Jane Goodall's roots&shoots

ROOTS & SHOOTS FORMULA TOOLKIT

THIS TOOLKIT IS YOUR OFFICIAL GUIDE TO THE 4-STEP FORMULA FOR IDENTIFYING AND IMPLEMENTING A SERVICE CAMPAIGN. WHETHER YOU'RE WORKING ON YOUR OWN OR WITH A GROUP, JUST REMEMBER...EVERY ACTION MAKES A DIFFERENCE.

Founded in 1991 by Dr. Jane Goodall, Jane Goodall's Roots & Shoots is a youth service program for young people of all ages. Our mission is to foster respect and compassion for all living things, to promote understanding of all cultures and beliefs, and to inspire each individual to take action to make the world a better place for people, other animals, and the environment.

"Roots creep underground everywhere and make a firm foundation. Shoots seem very weak, but to reach the light they can break open brick walls. Hundreds and thousands of roots and shoots, hundreds and thousands of young people around the world can break through these walls."

- Jane Goodall, Ph.D., DBE
Founder, the Jane Goodall Institute +
UN Messenger of Peace

COMPASSIONATE LEADERSHIP:

Leaders from the playground to the boardroom hold the key to shaping the world. To make the world a better place, we have to change the way we make decisions. We need leaders who care about how their actions affect the world we all share.

Roots & Shoots empowers young people to become the types of leaders who will make right choices to build a better world. Through the program, youth lead local change through service while developing skills and traits of compassionate leaders.

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including Common Core State Standards

Read more about Compassionate Leadership at rootsandshoots.org/compassionateleadership.

GET EXCITED ABOUT MAKING A DIFFERENCE BY EXPLORING DR. JANE'S STORY AND EXAMPLES OF OTHER COMPASSIONATE YOUNG LEADERS.

PRIMARY COMPASSIONATE LEADERSHIP SKILLS EXERCISED IN STEP 1:

INTROSPECTIVE
Examines their beliefs to consider how their actions affect the world around them

HOPEFUL & OPTIMISTIC
Stays positive and committed to achieving their goal

Getting excited and engaged in completing a service-learning campaign for your community is the first step in the Roots & Shoots formula. One great way to do this is to discover inspirational stories from other change-makers. In this section, you will find stories and resources that will surely convince you (and your group) that you can make a difference.

DR. JANE'S STORY

In pursuit of her goals, Dr. Jane had to overcome many obstacles — economic, social and professional. She is a pioneering female role model in the sciences, and a dedicated change-maker for communities across the globe. A number of resources are available from the Jane Goodall Institute and Roots & Shoots that you can use to explore Dr. Jane's story...

- Updates from Dr. Jane and her team at the Jane Goodall Institute on her blog, Jane Goodall's Good For All News **(news.janegoodall.org)**
- Videos: Dr. Jane answers FAQs **(vimeo.com/album/2177291)**
- Videos on Dr. Jane's work including the short video, *Nature's First Lady,* and the feature length *Jane Goodall's Wild Chimpanzees* IMAX movie
- Books on Dr. Jane's life:
  - *My Life with the Chimpanzees* by Dr. Jane Goodall (Grades 4-7)
  - *Me...Jane* by Patrick McDonnell (Grades P-2)
  - *I am Jane Goodall* by Brad Meltzer & Christopher Eliopoulos (Grades P-2)
  - *Reason for Hope: A Spiritual Journey* by Dr. Jane Goodall (Grades 9+)

Get these books at your local library or get your own copy at shop.janegoodall.org.

FUN FACTS ABOUT DR. JANE:

- Dr. Jane's real first name is Valerie.
- Dr. Jane has two favorite toys that she loves very much — Jubilee, a toy chimpanzee given to her by her father when she was three years old, and Mr. H, a toy monkey given to her by her friend, Gary Hahn.
- Dr. Jane's favorite animal is a dog, and to go with that, her favorite movie is Disney's Lady and the Tramp.
- Dr. Jane loves eating dark chocolate and drinking strong coffee — both organic and fair-trade of course!

HELLO DR. JANE! AN INSPIRATIONAL BIOGRAPHY

From a very young age, Dr. Jane loved animals and wanted to read every book she could about them. When Dr. Jane grew up, her love of animals grew and she knew she wanted to go to Africa to continue her learning. An opportunity to visit a family friend in Kenya arose, and she worked very hard as a waitress and a secretary to earn enough money to go on the trip.

There she met Dr. Louis Leakey, a famous archaeologist who studied human natural history. Dr. Leakey hired Dr. Jane and eventually decided that Dr. Jane should study chimpanzees in what is now Gombe National Park in the country of Tanzania.

As a woman, Dr. Jane couldn't go study the chimpanzees by herself, so in 1960, Dr. Jane's mother accompanied her on the trip. Each day, Dr. Jane hiked out to try to find the chimpanzees and observe their behavior. No one had studied them in the wild this way before. She documented many behaviors among the chimpanzees including eating, sleeping, and movement, as well as family relationships and social interactions. She also made notes about their emotions and personalities.

Among her observations, perhaps the greatest was the discovery that chimpanzees make and use tools. Her first observation of this was of a chimpanzee using a blade of grass to "fish" termites out of a mound of dirt.
As a young scientist, the other scientists didn't respect Dr. Jane's work at first because she had given the chimpanzees names, and discussed their personalities which scientists at the time believed only human beings could have. Dr. Jane persisted, and eventually her point of view was accepted. Today, she is known as one of the most prominent female scientists of the 20th century.

After spending nearly 30 years studying the chimpanzees in the field, Dr. Jane began traveling the world discussing chimpanzees with all kinds of audiences. During her travels, Dr. Jane soon began to realize that the number of chimpanzees around the world were quickly dwindling. She had to do something to protect them.

In 1977, Dr. Jane founded the Jane Goodall Institute to continue her research, and establish projects to help improve human communities in the countries where there are the highest concentrations of chimpanzees. Through a people-centered approach to conservation, these communities join the Jane Goodall Institute in its mission to protect chimpanzees and secure a hopeful future for them.

Also during her travels, Dr. Jane met many young people who felt apathetic about their communities and felt that their futures had been stolen. Dr. Jane agreed, but she did not want to leave these young people with the belief that they couldn't do anything to make the world a better place. And so, Dr. Jane started the global youth program, Jane Goodall's Roots & Shoots. Today with Roots & Shoots in over 100 countries, hundreds of thousands of young people are developing skills to become compassionate leaders who engage in the world around them and develop the behaviors and attitudes to be good stewards of the environment.

Today, Dr. Jane continues to travel 300 days a year helping every individual understand that they can make a difference in their communities.

STORIES OF ROOTS & SHOOTS CAMPAIGNS IN THE UNITED STATES

CAPS Day of Play with Community Helpers

Group Name: Children Are People
Location: Gallatin, TN
Project Profile: rootsandshoots.org/project/caps-day-play-community-helpers

Members of the Roots & Shoots group Children Are People (CAP) organized an event to improve community relations — especially between the community and members of law enforcement. Their project, Recycle Day of Play, broke down barriers and was recognized as Roots & Shoots Project of the Month. CAP Roots & Shoots members first used mapping to figure out where their community helpers were located in their hometown of Gallatin, Tennessee. After receiving a mini-grant from Roots & Shoots, the group designed games using recycled cardboard to educate and celebrate what certain community partners do for their community.

The CAPS Day of Play was a huge success! Over 120 community members attended and interacted with each other. The students "arrested" the Chief of Police, road crews brought out heavy equipment for people to explore, and there were food and prizes for all to enjoy. Powerful new friendships were established that will last a lifetime.

Superhero Trash Pickup

Group Name: Roots & Shoots Pinellas
Location: St. Petersburg, FL
Project Profile: rootsandshoots.org/project/super-hero-trash-pick

In the coastal town of St. Petersburg, Florida, most trash littered throughout the community will eventually end up in the ocean. When members of Roots & Shoots Pinellas realized this, they wanted to take action to reduce as much trash as possible. They came up with an idea to dress up as superheroes, pick up trash, and talk to community members on the importance of reusable items instead of plastic. After receiving a Roots & Shoots mini-grant, the group purchased reusable items to give to community members. Items such as stainless steel water bottles, cloth bags, and steel straws were handed out while the "superheroes" talked with people about reducing waste.

The group reached nearly 100 community members throughout the day and teamed up with community organizations to grow their impact. The entire campaign served as a wake-up call to help locals understand the importance of reducing trash and keeping the ocean clean.

Friendly Felines

Group Name: The Baby Janes
Location: Queens, NYC
Project Profile: rootsandshoots.org/project/our-fecund-feralsfriendly-felines

There were dozens of stray cats wandering around an elementary school in Queens, New York, so Ms. Brown decided to start a Roots & Shoots group to assess and address the situation. Together, they brainstormed how they could help the cats. They created a digital community map to gain a better understanding of their community and how local organizations might be able to support them in their mission. They learned about a local trap, spay, and neuter (TNR) program and decided that their campaign should focus on educating community members about options for stray cats.

They created flyers to send to the community and outfitted old, donated coolers into winter shelters for the cats near the school. Their campaign was celebrated as Roots & Shoots Project of the Month!

STORIES OF COMPASSIONATE LEADERS

Malala Yousafzai, UN Messenger of Peace

Malala Yousafzai has been fighting for girls' education for years. When she was 11, she started blogging about the Taliban takeover of her hometown of Mingora in northwestern Pakistan. Taliban members follow an extreme version of Islam. They believe girls should not go to school.

For several months, Malala's school and hundreds of others in her district were closed. Malala spoke publicly about her desire to go to school. "All I want is an education," she told one television broadcaster.

When the Pakistani government regained control, Malala was able to return to class. But she continued to speak out about girls' right to an education. On October 9, 2012, the Taliban tried to silence her. A gunman boarded her school bus and shot her on the left side of her forehead. But Malala survived, showing great courage and optimism during her long recovery. During this time, Malala became a symbol of the struggle for girls' rights all over the world.

In 2013, Malala became the youngest person ever to be nominated for a Nobel Peace Prize. She also released her memoir, I Am Malala, which tells the story of her life before and after the gunshot that nearly killed her. Malala is now a student in Birmingham, England. She continues to give a voice to the millions of children around the world who do not have the opportunity to go to school. In 2017, she became the youngest United Nations (UN) Messenger of Peace, the highest honor given to a citizen by the UN — a title which she shares with Dr. Jane.

Source: timeforkids.com

Dr. Martin Luther King Jr.

Martin Luther King Jr. was born on January 15, 1929, in Atlanta, Georgia. He graduated from Morehouse College in 1948 and was ordained as a Baptist minister. Growing up, Dr. King experienced racial prejudices and segregation which were both law and custom throughout most of the United States. He became an influential leader in the Civil Rights Movement to end racial segregation and discrimination during the 1950s and 1960s.

Dr. King believed strongly in nonviolent protest. In 1955, he led the Montgomery Bus Boycott to protest segregated seating. It is considered the first large-scale demonstration against segregation. Over the next 13 years, he organized many more boycotts, marches, and sit-ins. Despite being harassed and even arrested, Dr. King endured and was determined to see change. His speech, "I Have A Dream," is considered one of the greatest speeches in history is quoted frequently.

Dr. King was honored with the Nobel Peace Prize in 1964 and Time magazine selected him as Man of the Year. Dr. King's efforts were largely successful — in 1964, the Civil Rights Act was passed, which banned segregation in public facilities. Four years later, at the age of 39, Dr. King was assassinated in Memphis, Tennessee. Dr. King dedicated his life to achieving equality and justice for all Americans, regardless of color.

Read more: kids.nationalgeographic.com/explore/history/martin-luther-king-jr

RECOMMENDED REFLECTION ACTIVITY: SELF ASSESSMENT RUBRIC

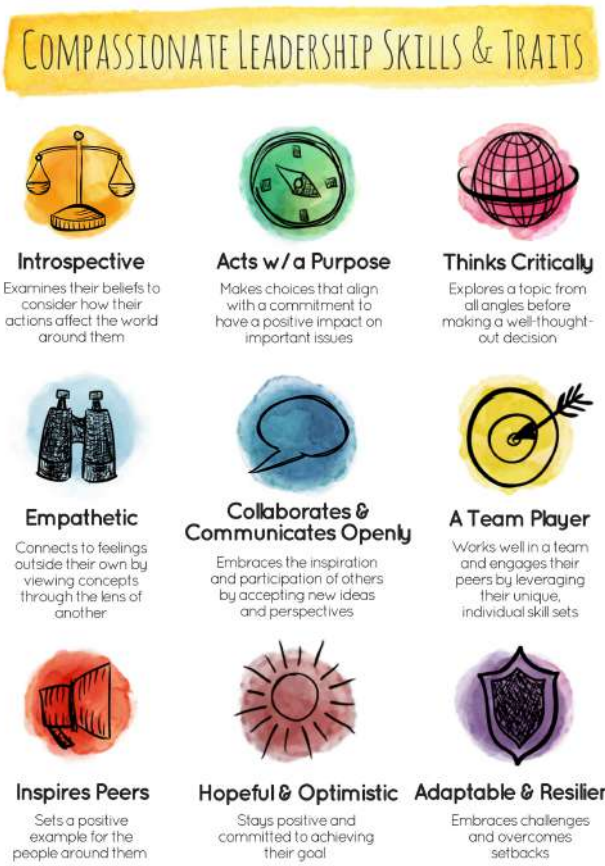
Compassionate leaders display many different positive traits and, young or old, challenging ourselves to improve on those traits helps us to become the best humans we can be. This activity will get you or your group thinking about the traits needed to be a strong compassionate leader and assess the traits you already have and how to strengthen them.

TIME REQUIREMENT

approx. 1 hour at start of campaign
+ 1 hour at conclusion of campaign, adaptable

1 WHAT IS A COMPASSIONATE LEADER MADE OF?

First, review and discuss the 9 traits of a compassionate leader. Can your group provide examples of what each of them looks like in real life?



2 SELF-ASSESSMENT

Group leaders, pass out a self-assessment rubric to each group member to assess their strength on each of the traits. This exercise should be completed individually and confidentially.

3 CREATE A GROUP CHART

- Group leaders, collect all of the individual self-assessments. Create a group chart by tallying how many people chose "strength," "neutral," and "needs improvement" for each category. Keep students' responses anonymous while doing this.
- Highlight the group strengths and then discuss how the group can improve their weaknesses. Save a copy of this chart to refer back to.

4 DURING YOUR CAMPAIGN...

Throughout the service campaign, refer to the group chart and the traits of a compassionate leader. Recognize when you or a member of your group displays one of the traits.

5 AFTER YOUR CAMPAIGN...

- At the end of the campaign, complete steps 1-3 again. Compare the first group chart to the second to assess the group's growth. Was there a big change? Celebrate how far you've come as a group!
- After group members have completed a second self-assessment, hand back their first assessment so that they can compare their answers and recognize their own growth as a compassionate leader.

EXTENSION ACTIVITY:

- **Evaluating Peers:** After completing the individual rubrics, you can distribute another chart. This time, group members don't evaluate themselves, but instead assess one of their peers. They can rate their peers on how often they exhibit each trait. Anonymous evaluations encourage honesty. You can do this again at the end of the campaign and share with each group member to see how their peers evaluated them. Or maybe do peer evaluations mid-way through your campaign so they can see how they may be improving!

Instructions: Mark each trait with an “X” to indicate it is a "strength," it "needs improvement," or it is "neutral" (or you're not sure.)

	Introspective Examines their beliefs to consider how their actions affect the world around them	**Acts w/a Purpose** Makes choices that align with a commitment to have a positive impact on important issues	**Thinks Critically** Explores a topic from all angles before making a well-thought-out decision	**Empathetic** Connects to feelings outside their own by viewing concepts through the lens of another	**Collaborates & Communicates** Embraces the inspiration and participation of others by accepting new ideas and perspectives	**A Team Player** Works well in a team and engages their peers by leveraging their unique, individual skill sets	**Inspires Peers** Sets a positive example for the people around them	**Hopeful & Optimistic** Stays positive and committed to achieving their goal	**Adaptable & Resilient** Embraces challenges and overcomes setbacks
Strength									
Neutral									
Needs Improvement									

NAME:

DATE:

This self-assessment rubric activity works best with a group. To download a self-assessment rubric activity just for YOU, visit: **http://bit.ly/2rotmxu.**

PRIMARY COMPASSIONATE LEADERSHIP SKILLS EXERCISED IN STEP 2:

INTROSPECTIVE
Examines their beliefs to consider how their actions affect the world around them

EMPATHETIC
Connects to feelings outside their own by viewing concepts through the lens of another

COLLABORATES/COMMUNICATES OPENLY
Embraces the inspiration and participation of others by accepting new ideas and perspectives

USE THIS ROOTS & SHOOTS COMMUNITY MAPPING TOOL ALONG WITH YOUR CRITICAL THINKING SKILLS TO EXPLORE YOUR COMMUNITY AND:

- Learn the geography and layout of your local area
- Determine areas of need for people, other animals and the environment
- Identify resources that may support efforts to meet community needs
- Form a deeper commitment and resulting **empathy** towards the people, other animals and the environment that makes up your community

TIME REQUIREMENT
2 hours minimum, suggested multi-day/week project

MATERIALS
- Colored pencils, markers, or Crayons
- Regular pencil or pen
- Large sheets of white paper
- Glue or Tape
- Stickers
- Map (printed, purchased or hand drawn)
- Optional: Internet
- Optional: Google My Maps or Esri ArcGIS Online (see digital mapping tutorials)

Community mapping practices many types of research including observation, internet and print media searches, as well as interviews with family, friends and community leaders who become **collaborators** with you on your efforts.

EDUCATORS: Learn how to align mapping with different subjects at rootsandshoots.org/lessonplans

1 PART ONE: OBSERVING YOUR COMMUNITY

Take note of what is on the way to school or work when on the bus, in the car, biking, etc. Imagine you are looking at the community from a bird's eye view.

SAMPLE GUIDING QUESTIONS
- Why is it important to learn more about your community?
- What are the roads around your location? Are there any major intersections?
- Notice the cars and people walking outside, imagine where they are going and what they do to have fun, where they work, eat, sleep etc.
- Do you see animals, wild or domestic? Where do they go during the day? get food? play? or go when they are sick?
- Where do you see plants or trees? How do they survive and how did they get there? What makes them important to your community?
- Be introspective! What role do you play in your community? How do the daily actions you take impact the people, other animals and environment around you?

Observations can be recorded in many different ways - photography, artwork, journaling, video production, presentations, the options are endless.

SAMPLE GUIDING QUESTIONS
- How do you feel about your community? Do you feel your community has the resources to meet the needs of both humans and animals? Do you feel that local officials consider the environmental impact of major changes such as new roads, parks, and other developments?
- What issue have you recently read or heard about that impacts your community? Does this issue primarily impact humans, animals, or the environment? Do you believe the issue will have a positive or negative impact on your community?

2 PART TWO: PREPARING YOUR MAP

Draw, print or purchase a map of your location. If you are mapping a radius around a zip code or specific location, two to five miles is sufficient. If it is a campus, request a map from the front office. If you are using a purchased map, draw a radius around your community.

OPTIONAL CHALLENGE:
Use a blank sheet of grid paper (or the one included in the end of this guide) and see if you can draw your location from memory. How is your community or campus oriented —to the North, South, East or West?

3 PART THREE: MARKING COMMUNITY ASSETS

See the examples below to identify your community's unique assets. The lists below are just examples of assets, you don't have to map all of them, and you could map others depending on your community. Distinguish the three categories on your map by assigning each a unique identifier (i.e., color, shape, stickers). For example, mark human assets in blue, animal assets in red, and environmental assets in green.

HUMAN ASSETS

- Places for school/work
- Highlight major streets
- Areas of leisure
- Libraries/Community centers
- Places of worship
- Grocery stores, farmer's markets, favorite restaurants
- Hospitals or clinics
- Shelters and food banks
- Fire and police stations

ANIMAL ASSETS

- Animal sightings, species
- Domestic animal use (dog parks, dog friendly trails, etc.)
- Animal shelters
- Animal control facility
- Animal hospitals
- Animal sanctuaries
- Zoos and aquariums

ENVIRONMENTAL ASSETS

- Wild and/or protected spaces
- Bodies of water
- Mountains, beaches, etc.
- Recycling centers, landfill/waste management
- Water facilities
- Power sources (coal, nuclear, wind, solar and geothermal power plants)
- Environmental services (watersheds, reservoirs, wetlands)

4 PART FOUR: REFLECTION

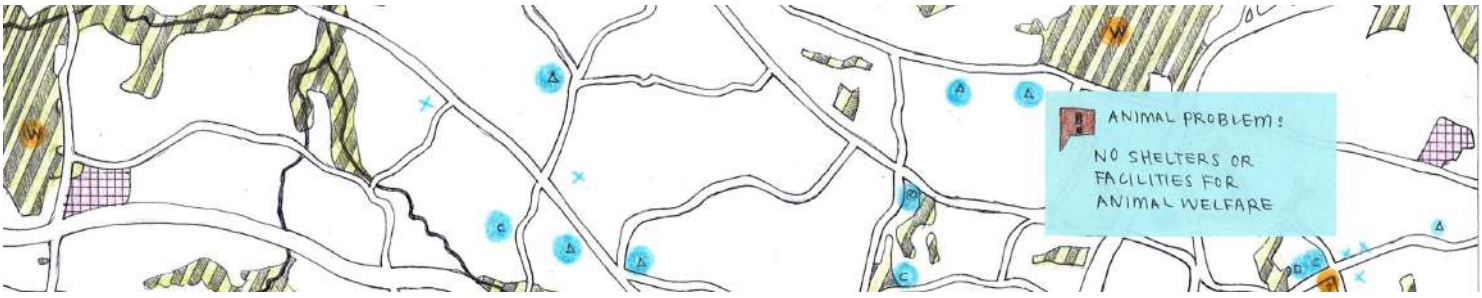
Refer to your map as you reflect on the following suggested questions.

SAMPLE GUIDING QUESTIONS

- Do any of the marked assets above serve more than just the one category? (human, other animal and Environment) Example, a recycling center benefits the environment but also provides a service to humans.
- What are some of the assets above that support the people, other animals, and environmental habitat in your community?
- What things do you like about your community?
  - One quality about your community that makes it a great habitat for people
  - One quality about your community that makes it a great habitat for animals
  - One quality about your community that makes it a great environmental habitat
- What makes you most proud (happy?) to live in your community?
- Is your community meeting the basic needs of people and animals?
- Is your community environmentally sustainable?
- What things could be improved for your community?
  - One quality your community could improve to make it a better habitat for people
  - One quality your community could improve to make it a better habitat for animals
  - One quality your community could improve to make it a better environmental habitat
- What other parts of your community should be included on the map? How are they important to the human, animal, or environmental habitats in your community?
- Reflect on the observations made in Part 1. How did your initial observations influence your map? Are there things that surprised you about your community as you were mapping?

Do this on your map, on a separate sheet of paper, or as a conversation.

Next up, use Step 3 of the Roots & Shoots formula to use your map to design a service campaign that addresses a need in your community. Visit rootsandshoots.org/takeaction.



Go digital! Learn how to create a digital community map using Google My Maps or Esri ArcGIS Online. Download tutorials at www.rootsandshoots.org/mapping.

MAPPING ACTIVITY FOR YOUNG CHILDREN

Children will think about the different parts that make up their community and categorize what they see into people, animals, and the environment.

AGES 4-6

MATERIALS

- Optional: Children's books that illustrate community for people, animals and the environment
- Poster paper, construction paper or easel pad
- Pens, crayons, pencils, stickers, etc.
- Tape/glue
- Scissors

1 OPTIONAL: "MY COMMUNITY AND ME"

Download and read our illustrated story, "My Community and Me" that highlights all the parts that make up a community. Get the story here: **www.rootsandshoots.org/mycommunityandme**

2 GROUP BRAINSTORM

Children are given 3 sheets of paper. Guide them as they discuss their community and help them brainstorm through the following steps:

PEOPLE

On the first sheet of paper, they draw all the places in their community that serve people. Each drawing is labeled and cut out. Guiding questions:

- Who lives in our community?
- What do they do for fun?
- Where do they learn and work?
- Where do they get their food?
- Where do they they go if they need help?

ANIMALS

On the second sheet of paper, they are to draw all the animals in their community and the places that serve them. Each drawing is labeled and cut out. Guiding questions:

- What animals live here?
- Are there pets and wild animals in our community?

ENVIRONMENT

On the third sheet of paper, they are to draw all the environmental traits in their community. Each drawing is labeled and cut out. Guiding questions:

- What does our community look like?
- What kind of plants are here?
- Where does our community get its water?
- Where do we play when we go outside?

TIP: Depending on the scale of your map, it may be helpful to tell children to name the things and places they can walk to.

3 BUILDING YOUR MAP

Everyone closes their eyes and imagines what it would be like to be a bird flying overhead. On a large piece of paper, the group draws a map of their community. The children work together to glue all the people, animal and environmental elements to their map. As the pieces come together, discuss how the map becomes a puzzle and that each drawing is an important piece. Guiding questions:

- Where does each animal live on our map? Where do they get their food? Where do they sleep? Does each animal have everything it needs in our community?
- What are some ways that people help each other in our community?
- Why do you think the plants in our community are important? What do you notice about them?

TIP: Help children orient themselves on the map by starting with your current location. Invite children to use their fingers to imagine walking to the different places on their map.

4 CHOOSING A CAMPAIGN

Guide children as they reflect on their community map. Begin brainstorming an area of the community where students feel they can make a difference and select a Roots & Shoots campaign. Guiding questions:

- What do you like about our community?
- Is there anything that you would change about our community?
- Are there any people, or animals, or places that need our help in our community?
- What could we do to help our community?

OTHER IDEAS:

- Instead of drawing, children can cut images out of magazines, newspapers, etc to build their map.
- Introduce legos or other building blocks for children to construct a model of their community and place their drawings in the appropriate locations.
- Visit **www.rootsandshoots.org/neighBEARhoodwatchkids** to view a video feature of a first-grade classroom that modified the Roots & Shoots mapping activity. They started with a group brainstorm and created a list of the people, animals and environment in their community. Then, each student drew their own map that included everything on their list.

RECOMMENDED REFLECTION ACTIVITY: PAIR SHARE

Group members take a few minutes to reflect on what they learned about their community while mapping. Taking time to articulate and share new thoughts will help solidify their lessons learned. Set aside 5 minutes after completing the mapping exercise to lead this reflection activity.

1. Group members turn to the person nearest them and each person shares:
   - One new thing they discovered about their community.
   - How they feel about their community after mapping it.
   - One thing they would like to do to help their community.

2. Group rejoins and volunteers are invited to share with the group what they discussed for each topic.

STEP 2 SUPPLEMENTAL MATERIALS: Common Core State Standards for Community Mapping, **Page 21**

PRIMARY COMPASSIONATE LEADERSHIP SKILLS EXERCISED IN STEP 3:

ACTS WITH PURPOSE
Makes choices that align with a commitment to have a positive impact on important issues

THINKS CRITICALLY
Explores a topic from all angles before making a well-thought-out decision

ADAPTABLE AND RESILIENT
Embraces challenges and overcomes setbacks

A TEAM PLAYER
Works well in a team and engages their peers by leveraging their unique, individual skill sets

COLLABORATES/COMMUNICATES OPENLY
Embraces the inspiration and participation of others by accepting new ideas and perspectives

CHOOSING YOUR CAMPAIGN

The Community Mapping activity may leave your group with several ideas for potential service campaigns. What you must do now is decide what your official campaign will be. For many Roots & Shoots groups, this decision is made easy - their map truly points them in the right direction! If your map reveals several potential campaigns and you're not sure how to decide, refer to the "Choosing a Campaign Topic" worksheet in the supplemental materials section of this toolkit.

CAMPAIGN PLANNING GUIDE

Once you have decided on your campaign, it's time to begin planning! The task of planning a campaign can be extensive. Use this worksheet to help you keep track of important planning details. Reference this document throughout your campaign. Work with your younger group members to find the answers to these questions and record the results for them. Older group members can complete the guide in small groups and share their answers, combining them into one document for the group with everyone's ideas.

WHAT?

What are your campaign goals?
Think both in long-term and short-term. For example, a short-term goal might be to start a recycling program at school. A long-term goal might be to educate the student population about the importance of recycling and to reduce the amount of school waste by 40 percent next year.

Short-term:

Long-term:

What challenges might you encounter as you try to address this problem?

Based on your community map, what resources exist that can help you be successful? Is there a local organization already working on this issue? Do you know a parent, student, friend, or community member with helpful connections or skills?

HOW?

What information will you be collecting to measure your success?

What will you do to overcome the challenges or barriers listed above?

What supplies and materials will you need for your campaign projects? Make a list of everything you think you will need (supplies, transportation, etc.) Keep in mind that many businesses and organizations will donate or lend materials. Contact prospective donors!

WHERE?

Where will your campaign projects take place? Ideal location:

Alternative locations:

Use this location checklist to ensure the safety, appropriateness, and availability of the campaign site:

- ☐ We have permission to use the site from the property owner or local government.
- ☐ We have permission from our parents/guardians to use this project location.
- ☐ We have arranged transportation for group members to get to and from the site (if applicable).
- ☐ Other project participants will be able to get to and from the project site (if applicable).

WHEN?

What is your campaign timeline?
Campaign Start Date:

Campaign Completion Date:

Are there scheduled meeting or project dates in between?

Create a timeline for the campaign showing target completion dates for the various stages of the project.
Check one or more of the following:

- ☐ Everyone has a copy of the timeline that we created as a group.
- ☐ A master copy of the timeline is posted in a place where everyone has access.

TIP: Make a backwards timeline. Start by choosing the deadline for your campaign and work backwards by setting dates for all the things that will need to happen prior to that date.

WHO?

Who in your group will be responsible for the various campaign tasks? Below are some roles that your group members might fill. Use these and create your own to fit your specific needs. Consider the time commitment that each job will require and how much time each group member can commit. Members can volunteer or nominate tasks according to group members' strengths. Perhaps someone would like to try a job that is completely new and different to them!

What roles can your group come up with?

Campaign Coordinator:

Fundraising Guru:

Materials Organizer:

Group Greeter:

Media Designer:

Data Wizard:

If your campaign requires ongoing action (e.g. watering recently planted trees), discuss with your group how this responsibility will be delegated.

COMMUNITY COLLABORATING

Part of planning your campaign in Step 3 involves collaborating with your community and soliciting outside support. Collaboration can occur on many different levels. It can be as easy as reaching out to parents or it can become more in depth as your group communicates with the different resources. Collaboration can come in all different forms such as donations, volunteers, information and materials. Below are several ideas for different ways that your group can reach out to external beneficiaries in order to increase the impact and outreach of your campaign!

Review Your Map
You may have already discovered some helpful resources on your community map! For example, if your group identified homeless animals as a main concern to address in your campaign, have group members contact any animal resources you identified through the community mapping process and see what type of support they can provide. Encouraging young people to participate in this step can often lead to a greater sense of engagement and responsibility for your members and the community. Some ways they may want to connect could be by email, making a phone call, or scheduling an interview with them.

Connect with Parents
Many skilled and enthusiastic supporters are already invested in your group! Parents can help in a number of ways by offering expertise, service, knowledge, and materials to your service-learning campaign. The first step is to ask. Encourage group members to discuss their campaign with family and friends. Send a notification about your campaign home to parents and guardians of group members and offer a list of ways they can be supportive.

Approach Your School
If your group is located at a school, add your service-learning campaign to the next PTA meeting agenda and see what creative ideas they come up with or reach out to your principal and colleagues! Your school contacts may know local organizations who can support you and your students. Many school districts partner with institutions that have educational programs.

EXAMPLES OF COMMUNITY COLLABORATION

Community Volunteers and Resources
Students chose to create a community garden for their campaign and elicited the help of community volunteers and friends to construct and care for the garden. Materials for the garden were donated by local businesses. Families contributed healthy recipes so the students could create and print materials encouraging the community to eat healthy. The group gave out free samples of meals cooked from their garden and donated produce from the garden to their local soup kitchen.

Youth Voice in the Community
On their community map, fifth graders identified an unplanned construction site near their school. They wondered if activity there might impact the purity of their water supply. They also saw on their map a community center across the street from their school who shared their concerns. They researched their local water supply and invited experts to speak with them. Students then spoke with local media about their campaign and are working with the school to build a water monitoring system.

Develop a Partnership
After mapping their community, students wanted to create a campaign that would promote a healthy lifestyle while reducing the amount of pollution in their environment. They decided to create a bicycle campaign. They began by contacting a local organization who agreed to partner with them. Together, they hosted an event to educate their community about bike safety. Their partner also helped the group set up a pop-up bike lane at their school and a bike swap.

Collaborate for Change
Students in Los Angeles created a campaign to reduce the use of single use plastic on their campus. They began by surveying the use of plastic at their school. They discovered that most of the waste was coming from food packaging. Students set out to address the issue by first contacting the school's food vendor to encourage them to supply more eco-friendly alternatives. They also started a recycling program at their school and created a public service announcement to educate their community about the importance of reducing waste.

TIPS:

- Invite community members to share their passions and talents to add a creative element to your campaign.
- Support young members to reach out to their community directly. Youth voice is powerful!
- Find an organization whose mission complements your campaign.
- Come prepared with research and practical solutions when approaching potential collaborators.

COMMUNITY COLLABORATORS: EXAMPLE SUPPORT LETTER

Dear _____,

My name is (first name, age/grade). **I am a member of Jane Goodall's Roots & Shoots at** (school/organization).

(Explain how your group became interested in your cause. EXAMPLE: Recently my class went for a walk in our neighborhood and we noticed that there were a lot of plastic bags littering our parks and streets. The plastic bags were even caught in trees and drains. We then learned about how dangerous the bags are for animals and the environment).

After discussing the ways we would like to help, my group and I have chosen to lead a service learning campaign to (campaign description. EXAMPLE: increase the use of reusable bags). We hope to do this by (details of campaign. EXAMPLE: creating a flyer about the negative impacts of plastic bags and supplying shoppers with reusable bags). **We hope other community members like you will join us to help** (issue addressed. EXAMPLE: reduce the use of plastic bags).

Some ways that (name of business, organization or individual) **can support our campaign could be to:**
(Requested support. EXAMPLE:

- Join our reusable bag pledge
- Donate time or materials for our reusable bags
- Donate paper and printing for our flyer
- Volunteer to distribute our flyer
- Volunteer for an interview
- Become a campaign partner by including your logo on our flyer)

We hope to hear from you! If you would like to help, please contact (group leader and contact information).

COMMUNITY COLLABORATORS: EXAMPLE INTERVIEW QUESTIONS

- What is your name and what is your role in your community? (Occupation, business, volunteer, resident etc.)
- How does (state the issue addressed in your campaign) impact the community?
- What would you like to see changed?
- How do you think those changes could benefit the community?
- What can people do to help make those changes?
- What do you think will happen if we don't do anything?
- Is there anything else you would like to share?

RECOMMENDED REFLECTION ACTIVITIES: INTERCONNECTION

Ask group members to consider how their campaign has an impact on all three community areas: people, animals AND the environment. Were there any unintended positive impacts that your groups observed? How did the community respond to your campaign? For example, a campaign addressing urban runoff on a local creek might be viewed primarily as an environmental campaign. However, one could also connect how improving the condition of the creek would additionally benefit the lives and health of animals who make that body of water their home. The same could be said for the local human population that live around the creek.

Additional Reflection Activities:

- Journaling
- Photographing/drawing
- Storytelling
- Role playing
- Group debriefing
- Pair sharing (i.e. asking group members to share with a partner what they learned that day)

STEP 3 SUPPLEMENTAL MATERIALS:
Choosing a Campaign Topic, **Page 22**
Example Introduction Letter, **Page 23**

PRIMARY COMPASSIONATE LEADERSHIP SKILLS EXERCISED IN STEP 4:

INTROSPECTIVE
Examines their beliefs to consider how their actions affect the world around them

INSPIRES PEERS
Sets a positive example for the people around them

HOPEFUL & OPTIMISTIC
Stays positive and committed to achieving their goal

CAMPAIGN REFLECTION

When should you reflect on your campaign? The answer is always! There are opportunities to reflect on components of your Roots & Shoots campaign at each step. Reflection allows everyone to think about and communicate the significance of their actions. Through reflection, the lessons learned along the way become concrete. Were there challenges that were overcome? As a group, what are proudest of? As individuals? How did the project change the way each member of the group feels about their community?

Compassionate Leader Reflection:

As you celebrate your campaign, take a moment to reflect back on the compassionate leadership traits. How has your team used and developed these skills? What about individual group members? Be sure to talk about specific examples of when you used these traits in your campaign.

5 AFTER YOUR CAMPAIGN (THIS IS STEP 5 FROM PAGE 6)

- At the end of the campaign, complete steps 1-3 again. Compare the first group chart to the second to assess the group's growth. Was there a big change? Celebrate how far you've come as a group!
- After group members have completed a second self-assessment, hand back their first assessment so that they can compare their answers and recognize their own growth as a compassionate leader.

Instructions: Mark each trait with an "X" to indicate it is a "strength," it "needs improvement," or it is "neutral" (or you're not sure.)

	Introspective Examines their beliefs to consider how their actions affect the world around them	Acts w/a Purpose Makes choices that align with a commitment to have a positive impact on important issues	Thinks Critically Explores a topic from all angles before making a well-thought-out decision	Empathetic Connects to feelings outside their own by viewing concepts through the lens of another	Collaborates & Communicates Embraces the inspiration and participation of others by accepting new ideas and perspectives	A Team Player Works well in a team and engages their peers by leveraging their unique, individual skill sets	Inspires Peers Sets a positive example for the people around them	Hopeful & Optimistic Stays positive and committed to achieving their goal	Adaptable & Resilient Embraces challenges and overcomes setbacks
Strength									
Neutral									
Needs Improvement									

NAME:

DATE:

Remember, this self-assessment rubric activity works best with a group. To download a self-assessment rubric activity just for YOU, visit: **http://bit.ly/2rotmxu.**

Get creative! At Roots & Shoots we have witnessed many creative examples of reflection. *For example, group members have used their smartphones to document and compile video journals of their campaign projects. Other groups have started blogs where they record and publish their journey.* The goal is for group members to take time throughout their campaign to look back on their experiences in real time and make personal evaluations and connections to their activities.

MEASURING SUCCESS

Tracking accomplishments and noting challenges help continually improve and demonstrate what has been learned. It will also help them with where to go next with your service project, and keeps your group engaged and excited long-term.

Track Your Progress
At the beginning of the campaign, decide what data should be tracked to demonstrate impact for your service campaign. Consider your campaign goals. How you will show if your campaign has been successful? Throughout the campaign mark milestones in the progress against the goals and timelines.

Re-Map Your Community
Some campaigns might benefit from a post-campaign community map. Revisit the observations made in the original map and compare them to changes that they see in their community after their campaign has ended.

Survey Your Community
Another great way to assess the impact of your service-learning campaign is to conduct a survey. Surveys can be as in depth and specific as your campaign allows. Your group may wish to conduct a pre and post-campaign survey, or you may find it beneficial to interview members of your community after the campaign has ended to discover if their awareness has changed regarding your campaign issue.

WAYS TO SURVEY THE COMMUNITY:

- **Photo Survey:** Group takes before and after photos of their community to demonstrate the physical changes they've made.
- **Public Interviews:** Group members survey individuals in their community to learn how their campaign has impacted them.
- **Data Collection:** Group members outline specific data they wish to collect to measure their impact. They design detailed surveys to conduct before and after their campaign.
- **Group Member Survey:** Group conducts a survey of its members to learn how the campaign has changed them and their perspective on their cause and their community.

CELEBRATING YOUR IMPACT

It's time to celebrate your impact and recognize the accomplishments of your Roots & Shoots group members! By taking time to recognize the work that you've done, members have the opportunity to share their success with the community and reflect on the journey that you've shared. There are many different ways to recognize the accomplishments of your campaign.

Create a Virtual Celebration: Choosing to create a virtual celebration of your campaign is a great way to share your story with your community and can even provide a long lasting tool that will continue your cause after your campaign is finished. Some ways to create virtual celebration include:

- **Create a Public Service Announcement (PSA):** By alerting the public about the issue you have identified in your campaign, you can tell your story while creating an ongoing tool to create awareness. Group members can take leadership in the filming and editing of your video.
- **Host a Virtual Event:** Using online tools such as Google Hangout or Skype, group members can join from various locations to celebrate the success of your campaign. A virtual event might include taking time to recognize group members for their role in the campaign and sharing what you've learned together.
- Make a Virtual Scrapbook: Group members can compile footage, photos, data, your map, and whatever other highlights your group would like to celebrate into a video or slideshow.

Host a Celebration of Service Event: Hosting an event with your group members can be a great way to involve the community while celebrating. Your event can be as large or small as your parameters allow. Examples of a Celebration of Service event include public displays of your campaign or actual events where community collaborators, campaign beneficiaries and participants of your work are all invited to attend. Work with your group members to plan the event including assigning roles such as public outreach coordinator, photographer, MC etc.

STEP 4 SUPPLEMENTAL MATERIALS: Example Celebration Day Schedule, **Page 23**

EXAMPLE 10-WEEK TIMELINE

STEP 1: GET ENGAGED

Week 1: Dr. Jane Lesson

Outcomes:

- Group members learn about Dr. Jane and Roots & Shoots.
- Members see how young people can be compassionate leaders and change the world.

STEP 2: MAPPING

Week 2: Group Members Observe & Map Their Community

Outcomes:

- Members see aspects of their community that they did not see before.
- Members identify characteristics and resources for people, animals, and environment and narrow down their ideas into one campaign.

STEP 3: TAKING ACTION

Week 3: Report Campaign on rootsandshoots.org

Outcomes:

- Start a project profile on rootsandshoots.org.
- Members reflect on their campaign.

Week 4-5: Students Identify Community Collaborators

Outcomes:

- Group members use their map to identify collaborators and contact community members.
- Guest speakers can be invited to help members learn.

Week 6-8: Implement Campaign Plan

Outcomes:

- Members get friends, families, schools, and local businesses involved in their project.
- This can be worked on once, or many times per week.

Week 9: Measure Impact

Outcomes:

- Members conduct a post-assessment activity to see how their community has changed and record their impact.

STEP 4: CELEBRATE

Week 10: Celebration of Service

Outcomes:

- Members host an awareness service.
- Members each receive a signed certificate.
- They conduct a post-assessment survey to measure impact.
- Together, they update their project profile on rootsandshoots.org with the final campaign outcome.
- Finally, members reflect on their project, and the impacts that they have made in their community.

EXAMPLE 25-WEEK TIMELINE

STEP 1: GET ENGAGED

Week 1: Dr. Jane Lesson

Outcomes:

- Group members learn about Dr. Jane and Roots & Shoots.
- Members see how young people can be compassionate leaders and change the world.

STEP 2: MAPPING

Week 2-4: Group Members Observe & Map Their Community

Outcomes:

- Members spend one week observing and one week mapping different aspects of their community.
- They identify characteristics and resources for people, animals, and environment.

STEP 3: TAKING ACTION

Week 5-7: Report Campaign on rootsandshoots.org

Outcomes:

- They narrow their ideas down into one campaign and start a project profile on rootsandshoots.org.
- Members spend the next two weeks developing their campaign and reflecting on campaign plan.

Week 7-10: Students Identify Community Collaborators

Outcomes:

- Group members use their map to identify and contact collaborators and community members to be involved throughout the campaign.
- Over the next few weeks, members can take field trips, explore campaign themes, and invite guest speakers to explore their campaign in depth.

Week 10-20: Implement Campaign Plan

Outcomes:

- Members get their community involved in the project.
- The campaign can be worked on as a series of smaller projects or build towards one big project.

Week 21-23: Measure Impact

Outcomes:

- Members conduct a post-assessment activity to see how their community has changed and record their impact.

STEP 4: CELEBRATE

Week 24-25: Celebration of Service

Outcomes:

- Members host an awareness service.
- Members each receive a signed certificate.
- They conduct a post-assessment survey to measure impact.
- Together, they update their project profile on rootsandshoots.org with the final campaign outcome.
- Finally, members reflect on their project, and the impacts that they have made in their community.

[STEP 2] COMMON CORE STATE STANDARDS

COMMUNITY MAPPING

Common Core State Standards Pre-K and Elementary School

English Language Arts Standards, Speaking & Listening, Grade 3

- Comprehension and Collaboration: CCSS.ELA-Literacy.SL.3.1 – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on other's ideas and expressing their own clearly.

English Language Arts Standards, Writing, Grade 3

- Text Types and Purposes: CCSS.ELA-Literacy.W.3.2 – Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Production and Distribution of Writing: CCSS.ELA-Literacy.W.3.4 – With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- Research to Build and Present Knowledge: CCSS.ELA-Literacy.W.3.7 – Conduct short research projects that build knowledge about a topic.

Common Core State Standards for Middle School

English Language Arts Standards, Speaking & Listening, Grade 6

Comprehension and Collaboration: CCSS.ELA-Literacy.SL.6.1 – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on other's ideas & expressing their own clearly.

English Language Arts Standards, Writing, Grade 6

Text Types and Purposes: CCSS.ELA-Literacy.W.6.1 – Write arguments to support claims with clear reasons and relevant evidence.

Text Types and Purposes: CCSS.ELA-Literacy.W.6.2 – Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Research to Build and Present Knowledge: CCSS.ELA-Literacy.W.6.7. – Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Literacy in History/Social Studies, Science, & Technical Subjects, Grade 6-8

Research to Build and Present Knowledge: CCSS.ELA-Literacy.WHST.6-8.7 – Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Common Core State Standards for High School

English Language Arts Standards, Speaking and Listening, Grades 9-10

- Comprehension and Collaboration: CCSS.ELA-Literacy.SL.9-10.1 – Initiate and participate effectively in a range of collaborative discussions
- (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on other's ideas and
- expressing their own clearly and persuasively.

English Language Arts Standards, Writing, Grades 9-10

- Text Types and Purposes: CCSS.ELA-Literacy.W.9-10.1 – Write arguments to support claims in an analysis of substantive topics or texts, using
- valid reasoning and relevant and sufficient evidence.
- Text Types and Purposes: CCSS.ELA-Literacy.W.9-10.2 – Write informative/explanatory texts to examine and convey complex ideas,
- concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Research to Build and Present Knowledge: CCSS.ELA-W.9-10.7 – Conduct short as well as more sustained research projects to answer a
- question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple
- sources on the subject, demonstrating understanding of the subject under investigation.

Literacy in History/Social Studies, Science, & Technical Subjects, Grades 9-10

- Research to Build and Present Knowledge: CCSS.ELA-Literacy.WHST.9-10.8 – Conduct short as well as more sustained research projects to
- answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize
- multiple sources on the subject, demonstrating understanding of the subject under investigation.

DIGITAL MAPPING

Common Core State Standards Pre K-12

English Language Standards, Writing, Grade 3

- Text Types and Purposes: CCSS.ELA-Literacy.W.3.1 – Write opinion pieces on topics or texts, supporting a point of view with reasons.

English Language Arts Standards, Writing, Grade 6

- Text Types and Purposes: CCSS.ELA-Literacy.W.6.2 – Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

English Language Arts Standards, Writing, Grade 9-10

- Text Types and Purposes: CCSS.ELA-Literacy.W.9-10.2 – Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

[STEP 2] MAPPING EXTENSION GUIDE

The Roots & Shoots Community Mapping Exercise is a flexible tool designed to meet the needs of your group. Below are some common circumstances where you may wish to supplement or adapt your community map. Follow this guide to discover ways your group can address unforeseen twists or elevate mapping by adding new perspectives.

	Twist			Elevate		
Added Element	**Group feels hopeless or overwhelmed about the issues in their community**	**Group doesn't feel like there are community problems that require their help**	**Group already has a campaign idea or area of interest in mind**	**Compassionate leadership map**	**Measure your impact**	**Mapping with 5 senses**
Supplemental Reflection	If group members observe many issues in their community, the task of addressing even one of them may feel overwhelming. Young people may also express that they do not feel capable of solving big problems. Begin by acknowledging their feelings. Ask the group if they can recall a small gesture of compassion that made a big impact on them. How did it change them? Did it inspire them to change? Do people always know when they have inspired someone else? Reflect on the ways that making positive impacts can have a ripple effect. Share this tale to further illustrate your message: Starfish Story	Perhaps your group has mapped your community and cannot identify any areas of need. Invite group members to imagine that they are another person, animal, or plant in their community. Revisit your map for inspiration. Reflect on the following questions to begin seeing what your community would look like from the new perspective: Where do they live? What do they eat? Where do they sleep? Do they have everything they need? Who takes care of them? Are they safe? Explore any needs that may have been identified and begin developing a campaign idea.	Your group may already know what project you would like to lead before you even begin mapping. Great! Community mapping can be a helpful tool by giving your campaign context within the community and to reflect on how people, animals, and the environment are interconnected. Begin by identifying a plant, animal, person, or place in your community. Divide into three teams representing the different parts of the community: people, animals, environment. Each team discusses how their category relates to the chosen example. Guiding questions: How do they interact with _____? In what ways are they helpful? Are they ever harmful? What would happen if _____ disappeared? Discuss how your group's campaign idea or area of interest is also interconnected with people, animals, and the environment. What primary and secondary impacts will their campaign have?	Explore the examples of compassionate leadership found in your community for inspiration. Begin by revisiting compassionate leadership traits found on www.rootsandshoots.org. Discuss what each trait means and brainstorm what an example of each trait could be. Are there members of your community who embody compassionate leadership? How has your group been inspired by these people? What can you learn from them? How can these lessons apply to your campaign?	Your group can use community mapping to measure the impact that your campaign has had. Discuss with your group what changes they could observe that would indicate a positive impact from the actions your group took while leading the campaign. Could impact be measured by physical changes to your community? Could it be measured by people's feelings about an issue or information shared? Could it be measured by changes in the plants or wildlife in your community? Brainstorm different methods your group could use to collect the data required and how to incorporate that into your timeline.	Expand the observations your group can make by including all 5 senses into your community map. In addition the information your group collects visually, invite your group to close their eyes and imagine or report on their experiences using the other four senses in their community. Sound. What do they hear? What are they not hearing? What do those noises tell them about their community? Smell. What smells do they observe in their community? Are they pleasant? What can they learn from those smells? Taste. What are the tastes that your group associates with your community? How do those flavors say about your community? Feel. What does it feel like to be in your community? Is it hot, cold, dry, humid, windy? What does the ground feel like under your feet? What is it like for the people, plants, and animals to live there?

	Twist			Elevate		
Added Element	**Group feels hopeless or overwhelmed about the issues in their community**	**Group doesn't feel like there are community problems that require their help**	**Group already has a campaign idea or area of interest in mind**	**Compassionate leadership map**	**Measure your impact**	**Mapping with 5 senses**
Map Adaptation	Revisit your map and mark all the things your group appreciates about your community. Discuss as a group how your campaign idea could have a positive impact for each one.	Invite your group to widen the parameters of their map. Are there new community assets that could use their help?	Instead of mapping people, animals, and the environment, select one area of focus to concentrate on while community mapping. While mapping, consider how your focus topic impacts the other categories. What category could most use help? For example: One Roots & Shoots group from a horticulture club knew they would do a campaign focused on plants. They used community mapping to learn how plants in their community impacted the three areas, people, animals and the environment. They decided to plant a pollinator garden to primarily serve the animals in their community.	In addition to mapping the people, animals and environment found in your community, include elements in your map that display compassionate leadership. Some example of this could be: -Observing someone acting with compassion -Public art/plaque educating people about an important issue or figure -Charity Programs	Include your data into your map or consider mapping your community a second time to compare the results. For Example: A Roots & Shoots group led a graffiti cleanup campaign. First they mapped all the areas the saw graffiti and included photos in their map. After they completed their campaign, the re-mapped their community and marked all the places graffiti had been removed.	Incorporate any observations your group has made using all five senses into your community map. Consider choosing a different color or symbol to identify the sense that your group used to observe that feature. Discuss what senses made a big impression on the group.

[STEP 3] CHOOSING A CAMPAIGN TOPIC

Sticker Decisions

This decision-making process is helpful if you have a lot of very different ideas and interests.

- Gather stickers for every participant to have three. Write each campaign idea on its own sheet of paper. (If there are some ideas that are similar, consider combining them.)
- Place sheets of paper around the room and give everyone three stickers. Instruct group members to place a sticker on the sheets of paper representing the campaign ideas they like best. They can put three stickers on one idea, one sticker on three different ideas or any variation thereof.
- Once finished, collect the papers and count the sticker votes! If there is a tie, give each member of the group another sticker and allow them to vote between the remaining choices until there is a clear "winner."
- Use that final idea/problem area as the basis for selecting an actual campaign.

Full Group Vote

This method works best with group members who feel comfortable saying what they think and having a healthy debate in front of one another.

- Post the list of campaign ideas for all group members to see. They cannot vote more than three times, but must vote at least once.
- Read the list one item at a time and ask the group to vote for the ideas by raising their hands. Record the number of votes each idea receives. Select the top 3 ideas with the most votes and repeat the process with only those. This time, give each person only one vote. There should be a clear "winner" once all the votes have been made.

Advocating For A Campaign

If you are looking for a way for your group to more fully explore the problem areas it is concerned about, and you have a little extra time, try this selection method.

Create a list of the potential campaigns that your group members have identified.

Post the list for everyone to see. Tell each member to pick one that she/he would like to consider more fully and form small groups so they can work together.

Have members take time to consider and research this campaign further. Components of their research could be possible project outcomes, reasons why this problem area is so important to address, etc. Tell the group that they will have to present their argument to the rest of the group before a vote is taken.

Have each group present their argument to the larger group

Once each group has presented, move into a vote (similar to the ones listed above) to narrow it down to one group campaign.

[STEP 3] STARTING YOUR CAMPAIGN: EXAMPLE INTRODUCTION LETTER

Dear _____, *(school, teachers, parents, etc.)*

It is with great excitement that I share with you our class' intention to participate in a service-learning program based on the life and work of Dr. Jane Goodall. The program is called Jane Goodall's Roots & Shoots, which encourages young people to make positive change happen—for the animal community, the human community, and for the environment—and in doing so to recognize how these three subject areas are entwined and dependent upon each other to survive. With hundreds of thousands of people in more than 100 countries involved, our class is joining a global effort to improve these communities and effect change.

Through this project, I hope to educate our students about the world outside of their own experiences, and show them that they can make a positive impact in our community while developing their skills to become compassionate leaders.

Our Roots & Shoots project will be based on… *(details of project here, such as the theme – animals, humans, or the environment – and the organization that will benefit from your project, such as a local animal shelter, food bank, etc.)*

Our class' Roots & Shoots project will begin on (date) and end on (date) when we will be hosting an exciting event to celebrate and reflect upon our accomplishments. Please mark your calendar now to attend this event, as I'm sure you will want to join in the excitement around this inspiring project. More details will be forthcoming from your student(s) in the coming (weeks/months, depending on the length of your project), including ways in which YOU can get involved, too!

If you have any questions about our class' Roots & Shoots project, please feel free to contact me and/or visit the web site www.rootsandshoots.org!

Sincerely,

(group leader and contact info)

[STEP 4] EXAMPLE CELEBRATION DAY SCHEDULE

Depending on your Roots & Shoots project and the age of your group members, you may shorten or lengthen the event to meet your unique needs.

9:00 AM Group leader welcomes members, parents, community members, and media. Group leader introduces the audience to the group members and the Roots & Shoots program.

9:10 AM Group members take the stage to speak about their Roots & Shoots campaign, noting:

- How they decided on their campaign
- What they discovered during the process
- Actions they took to improve their community
- How their campaign has had a personal impact on them
- What they hope to teach others about the subject of their campaign going forward and ways community members can help

9:30 AM Group recognizes community collaborators and community members who provided support and resources during the campaign.

9:40 AM Group invites attendees to walk around the room to view campaign photographs, videos, and their community map.

10:00 AM Group leader thanks guests and talks about how they plan to continue the spirit of their Roots & Shoots campaign.