**The Civic Action Scorecard**

*Take action. Score points. Earn awards.*

**2023-24**

**Created by the Institute for Civic Engagement & Democracy (iCED – mdc.edu/iced)**

**Miami Dade College**

**Miami, FL**

**For external inquiries or permission to use, please email** [**iCED@mdc.edu**](mailto:iCED@mdc.edu)

**Updated: 8/22/23**

Scorecard submissions are done via the MDC Changemaker Hub – <https://changemakerhub.mdc.edu>

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **DEMOCRATIC ENGAGEMENT**  *Preparing you to take an active role in political processes* | | | | |
|  | **Civic Action** | **Points** | **Documentation** | **Reflection** |
| **DE-1** | **Register to vote** or show proof that your registration is up to date  [MDC.edu/VOTE](http://www.mdc.edu/vote)  \**You can register in your country of origin if you are not a US Citizen* | 5 points | Photo of Voter Registration Card or screenshot of Board of Elections online registration check  Note: Blur out or cover personal information (other than your name) in your submission | **WHAT?**  In at least 2-3 sentences, what steps did you take to register? How did you register (online, by mail, in-person, etc.)?  **SO WHAT?**  In at least 2-3 sentences, describe why it is important to vote? How did registering to vote make you feel? What might you change about the registration process?  **NOW WHAT?**  In at least 2-3 sentences, what are your next steps to vote in an upcoming election? (*Check out action DE-5 to create a voting plan*.) Would you consider helping a friend or family member register to vote, why or why not? |
| **DE-2** | **Help someone register to vote**  [MDC.edu/VOTE](http://www.mdc.edu/vote) | 5 points  X2=10 points possible | Reflection will count as documentation  Optional: upload a photo of you and the person you helped | **WHAT?**  In at least 2-3 sentences, describe who you helped register to vote, and how.  **SO WHAT?**  In at least 2-3 sentences, describe how it made you feel to help someone register to vote? Identify any lessons you learned from this experience. Explain why it’s important to encourage others to register and vote.  **NOW WHAT?**  In at least 2-3 sentences, how might you approach future election cycles? Will you encourage others to register to vote? If someone were to ask you, “how do you register to vote?” what would you tell them? |
| **DE-3** | **Find the sample ballot for an upcoming local or state election**   * [Miami-Dade Sample Ballots](https://www.miamidade.gov/global/service.page?Mduid_service=ser1511964640434245) * [Broward County Sample Ballots](https://www.browardvotes.gov/Voter-Information/Voter-Lookup-Free-Access-System)   *\*If you aren’t eligible to vote, you can still find and review the sample ballot based on where you live and share it with others* | 5 points | Image of sample ballot from Elections Department website | **WHAT?** In at least 2-3 sentences, reflect on the items on your sample ballot. What election did you choose? Which ballot items make sense to you? Which items require more research?  **SO WHAT?**  In 2-3 sentences, did any items on your ballot surprise you? Did you learn something new from reviewing your sample ballot? How does reviewing your sample ballot prior to an election help you be an informed voter?  **NOW WHAT?**  In 2-3 sentences, how will you ensure you are informed before voting (or if you aren’t eligible to vote, how would you prepare)? What resources are available to help you decode and make sense of the ballot items you do not understand? What will your plan to vote be (vote-by-mail, early voting, or on election day) and why? |
| **DE-4** | **Create a voting plan for an upcoming election**  [Engage Miami “What’s Your Plan to Vote?”](https://engagemiami1.wpengine.com/get-ready-to-vote/) | 5 points per election  X4=20 points possible | Reflection will count as documentation | **WHAT?**  In at least 2-3 sentences, describe your voting plan. How do you plan to vote (vote-by-mail, early voting, or on election day), when will you vote, and how will you inform yourself about the candidates and issues?  **SO WHAT?**  In at least 2-3 sentences, explain why you chose this voting method (vote-by-mail, early voting, or election day) over the other options? Why do you think it’s important to create a voting plan and what lessons did you learn from this experience?  **NOW WHAT?**  In at least 2-3 sentences, explain why you would, or would not, recommend creating a voting plan to your friends and family. How will you make sure you are prepared for future elections? Now that you’ve created your voting plan, what is the next step you need to take to ensure you are ready to cast your vote? |
| **DE-5** | **Attend, watch, or listen to a current candidate debate, legislative session, or citizen address** (1 hour minimum)  Examples:  Local, state, or Presidential candidate debates, [Florida House of Reps hearing](https://www.house.gov/legislative-activity), [Congressional session](https://www.senate.gov/legislative/legislative_home.htm), State of the Union Address, etc. | 10 points  X2=20 points possible | Take a photo of yourself at event (or screenshot of event) | **WHAT?**  In at least 2-3 sentences, describe the event? What was the topic, who spoke, when and where did it take place? Why did you choose this event?  **SO WHAT?**  In at least 3-4 sentences, describe what you learned from this experience? How did it help you prepare to be active in political and/or civic processes? Why does this experience matter to you, and to our community?  **NOW WHAT?**  In at least 3-4 sentences, describe how you might share with others some of the insights you gained through this experience? Is there anything you are going to do differently as a result of what you learned? |
| **DE-6** | **Know your elected officials at city, county, state, and federal level**   * [WhoAreMyRepresentatives](https://whoaremyrepresentatives.org/).org * [Elected Officials Worksheet](https://drive.google.com/file/d/1XMWFx27v6ybtddAZDLArT5M1nYlW-SU9/view) | 10 points | Complete and upload the “Elected Officials Worksheet” of ***all*** your elected officials at the city, county, state, and federal level | **WHAT?**  In at least 2-3 sentences, reflect on your elected officials' names, photos, and backgrounds. What do you notice? What expectations did you have and what was different than what you expected?  **SO WHAT?**  In at least 3-4 sentences, do you feel that these individuals are representative of you and your community? Why or why not? Why is it important to be aware of who our local elected officials are? What are some of the ways these elected officials impact your life?  **NOW WHAT?**  In at least 3-4 sentences, describe what you might do differently as a result of knowing who your elected officials are. Do you plan to vote in the next election so you can have a say in who represents you, why or why not? Is there an issue you feel strongly about that you might share with one of your elected officials? |
| **DE-7** | **Research two of your current elected officials**  (from DE-6) | 10 points | Reflection will count as documentation | **WHAT?**  In at least 2-3 sentences, who were the two elected officials you researched? Why did you choose these two? Identify your local elected officials’ roles, length of their terms, and two issues *each* official supports.  **SO WHAT?**  In at least 3-4 sentences, in what ways do you agree or disagree with the elected officials on the issues they support? Which issues do you wish your elected officials focused on more than they do? Why is it important to know the views of your elected officials?  **NOW WHAT?**  In at least 3-4 sentences, describe how you might share what you learned with family and friends. What else would you like to learn about your elected officials’ viewpoints? Would you consider volunteering on one of their campaigns, why or why not? |
| **DE-8** | **Call or e-mail\* one of your elected officials** from #DE-6 about an issue of concern  \**You must be considerate and civil in your communication*  [Contacting Elected Officials](https://www.usa.gov/elected-officials) | 5 points  X2=10 points possible | Copy of the email you sent, or if you called, a photo or image of the issue you reported. | **WHAT?**  In at least 2-3 sentences, describe which officials you contacted, the issue you reported, and why you chose this official and issue. Did you call or email them? If you called them, include the phone number of officials contacted, date & time of contact, name and role of person spoken to, and description of what you said. Did you get a response? Were you satisfied?  **SO WHAT?**  In at least 2-3 sentences, why is it important to make your perspective on an issue known to your elected officials? What did you learn and feel as a result of this action?  **NOW WHAT?**  In at least 2-3 sentences, what are other issues of concern that you might contact your elected officials about in the future? What did you learn from this experience that you could share with your family and friends? |
| **DE-9** | **Report issue or concern in your community to proper governmental authority**  Examples: potholes, streetlights, illegal trash dumping, unsafe intersection, etc.   * [City of Miami](https://www.miamigov.com/Services/Solve-a-Problem) “Solve Problems” * [Miami-Dade County](https://www.miamidade.gov/global/311.page#:~:text=By%20dialing%20311%20or%20305,calling%20Florida%20Relay%20at%20711.&text=You%20can%20report%20neighborhood%20problems,the%20311%20Contact%20Center%20Online.) “Report Problems” | 5 points  X2=10 points possible | Reported via portal or email: Photo of the issue you reported and copy of sent submission  Reported via phone call: Photo of the issue you reported | **WHAT?**  In at least 2 to 3 sentences, what was the issue? To whom did you report it? If you called them, include the phone number of the authority you contacted, date & time of contact, name and role of person spoken to, and description of what you said. Did you receive a response? Has any action been taken yet to address the issue?  **SO WHAT?**  In at least 2 to 3 sentences, describe what you learned and felt as a result of this action? What happens if community members don’t report issues of concern to the authorities?  **NOW WHAT?**  In at least 2 to 3 sentences, what other issues impacting your community might you want to report? How will you follow up on the issue you reported? In the future, will you be more likely to take action to get community problems addressed? Why or why not? |
| **DE-10** | **Research the most recent proposed or finalized budget from your city or county**  [Miami-Dade County](https://www.miamidade.gov/global/management/budget/home.page) | 10 points | Reflection will count as documentation, please include link to the budget you are reviewing in your reflection | **WHAT?**  In at least 2 to 3 sentences, describe which budget you researched and key components that drew your attention. When is the next budget hearing? \*Include link to the budget you reviewed in your reflection.  **SO WHAT?**  In at least 3 to 4 sentences, reflect on the budget and whether it considers the best interests of the community at large. What changes, if any, would you like to see? How might these changes better serve you and your community? Why is it important for community members to share their opinions about budget allocations?  **NOW WHAT?**  In at least 3 to 4 sentences, in what ways can you share what you learned? How might you influence budget decisions in the future? |
| **DE-11** | **Attend, watch, or listen to a current community, city, county, or state meeting** (1 hour minimum)  Examples:  Neighborhood associations, budget forums, town halls, commission meetings, School Board meetings, etc.   * [County government meetings](https://www8.miamidade.gov/global/webcasting/home.page) * [City of Miami meetings](http://miamifl.iqm2.com/Citizens/default.aspx) * [State of Florida meetings](https://thefloridachannel.org/) | 10 points  X2=20 points possible | Take a photo of yourself at meeting (or screenshot of meeting) | **WHAT?**  In at least 2 to 3 sentences, identify which meeting you attended. Who was present, who spoke, when was it, where? What topics were discussed?  **SO WHAT?**  In at least 3 to 4 sentences, describe what topics or issues interested you the most? Why? Why was this meeting necessary for the community? What did you learn and how did you feel by completing this action?  **NOW WHAT?**  In at least 3 to 4 sentences, describe how you might share with others some of the insights you gained through this experience. How might it impact your involvement in your community in the future? |
| **DE-12** | **Present a prepared speech at a community, city, county, or state meeting**  Examples:  Neighborhood associations, budget forums, town halls, commission meetings, School Board meetings, etc.  [How to Prepare & Make a Public Comment](https://www.wikihow.com/Make-a-Public-Comment-at-a-City-Council-Meeting) | 15 points | Photo of yourself, recording of yourself, or link to public record video with time of your speaking, and copy of speech outline | **WHAT?**  In at least 3-4 sentences, describe where you presented (date, time, audience, type of meeting) and the topic you presented on. How long was your presentation?  **SO WHAT?**  In 3 to 4 sentences, how did you feel when preparing a speech and presenting it to public officials? What kind of impact or feedback did you notice from your presentation? Was it the outcome you expected or desired? Why? What did you learn from this experience? Why is it important to speak up at meetings like this?  **NOW WHAT?**  In 3 to 4 sentences, discuss how this experience might influence your actions in the future. Would you consider speaking up on another topic, and how can you apply what you learned from making this presentation? What next steps do you plan to take? |
| **DE-13** | **Serve as a Miami Dade County Department of Elections Poll Worker**   * [www.mdc.edu/vote](http://www.mdc.edu/vote) (Pollworker Tab) * [Become a Poll Worker](http://www.miamidade.gov/elections/pollworker.asp) | 20 points | Submit proof of training and attendance such as orientation paperwork and a photo of yourself at polling station | **WHAT?** In at least 3-4 sentences, describe what you did as a poll worker. Was this your first time? What was your assignment, what training did you receive, and where did you serve? Why did you sign up to be a poll worker?  **SO WHAT?** In at least 3-4 sentences, describe what you learned from your experience. Did anything surprise you? How did serving as a poll worker make you feel? Why are poll workers important to upholding democracy?  **NOW WHAT?**  In at least 3-4 sentences, describe how you might share with others what you learned from this experience. Will you continue to serve as a poll worker in future elections, why or why not? |
| **DE-14A** | **Attend/participate in a workshop, training or informational event relating to democratic engagement\*** (1 hour minimum)  Examples:  National Voter Registration Day, Get Out the Vote, Women and the Vote, etc.  *\*Contact your iCED* [*office*](http://mdc.edu/iCED) *or IG (@mdc\_iCED) for suggestions or look at the* [*MDC Events Calendar*](https://calendar.mdc.edu/) | 10 points  X2=20 points possible | Photo of yourself at event and/or documented confirmation you attended (e.g., photo of sign in sheet, certificate of attendance, or email) | **WHAT?** In at least 2-3 sentences, describe the workshop, training, or event topic, including when and where it was, how you heard about it, and why you attended.  **SO WHAT?** In at least 3-4 sentences, describe what you learned about the topic. How did participating make you feel? Did it help prepare you to be active in political and/or civic processes, why or why not? Would you recommend it to a friend, why or why not?  **NOW WHAT?**  In at least 3-4 sentences, what might you do differently in the future as a result of attending? What did you learn that you can incorporate into your life? |
| **DE-14B** | **Attend/participate in a 1-day workshop, training or informational event relating to democratic engagement\*** (1 day/7 hr. minimum)  *\*Contact your iCED* [*office*](http://mdc.edu/iCED) *or IG (@mdc\_iCED) for suggestions* | 15 points | Photo of yourself at event and/or documented confirmation you attended (e.g., photo of sign in sheet, certificate of attendance, or email) | **WHAT?** In at least 2-3 sentences, describe the workshop, training, or event topic, including when and where it was, how you heard about it, and why you attended.  **SO WHAT?** In at least 3-4 sentences, describe what you learned about the topic. How did participating make you feel? Did it help prepare you to be active in political and/or civic processes, why or why not? Would you recommend it to a friend, why or why not?  **NOW WHAT?**  In at least 3-4 sentences, what might you do differently in the future as a result of attending? What did you learn that you can incorporate into your life? |
| **DE-14C** | **Participate in an MDC campus or community leadership or fellowship program related to democratic engagement in its entirety** (15 hour minimum)  Examples:  Voter engagement internship or fellowship with iCED or community partner, SGA E-Board, political party internship or fellowship, etc. | 20 points | Proof of participation and completion (e.g., a letter, certificate, etc.) | **WHAT?** In at least 3-4 sentences, provide the name of the host organization, location, dates, and times of leadership or fellowship program. What about this program inspired you to participate? What topics were discussed? What did you contribute to the program?  **SO WHAT?**  In at least 3-4 sentences, how were your skills enhanced and what did you learn? How does this program contribute to the positive and healthy development of your community? How did you feel being part of this program?  **NOW WHAT?**  In at least 3-4 sentences, how will this experience inform your next steps in your academic and/or professional journey? How will this experience impact your future civic participation? |
| **DE-15** | **Sign at least 5 political, environmental, or social-issue petitions relating to causes you support**   * [Change.org](http://www.change.org/) * [DoSomething.org](http://www.dosomething.org/) | 5 points | Screenshot or photo of petitions signed | **WHAT?** In at least 2-3 sentences, describe each of the 5 petitions you chose to sign and why you selected them.  **SO WHAT?** In at least 2-3 sentences, describe what you learned. Did anything surprise you? What are your thoughts on petitions to make a positive change in our communities?  **NOW WHAT?**  In at least 2-3 sentences, describe something you learned that you could put into practice in your life. In the future, would you consider starting a petition, and what would it be and why? |
| **DE-16** | **Serve with a local or state political campaign** (5 hour minimum, counts as volunteer service AND 10 points on Scorecard) | 10 points | Screenshot of verified Changemaker Hub impact | **WHAT?** In at least 2-3 sentences describe what you did. What campaign did you volunteer on? Why did you choose this campaign?  **SO WHAT?** In at least 3-4 sentences, what did volunteering on a campaign teach you about our democracy and running for office? What did you like most and least about the experience? Why is it important to volunteer for political campaigns?  **NOW WHAT?**  In at least 3-4 sentences, describe how you might convince more students to volunteer for a campaign. Do you plan to volunteer on a campaign again in the future, why or why not? What did you learn that you can put into practice in your life moving forward? |
| **DE-17** | **Join and attend at least 2 meetings of a local or state voter engagement organization or political party**  Examples:  Florida Republican Party, Florida Democratic Party, League of Women Voters, League of Conservation Voters, Young America’s Foundation, local/state political party, etc. | 15 points | Photo or screenshot of yourself at ***each*** meeting (or proof of attendance) | **WHAT?** In at least 3-4 sentences, describe *each* meeting/event that you attended (include name, location, and date) and why you chose this organization. What issues were discussed? Was the meeting what you expected it would be? Why or why not?  **SO WHAT?** In at least 3-4 sentences, explain what you learned. Would you attend again? Why was the topic of this meaning important to you, to society as a whole?  **NOW WHAT?**  In at least 3-4 sentences explain what you might do differently in the future as a result of this experience. Describe how participating impacts your future self. |
| **DE-18** | **Peacefully attend a rally, protest, or demonstration with positive signage (if you bring a sign)** | 10 points | Photo of yourself at event | **WHAT?** In at least 2-3 sentences, describe the event you attended. Where was it, when? Why did you attend? Were there speakers and what was their message? How did you hear about it?  **SO WHAT?** In at least 3-4 sentences, describe what you felt and learned from this experience. What impact did this event have on the issue and/or people’s awareness level? Why is it important to peacefully protest about issues you feel strongly about?  **NOW WHAT?**  In at least 3-4 sentences, explain whether you will attend other peaceful rallies/demonstrations in the future and if so, why. Expand on why it is important to remain peaceful during a rally like this. |
| **DE-19** | **Write an op-ed or letter to the editor on a topic of local or societal importance**   * [Op-ed vs Letter to the Editor](https://www.axiapr.com/blog/whats-the-difference-between-an-op-ed-and-a-letter-to-the-editor) * [Miami Herald – Letters to the Editor](https://www.miamiherald.com/opinion/letters-to-the-editor/submit-letter/) * [Sun Sentinel – Letters to the Editor](https://www.sun-sentinel.com/2014/09/09/share-your-opinion/) | 10 points | Copy of letter and a screenshot of submission page (if submitted on a website) or screenshot if sent via email | **WHAT?** In at least 2-3 sentences, describe the topic you wrote about and where it was submitted. Why did you choose that topic?  **SO WHAT?** In at least 3-4 sentences, what did you learn in this process? How did you feel taking this action? Do you think an op-ed is still relevant in the age of social media? What other approach might you take? What kind of response did you receive, and was your letter published?  **NOW WHAT?**  In at least 3-4 sentences, explain whether you would express yourself again this way in the future? Why or why not, and on which topics? |
| **DE-20** | **Read two news articles on a civic topic\* of importance** \**Subject of articles should be related to political, environmental, and/or social issues* | 5 points  X2=10 points possible | Reflection will count as documentation | **WHAT?** In at least 2-3 sentences, briefly summarize and compare the articles. Include the link or citation of each article. Why did you choose these topics? Explain why you chose the source of the articles and why or why not you consider the sources reliable?  **SO WHAT?** In at least 2-3 sentences, what did you learn on the topic? How did the information surprise you, impact you, or influence your opinion? Why is staying up to date on current events important?  **NOW WHAT?**  In at least 2-3 sentences, what might you do differently as a result of the information you learned? Is there an action you could take as a result of what you learned? |
| **DE-21** | **Summarize media fact-checking** after reading about the process from 2 sites, such as [PolitiFact.com](https://www.politifact.com/article/2018/feb/12/principles-truth-o-meter-politifacts-methodology-i/) and [FactCheck.org](https://www.factcheck.org/our-process/) or other fact check sources. | 5 points | Reflection will count as documentation | **WHAT?**  In at least 2-3 sentences, summarize how the organizations check facts and describe “fact-checking” in your own words.  **SO WHAT?**  In at least 2-3 sentences, describe what the terms “disinformation” and “misinformation” mean. How does this impact our democracy? Why is it important to fact-check information, and what happens when you don’t?  **NOW WHAT?**  In at least 2-3 sentences, describe how this process will or will not help you stay informed when consuming media in the future. Is there anything you will do differently in the future based on what you’ve learned? |
| **DE-22** | **Review the SIFT method and verify a news story** that has been shared on social media or on another platform   * [SIFT Method](https://hapgood.us/2019/06/19/sift-the-four-moves/) * [SIFT Through Misinformation](https://infodemic.blog/) | 10 points | Reflection will count as documentation | **WHAT?**  In at least 2-3 sentences, use the SIFT method to critically review your news story of choice and whether it appears valid or not based on your analysis. Provide a link or citation to the social media post or news article.  **SO WHAT?**  In at least 3-4 sentences, reflect on what was learned from using the SIFT method for verifying news. Describe the implications of sharing unverified information. Why is it important for you to know and use the SIFT method?  **NOW WHAT?**  In at least 3-4 sentences, will this change how you consume and share media? How? What other topics would you want to review using this method? |
| **DE-23** | **Read and summarize one of the following United States founding documents**   * [Preamble to the Constitution](https://www.uscourts.gov/about-federal-courts/educational-resources/about-educational-outreach/activity-resources/us) * [Bill of Rights](https://www.archives.gov/founding-docs/bill-of-rights-transcript) * [Declaration of Independence](https://www.archives.gov/founding-docs/declaration-transcript) * [Essay from the Federalist Papers](https://guides.loc.gov/federalist-papers) | 5 points  X2=10 points possible | Reflection will count as documentation | **WHAT?**  In at least 2-3 sentences, include the name of the document and provide a short summary.  **SO WHAT?**  In at least 2-3 sentences, reflect on a founding document and the era in which it was written. What did freedom mean during this time, and who was free? How were those freedoms expanded to more people over the years? Is it important for everyone to be familiar with these founding documents, why or why not? How do these founding documents influence your life? What did you learn from this experience?  **NOW WHAT?**  In at least 2-3 sentences, what might you do differently in the future as a result of what you learned through this experience? How can you use this information in your own life? |
| **DE-24** | **Take practice Citizenship Exam with passing score**  [USCIS: Civics Practice Test](https://my.uscis.gov/prep/test/civics) | 5 points | Screenshot of your score (appears once you finish the 20 questions) showing 80% or higher | **WHAT?**  In at least 2-3 sentences, reflect on the questions from the practice exam. Was it easy or challenging for you? Did you prepare for the exam ahead of time?  **SO WHAT?**  In at least 2-3 sentences, what are your thoughts and/or feelings on the exam, as well as the topics naturalized citizens are required to learn? What did you learn that you didn’t know before? Why is it important for everyone to know these basic facts about the United States?  **NOW WHAT?**  In at least 2-3 sentences, describe if the knowledge of the exam helps you to be a more effective community member and changemaker. Why or why not? |
| **DE-25** | **Compare ideologies of political parties in the United States**   * [Differences/Similarities between Democratic and Republican Party](https://higherstudy.org/difference-between-democratic-and-republican-party-with-similarities/) * [Differences of Democrats & Republicans](https://www.diffen.com/difference/Democrat_vs_Republican) * [Independent Party: Who Are They And What Do They Think?](https://www.pewresearch.org/politics/2019/03/14/political-independents-who-they-are-what-they-think/) | 10 points | Reflection will count as documentation | **WHAT?**  In at least 2-3 sentences, describe some of the main political parties in the United States and how they differ. What similarities did you find (you could compare specific issues, such as - role of government, economics, international affairs, voter rights, healthcare, immigration, environment, abortion, LGBTQ+ rights, etc.)?  **SO WHAT?**  In at least 3-4 sentences, what new insights did you gain from this research? Why is it important to be informed about the different political parties?  **NOW WHAT?**  In at least 3-4 sentences, how might this research impact your political engagement in the future (e.g., vote, join a political party, or encourage others to vote, etc.)? Would you be willing to join one of the parties, or volunteer for a candidate, why or why not? |
| **DE-26** | **Research two historical or current political activists who helped individuals secure the right to vote (minority groups/returning citizens/women/etc.)**   * [MDC Alum Desmond Meade](https://desmondmeade.com/) * [Icons of the Voting Rights Movement](https://www.archives.gov/research/african-americans/vote/people) * [Civil Rights Activists](https://www.biography.com/search?q=civil%20right%20activist) * [Women Voting Activists](https://unfoundation.org/blog/post/dedicated-democracy-7-women-voting-activists-you-need-to-know/) | 10 points | Reflection will count as documentation | **WHAT?**  In at least 2-3 sentences, reflect on the information gathered on both activists you selected. Who are they and what did they do? What challenges did they face?  **SO WHAT?**  In at least 3-4 sentences, why was their work important? What qualities did they possess and what can you learn from them to put into practice in your own life?  **NOW WHAT?**  In at least 3-4 sentences, if you were to take on an advocacy role today, describe what issues stand out to you. Are they local, national or global issues? What kind of change would you like to see and how might you go about doing so? |
| **DE-27** | **Take the Florida Civic Literacy Exam (FCLE) Practice Test**  [FCLE Resource Page](https://libraryguides.mdc.edu/FCLE/Home) | 10 points | Screenshot of your practice test results | **WHAT?** In at least 2-3 sentences describe your experience taking the FCLE practice test. How did you do? Whatresources are found on the MDC FCLE Resource Page? How could these resources be helpful to you for the FCLE requirement?  **SO WHAT?** In at least 3-4 sentences, what are ways you can prepare yourself to pass the actual exam? Why do you think the FL Department of Education implemented the FCLE requirement?  **NOW WHAT?**  In at least 3-4 sentences, describe if the knowledge of civics and the Constitution helps you to be a more effective community member and changemaker. Why or why not? |
| **DE-28** | **Attend a free Florida Civic Literacy Exam (FCLE) Bootcamp for MDC students**  [FCLE Resource Page](https://libraryguides.mdc.edu/FCLE/Home) | 10 points | Proof of attendance (email from Continuing Education you receive after completing the Bootcamp) | **WHAT?** In at least 2-3 sentences describe the Bootcamp you attended. When and where was it? What was covered?  **SO WHAT?**  In at least 3-4 sentences, describe what you learned. How did you feel about the experience? Would you recommend it to other students? Do you feel prepared to take the FCLE exam? Why or why not?  **NOW WHAT?**  In at least 3-4 sentences, describe your plan for meeting the FCLE requirement and passing the exam. When will you take the exam? Is there more that you would like to learn? How might meeting the FCLE requirement help you in the future? |
| **DE-29** | **Vote! In a local, state, or federal election (primary or general)**  *\*This action is for a current or upcoming election*  \**You can vote in your country of origin if you are not a US Citizen* | 10 points  per election  (**Note, there is no limit on this action)** | Photo of your “I voted” sticker or signed mail-in ballot or screenshot of your vote received by Department of Elections. | **WHAT?** In at least 2-3 sentences, reflect on the voting process. What election did you participate in? Which method did you use to vote (vote-by-mail, early voting, election day)? Why?  **SO WHAT?** In at least 3-4 sentences, describe what you learned from this experience. How did you feel? Why do you think it’s important to vote? How do our elected officials impact our everyday lives? What happens when people choose not to vote?  **NOW WHAT?**  In at least 3-4 sentences, describe how this experience has influenced your likelihood of participating in future elections. Have your views on voting changed after this experience? How might you encourage your friends and family to vote in upcoming elections? |
| **ENVIRONMENT & SUSTAINABILITY**  *Discovering your role within the story of Earth* | | | | |
|  | **Civic Action** | **Points** | **Documentation** | **Reflection** |
| **ES-1** | **Discover the native plants in your community**   * [Natives For Your Neighborhood](https://www.regionalconservation.org/beta/nfyn/about.asp) * [Florida-friendly Plant Database](http://floridayards.org/fyplants/) * [Florida’s Wild Edible Plants](https://fleetfarming.org/floridas-7-wild-edible-plants/) | 5 points | Upload list of 10 native plant species with your sources cited and an interesting fact about each one (this list can include native flowers, shrubs, trees, vines, and/or grasses) | **WHAT?**  In at least 2-3 sentences, what native plants did you research? Why did you select these native plants?  **SO WHAT?**  In at least 2-3 sentences, describe what you learned about the benefits of native plants for our ecosystems and wildlife.  **NOW WHAT?**  In at least 2-3 sentences, describe what you can do to promote the use of native plants in your community. |
| **ES-2** | **Plant a South Florida native plant species and maintain it for at least 3 months\***  Examples:  Native flowers, shrubs, trees, vines, or grasses  *\*Must be planted somewhere where you have permission to plant*     * [Natives for your Neighborhood](https://www.regionalconservation.org/beta/nfyn/default.asp) * [Dade Chapter of the Florida Native Plant Society](https://dade.fnpschapters.org/nativeplants/obtainnatives/) | 15 points | Before photo of the space planted and a photo every month of the plant’s progress over the three-month period (one submission covering all three months). | **WHAT?**  In at least 3-4 sentences, describe what native plant you selected and why. Where did you plant it, and did you have to get any special permission to plant in the location you chose? What expectations did you have of this experience and were they met? What was different than you expected?  **SO WHAT?**  In at least 3-4 sentences, what did you learn while caring for this plant as it was getting established? What lessons did you learn? How did it make you feel?  **NOW WHAT?**  In at least 3-4 sentences, what follow-up is needed to address possible challenges to the plant's continued growth and survival? Do you see yourself planting more native plants in the future, why or why not? How are you different as a result of this experience? |
| **ES-3** | **Visit a local farmer’s market\***  *\*A farmers' market is a physical retail marketplace intended to sell foods directly by farmers to consumers*   * [South Florida Farmer’s Markets](https://ediblesouthflorida.ediblecommunities.com/shop/farmers-markets-south-florida) * [Florida Farmers Markets](https://www.farmersmarketplaces.com/state/fl.html) | 5 points | Name and location of farmer’s market, date visited, and photo of yourself attending | **WHAT?**  In at least 2-3 sentences, what farmer’s market did you visit - when, where was it? What did you observe? Was this your first time at a farmer's market? What expectations did you have and were they met?  **SO WHAT?**  In at least 2-3 sentences, what did you learn and feel as a result of this experience? Compare and contrast the farmer’s market you visited to your usual grocery store. Why might someone choose to go to a farmer’s market instead of a traditional grocery store?  **NOW WHAT?**  In at least 2-3 sentences, would you choose to shop there again? Why or why not? What might you do differently in the future as a result of this action? |
| **ES-4** | **Review the 17 United Nations Sustainable Development Goals (SDGs) and watch “We the People’ for The Global Goals”**   * [United Nations Sustainable Development Goals](https://sdgs.un.org/goals) * ['We the People' for The Global Goals video](https://www.youtube.com/watch?v=RpqVmvMCmp0) | 5 points | Reflection will count as documentation | **WHAT?**  In at least 2-3 sentences, summarize the SDGs, citing your source(s). Which four SDGs are most important to you? Why?  **SO WHAT?**  In at least 2-3 sentences, describe whether or not the SDGs are important. How might your four chosen goals support a healthy planet, social equity, a fair and just economy, or cultural diversity?  **NOW WHAT?**  In at least 2-3 sentences, what specific steps can you take to help meet the SDG goals? What might you do differently moving forward as a result of this action? |
| **ES-5** | **Complete the United Nations Sustainable Communities Checklist**  [UN Sustainable Communities Checklist](https://app.participate.com/pages/sustainable-communities-checklist?utm_source=comm_announcement&utm_medium=platform&utm_campaign=building_community&utm_content=SDG11_checklist) | 5 points | Screenshot of completed checklist | **WHAT?**  In at least 2-3 sentences, how do the questions asked in the Sustainable Communities Checklist apply to your community? What expectations did you have of this experience and were they met?  **SO WHAT?**  In at least 2-3 sentences, what questions on the checklist helped you identify real issues specific to your community? How are these issues being addressed in your community that you know of? What did you learn and how did you feel as you completed this action?  **NOW WHAT?**  In at least 2-3 sentences, now that these issues have been brought to your attention, what actions will you take to address them? |
| **ES-6** | **Complete the Miami Waterkeeper’s quiz\* and read the article ‘Best Management Practices’ via this link**  [Miami Waterkeeper’s Quiz](https://www.miamiwaterkeeper.org/clean_water_friendly_home)  *\*Article is at the end of the quiz* | 5 points | Screenshot of quiz results | **WHAT?**  In at least 2-3 sentences, what was your reaction to the results of the Miami Waterkeeper’s Quiz? What expectations did you have and were they met? What was different than what you expected?  **SO WHAT?**  In at least 2-3 sentences, what did you learn and feel as a result of this experience? Why is keeping our water clean and pollution free important?  **NOW WHAT?**  In at least 2-3 sentences, as a result of this experience, might your future actions, mindsets, thoughts or behaviors be changed? What actions might you take to improve your impact on water quality? |
| **ES-7** | **Participate in an organized Citizen Science project**  [Citizen Science Projects](https://www.nationalgeographic.org/idea/citizen-science-projects/?utm_source=BibblioRCM_Row)  *Tip: Google “citizen science projects Miami” for local project opportunities* | 15 points | A sample of the data collected and a photo of you participating in the project | **WHAT?**  In at least 3-4 sentences, summarize the Citizen Science project (including title and description). Why did you choose this project?  **SO WHAT?**  In at least 3-4 sentences, what did you learn participating in this project? How did it help you understand your role/contribution to science? How did participating make you feel?  **NOW WHAT?**  In at least 3-4 sentences, what actions are you inspired to take in the future because of participating in the Citizen Science program? |
| **ES-8** | **Calculate your Ecological Footprint**  [Global Footprint Network Footprint Calculator](https://www.footprintnetwork.org/resources/footprint-calculator/) | 10 points | Screenshot of ecological footprint results | **WHAT?**  In at least 2-3 sentences, reflect on the factors that contribute to your ecological footprint. What was your reaction to learning your ecological footprint? What expectations did you have of this experience and were they met? What was different than you expected?  **SO WHAT?**  In at least 3-4 sentences, what did you learn? What surprised you about the degree of impact some activities have? What was the most significant contributor to your ecological footprint? How did completing this action make you feel?  **NOW WHAT?**  In at least 3-4 sentences, what actions could you take to reduce your ecological footprint in the future? Will you take them, why or why not? |
| **ES-9** | **Read and reflect on the article**  [Individuals Are Not to Blame for the Climate Crisis](https://www.yesmagazine.org/environment/2022/01/31/climate-change-fossil-fuel-industry-individual-responsibility) | 10 points | Reflection will count as documentation | **WHAT?**  In at least 2-3 sentences, what are the main points of this article?  **SO WHAT?**  In at least 3-4 sentences, do you agree or disagree with the perspective of the article? Why or why not? Who is most likely to be impacted by climate change? Why is it important to understand who is responsible for the impacts of climate change?  **NOW WHAT?**  In at least 3-4 sentences, what efforts might you take to address your individual and/or collective responsibility towards the climate crisis? |
| **ES-10** | **Watch two videos from “The Story of Stuff Project”** **and take the Changemaker Personality Quiz**   * [Story of Stuff videos](https://storyofstuff.org/movies/) * [Changemaker Personality Quiz](https://action.storyofstuff.org/survey/changemaker-quiz/) | 10 points | Screenshot of completed quiz | **WHAT?**  In at least 2-3 sentences, what videos did you watch (cite the name and provide an overview of *each* video you watched).  **SO WHAT?**  In at least 3-4 sentences, what did you learn from each video you watched? What results surprised you from your Changemaker Personality Quiz?  **NOW WHAT?**  In at least 3-4 sentences, what changes are you inspired to make in your actions after watching the Story of Stuff videos and taking the Changemaker Personality Quiz? |
| **ES-11** | **Clean up trash in your neighborhood, at a public park, or near the water** (as an individual or with a group) (1 hour minimum)  [Clean Miami Beach](https://givepul.se/7c0q9j) | 5 points | Before and after photos of the area and of all trash collected (show us how much trash you picked up) | **WHAT?**  In at least 2-3 sentences, describe what you did, including where and when. How much trash did you collect, what were the most common items?  **SO WHAT?**  In at least 2-3 sentences, what did you learn from this experience? How did it make you feel? Who or what do you believe is most responsible for trash in public places?  **NOW WHAT?**  In at least 2-3 sentences, what solutions do you propose to reduce trash in public spaces? How can we address the root causes of this problem? What are you willing to do? |
| **ES-12** | **Properly recycle household electronics (computer and printer accessories, TVs, batteries, etc.) a) read the following article about e-waste, b) watch the video, and c) recycle your household electronics**   * [Cleaning Up Electronic Waste (E-Waste)](https://www.epa.gov/international-cooperation/cleaning-electronic-waste-e-waste) * [PBS: Where does America’s e-waste end up? GPS tracker tells all](https://www.pbs.org/newshour/science/america-e-waste-gps-tracker-tells-all-earthfix%22%20/t%20%22_blank) * [Miami-Dade County Chemical Collection Centers](https://www8.miamidade.gov/global/service.page?Mduid_service=ser1464798615648535) | 10 points | Photo of items at donation site and/or receipt from organization | **WHAT?**  In at least 2-3 sentences, describe what you did and what items you recycled. Provide the name and location of the organization with whom you recycled. Describe your experience recycling these items.  **SO WHAT?**  In at least 3-4 sentences, what did you learn from this action, and what did you feel? What are the impacts of electronic waste and batteries on the environment and humans?  **NOW WHAT?**  In at least 3-4 sentences, now that you have learned about E-waste, will you continue to properly recycle your electronic items—why or why not? What else might you be willing to do to properly recycle E-waste? |
| **ES-13** | **Properly dispose of household hazardous waste, chemicals, and/or cleaning supplies (e.g., cleaners, disinfectants, pest control chemicals, lawn/yard chemicals, etc.) and read two articles below**  Read:   * [EPA Household Hazardous Waste Information](https://www.epa.gov/hw/household-hazardous-waste-hhw) * [Do You Have Hazardous Waste in Your House? - Earth911](https://earth911.com/business-policy/do-you-have-household-hazardous-waste/)   Collection Centers:   * [Miami-Dade County Chemical Collection Centers](https://www8.miamidade.gov/global/service.page?Mduid_service=ser1464798615648535) | 10 points | Photo of items at disposal site and/or receipt from organization | **WHAT?**  In at least 2-3 sentences, what household hazardous waste items did you properly dispose of and where did you take the items? What did you observe at the disposal site?  **SO WHAT?**  In at least 3-4 sentences, why is it important to properly dispose of household hazardous waste? What are some possible negative impacts of improperly disposed household hazardous waste on the environment and people? What lessons did you learn and what did you feel?  **NOW WHAT?**  In at least 3-4 sentences, what additional steps can you take to help address the problems associated with household hazardous waste and disposal of these items? What might you be willing to do differently in the future? |
| **ES-14** | **Eliminate consumption of meat, fish, and animal byproducts (e.g., eggs, milk, cheese, etc.) for 7 continuous days**   * [WikiHow: How to Keep a Food Diary](https://www.wikihow.com/Keep-a-Food-Diary) * [Vegan Outreach](https://veganoutreach.org/vegan/) | 15 points | Submit a 7-day food diary listing meals and a photo of your favorite meal each day | **WHAT?**  In at least 3-4 sentences, detail the ways in which you changed your diet for the week. What kinds of foods/meals did you purchase, prepare, and consume? What expectations did you have and were they met? What was different than expected?  **SO WHAT?**  In at least 3-4 sentences, what are the impacts of animal product consumption on the environment and humans? How are the animals themselves treated? What are the benefits of a vegetarian and/or vegan diet?  How did you feel about the experience before, during and after the seven days? What did you learn from this experience?  **NOW WHAT?**  In at least 3-4 sentences, in what ways has this experience changed your thoughts about your typical diet?What, if any, dietary changes might you consider adopting following this experience? |
| **ES-15** | **Reduce your home energy use for 30 continuous days**  [FPL: Top Energy Saving Tips](https://www.fpl.com/save/lower-bill/top-tips.html) | 20 points | Screenshots of your prior and current year energy bills for the same month (and previous month) Note: cover confidential account information in your submission | **WHAT?**  In at least 3-4 sentences, describe the specific changes you made to reduce your home energy use. By how much did your energy use go down (either in cost or in or in kilowatt hours)? What impact on your lifestyle did this exercise have?  **SO WHAT?**  In at least 3-4 sentences, what did you learn about your energy consumption by doing this exercise? How did this experience make you feel? Why does reducing energy use matter to you? To society as a whole?  **NOW WHAT?**  In at least 3-4 sentences, what changes in your lifestyle might you make moving forward? What information and recommendations could you share with others? |
| **ES-16** | **Eliminate consumption of single-use plastic (e.g., water bottles, bags, straws, utensils, etc.) for 7 continuous days**  [EPA: Ten Ways to Unpackage Your Life](https://www.epa.gov/trash-free-waters/ten-ways-unpackage-your-life) | 15 points | Submit a 7-day diary listing the single-use plastic products eliminated and photos of substitutions used | **WHAT?**  In at least 3-4 sentences, describe what you did and how you did it. What single-use plastic items were you able to replace during the week?  **SO WHAT?**  In at least 3-4 sentences, what did you learn regarding how many items in your daily life are made from single-use plastic? What are the impacts of single-use plastic on the environment and on humans?  **NOW WHAT?**  In at least 3-4 sentences, what changes will you make in your lifestyle choices after having done this exercise? What actions might you be able to take to alleviate the problem of plastic pollution in our community? |
| **ES-17** | **Reduce your transportation footprint by using public/self-powered transportation\* five times within a one-week period**  **\*Public transit:** bus, train, trolley, etc. No ridesharing such as Uber/Lyft, no carpooling, or any other car use  **\*Self-powered transportation**: walking, bicycling, skating, etc. (not including e-bikes or powered scooters)  [C2ES: Reducing Your Transportation Footprint](https://www.c2es.org/content/reducing-your-transportation-footprint/) | 10 points | Create a transportation log including:  Dates public transit or self-powered transportation were used, photos of yourself, and/or receipts | **WHAT?**  In at least 2-3 sentences, describe exactly what you did and how, where, and when you chose to use public/self-powered transportation. What was the experience of reducing your transportation footprint like? Were all the places you normally visit accessible?  **SO WHAT?**  In at least 3-4 sentences, reflect on the impacts of private vehicles on the environment. How does the built infrastructure in your city or county support or hinder public transit and bicycle use? What did you learn from this experience?  **NOW WHAT?**  In at least 3-4 sentences, what might you be willing to do to reduce your transportation footprint? What could you do to help improve public transportation and/or self-powered transportation in South Florida? |
| **ES-18A** | **Attend/participate in an MDC or community-led workshop, training, informational event, or experience relating to environment and sustainability** (1 hour minimum)  *Contact your* [*Earth Ethics Institute (EEI) office*](https://www.mdc.edu/earthethicsinstitute/about/staff/) *for details* | 10 points  X2=20 points possible | Photo of yourself at event and/or documented confirmation you attended (e.g., photo of sign in sheet, certificate of attendance, or email) | **WHAT?**  In at least 2-3 sentences, summarize the event that you attended. What was it, where, when, who were the speakers, what was the topic?  **SO WHAT?**  In at least 3-4 sentences, reflect on the workshop, training, or event topic. What did you learn? Why does this experience matter to you? To the community? To society? How did it help you understand your role in the story of our planet and natural surroundings?  **NOW WHAT?**  In at least 3-4 sentences, what actions might you take as a result of this experience? |
| **ES-18B** | **Attend/participate in an MDC or community-led workshop, training, informational event, fellowship, or extended immersive experience relating to environment and sustainability** (1 day/7 hr. minimum)  *Contact your* [*Earth Ethics Institute (EEI) office*](https://www.mdc.edu/earthethicsinstitute/about/staff/) *for details* | 15 points | Photo of yourself at event and/or documented confirmation you attended (e.g., photo of sign in sheet, certificate of attendance, or email) | **WHAT?**  In at least 3-4 sentences, summarize the event that you attended. What was it, where, when, who were the speakers, what was the topic?  **SO WHAT?**  In at least 3-4 sentences, reflect on the workshop, training, or event topic. What did you learn? Why does this experience matter to you? To the community? To society? How did it help you understand your role in the story of our planet and natural surroundings?  **NOW WHAT?**  In at least 3-4 sentences, what actions might you take as a result of this experience? |
| **ES-18C** | **Attend/participate in an MDC or community-led workshop, training, informational event, fellowship, or extended immersive experience relating to environment and sustainability** (2 days/14 hr. minimum)  *Contact your* [*Earth Ethics Institute (EEI) office*](https://www.mdc.edu/earthethicsinstitute/about/staff/) *for details* | 20 points | Proof of participation and completion (e.g., a letter, certificate, etc.) | **WHAT?**  In at least 3-4 sentences, summarize the event you attended. What was it, where, when, who were the speakers, what was the topic?  **SO WHAT?**  In at least 3-4 sentences, reflect on the workshop, training, or event topic. What did you learn? Why does this experience matter to you? To the community? To society? How did it help you understand your role in the story of our planet and natural surroundings?  **NOW WHAT?**  In at least 3-4 sentences, what actions might you take as a result of this experience? |
| **ES-19** | **Complete a Backyard Biodiversity Mini-Audit: Identify at least five different species of living things in your backyard/neighborhood**  List and describe at least five species (plant or animal) you see in your backyard or within a few minutes of your home using the biodiversity log below.   * [Biodiversity Log](https://miamidadecollegeprod.sharepoint.com/:x:/t/MDC_CESIOfficeofChangemakingEducSocInnovation/ERhjGVRYMnlOku1RpzbOll0BTljQnyJuFotWjUFUag5ulA?e=kQa3v5) * [Backyard Biodiversity Audit](https://www.kathyceceri.com/blog/backyard-nature-survey) * [EcoSchoolsUSA-AtHome\_Biodiversity\_Audit-ActionPlan.ashx (nwf.org)](https://www.nwf.org/-/media/Documents/PDFs/Eco-Schools/Pathways/Biodiversity/EcoSchoolsUSA-AtHome_Biodiversity_Audit-ActionPlan.ashx) | 10 points | Conduct a biodiversity mini-audit and list five species you found in the biodiversity log provided. | **WHAT?**  In at least 2-3 sentences, describe what you did. What species did you see? Describe what surprised you while doing this audit. Were any of the species you found native to South Florida, which ones? Were any of the species you found considered invasive in South Florida, which ones?  **SO WHAT?**  In at least 3-4 sentences, what did you learn from this experience? Why are native species considered to be good for the environment while invasive species are not?  **NOW WHAT?**  In at least 3-4 sentences, what might you be willing to do to make your neighborhoods more native species and/or wildlife-friendly? Has your mindset changed as a result of this experience? How? |
| **ES-20** | **Volunteer with a nonprofit organization that supports environmental and/or sustainability efforts\***  (5 hour minimum)  *\*Service required for student club is acceptable* | 10 points | Screenshot of verified Changemaker Hub impact  Note: Service must meet iCED’s [Standards for Service](https://www.mdc.edu/main/iced/students/qualifies_service.aspx%22%20/t%20%22_blank) and must be uploaded into the [Hub](https://changemakerhub.mdc.edu) | **WHAT?**  In at least 2-3 sentences, which organization did you serve with and why? What did you do during your service? How many hours did you complete? Did anything surprise or disappoint you?  **SO WHAT?**  In at least 3-4 sentences, what did you learn, and what did you feel from this experience? Why is the work of this organization important? Why is it important for people to volunteer with environmental organizations? How can volunteering positively impact your life?  **NOW WHAT?**  In at least 3-4 sentences, might you be willing to continue to volunteer in the future with this organization, or others like it? Why or why not? |
| **COMMUNITY WELL-BEING**  *Contributing to the positive and healthy development of members of your community* | | | | |
|  | **Civic Action** | **Points** | **Documentation** | **Reflection** |
| **CW-1** | **Complete a [significant] Act of Kindness by completing the two steps below**   1. **Read this article:** <https://positivepsychology.com/random-acts-kindness/> 2. **Complete an act of kindness**   *\*Each act of kindness and reflection must be unique* | 5 points  X2=10 points possible | Photo or recording of the act of kindness if possible (not required) | **WHAT?**  In at least 2-3 sentences, summarize the act of kindness that was completed. Why did you choose this action and the person who received it? What is a “random act of kindness” according to the Positive Psychology article you read?  **SO WHAT?**  In at least 2-3 sentences, explain how it felt to complete this act. How does your action relate to the Positive Psychology article? Why are random acts of kindness important, to you, to the community, and to society as a whole?  **NOW WHAT?**  In at least 2-3 sentences, how might your future actions, thoughts, behavior, or mindset be changed? Describe how your future self might be a little different because of this action. |
| **CW-2** | **Donate non-perishable food to the MDC Food Pantry for students or local foodbank** valuing at least $5 and review the [MDC Hunger Awareness Resource](https://libraryguides.mdc.edu/c.php?g=1079193&p=7864081) page related to food insecurity in South Florida.  Donate: [MDC: Food Pantries](https://www.mdc.edu/pantry/) | 5 points  X2=10 points possible | Photo of yourself with food donations and/or receipt from pantry or food bank | **WHAT?**  In at least 2-3 sentences, what did you donate? Where? When? What was the process like?  **SO WHAT?**  In at least 2-3 sentences, share how it felt to donate to a food pantry. What did you learn from this experience and the MDC Hunger Awareness website? What impact does food insecurity have on the healthy development of your community?  **NOW WHAT?**  In at least 2-3 sentences, describe what you might do differently in the future as a result of this experience. Will you consider supporting causes related to food insecurity in the future, why or why not? |
| **CW-3** | **Donate in kind\* to a nonprofit or community organization** valuing at least $5.  **\*In kind:** non-monetary donations like clothing, furniture, household goods, etc. | 5 points | Photo of yourself with in-kind donations and/or receipt(s) from nonprofit or organization | **WHAT?**  In at least 2-3 sentences, explain the process to donate non-monetary items. What did you donate? Where? Why did you choose this place to donate?  **SO WHAT?**  In at least 2-3 sentences, reflect on the experience of donating. How did it feel to donate to a nonprofit or community organization? Why are donations needed in your community? Where would your personal items have ended up if they were not donated? What did you learn from this experience?  **NOW WHAT?**  In at least 2-3 sentences, describe how your approach might be different, going forward, when it comes to donating. How might you share what you learned with others? |
| **CW-4** | **Participate in a fundraising\* campaign bringing in over $50 for a nonprofit organization** through a single event or ongoing campaign.  *\*Fundraiser must engage multiple donors (minimum of 5), and funds may not be raised exclusively from a single donor or exclusively from your family, friends, or club.* | 10 points | 1. Documentation of your campaign (e.g., photo or recording of you raising funds, or screenshot of email campaign) and 2) documentation (receipt) that the funds were delivered to the organization | **WHAT?**  In at least 2-3 sentences, how much did you raise, when and how did you raise the funds? What organization did it support? Why did you choose to help raise funds for this organization?  **SO WHAT?**  In at least 3-4 sentences, reflect on the experience of participating in a fundraising campaign. What did you learn, how did it make you feel? Why is raising funds for causes like this important? How will the funds raised make a difference in the community?  **NOW WHAT?**  In at least 3-4 sentences, describe what you might do differently in the future as a result of this experience. Are there other organizations you might help raise funds for, and if so, what might they be? |
| **CW-5** | **Serve with a local or state nonprofit** (5 hour minimum)  Note:  Service required for student club is acceptable | 10 points | Screenshot of verified Changemaker Hub impact.  Note: Service must meet iCED’s [Standards for Service](https://www.mdc.edu/main/iced/students/qualifies_service.aspx) | **WHAT?**  In at least 2-3 sentences, explain where you served, what you did, and why you chose this organization. What expectations did you have and were they met? What was different than you expected?  **SO WHAT?**  In at least 3-4 sentences, what did you learn from this experience? Why does volunteer service matter to you, to the organization, and to society as a whole? Do you feel that the organization is being effective in achieving its goals in serving their targeted population? Why or why not?  **NOW WHAT?**  In at least 3-4 sentences describe what you might do differently in the future as a result of this experience. Will you continue to volunteer, why or why not? What can you do to encourage others to volunteer? |
| **CW-6** | **Serve in a local, national or International Day of Service**  Examples:  MLK Day of Service, 9/11 Day of Service and Remembrance, Global Youth Service Day, Changemaker Week- Day of Service, etc.  *Note:*  *Cannot be completed in conjunction with serving a local or state nonprofit (#CW-5)* | 10 points | Screenshot of verified Changemaker Hub impact  Note: Service must meet iCED’s [Standards for Service](https://www.mdc.edu/main/iced/students/qualifies_service.aspx). Submit service hours to Changemaker Hub. [iCED](http://www.mdc.edu/iced) | **WHAT?**  In at least 2-3 sentences, describe your experience. Where did you serve, when, what was the project you completed? Why did you choose this project? What is the history and background of this special day?  **SO WHAT?**  In at least 3-4 sentences, how has this experience shaped your thinking about service holidays? Why are days of service like this important and what difference do they make?  **NOW WHAT?**  In at least 3-4 sentences, what new skills and perspectives have you gained that can be beneficial to your career and your community? Might you volunteer in the future with days of service like this, why or why not? |
| **CW-7** | **Serve on community board or committee** (15 hour minimum)  Examples:  Commission for Women, the Children’s Trust, Engage Miami, Hospital Boards, Nonprofit Boards, etc. | 20 points | Proof of Board or committee participation and photo of yourself at meetings | **WHAT?**  In at least 3-4 sentences, what board or committee did you serve on? Explain your role and your duties. How were you selected for this position? Why did you choose this particular board or committee? What impact did you have?  **SO WHAT?**  In at least 3-4 sentences, what did you learn from this experience? How did it make you feel? Why are community boards or committees like this important?  **NOW WHAT?**  In at least 3-4 sentences, now that you have served, will you seek more board/committee opportunities in the future? Why or why not? What would you change or keep about future boards you may elect to serve on? |
| **CW-8** | **Complete a health screening or health test\***  Examples:  Glucose, Mammogram, Blood Sugar, TB, HIV, STI, COVID-19, Flu Shot  *\*Results are not required for documentation or reflection* | 5 points | Reflection will count as documentation. | **WHAT?** In at least 2-3 sentences, reflect on the process of completing a health screening. How easy or hard was it to find a screening location near your home?  **SO WHAT?**  In at least 2-3 sentences, describe what you have learned from this experience. What did you find most interesting? Do you feel that healthcare is accessible to all individuals living in America? Do you feel people in low-income communities receive the same quality of care compared to individuals living in more affluent communities?  **NOW WHAT?**  In at least 2-3 sentences, describe what impact this health screening or test has on you or your community. Has this act inspired someone else in your life to complete a health screening? How can you let others know the importance of screenings/health tests? |
| **CW-9A** | **Donate blood or plasma**   * [One Blood](https://www.oneblood.org/locations/) * [Red Cross](https://www.redcross.org/give-blood.html) | 15 points  X2=30 points possible | Photo of you donating or proof of donation.  Note: cover confidential medical information in your submission | **WHAT?** In at least 3-4 sentences, describe what you did. What type of donation did you make? What company/organization did you donate to and how did you find them? Have you donated before? What expectations did you have and were they met?  **SO WHAT?** In at least 3-4 sentences, describe what you learned from this experience. How did it feel? Why do you think it’s important for people to donate blood and/or plasma?  **NOW WHAT?**  In at least 3-4 sentences, describe how this experience has influenced your likelihood of donating again in the future. Will you encourage friends and family to donate, why or why not? |
| **CW-9B** | **Join the bone marrow registry, or sign up to be an organ donor**   * [Join the Bone Marrow Registry | Gift of Life](https://www.giftoflife.org/) * [Sign up to be an Organ Donor](https://www.donatelifeflorida.org/register/) | 5 points  X2=10 points possible | Proof of registration.  Note: cover confidential medical information in your submission | **WHAT?** In at least 2-3 sentences, describe what you did. Why did you choose that option? What expectations did you have and were they met?  **SO WHAT?** In at least 2-3 sentences, describe what you learned from this experience. How did it feel? Why do you think it’s important for people to sign up for registries like this?  **NOW WHAT?**  In at least 2-3 sentences, describe how this experience has influenced your likelihood of signing up for other registries. Will you encourage friends and family to sign up, why or why not? |
| **CW-10** | **Participate in the Unify America College Bowl and have a conversation with someone with whom you disagree on a political, environmental, or social issue**  Learn more and sign up here: <https://libraryguides.mdc.edu/unifychallengebowl> | 10 points | Reflection will count for documentation | **WHAT?**  In at least 2-3 sentences, summarize your experience. When did you participate and who were you matched with? How long did the conversation last? Was it what you expected, why or why not?  **SO WHAT?**  In at least 3-4 sentences, explain how it felt to have this conversation. What did you learn from speaking to someone who doesn’t share your same opinions? Why is it important to have civil conversations with someone with whom you might disagree?  **NOW WHAT?**  In at least 3-4 sentences, describe how you might use and/or apply what you learned going forward? How might your future self be a little different going forward? Will you recommend this experience to others, why or why not? |
| **CW-11** | **Host a neighborhood or community meeting** for an authentic audience\* to discuss an issue of community relevance (1 hour minimum)  **\*Authentic audience**: must benefit from the information presented, and must engage multiple and diverse people (minimum of 5) who **may not** be exclusively from your family, friends, class, or club  Example:  [10 Days of Connection](https://www.10daysofconnection.org/), each summer | 15 points | Photo of yourself at meeting, photo/screenshot of materials used to advertise the meeting, and copy of the meeting agenda with date, time, and location | **WHAT?**  In at least 3-4 sentences, describe what you did, when, where, and what the topic was. Why did you choose this action?  **SO WHAT?**  In at least 3-4 sentences, explain how it felt to complete this action. What did you learn from hosting a community meeting and how did it feel? What resolutions or actions resulted from the meeting? Why are neighborhood/community meetings important to you, to your community, and to society as a whole?  **NOW WHAT?**  In at least 3-4 sentences, describe how you might share with others some of the insights you gained through this experience. How might your future self be a little different because of this experience? |
| **CW-12** | **Complete a “Community Well-Being Certification”** (1 hour minimum)  Examples:  Mental Health, First Aid, CPR, Suicide Prevention, etc.  Check out: [MDC Student Wellness Resources](https://www.mdc.edu/student-wellness/resources/default.aspx) or [contact iCED](https://www.mdc.edu/iced/contact/default.aspx) for upcoming certifications | 15 points  X2=30 points possible | Photo/screenshot of certification of completion | **WHAT?**  In at least 3-4 sentences, describe the certification you completed. What was it, when and where was it? Why did you choose this certification?  **SO WHAT?**  In at least 3-4 sentences, explain how it felt to complete this action. What did you learn from taking this training? Why are community well-being certifications like this important?  **NOW WHAT?**  In at least 3-4 sentences, describe how you might you use what you learned in the future. Will you encourage others to complete certifications like this, why or why not? How will this certification prepare you to contribute to the positive and healthy development of your community? |
| **CW-13A** | **Attend/participate in a workshop, training, or informational event relating to community well-being or a social issue** (1 hour minimum)  Examples:  Public health, housing, public transit, public education, civic engagement expo, Diversity & Inclusion workshop, etc. | 10 points  X2=20 points possible | Photo of yourself at event and/or documented confirmation you attended (e.g., photo of sign in sheet, certificate of attendance, or email) | **WHAT?**  In at least 2-3 sentences, describe the event. What was the topic, where and when was it? Why did you choose to participate?  **SO WHAT?**  In at least 3-4 sentences, what did you learn from participating in this event? Was the content covered important to you, to the community, to society as a whole, why or why not?  **NOW WHAT?**  In at least 3-4 sentences, describe how you might approach things differently in the future based on what you learned. How will this experience help you prepare to contribute to the positive and healthy development of your community? |
| **CW-13B** | **Attend/participate in a workshop, training, or informational event relating to community well-being or a social issue** (1 day/7 hr. minimum) | 15 points | Photo of yourself at event and/or documented confirmation you attended (e.g., photo of sign in sheet, certificate of attendance, or email) | **WHAT?**  In at least 3-4 sentences, describe the event. What was it, when, where, what was the topic? Why did you choose it?  **SO WHAT?**  In at least 3-4 sentences, what did you learn from participating in this training? What new knowledge or skills were learned? How was participating important to you, to the community, and to society as a whole?  **NOW WHAT?**  In at least 3-4 sentences, describe how you might approach things differently in the future based on what you learned. How will this experience help you prepare to contribute to the positive and healthy development of your community? |
| **CW-13C** | **Participate in MDC campus or community leadership or fellowship program in its entirety relating to community well-being** (2 days, 14 hr. minimum) | 20 points | Proof of participation and completion (e.g., a letter, certificate, etc.) | **WHAT?**  In at least 3-4 sentences, describe the program you participated in. When and where was it, and what was it about? What about this program inspired you to participate? What topics were discussed in the program?  **SO WHAT?**  In at least 3-4 sentences, share what you learned from participating, including the skills and insights you gained. Why is participating in a program like this important to you, to the community, and to society as a whole?  **NOW WHAT?**  In at least 3-4 sentences, describe how you might do things differently in the future based on what you learned. How might you share the insights you learned with others? |
| **CW-14** | **Present a workshop, training, or informational event** on an issue of political, environmental, or social significance to an authentic audience\* through a single event or ongoing campaign  **\*Authentic audience**: must benefit from the information presented, and must engage multiple and diverse people (minimum of 5) who may not be exclusively from your family, friends, class, or club  *\*Presentation must include factual, cited information, and include a call-to-action or proposed solution* | 15 points | Photo or recording of you conducting the presentation | **WHAT?**  In at least 3-4 sentences, describe what you did. What was the topic? When and where did you present it, and to whom? Why did you choose this topic?  **SO WHAT?**  In at least 3-4 sentences, what did you learn from preparing and presenting this event? How did it make you feel? What about this issue inspired you to take this action? Why is it important for others to learn about this topic?  **NOW WHAT?**  In at least 3-4 sentences, describe how you might share with others some of the insights you’ve gained. Will you continue to take actions like this in the future, why or why not? |
| **CW-15** | **Hurricane and Emergency Preparedness**  **Three steps:**   1. **Review MDC’s Hurricane Preparedness site:** [**https://www.mdc.edu/safety/in-case-of-emergency/hurricane-preparedness/**](https://www.mdc.edu/safety/in-case-of-emergency/hurricane-preparedness/) 2. **Create a Preparedness Kit- see recommended items in the link above.** 3. **Create a plan**. Use this link to create your plan:   [**https://www.miamidade.gov/global/emergency/hurricane/home.page**](https://www.miamidade.gov/global/emergency/hurricane/home.page) | 15 points | Submit your Hurricane Preparedness Plan and submit a photo of your kit. | **WHAT?**  In 3-4 sentences, describe the process to build your Emergency Preparedness Plan and Kit. What are your arrangements to leave your area if you’re stuck? What is in your Hurricane Preparedness Kit?  **SO WHAT?**  In 3-4 sentences, what did you learn from this experience of preparing for an emergency? How did it make you feel? Why is it important to be prepared for hurricanes and emergencies, for you, for our community, and for society as a whole?  **NOW WHAT?**  In at least 3-4 sentences, what might you do differently in the future as a result of this experience? How might you share some of what you learned with others? |
| **CW-16** | **Donate hair for individuals who may have lost their hair while battling cancer or other ailments**   * Wigs for Kids: [www.wigsforkids.org/](http://www.wigsforkids.org/) * Locks of Love: <https://locksoflove.org/> | 15 points | Photo of yourself donating hair/haircut process. | **WHAT?**  In at least 3-4 sentences, describe what you did and who you made the donation to. What inspired you to donate your hair? What did you find most interesting about your experience?  **SO WHAT?**  In at least 3-4 sentences, describe what you learned from this experience. How did it feel to donate a part of yourself? Why is it important to participate in programs like this, for you, for the community, and for society as a whole?  **NOW WHAT?**  In at least 3-4 sentences, describe how you might share with others some of the insights you gained through this experience. In the future, will you donate to this program or others like it, why or why not? |
| **CW-17** | **Understanding Empathy**  Watch 2 short videos and read “What is Empathy” article. See links below.   1. [What Is Empathy article](https://www.verywellmind.com/what-is-empathy-2795562#:~:text=Empathy%20allows%20people%20to%20build,physical%20and%20psychological%20well%2Dbeing.) from VeryWellMind by Kendra Cherry 2. [Brene Brown on Empathy](https://www.youtube.com/watch?v=1Evwgu369Jw) (video) 3. [Empathy: The Human Connection to Patient Care](https://www.youtube.com/watch?v=cDDWvj_q-o8) (video) | 15 points | Reflection will count as documentation | **WHAT?**  In at least 3-4 sentences, describe some of the main things you learned from the short videos and article. What did you connect with in the videos and article? What did you find most interesting?  **SO WHAT?**  In at least 3-4 sentences, reflect on something new or different you learned regarding empathy from the article and videos - explain it in detail. Why do you think empathy is an important attribute for being a changemaker?  **NOW WHAT?**  In at least 3-4 sentences, describe either a time when you've been empathetic in your life (e.g., at home, school, or work) or a time when you could have shown more empathy. How might you share with others some of the insights you gained through this experience? How might your future self be slightly different because of this experience? |
| **ARTS & CULTURE**  *Discovering how the arts strengthen and enrich our communities* | | | | |
|  | **Civic Action** | **Points** | **Documentation** | **Reflection** |
| **AC-1** | **Watch a film or documentary** about a political, environmental, social, or cultural issue (1 hour minimum)  Resource: [Access Kanopy Through Your University / Kanopy](https://www.kanopy.com/en/mdc/signup/auth/university) | 10 points  X2=20 points possible | Reflection will count as documentation | **WHAT?**  In at least 2-3 sentences, what film or documentary did you watch? What was it about? What political, environmental, social, or cultural issues were addressed?  **SO WHAT?**  In at least 3-4 sentences, describe what you learned. What feelings came up while watching it? Why is this film or documentary important to you, to the community, and to society as a whole?  **NOW WHAT?**  In at least 3-4 sentences, describe the impact that this film may have on you going forward. What might you do differently because of what you learned? What other civic topics are you interested in learning about after watching this film/documentary? |
| **AC-2A** | **Read a nonfiction or fiction book** about a political, environmental, social, or cultural issue of at least 100 pages   * [American Library Association Banned & Challenged Book List](http://www.ala.org/advocacy/bbooks/frequentlychallengedbooks) * [Earth Ethics Institute Booklist](https://libraryguides.mdc.edu/eei/reading) * [MDC Learning Resources](https://www.mdc.edu/learning-resources/) | 15 points  Bonus: Additional 5 points for banned or challenged book by completing AC-2B | Reflection will count as documentation | **WHAT?**  In at least 3-4 sentences, what book did you read and what was it about? What political, environmental, social, or cultural issue(s) did it address and why did you choose this book?  **SO WHAT?**  In at least 3-4 sentences, what did you learn? What feelings came up while reading it? Why is the topic covered in this book important to you, to the community, and to society as a whole? How can literary arts and storytelling strengthen and enrich our communities?  **NOW WHAT?**  In at least 3-4 sentences, what might you do differently as a result of reading this book? Is there an action you might take as a result, why or why not? Will you read other books on these topics, why or why not? |
| **AC-2B** | **Bonus 5 points for reading banned or challenged book** about a political, environmental, social, or cultural issue of at least 100 pages  [American Library Association Banned & Challenged Book List](http://www.ala.org/advocacy/bbooks/frequentlychallengedbooks) | 5 points | Reflection will count as documentation | **WHAT?**  In at least 2-3 sentences, what book did you select from the banned or challenged list? Summarize why some view it as controversial.  **SO WHAT?**  In at least 2-3 sentences, describe how you felt about the content covered and about it being banned. What are the pros and cons of challenging or banning books? Why/why not is freedom of expression through books important?  **NOW WHAT?**  In at least 2-3 sentences, what might you do differently in the future as a result of reading a challenged or banned book? |
| **AC-3** | **Research the indigenous people and tribe(s) of your community** using your zip code with Native Land  [Native Land Map](https://native-land.ca/) | 10 points | Reflection will count as documentation | **WHAT?**  In at least 2-3 sentences, provide names and location of each tribe of your community. Include a summary of their history and whether they are active today. Do the tribes have any public-facing spaces and/or events that others can attend/participate in?  **SO WHAT?**  In at least 3-4 sentences, describe what surprised you about their historical background and/or current activity. What did you learn from this experience that stood out to you? Why is it important to know about the indigenous tribes of our communities?  **NOW WHAT?**  In at least 3-4 sentences, describe how this knowledge might impact your perception of tribal issues moving forward. How might your future actions, thoughts, behavior, or mindset be changed because of what you learned? How might your future self be a little different because of what you learned? |
| **AC-4A** | **Create a land acknowledgement for the indigenous people and tribe(s) of your community** from #AC-3   * [Native Governance Center’s Land Acknowledgement](https://nativegov.org/a-guide-to-indigenous-land-acknowledgment/) * [Whose Land Are You On Video](https://www.youtube.com/watch?v=kADwVHIP8zs) | 5 points  Bonus: Additional 10 points for presenting to an authentic audience (see AC-4B) | Upload a copy of the land acknowledgement you wrote | **WHAT?**  In at least 2-3 sentences, describe what you did and how you did it. Describe your process of writing a land acknowledgement for the indigenous tribe(s) of your community.  **SO WHAT?**  In at least 2-3 sentences, explain the importance of creating and sharing a land acknowledgement. What did you learn about their significance?  **NOW WHAT?**  In at least 2-3 sentences, describe how learning about and creating a land acknowledgement might change the way you think about your “place” in the world. Will this experience change anything for you going forward? Why or why not? |
| **AC-4B** | **Present a land acknowledgement for the indigenous people and tribe(s) of your community to an authentic audience** (minimum 5 people) (from AC-4) | 10 points | Photo and/or video of presentation with audience present (min. 5 people) | **WHAT?**  In at least 2-3 sentences, describe the event and who you presented it to. Why did you choose this audience and how did they react?  **SO WHAT?**  In at least 3-4 sentences, why is it important to know about and acknowledge our community’s indigenous people and tribes? What did you learn from this experience? How did it make you feel?  **NOW WHAT?**  In at least 3-4 sentences, what might you do differently as a result of this experience? Can you envision yourself presenting an acknowledgement like this again in the future, why or why not? |
| **AC-5** | **Visit a park, museum, or site of environmental or cultural significance\***  **\*Cultural significance:** a site with historic, scientific, social, or spiritual value   * [Visit Miami Museums for Free](https://www.miamiandbeaches.com/things-to-do/arts-culture/museums/free-museum-days) * [Historic Places to Visit in Miami](https://www.10best.com/destinations/florida/miami/attractions/additional-historic-sites/) * [Historic Treasures in Homestead & Florida City](https://www.miamiandbeaches.com/things-to-do/history-and-heritage/17-must-visit-in-homestead) | 10 points  X2=20 points possible | Photo of yourself at event and/or documented confirmation you attended (e.g., photo of sign in sheet, certificate of attendance, or email) | **WHAT?**  In at least 2-3 sentences, describe the site you visited. What was it, when did you visit, where is it located, what did you do there, and why did you pick this site?  **SO WHAT?**  In at least 3-4 sentences, share what you learned. What feelings came up during your visit? Why is it important to visit sites like this? How do sites like this enrich our community. How did this visit inform or impact the connection you have with your community?  **NOW WHAT?**  In at least 3-4 sentences, will you visit other environmental/cultural sites again in the future, why or why not? What types of sites would you like to visit in the future? |
| **AC-6** | **Join a community art or cultural collective (group/organization)** and attend at least 2 meetings/events  Examples:  “O, Miami,” Miami Film Society, book club, Miami-Dade Group Rides, etc. | 15 points for joining and attending at least 2 meetings | Evidence of joining art or cultural collective (official letter or email, membership card, etc.), photo of yourself at *each* meeting, and/or receipt of attendance with date | **WHAT?**  In at least 3-4 sentences, what group did you join? Describe the group and its purpose and what inspired you to join. Provide a description of *each* meeting/event you attended and the topics covered. Did any of the topics addressed surprise you? If so, why?  **SO WHAT?**  In at least 3-4 sentences, what did you learn about the arts and your community’s culture from joining? How did joining and participating make you feel? What contributions did your membership and presence bring to the collective? Why do you think it is important for there to be cultural collectives in the community?  **NOW WHAT?**  In at least 3-4 sentences, will you continue to participate in this group or others, why or why not? How might you encourage your peers to participate in a collective like this? |
| **AC-7** | **Attend/participate in Live Arts Miami event** (1 hour minimum)  Example:  Attend a performance, workshop, discussion or volunteer your time behind the scenes to make them happen  [LiveArtsMiami.org](https://liveartsmiami.org/) | 10 points  X2=20 points possible | Photo of yourself at event and/or documented confirmation you attended (e.g., photo of sign in sheet, certificate of attendance, or email) | **WHAT?**  In at least 2-3 sentences, describe the event you attended – what was it, when, where? What was the event about? What happened at the event? Did it meet your expectations, why or why not?  **SO WHAT?**  In at least 3-4 sentences, what did you learn from this experience? How did it make you feel? Why is attending events like this important to you, to the community, and to society as a whole? How do the arts enrich our community and contribute to changemaking?  **NOW WHAT?**  In at least 3-4 sentences, what did this experience inspire you to do moving forward? What might you do differently in the future because of this experience? |
| **AC-8** | **Attend/participate in a local art, religious or cultural fair/festival/event** (1 hour minimum)  Examples:  Miami Book Fair, Miami Film Festival, Asian Culture Festival, O, Miami Poetry Festival, etc. | 10 points  X2=20 points possible | Photo of yourself at event and/or documented confirmation you attended (e.g., photo of sign in sheet, certificate of attendance, or email) | **WHAT?**  In at least 2-3 sentences, describe the event you attended. Where was it, when, what was the purpose of the event. What about it inspired you to attend or participate?  **SO WHAT?**  In at least 3-4 sentences, what did you learn? How did attending make you feel? Are events like this important to the well-being of our community, why or why not? Did this experience influence any cultural perceptions you had before attending?  **NOW WHAT?**  In at least 3-4 sentences, will you attend other events like this in the future, why or why not? Will you encourage friends and family to attend, why or why not? What other similar events are you aware of that you might like to attend? |
| **AC-9** | **Present original art\* for an authentic audience\*\*** on a political, environmental, or social issue  **\*Art**: 2D, 3D, or performance art, plus a call-to-action or proposed solution  **\*\*Authentic audience**: must benefit from the message presented, and must engage multiple and diverse people (minimum of 5) who may not be exclusively from your family, friends, class, or club | 15 points | Photo or recording of art and photo and/or video of presentation with audience present (min. 5 people) | **WHAT?**  In at least 3-4 sentences, provide the date, time, and location of your presentation. Who were the audience? What piece of art did you present? What was the message you conveyed. How did others react to the art and information you presented? What about this issue inspired you to present original art?  **SO WHAT?**  In at least 3-4 sentences, what did you learn from this experience? How did it make you feel? What impact can art have on political, environmental, and/or social issues? Why is it important to use art for positive change?  **NOW WHAT?**  In at least 3-4 sentences, how might you be different because of this experience? Can you envision yourself continuing to present your art to promote the common good in the future? How can we more effectively use art to bring about social change and reach more students? |
| **AC-10** | **Attend/participate in an art performance, exhibition or cultural walking tour** (1 hour minimum)   * [MOAD](http://www.mdcmoad.org/) * [HistoryMiami Museum](https://www.historymiami.org/) * [Culture Shock Miami](https://cultureshockmiami.com/) | 10 points  X2=20 points possible | Photo of yourself at event and/or documented confirmation you attended (e.g., photo of sign in sheet, certificate of attendance, or email) | **WHAT?**  In at least 2-3 sentences, describe the event – what was it, when, where, and why did you choose to participate in this event? What was the purpose of the event? Did anything surprise you?  **SO WHAT?**  In at least 3-4 sentences, what did you learn? How did participating make you feel? Why are events like this important to you, to the community, and to society as a whole? How did the experience help you discover how the arts and culture strengthen and enrich our communities?  **NOW WHAT?**  In at least 3-4 sentences, what might you do differently in the future as a result of this experience? Can you envision yourself attending other events like this in the future, why or why not? |
| **AC-11** | **Read two articles on an interfaith dialogue initiative or event**   * [unesco.org/interculturaldialogue/en/publications](https://www.unesco.org/interculturaldialogue/en/publications) * [interfaithamerica.org/magazine/](https://www.interfaithamerica.org/magazine/) * [un.org/en/observances/interfaith-harmony-week](https://www.un.org/en/observances/interfaith-harmony-week) * [abrahamicfamilyhouse.ae/](https://www.abrahamicfamilyhouse.ae/) | 5 points | Reflection will count as documentation | **WHAT?**  In at least 2-3 sentences, describe the articles you read – include the name and citation of each article. What were the main points of these articles?  **SO WHAT?**  In at least 2-3 sentences, what did you learn from these articles? Was there anything that surprised you? How does the issue relate to your role as a global citizen? Does the issue addressed in the article impact you personally? Is it important to know about other faiths/religions, why or why not?  **NOW WHAT?**  In at least 3-4 sentences, what actions can you take in your community to bring awareness to this issue? How might you share any insights you learned with others? |
| **AC-12** | **Learn about Ramadan and fast from sunrise to sunset (fasting means not eating at all, and in some cases abstaining from drinking which is “dry” fasting)**  [What and when is Ramadan?](https://www.brandeis.edu/spiritual-life/resources/guide-to-observances/ramadan.html) | 15 points | Reflection counts as documentation | **WHAT?**  In at least 3-4 sentences, describe what you did. What day did you fast, from when to when? Did you also abstain from drinking too? What did you learn about Ramadan from the article you read? How did you feel, did you notice differences in your energy levels, mental-clarity, and mood during fasting?  **SO WHAT?**  In at least 3-4 sentences, what did you learn from this experience? Did anything surprise you about fasting? Did it change any previous perceptions about Islam or fasting? Why is it important to be aware of other cultural and religious traditions?  **NOW WHAT?**  In at least 3-4 sentences, what might you do differently in the future as a result of this experience? How might you share some of the insights that you gained with others? Will you fast again in the future, why or why not? |
| **AC-13** | **Attend a worship service of another faith** | 10 points | Reflection will count as documentation | **WHAT?**  In at least 2-3 sentences, what service did you attend? When, where? Summarize the main tenets of the faith and describe the experience. Was there anything about the service that surprised you? Did this experience change your approach/attitude to other religions?  **SO WHAT?**  In at least 3-4 sentences, what did you learn? How did attending make you feel? Did attending increase your curiosity about other religions? Was there anything in the service that was familiar to you, or similar to a practice in your own life? Why is it important to know about other faiths (interfaith literacy)?  **NOW WHAT?**  In at least 3-4 sentences, what might you do differently in the future as a result of this experience? What insights did you gain and how might you share them with others? Will you attend other services of different faiths, why or why not? |
| **SOCIAL INNOVATION**  *Developing innovative and human-centered solutions to challenging issues in support of social progress* | | | | | |
|  | | **Civic Action** | **Points** | **Documentation** | **Reflection** |
| **SI-1** | | **Learn about “social innovation” - watch video and read both articles**  Video:   * [Solving the World’s Toughest Problems](https://youtu.be/aPWGqRmzXn4)   Articles:   * [What is Social Innovation and why is it important?](https://csi.thenudge.org/blog/what-is-social-innovation-and-why-is-it-important) * [5 Social Innovation Examples](https://ourgoodbrands.com/social-innovation-examples-changing-world/#:~:text=One%20of%20the%20most%20inspiring,lack%20access%20to%20basic%20amenities.) | 5 points | Reflection will count as documentation | **WHAT?**  In at least 2-3 sentences, describe the video you watched and articles you read. How would you define social innovation in your own words. What is an example of social innovation that you liked from the examples provided, why?  **SO WHAT?**  In at least 2-3 sentences, what did you learn? Does what you learned make you more hopeful about our future, why or why not? Why does the concept of social innovation matter to you, to our community, and to society as a whole?  **NOW WHAT?**  In at least 2-3 sentences, describe how you might share with others some of the insights you gained through this experience. Do you have an idea for a social innovation project you would like to see happen in your community, and what would it be? |
| **SI-2** | | **Read two articles on the same topic from** [Solutions](https://solutionsu.solutionsjournalism.org/welcome) Journalismat least 2 pages (~1,000 words) each  Examples of topics:  Hunger, Climate Change, etc.  [Solutions Journalism U](https://www.solutionsjournalism.org/storytracker) | 5 points  X2=10 points possible | Reflection will count as documentation | **WHAT?**  In at least 2-3 sentences, which two articles did you read? Describe what solutions journalism is and how it advances social innovation across the world. What specific theme did you choose to identify your two articles.  **SO WHAT?**  In at least 2-3 sentences, what insights did you gain about the particular theme that you chose? How did the solutions described in the articles make you feel about the theme you chose?  **NOW WHAT?**  In at least 2-3 sentences, describe how you might share with others some of the insights you gained through this experience. Is there anything more you would like to learn about regarding either your theme of choice or the articles you selected? |
| **SI-3** | | **Learn about Ashoka Fellows – who they are and what they do. Visit their website and identify someone who is working on an issue that matters to you.**  Examples of issues:  Homelessness, gun violence, etc.   * [Who are Ashoka Fellows?](https://www.ashoka.org/en-us/program/ashoka-fellowship) * [Find Ashoka Fellows](https://www.ashoka.org/en-us/our-network/ashoka-fellows/search) | 5 points  X2=10 possible points | Reflection will count as documentation | **WHAT?**  In at least 2-3 sentences, what do Ashoka Fellows do and how are they important participants in the space of social innovation? Share about the Ashoka Fellow you selected and why they were of interest to you.  **SO WHAT?**  In at least 2-3 sentences, what did you learn from this experience? How did learning about Ashoka Fellows make you feel? Why is it important for all of us to be social innovators and what can we learn from Ashoka Fellows?  **NOW WHAT?**  In at least 2-3 sentences, what might you do differently in the future now that you have learned about Ashoka Fellows. How might your mindset be different moving forward? How might you share your new insights with others? |
| **SI-4** | | **Watch a TED Talk on any social innovation project.** Search and choose a video related to a social/environmental topic of interest to you.  [TED](https://www.ted.com/talks) | 5 points per video  X2=10 possible points | Reflection will count as documentation | **WHAT?**  In at least 2-3 sentences, summarize your video selection (and include link of the video) – who is behind the social innovation and what challenge is the work trying to address? What makes this an example of social innovation?  **SO WHAT?**  In at least 2-3 sentences, what did you learn from this experience? Why does this project, and social innovation in general, matter to you, to our community, and to society as a whole?  **NOW WHAT?**  In at least 2-3 sentences, describe how you might share with others some of the insights you gained through this experience. Do you have an idea for a social innovation project you would like to see happen in your community, and what would it be? |
| **SI-5A** | | **Attend/participate in social innovation or social entrepreneurship workshop, training, or informational event** (1 hour minimum)  Examples:  hackathon events, boot camps on design thinking, social innovation workshops, etc.  Visit or follow us for future events   * [MDC Changemaking/ Social Innovation](https://www.mdc.edu/changemaking/) * [Instagram](https://www.instagram.com/mdcchangemaking/) * [Venture Café Miami](https://venturecafemiami.org/) | 10 pts | Photo of yourself at event and/or documented confirmation you attended (e.g., photo of sign in sheet, certificate of attendance, or email) | **WHAT?**  In at least 2-3 sentences, describe the event you attended and its topic. Why did you choose this event – what was your interest in the topic?  **SO WHAT?**  In at least 3-4 sentences, share what you learned. Is what you learned important to you, to the community, and to society as a whole? Why or why not?  **NOW WHAT?**  In at least 3-4 sentences, might your future actions, thoughts, behaviors, or mindset be changed because of this experience? Describe how your future self might be a little different, and if not, share why not. |
| **SI-5B** | | **Attend/participate in social innovation or social entrepreneurship workshop, training, or informational event** (1 day/ 7 hr. minimum)  Examples:  hackathon events, boot camps on design thinking, social innovation workshops, etc. | 15 pts | Photo of yourself at event and/or documented confirmation you attended (e.g., photo of sign in sheet, certificate of attendance, or email) | **WHAT?**  In at least 3-4 sentences, describe the event you attended and its topic. Why did you choose this event – what was your interest in the topic?  **SO WHAT?**  In at least 3-4 sentences, share what you learned. Is what you learned important to you, to the community, and to society as a whole? Why or why not?  **NOW WHAT?**  In at least 3-4 sentences, might your future actions, thoughts, behaviors, or mindset be changed because of this experience? Describe how your future self might be a little different, and if not, share why not. |
| **SI-5C** | | **Attend/participate in social innovation or social entrepreneurship workshop, training or fellowship** (2 days/14 hr. minimum)  Examples:  CGI U, hackathon events, boot camps or fellowships on design thinking or social innovation, etc. | 20 points | Proof of participation and completion (e.g., a letter, certificate, etc.) | **WHAT?**  In at least 3-4 sentences, describe the event you attended and summarize the topics covered. Why did you choose this event – what was your interest in the topic?  **SO WHAT?**  In at least 3-4 sentences, share what you learned. Is what you learned important to you, to the community, and to society as a whole? Why or why not?  **NOW WHAT?**  In at least 3-4 sentences, might your future actions, thoughts, behaviors, or mindset be changed because of this experience? Describe how your future self might be a little different, and if not, share why not. |
| **SI-6A** | | **Submit a Commitment to Action to CGI U or submit a proposal to any social innovation challenge**   * [Apply to CGI U](https://www.clintonfoundation.org/clinton-global-initiative/meetings/cgi-university/programs/apply)   [Contact iCED for assistance](https://www.mdc.edu/iced/contact/default.aspx)   * [UpPrize - Social Innovation Challenge](https://www.upprize.org/) * [21st annual MIT IDEAS Social Innovation Challenge supports students leading social innovation](https://news.mit.edu/2022/mit-ideas-social-innovation-challenge-0523) * [Become a RESOLUTION Fellow - The Resolution Project](https://resolutionproject.org/become-a-resolution-fellow/) * <https://www.youthlead.org> * https://youngaworld.com/youthdelegate/ | 15 points | Submit a copy of your final Commitment to Action application or proposal | **WHAT?**  In at least 3-4 sentences, describe your “commitment to action” (or social innovation project). What issue was addressed? What about this issue inspired you to apply? Describe your process for preparing the Commitment to Action.  **SO WHAT?**  In at least 3-4 sentences, what did you learn from this experience? Why does this experience matter to you, to the community, and to society as a whole? Why are social innovation programs like this important, especially for college students?  **NOW WHAT?**  In at least 3-4 sentences, describe your plans to implement your social innovation project? How might you raise awareness and find solutions for the issue you are focusing on? |
| **SI-6B** | | **Implement your social innovation project from Action SI-6A (**15 hour minimum) | 20 points | Submit proof of implementation and completion | **WHAT?**  In at least 3-4 sentences, describe your social innovation project and what you did. What specific actions did you take to complete the project? When, where, and how?  **SO WHAT?**  In at least 3-4 sentences, what did you learn from this experience? Why does this experience matter to you, to the community, and to society as a whole? Why are social innovation projects like this important to you, to our community, and to society as a whole?  **NOW WHAT?**  In at least 3-4 sentences, describe how your future self might be different as a result of this experience and how you might share your new insights with others. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **INSTRUCTOR ASSIGNED CIVIC ACTION / PROPOSE YOUR OWN CIVIC ACTION** | | | | |
|  | **Civic Action** | **Points** | **Documentation** | **Reflection** |
| **IA-1** | **Course instructor assigned Civic Action item** (for something not already in the Scorecard) | 5-15 points depending on time, effort, and impact action | Documentation assigned by the course instructor | Reflection assigned by the course instructor |
| **PYO-1** | **Contact your** [iCED office](https://www.mdc.edu/iced/contact/default.aspx) **and propose a “civic action” not on this list** (must be preapproved by iCED) | 5-15 points depending on time, effort, and impact action | Consult with iCED | Consult with iCED |