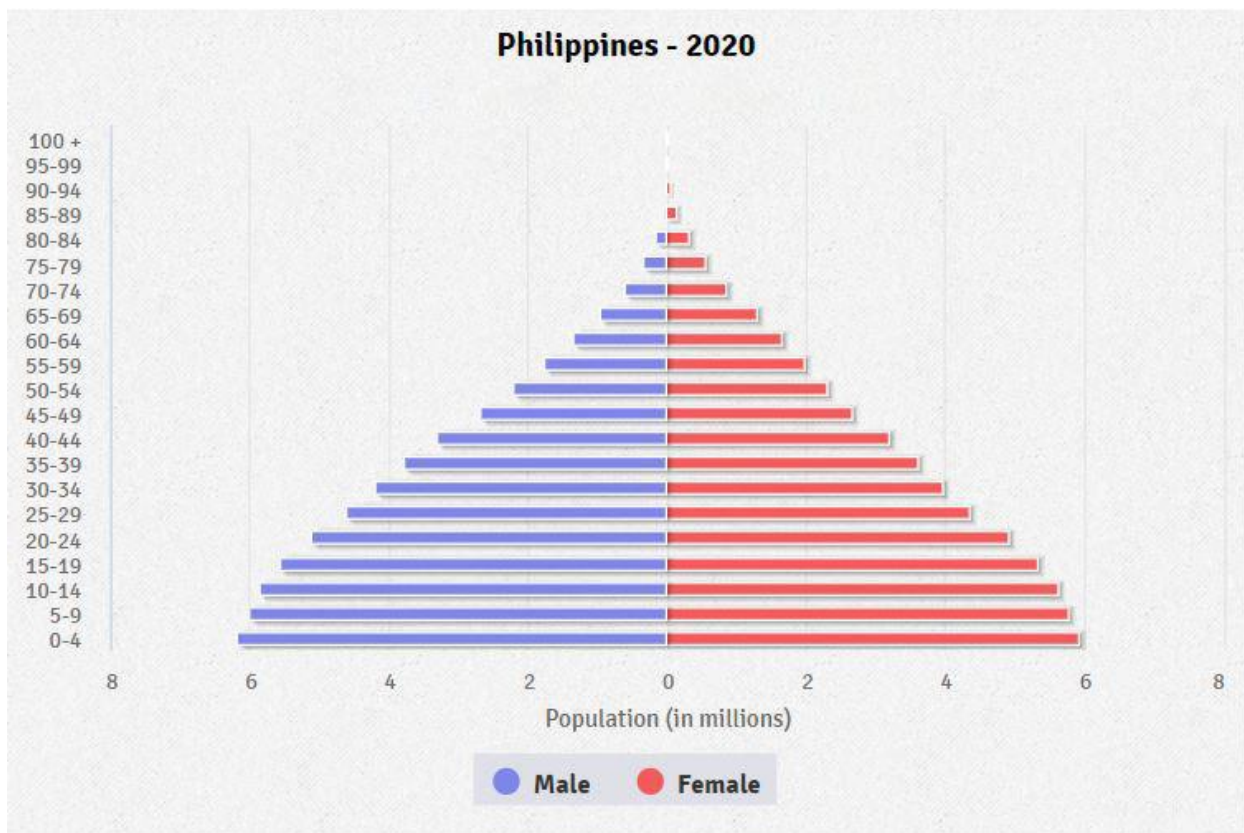
🕒 **Recommended Time:** 25-40 minutes



Let's look at what is called a "Population Pyramid" to see how significant the youth population is.



What do you notice in this image?



Source: Central Intelligence Agency (2020, December 18). *East Asia/South East Asia: The Philippines*. The World Factbook. <https://www.cia.gov/library/publications/the-world-factbook/geos/rp.html>



What is this figure telling us?

- 19% of Filipinos (1 out of 5), are like you, between the ages of 15-24. This is about 20 million people.
- There are about as many young men as there are young women (about 10 million each)



What does this tell you about the potential impact of youth in communities across the country? Reflect on what this means to you.



What might be the result if all youth in the city or municipality give up 2 hours of their time once a month to do something helpful to the community, e.g. assist in a tree-planting or a river-bank clean up drive?



Is civic engagement for older people only, or also for young people? Why do you think so?



What do you think would happen if youth do NOT get civically involved at all?



Civic engagement is for everyone and the youth play an important role. It is your opportunity to voice and advocate for positive changes with your community leaders and members of the local government. There is power in numbers (the large population of youth), and even bigger potential to create change when all young people come together for a positive purpose.

**Think about it!**

Have a conversation with your family at the dinner table, or with friends on Facebook. Ask them what they think about the youth becoming more active in community work. What are the advantages and disadvantages? Would they support you if you decided to become more active in the community?

Remember to thank them for helping you with your schoolwork.

Activity 8: How Can I Get Civically Engaged?

Objectives:

- ✓ Describe examples of civic engagement
- ✓ Identify ways to be civically involved in your own community

 **Recommended Time:** 35-45 minutes



Remember - Civic engagement is a way of working together to make a positive difference in our communities. It involves applying your skills, knowledge, values, and motivation to make that difference.

Reflect on your own community and what you feel drawn you to do to improve your community.



Now we will start to explore different things that youth like you could do in the community.



Let's Exercise: Drawing Volunteering Scenarios

Draw the following scenarios based on your own experience or imagination. Feel free to express yourself in the most artistic way you can.

1. Volunteering to clean the school during Brigada Eskwela week.

2. Encouraging other young people to register and vote during an election

3. Participating in a blood-letting activity.



Have you been civically engaged before? Let's see if there is a connection between the ways of getting civically engaged and what you have done before or would like to do in the future.



The boxes below depict ways that you can be civically engaged in your community. color the boxes in the following manner:

- Green, if you have done this activity before
- Red, if you have not done this activity before
- Yellow, if you have not done this activity before but would be interested in doing it in the future

Learn about the services that the LGU provide	Learn about how the LGU works and how it provides services	Volunteer for an organization (that is <i>not</i> involved in elections)
Vote and encourage others to vote	Make petitions to the local government in writing	Encourage other youth to represent youth in Municipal forums
Persuade others to vote	Help solve community problems	Play an active role in a community group or association



How do you feel about your own involvement in your community?



You can be involved by applying your knowledge or skills in doing community service. For example, if you are learning carpentry, you can volunteer to repair broken chairs and desks during Brigada Eskwela. If you are learning baking and pastry, you can help prepare nutritious food for a feeding program.

It is important and advantageous to work together with barangay leaders, teachers, parents, and other community members in a civic engagement activity. Learners of carpentry can join hands with learners of building wiring and volunteer to repair broken chairs and desks and check electrical connections during Brigada Eskwela week. Learners of baking and pastry can work with a group of mothers to help prepare nutritious food for a feeding program.



Let's go back to the reflection question at the beginning of this activity. What you feel drawn you to do to improve your own community?



By participating in the Opportunity 2.0 Project, youth will learn more about how to be civically engaged. Opportunity 2.0 will work with Youth Development Alliances to organize opportunities for youth to practice civic engagement skills. By participating in these activities, and by planning and delivering your own activity through this module, you will have lots of opportunities to engage in your community!



Session 2 – Writing Space

Use this space to complete any of the written assignments above or write any thoughts or ideas that have come to mind on the power of youth and how you can get civically engaged.

Congratulations! You have completed the session on Youth Taking Action. You are now ready to move to the next session on Organizing and Mobilizing Communities!

SESSION 3: ORGANIZING AND MOBILIZING COMMUNITIES

Learning Strand 5: Understanding the Self and Society	
Content Standard: Local Governance	
Performance Standard G: Exercise one's rights and responsibilities as a citizen through participation in local governance	
Learning Competencies:	
B	Services, Projects and Other Activities of the Government
8	Illustrate how the needs of people are met through the resources of the community AP2PSK-IIIc-3 LS5US-LG-PSG-LE-B.8
E	Various Channels for Citizens Participation in Local Governance
3	Demonstrate involvement in government of every citizen AP4KPB-IVi-7 LS5US-LG-PSG-AE-E.3

↔ Key Topics and Learning Points ↔

1. Encouraging community members to get involved
2. Challenges in mobilizing community members and possible solutions
3. Strategies to involve and mobilize other community members to engage in a civic engagement activity

- ★ When people have good intentions to make a difference in their communities, there are three common factors that motivate people to get involved:
 - Enjoying it
 - Believing in it
 - Needing it
- ★ You can use these motivating factors when you are urging people to participate in your civic engagement activity?
- ★ Your life skills will help you to motivate others.

Activity 9: What Motivates People to Get Involved?

Objectives:

- ✓ Reflect on the factors that motivate them and other people to get civically involved
- ✓ Identify strategies to engage others civically

 **Recommended Time:** 40-60 minutes



When people have good intentions to make a difference in their communities, there are three common factors that motivate people to get involved. One or more of these factors may make a person want to be involved.



9.9: Factors that Motivate People to Get Involved

Motivating Factor	Description
Enjoying it	<p>When you enjoy doing something, you will be more interested in joining a group to do the activity that you enjoy.</p> <p>For example, if you enjoy doing art, you may join a group to do a Barangay art performance to raise awareness about the voting process.</p>
Believing in it	<p>When you believe in something, you have an internal motivation to do something about that. So, you are more likely to join an activity that has to do with something you believe in.</p> <p>For example, if you believe that everyone deserves education, you may join a group to advocate for education for all children.</p>
Needing it	<p>When you need something, you have a personal interest in that activity.</p> <p>For example, if you need to clean the road after a flood to travel home faster.</p>



Let's Exercise: What Motivates Us

Let's play another game with your family members! This game is best played with 4 people. You will be the game master.

The game master will read statements, and the players will respond with the following actions:

- "Want it!" – hug self
- "Need it!" – make a give-it-to-me gesture
- "Enjoy it!" – jump up and down

Statements:

- I watch TV because I....
- I will buy a new cellphone because I...
- When I see a 1000 peso bill, I say I...
- I have not been to the dentist because I don't...
- I will help in the barangay clean-up drive because I...



Everyone has a reason or a motivation for doing something. It could be because they want to do it, they need to do it, or they enjoy it — or all of these reasons. Serving one's community also has some challenges. Not everyone will join, maybe because some feel they don't need to, and others don't want to, while others prefer doing something else.

When you plan your community service projects, you also need to think of who you may need to involve, how many more people you will need to carry out the community service project, and need to know how to encourage others to get involved. This session is going to focus on involving and encouraging others to play a role in their communities.



Think about a time when you participated in something in your community. What motivated you to do that?



Let's Exercise: Motivating Factors

Below are stories of 3 people who got involved in activities with their communities. Which motivating factor do you think urged them to participate? Encircle your answer.

Enjoying it	
Believing in it	Anna learned that there is a group of young mothers who are organizing a group to volunteer to paint the local school. She decided to join.
Needing it	
Enjoying it	Amir is very active in the Madrasa and likes to read to young children because he thinks that children learn better when they interact with adults. Amir plans to visit the LGU to find out more about a volunteer program to help children improve their writing skills.
Believing in it	
Needing it	
Enjoying it	Marco lives near the center of town, but the road to his house was destroyed by the last flood and it takes him more than 1 hour to travel to town, while it used to take him only 15 minutes before the flood. He decided to form a group with his neighbors to reach out to the local government to discuss possible solutions.
Believing in it	
Needing it	



Let's Apply: Factors that Motivate People to Get Involved

Read the scenario below. Use one or more of the 3 factors that motivate people to describe how you would motivate others to get involved.

Scenario #1: Your youth group got together to help fix the main road to your Barangay that was hit by the last typhoon. To do that, you need the Barangay Captain's involvement. You need him to also get involved. What can you do to involve the Barangay Captain?

Scenario #2: An evacuation center in your community is full and they have difficulty serving food to everyone. You want to help by preparing some meals. But you cannot do it alone. There are many families in the evacuation center and you need at least 10 other youth to get involved in your project. What can you do to convince 10 more friends to participate?

Scenario #3: In the last 6 months, your Barangay has been suffering from many robberies. Your youth group is concerned and wants to bring this to the attention of the local government so that local officials can hear about this problem and help find a solution. How can you get the Barangay Captain and other members of the local government informed and involved in this security issue?

Scenario #4: Your group decided to do a clean-up of the community. But your youth group is composed of only 4 people and you need many more for your idea to have an impact in the community. You want to involve other youth and adults. What can you do to convince others to get involved?



In order to organize and mobilize others in their community to act on an idea that you have, it is important to think of the things that will interest them – what they like, what they believe in, and what they need. It is also important to anticipate the possible challenges and be prepared with some ideas on how to address those challenges.

Activity 10: How to Involve Others

Objectives:

- ✓ Demonstrate ways of encouraging and motivating others to engage in civic engagement activities
- ✓ Identify strategies to engage others

🕒 **Recommended Time:** 20-40 minutes



Remember all the Life Skills we have learned so far. They will help you to motivate others. For example:

- Communication skills (in Module 2)
- Planning (in Module 1)
- Leadership skills (in Module 3)
- How to involve others (in the previous activity)



Let's Exercise: Dialogue Practice

Ask your family to help you with the following activity. You will role play the scenarios identified below. These are the same scenarios from the previous exercise. This time, instead of writing down your strategies, you will have a dialogue with the person who needs to be convinced (played by your family member). What will you do and say?

- **Scenario # 1:** Your group got together to help fix the main road to your Barangay that was hit by the last typhoon. To do that, you need the Barangay Captain's involvement. But – the barangay captain said that it will take a lot of money and he said that the mayor has not given any budget. What can you do to involve the Barangay Captain?
- **Scenario # 2:** An evacuation center in your community is full and they have difficulty serving food to everyone. One of you wants to help by preparing some meals. But you cannot do it alone. There are many families in the evacuation center and you need at least 10 other youth to get involved in your project, but your 10 friends have gone to another evacuation center. What can you do to help in preparing some meals?

- **Scenario # 3:** In the last 6 months, your Barangay has been suffering from many robberies. Your group of concerned young people wants to bring this to the attention of the local government so that local government officials can hear about this problem and help find a solution, but the Chief of Police who is the Mayor's relative is not very supportive because the Mayor lost in your barangay in the last election. How can you get the help you need to make your barangay secure?
- **Scenario # 4:** Your group decided to do a clean-up of the community. But you are only 4 people and you need many more for your idea to have an impact in the community. You want to involve other youth and adults but they said that it is the barangay government's job. What can you do to convince others to get involved?



How did you feel about your influencing skills? Did you say the right things? What could you have done or said better?



Session 3 – Writing Space

Use this space to complete any of the written assignments above or write any thoughts or ideas that have come to mind on organizing and motivating people to get involved in civic engagement activities.

**Congratulations! You have completed the session on Organizing and Mobilizing Communities.
You are now ready to move to the next session on Resource Mobilization!**

SESSION 4: RESOURCE MOBILIZATION

Learning Strand 5: Understanding the Self and Society Content Standard: Local Governance Performance Standard G: Exercise one's rights and responsibilities as a citizen through participation in local governance	
Learning Competencies:	
B	Services, Projects and Other Activities of the Government
8	Illustrate how the needs of people are met through the resources of the community AP2PSK-IIIc-3 LS5US-LG-PSG-LE-B.8

↔ Key Topics and Learning Points ↔

1. The meaning of resource mobilization

- ★ A **resource** is anything important and necessary in pursuing a certain objective, plan, work or project.
- ★ **Mobilization** means collecting and tapping useful things (resources).
- ★ **Resource Mobilization** is a continuing process of developing, generating and managing materials, information, technology, goods, services, human skills, people's time, money, and institutions to support programs for community development projects.
- ★ Resources include goods and in-kind materials, services, people and money
- ★ There are 6 key steps in making a plan for resource mobilization

Activity 11: What is Resource Mobilization?

Objectives:

- ✓ Describe the meaning of *resource mobilization* for community service projects

🕒 **Recommended Time:** 15-20 minutes



In the previous sessions of this module, we had been exploring how youth can be involved in activities that respond to community needs, and how to organize and mobilize others to get involved. In Modules 7 and 8, we talked about how to be financially fit (savings, how to avoid debt, record keeping, and exploring savings and loans in the Philippines).

In this session, we will discuss one more building block of learning about civic engagement: Resource Mobilization.



Can you find the following inside your home?

Twenty peso bill	YES / NO
Pencil	YES / NO
Samsung cell phone	YES / NO
OSY leader	YES / NO
Big notebook	YES / NO



All the things that you were asked for above can be considered resources. A **resource** is anything important and necessary in pursuing a certain objective, plan, work or project.

When you had to go look for these items, you attempted to mobilize these resources. **Mobilization** means collecting and tapping useful things (resources).



Now you know the meaning of resource and mobilization separately. When you put these words together, what do you think it means? Describe it using your own words!



9.2: Resource Mobilization

Resource Mobilization is a continuing process of developing, generating and managing materials, information, technology, goods, services, human skills, people's time, money, and institutions to support programs for community development projects.

- It is giving people the opportunity to contribute and assist
- It is asking – “Can you...”? While most people are willing to give to the needy, they will rarely give, if they are not asked to do so.
- Requires investment in people, resources and time.
- The availability of resources in the community changes over time. This means that resource mobilization requires an understanding of the current availability of resources locally. Innovative and creative strategies are needed to identify and collect the resources.
- Resource mobilization is NOT begging. It is creating the opportunity for people to help other people and promoting a sense of giving back to the community. It is helping the development of the community as a whole, that everyone will benefit from and feel proud of.



How does this explanation of resource mobilization differ from what you had in mind?

Activity 12: Resources in the Community

Objectives:

- ✓ Describe resources in the community that can be mobilized for a civic engagement project
- ✓ Identify activities to generate resources

 **Recommended Time:** 30-45 minutes



In this activity, you will get to know more about the types of resources that you can mobilize. Then you will practice mobilizing resources for a simple fun task at home.



9.3: Resources That Can Be Mobilized

What are the resources that can be mobilized?

1. Goods and In-Kind Materials

- These are non-cash resources – materials that will contribute to the project.
- Goods and in-kind materials can complement other resources.
- Goods are available everywhere only if we look for them.

Example: food, materials like lumber, a venue to host an information campaign, etc.

2. Services

- Services are specialized skills and activities that are necessary to conduct the project. This is often skilled labor that community members can provide free of charge as their contribution to the community project.
- Services are major sources of support to successful project implementation.
- It is often the most underrated of all the resources, but extremely valuable.

Example: the expertise of an engineer to help build a water well, or the transportation service provided to bring materials from one place to another.

3. People

- People are the most important resource and the link to all resource mobilization
- They make money work for the purpose.
- People motivate and mobilize more people.
- As a whole, their resource potential is unlimited.

- They are the source of a wide range of labor resources.

Example: Some activities may need the participation of a large number of people like youth. Other activities may need the active participation of the Barangay Captain.

4. Money

- Money is not everything but it is important for some projects to be successful.
- There are people and organizations with money to spare but most of them need to be motivated to give.
- Money may be given in the forms of a grant, a loan with favourable repayment terms, gift contribution, etc.



Let's Apply!

Ask for your family's help on this activity. You will build a Community Learning Center (CLC) model made out of used newspapers and other materials that you can find around the house.

Time yourself: the goal is to finish the CLC model in 10 minutes. Before you start building, discuss what to do first. You have 10 minutes to plan.



Think about it!

After the activity, have a conversation with your family on the following questions:

- What strategies did you use?
- What challenges did you face? How were you able to overcome them?
- Did all team members help in performing the tasks?
- What resources were you able to find to build the model CLC?
- Are there resources that you really need but were not available around? What did you do?

Remember to thank them for their help in your project.



Handout 9.3: Resources that can Be Mobilized presented the types of resources that you can try to mobilize in the community when you do your community service projects. You can mobilize a lot of resources that are not always money. Money may be the first type of resource that comes to mind, but know that there are many other types of resources available in a community.

Activity 13: Resource Mobilization Plan

Objectives:

- ✓ Understand the steps for making resource mobilization plan
- ✓ Develop a simple resource mobilization plan for their community service projects

🕒 **Recommended Time:** 15-25 minutes



In this activity, you will learn about how to plan to mobilize resources. You will practice going through the six steps practice the planning process.



9.4: Steps in Making a Plan for Resource Mobilization

Step 1:	Identify the community service projects that you want to undertake.
Step 2:	Indicate the estimated budget and/or resources needed for the project.
Step 3:	Identify the resource mobilization activities that you want to conduct.
Step 4:	Identify the possible sources of funds or other resources . List the target groups, individuals, offices that you will ask assistance from for the project.
Step 5:	Indicate the timeline to implement your project.
Step 6:	Indicate the responsible persons who will be in charge of each step and activity during project implementation.



Let's Exercise: Resource Mobilization Plan – Scenario Practice

This activity helps you practice how to plan for resource mobilization. You will need to think of the same steps and the same table when you prepare your own Community Service Project Plans in the next session.

You may ask your family members to help you on this.

Fill in the blanks in **Resource Mobilization Plan Template** using any one of the following scenarios:

- Your group is invited to participate in the Brigada Eskwela activity in your barangay: painting 3 cabinets of the grade 1 classrooms.
- There will be a clean-up day in your barangay and your group volunteered to clean the

canals to prevent flooding during the rainy season.

- Elections are coming up soon and your group decided to make a campaign to educate young people about voting: where to get information about the candidates, where and when elections will be, and what to do to vote.

Use the 6 steps above to guide you.

Resource Mobilization Plan Template	
Project:	
Estimated Budget and/or Resources needed:	
Resource Mobilization Activities:	
Sources of Funds / Other Resources:	
Time Frame:	
Responsible Person/s:	



Session 4 – Writing Space

Use this space to complete any of the written assignments above or write any thoughts or ideas that have come to mind on resource mobilization and developing a plan to mobilize resources.

Congratulations! You have completed the session on Resource Mobilization. You are now ready to move to the next session on your Community Service Project!

SESSION 5: COMMUNITY SERVICE PROJECT

Learning Strand 5: Understanding the Self and Society Content Standard: Interpersonal Relationships (Family Solidarity and Pakikipagkapwa) Performance Standard B: Develop interpersonal skills that will contribute to harmonious relationships between and among one's family and community members	
Learning Competencies: B Smooth Interpersonal Relationships between and Among Community Members	
24	Describe the projects that can help solve community and national problems, e.g., Clean and Green campaigns, Waste management, Reforestation, Cleaning of bodies of water such as esteros, rivers, lakes, seas; livelihood projects, Food production activities, Maintenance of peace and order in the community, Campaign for clean, honest and peaceful elections EsP2PPP -III f – 11, EsP2PPP -III g-h -12 LS5US-IF-PSB-LE-B.24
25	Discuss ways of implementing projects in collaboration with others in the community or with government organizations (GOs) or non-government organizations (NGOs) -AP2PSK -III h – 7, LS5US-IF-PSB-LE-B.25
26	Participate in any of the activities or projects listed in No. 24, EsP2PPP -III f - 11 EsP2PPP -III g-h -12 LS5US-IF-PSB-LE-B.26

↔ Key Topics and Learning Points ↔

1. Applying civic engagement concepts through community service projects
2. Understanding sequential steps to implement a community service project
3. Preparing a community service project plan
4. Familiarization with a tool to track progress toward achieving a goal (a plan)

★ When writing a plan to implement a community service project, you should include:

- a. Identify a community need
- b. Write down a plan
- c. Prepare your project implementation
- d. Implement the project
- e. Reflect and celebrate

★ An important part of the planning process is thinking about your timeline. This will help you think through the steps to reach your goal and develop targets for when each step will happen.

★ After you implement your project, be sure to reflect on the experience!

Activity 14: Introducing the Community Service Project

Objectives:

- ✓ Revisit the top two community needs identified during your interviews and prioritization tasks
- ✓ Describe the steps for preparing a community service project
- ✓ Start to think about the community service project you would like to undertake

 **Recommended Time:** 30-45 minutes



Remember what we learned earlier about prioritizing community needs:

- the importance of consulting with different groups in the community to identify and prioritize needs
- how to prioritize needs from a long list
- how to choose criteria to prioritize needs

The next few activities will set you up for your culminating exercise: ***putting together an actual community service project***. This session is going to focus on steps that you will take to participate in responding to an actual need in your communities.



Go back to **Let's Apply: Summary of Responses of Government Offices and Community Organizations**, and take note of the 2 needs you highlighted after conducting your interviews.

1.

2.



Using the 2 needs identified, fill out **Let's Apply: Exploring Community Service Project Options**. The worksheet is duplicated so you can complete it in full for each of the 2 needs.



Let's Apply: Exploring Community Service Project Options

Community need #1:		
What can we do to address this community need? <i>Ano ang aming magagawa para matugunan itong pangangailangan ng aming barangay?</i> Write as many answers as you can to this question.		
Who will benefit? <i>Sino ang makikinabang?</i>	<input type="checkbox"/> Youth <input type="checkbox"/> Parents <input type="checkbox"/> Some residents	<input type="checkbox"/> Teachers and students <input type="checkbox"/> Barangay officials <input type="checkbox"/> Many residents
	<input type="checkbox"/> Others:	

Community need #2:		
What can we do to address this community need? <i>Ano ang aming magagawa para matugunan itong pangangailangan ng aming barangay?</i> Write as many answers as you can to this question.		
Who will benefit?	<input type="checkbox"/> Youth <input type="checkbox"/> Parents	<input type="checkbox"/> Teachers and students <input type="checkbox"/> Barangay officials

<i>Sino ang makikinabang?</i>	<input type="checkbox"/> Some residents	<input type="checkbox"/> Many residents
	<input type="checkbox"/> Others:	



Read and study **9.4: Steps in Undertaking a Community Service Project**. You will use this information to plan your very own Community Service Project.

You may ask for help from your family members on this. You are encouraged to use one of the 2 needs you identified based on your interviews, or you may select a different community need that you identified in the prior activities.



9.4: Steps in Undertaking a Community Service Project

1. Identify a community need:

(from your own observations or experience; by consulting local officials or agencies, existing organizations, other community members; gather basic information on the background or cause of the need or problem; the type of assistance that community members are suggesting; how many will benefit)

2. Write down a plan:

(a community project should benefit as many people as possible; be doable, and not too costly)

3. Prepare your project implementation:

(assemble materials, meet with all involved, set the date with the recipients or beneficiaries)

4. Let's do it!:

(have fun and enjoy carrying out your project)

5. Reflect and celebrate:

(find time to get together with your class to share your experiences and recognize the team effort that made the project implementation a success.)



It is important that the community service project meets the following criteria:

- The activity responds to any of the priority community needs identified in previous activities.
- The activity is an application of the technical skills of the learners. For example, repair of classrooms or chairs during Brigada Eskwela by learners of carpentry; repair of torn uniforms of children in poor barangays by learners of dressmaking.
- If there are mobility restrictions in place in your community due to the pandemic, the activity should be something that can be done at home.

In the next activity you will start to work on your plan!

Activity 15: Preparing a Community Service Project Plan

Objectives:

- ✓ Review the main concepts of the previous activity (Introducing the Community Service Project)
- ✓ Prepare a proposal and implementation plan for the group community service project

 **Recommended Time:** 40-60 minutes



At this point, you will start writing your Community Service Project Plans. The purpose of the community service project is to provide an opportunity for you to apply your learning in community mobilization and resource mobilization.

Plan your project to include the participation of other community members such as parents, other youth, the barangay council, teachers, members of the OSYDA, and other organizations. These other members can participate by contributing their time or providing materials e.g. paint, broom, snacks, transportation, etc.

You may coordinate over the phone, through email, or through text messaging.



Fill out **Let's Apply: Giving Back To Our Community – Community Service Project Plan**.

You may ask your family members to help you with this exercise. You will need teamwork to write up a plan for your project and to keep in mind your common goal of giving something back to your community, no matter how small the service.

You may write in English or Filipino.



Let's Apply: Giving Back To Our Community – Community Service Project Plan

Name of Project:

Community Service Project of (Your Name):

1. **What is the community problem or need?** *Ano ang pangangailangan o problema sa aming barangay na aming tutugunan?*

2. **What do we plan to do?** *Anu-anong hakbang ang aming gagawin?*
3. **Who and how many community members will benefit from this project?** *Sino at ilan ang matutulungan ng aming project?*
4. **How do we plan to organize and implement this project?** *Paano namin isasagawa ang project na ito?*
 - Who will be involved in this activity? What steps will we take to involve them?
 - What will we do to find the materials we need for this activity?
 - What other planning do we need to do?
5. **When do we plan to implement this project?** *Kailan namin gagawin ang project na ito?*
6. **Expected Positive Results (Project Outcomes and Benefits)** *Mga magagandang resulta na inaasahan namin sa aming project*



Think back to the module on making goals. Now you will apply your learning by making a chart to track/follow your progress in the community service project.



A very important part of the planning process is thinking about your timeline. This will help you think through the steps to reach your goal and develop targets for when each step will happen. As you start working on the actual planning, the dates you implement a step may be different from your original plan. That is okay! Over time you will learn to be more realistic about the time it will take to complete a task.



Let's Apply: Are We Reaching Our Goal?

Block off your anticipated dates for completing the plan, getting the plan approved, and the date for completing the community service project.

For every activity, the first row is the **target date** and the second row is the **actual date** it was completed. Use different colors for target and actual.

Project: _____

Activity	Month: _____				Month: _____			
	Wk 1	Wk 2	Wk 3	Wk 4	Wk 1	Wk 2	Wk 3	Wk 4
1. Gather information								
2. Submit plan								
3. Plan approval								
4. Preparations (list)								
5. Let's Do It!								

Activity	Month: _____				Month: _____			
	Wk 1	Wk 2	Wk 3	Wk 4	Wk 1	Wk 2	Wk 3	Wk 4
6. Reflect and celebrate								

Activity 16: Implementing the Community Service Project

Objectives:

- ✓ Implement your community service project
- ✓ Reflect on the experience of implementing a community service project

🕒 **Recommended Time:** 3.5-4 hours (includes project implementation time and reflection time)



Let's Apply: Community Service Project

The time has come to conduct your activity on your own time! Time to go out and do it!

If possible, take photos that you can share with your friends, family and mobile teacher!



After you have finished your community service project, we'd love to hear about it. What did you do? What happened? For now just stick to a description – you will reflect on it in a moment.



Now you will spend some thinking about how you did with the exercise. Reflect on how it went – what went well, what you accomplished, what you learned, and what could be improved if you did it again.



9.5: Reflections on Your Community Service Project

Answer the questions below to guide your reflection.

1. How do I feel about the support of city/municipal officials to this activity?
 - ☐ Not satisfied and not happy

- ☐ Satisfied and quite happy
 - ☐ Very satisfied and very happy
2. How do I feel about the support of barangay officials to this activity?
- ☐ Not satisfied and not happy
 - ☐ Satisfied and quite happy
 - ☐ Very satisfied and very happy
3. How do I feel about the response of your beneficiary group to this activity?
- ☐ Not satisfied and not happy
 - ☐ Satisfied and quite happy
 - ☐ Very satisfied and very happy

Is doing community service an activity you would like to do regularly? Why or why not?

If you will do another community service activity - what will you continue to do? What will you do differently?



Session 5 – Writing Space

Use this space to complete any of the written assignments above or write any thoughts or ideas that have come to mind on planning and implementing your community service project.

Congratulations! You have completed the session on your Community Service Project! This is your last session. Now it is time for your final reflection and assessment.

Learner's Reflection: Module 9 Civic Engagement

Remember this? You answered this at the beginning of the module. Answer it again and compare your results with your previous reflection. Is there a difference?

This is not a test but is a way for us to see what you already know or do not know about the topics. You will read a skill that is listed in the left column. Think about yourself and your experience. Then read the statements across the top. Check the column that best represents your situation. The results will help you and the instructor know which topics may require more time, effort and guidance.

Ang mga katanungan dito ay hindi test. Ito ay isang paraan upang malaman mo ang iyong kaalaman, kasanayan o kakayahan tungkol sa paksang ito. Basahin mo ang mga kaalaman, kasanayan o kakayahan na nakalista sa kaliwang kolum. Magbalik-tanaw sa iyong sarili at mga karanasan, basahin ang lahat ng mga pangungusap at i-tsek ang sagot na naaangkop sa iyong sitwasyon. Ang iyong kasagutan ay magiging gabay mo at ng iyong guro sa pagpapalawak ng iyong kaalaman tungkol sa paksang ito.

My experience Knowledge, skills and abilities <i>Kaalaman, kasanayan at kakayahan</i>	1 I don't have any experience doing this. <i>Wala akong karanasan sa paggawa nito</i>	2 I have very little experience doing this. <i>Kaunting- kaunti lamang ang aking nalalaman sa paggawa nito.</i>	3 I have some experience doing this <i>Mayroon akong karanasan sa paggawa nito</i>	4 I have a lot of experience doing this. <i>Marami akong karanasan sa paggawa nito</i>
Understanding how young people can be civically engaged/ <i>Pagpapalawak ng kaalaman kung paano makilahok ang mga kabataan sa pakikipag-ugnayang pangmamamayan</i>				
Identifying and prioritizing the needs of my community/ <i>Pagtukoy ng mga pangangailangan ng aking komunidad, at pagsunod-sunurin ang mga pangangailangang ito ayon sa kanilang kahalagahan</i>				

My experience Knowledge, skills and abilities <i>Kaalaman, kasanayan at kakayahan</i>	1 I don't have any experience doing this. <i>Wala akong karanasan sa paggawa nito</i>	2 I have very little experience doing this. <i>Kaunting- kaunti lamang ang aking nalalaman sa paggawa nito.</i>	3 I have some experience doing this <i>Mayroon akong karanasan sa paggawa nito</i>	4 I have a lot of experience doing this. <i>Marami akong karanasan sa paggawa nito</i>
Encouraging other youth and community members to be involved in civic and governance activities/ <i>Paghikayat ng ibang kabataan at miyembro ng komunidad para makilahok sa mga gawaing pangmamamayan at mabuting pamamahala</i>				
Preparing a community service project plan/ <i>Paggawa ng isang panukala para sa isang proyekto o gawaing pangkomunidad</i>				
Mobilizing resources for a community service project/ <i>Paglikom ng mga pagkukunang-yaman para sa mga proyektong pangkomunidad.</i>				
Implementing a community service project with other community members/ <i>Pagpapatupad ng isang proyekto o gawaing pangkomunidad kasama ang ibang mga kabarangay</i>				

End-of-Module Assessment

Congratulations for finishing **Module 9: Civic Engagement**! At the end of every module you will take a short assessment to see how much you have learned. It will help you and your instructor identify the knowledge and skills you know and what still needs reinforcing. The results will not affect your ability to continue in the program.

Structure of the Assessment: It has a total of 10 questions. Some questions are multiple choice and some questions are true or false. You should choose only ONE answer for each question.

Once you have finished answering the questions, review the answers found at the end and note down any questions to ask your instructor.

Module 9: Civic Engagement

Circle an answer for each statement.

English	Tagalog
<p>1. A young person is civically engaged when he/she is involved in his/her community or society, interested in the well-being of others, and involved in finding solutions to problems in the community.</p> <p>a. True b. False</p>	<p>1. Masasabing nakikilahok sa pamayanan ang ang isang bata kapag nakikisama siya sa kaniyang bayan o lipunan, may malasakit sa ibang tao, at tumutlong na maghanap ng mga lulutas sa problema ng pamayanan.</p> <p>a. Tama b. Mali</p>
<p>2. Which of the following is not a civic engagement activity:</p> <p>a. Joining other young people in a rally against drugs b. Registering in a skills training course c. Organizing young people to raise awareness on use of social media for information and fun d. Volunteering to help flood victims</p>	<p>2. Alin sa mga ito ang hindi gawaing pangpakikilahok sa pamayanan:</p> <p>a. Pagsama sa ibang mga bata sa isang rally laban sa ilegal na droga b. Pagsali sa isang kurso ng skills training c. Pagtitipon sa kabataan para ipaalam sa kanila ang tamang paggamit ng social media para sa kaalaman at kasiyahan d. Pagbo-volunteer para tumulong sa mga biktima ng baha</p>

<p>3. As a first step in being part of the solution in the community, a young person should:</p> <ol style="list-style-type: none"> Help in organizing women and youth groups Solicit funding from the local government and civic organizations. Know the priority needs in the community Know what agencies can help and support the needs in the community 	<p>3. Bilang unang hakbang sa pagiging kasapi ng kalutasan sa komunidad, dapat:</p> <ol style="list-style-type: none"> Tumulong sa pagtitipon sa mga organisasyong pambabae at pangkabataan Kumalap ng pondo mula sa gobyernong lokal at sa mga pangkat sibiko Alamin ang mga pangunahing pangangailangan ng pamayanan Alamin kung aling mga ahensya ang makatutulong at makasusuporta sa mga pangangailangan ng pamayanan
<p>4. The government is the only one responsible for solving the problems of out-of-school youth.</p> <ol style="list-style-type: none"> True False 	<p>4. Ang gobyerno lang ang may tungkuling lumutas ng mga problema ng out-of-school youth.</p> <ol style="list-style-type: none"> Tama Mali
<p>5. You and your friends are completers of carpentry skills training. Which of the following community service projects can you do to practice your new skills while also contributing to your barangay?</p> <ol style="list-style-type: none"> Work with a group of mothers to help prepare nutritious food for a feeding program for school children. Fix the electrical wiring problems of the church or mosque. Help parents to repair leaking roofs, broken chairs and desks during Brigada Eskwela Clean and beautify the surroundings of the barangay hall 	<p>5. Natapos mo at ng iyong mga kaibigan ang isang kurso sa carpentry skills training. Alin sa mga sumusunod na proyektong magsisilbi sa komunidad ag kaya mong gawin para magsanay sa mga bago mong natutuhan habang nakaaambag rin sa iyong barangay?</p> <ol style="list-style-type: none"> Makipagtulungan sa isang grupo ng mga ina para maghanda ng masustansiyang pagkain para sa isang feeding program para sa mga batang mag-aaral Ayusin ang mga problema ng kableng elektrikal ng simbahan o masjid Tulungan ang mga magulang na ayusin ang mga butas na bubong, putol sa silya at mesa kapag Brigada Eskwela Maglinis at pagandahin ang paligid ng barangay hall

<p>6. Your group decided to do a barangay clean-up, but there are only four of you. Some people did not want to join because they said that it is the barangay's job to do the clean-up. What will you do to get the support of other community members?</p> <ol style="list-style-type: none"> Ask the help of the barangay chairman to get the support of community leaders Encourage other young people to join the clean-up activity Talk to parents about the benefits of clean surroundings All of the above 	<p>6. Nagpasya ang grupo mong magsagawa ng paglilinis sa barangay, pero aapat lang kayo. Ayaw sumali ng ibang tao dahil sabi nila, tungkulin ng barangay ang maglinis. Ano ang gagawin mo para makuha ang tulong ng mga kasama sa pamayanan?</p> <ol style="list-style-type: none"> Humingi ng tulong sa kapitan ng barangay para makuha ang suporta ng mga pinuno ng komunidad Manghikayat ng ibang batang sumali sa gawaing paglilinis. Kausapin ang mga magulang tungkol sa kabutihang hatid ng malinis na kapaligiran. Lahat ng nabanggit
<p>7. Andrew and his friends just completed their welding training. They are planning to repair the iron fence of the municipal hall as their community service project. What is the next step that Andrew's group should take to implement their community service activity?</p> <ol style="list-style-type: none"> Elect class officers Indicate the timeline to implement the community service activity Make a budget and list of other resources needed for the project Identify the possible sources of funds and other resources 	<p>7. Katatapos lang ni Andrew at ng mga kaibigan niya sa welding training. Balak nilang ayusin ang bakal na bakod ng munisipyo bilang kanilang proyektong magsisilbi sa komunidad. Ano ang sunod na hakbang na dapat gawin ng grupo ni Andrew para maisagawa ang kanilang gawain?</p> <ol style="list-style-type: none"> Maghalal ng mga pinuno ng klase Maglatag ng timeline sa pagsasagawa ng proyekto Lumikha ng budget at listahan ng mga kakailanganin para sa proyekto Kilalanin ang mga posibleng mapagkunan ng pondo at iba pang pangangailangan

<p>8. The following are examples of resources that can be mobilized by young people to conduct a barangay medical mission as a community service activity, <u>except</u>:</p> <ol style="list-style-type: none"> Parents and community members Facilities and equipment such as life boats, life vest, emergency water supply Money Goods or in kind materials such as medicines and health kits 	<p>8. Ang mga sumusunod ay halimbawa ng mga lakas o gamit na maaaring mapakinabangan ng kabataan para magsagawa ng isang barangay medical mission bilang gawaing tutulong sa komunidad, liban sa:</p> <ol style="list-style-type: none"> Magulang at mga kasapi ng pamayanan Facilities at kagamitan tulad ng life boats, life vest, emergency water supply Salapi Goods o in-kind na gamit tulad ng gamot at mga health kit
<p>9. To identify priority community needs, the only thing young people need to do is to consult with the barangay chairman and list the top 10 needs of the barangay.</p> <ol style="list-style-type: none"> True False 	<p>9. Para makilala ang mga pangunahing pangangailangan ng isang pamayanan, ang dapat lang gawin ng kabataan ay sumangguni sa kapitan ng barangay at maglista ng 10 pinakamalalaking pangangailangan ng barangay.</p> <ol style="list-style-type: none"> Tama Mali
<p>10. To be part of the solution to problems of drugs in their barangay means:</p> <ol style="list-style-type: none"> Young people should ask their parents to complain about the drug problem in the barangay Young people should focus on their studies only Young people should join the Say No to Drugs campaign of the barangay and encourage their friends to do the same None of the above 	<p>10. Para maging bahagi ng kalutasan sa problema ng droga sa barangay:</p> <ol style="list-style-type: none"> Hilingin dapat ng kabataan sa kanilang mga magulang na magreklamo tungkol sa problemang pandroga sa barangay Magtuon lang dapat sa kanilang pag-aaral ang kabataan Sumali dapat ang kabataan sa "Say No to Drugs" na kampanya ng barangay at hikayatin ang mga kaibigang gawin rin iyon. Wala sa nabanggit

Congratulations! You have finished all the modules for ALS Life Skills Self-Directed Learning!
We hope you learned a lot and enjoyed learning through the module.