Smithsonian

Stories 4-History

DEMOCRACY

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ABOUT MUSEUM ON MAIN STREET

Museum of Main Street (MoMS) is a one-of-a-kind cultural project that has been sharing the Smithsonian's resources with rural America since 1994. It is a partnership of the Smithsonian and your state humanities council that serves small-town museums and cultural institutions and residents of rural America.

One-fifth of all Americans live in rural areas and one-half of all U.S. museums are located in small towns. Museum on Main Street provides these institutions with access to resources they may not otherwise have and assists them in making lasting improvements that advance their institution's objectives. MoMS combines the prestige of Smithsonian exhibitions, the program expertise of state humanities councils, and the remarkable volunteerism and unique histories of small rural towns. To date, MoMS exhibitions have traveled to over 1,900 towns with populations of 500-20,000 in all 50 states plus one territory.

Currently, there are three exhibitions touring via Museum on Main Street:
- *Crossroads: Change in Rural America*
- *Voices and Votes: Democracy in America*
- *Spark! Places of Innovation*

All Museum on Main Street exhibitions focus on broad topics of American history and give host museums the opportunity, with support from state humanities councils, to create their own educational programs, cultural activities, and exhibitions that center on their local heritage.

Museum on Main Street exhibitions are intended to be a platform around which communities look at their own history and culture. The Stories 4History project is a part of this larger localization that engages young people and adds to the youth voice to the community activity.

Consisting of freestanding kiosks, audio, video, interactive components, and original objects, MoMS exhibitions are small-format, limited security exhibitions that are hosted at six to eight venues in the state for approximately six weeks each.

To learn more about exhibition resources and tour schedules, visit www.museumonmainstreet.org.

WELCOME

How might you tell the story of democracy in your community? Inspired by the exhibition, *Voices and Votes: Democracy in America*, this hands-on toolkit will empower you to develop local history/civic engagement projects about the role of democracy in your communities.

Welcome to the Stories 4History Project! Throughout the course of this project, you will be learning more about yourselves, your country, and your local community. This project will span throughout your time with the Smithsonian x 4H program, with parts to complete before and after your trip to Washington, D.C.

What is the purpose of the 4-H collaboration with the Smithsonian?
- Opportunity to expose new audiences to both the National 4-H Council Positive Youth Development strengths and Smithsonian's reputation for educational resources, programs and content.
- Leverage Council's access to youth through Extension to reach and engage young people on a local level
- Provide a platform to champion youth voices from rural and tribal communities
- Engage youth in future visioning directions and change for their community
- Enhance content and curated experiences at Citizenship Washington Focus ("CWF"), True Leaders in Equity ("TLEI"), and other Council Summits.

This project is broken down into eight steps, each introduced by a guiding question. Each step includes hands-on activities, prompts, and reflections. Your facilitator will provide additional resources throughout the project. You will become a curator collecting pieces that will help you tell the story of democracy in your own community. What that story is and what it looks like is up to you.

You will partake in several check-ins with your state-wide 4H cohort, your state 4H x Smithsonian mentor, and the Smithsonian Museum on Main Street (MoMS) team. A Story Symposium will be held the first Monday of every month from August-December in which you will meet with the MoMS team and have an opportunity to connect with other 4H'ers nationwide who are also creating Stories 4History. We can't wait to see your projects and hear your story of democracy in your community.

PROJECT TIMELINE

STEP/GUIDING QUESTION	LEARNING GOAL	TIME ALLOTMENT
GUIDING QUESTION 1 *What does democracy look like in your community?*	Become familiar with the idea of democracy outside of politics.	3 Weeks
GUIDING QUESTION 2 *What do you want to learn from your community and how will you find that information?*	Conduct preliminary research to learn about local history and think about potential story ideas.	3 Weeks
GUIDING QUESTION 3 *How does your community connect to the country?*	Make connections between local and national settings.	1 Week
GUIDING QUESTION 4 *What is cultural storytelling and how do you create a great story about innovation?*	Become familiar with cultural storytelling and how to apply it to your story.	1 Month
GUIDING QUESTION 5 *How are stories told? How will you tell your story?*	Become familiar with different forms of storytelling and decide on a project format.	2 Weeks
GUIDING QUESTION 6 *What is your story?*	Create the final product and complete the story.	2 Months
GUIDING QUESTION 7 *Where does your story go now?*	Share the story with the community and with MoMS partners.	N/A
GUIDING QUESTION 8 *What's next? How can you stay active in learning about important things happening in your hometown?*	Foster an understanding of the importance of staying active within a local community and attain the tools to do so, even after this project.	N/A

UNDERSTANDING DEMOCRACY IN YOUR COMMUNITY

SECTION 1

UNDERSTANDING DEMOCRACY IN YOUR COMMUNITY

DEMOCRACY AND DIVERSITY

Democracy is not just about politics or government function. It is about participation, being knowledgeable of your own community, and being an active citizen. Explore how Americans have come together to make decisions that affected their communities, the country, and the world. How does that inform our civic participation today? In this section, you'll gain a deeper understanding for democracy and diversity.

> **WATCH: THE MEANING OF DEMOCRACY**
> To get started, watch The Meaning of Democracy to learn more about what it means to live in a nation where the power lies in the hands of "the people". While watching the video, respond to the guiding questions using the space below.

What does democracy mean to you?

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What are the responsibilities of "the people" within a democracy?

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What does it mean to be part of "the people"?

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WATCH: DIVERSITY
Watch Diversity to explore the importance of having a diversity of cultural perspectives in American democracy. While watching the video, respond to the guiding questions using the space below.

What cultural perspectives do you have?

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What different ones do you see in your community?

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UNDERSTANDING DEMOCRACY IN YOUR COMMUNITY

VOTING

WATCH: <u>A VOTE, A VOICE</u>
Watch <u>A Vote, A Voice</u> and think about the power and importance of voting in your community. While watching the video, respond to the guiding questions using the space below.

What are the things your community votes on?

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What might your values be as a voter? Make a list of your values. What is important to you?

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UNDERSTANDING DEMOCRACY IN YOUR COMMUNITY

CAST YOUR VOTE ACTIVITY

In this hands-on activity, you'll explore what it takes to become an informed voter and learn more about where you stand on important issues.

ACTIVITY STEPS

Your facilitator will share two candidates and one topic with the group. One candidate will be in favor of a topic and the other candidate will be against the topic.

Once the candidates views are presented, take a few minutes on your own to brainstorm which candidate you would vote for.

Then, share as a group and put it to a vote.

ROUND ONE | WHO WOULD YOU VOTE FOR?

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ROUND TWO | WHO WOULD YOU VOTE FOR?

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ROUND THREE | WHO WOULD YOU VOTE FOR?

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ROUND FOUR| WHO WOULD YOU VOTE FOR?

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UNDERSTANDING DEMOCRACY IN YOUR COMMUNITY

PROTESTS AND PETITIONING

WATCH: PROTESTS AND PETITIONING
Watch Protests and Petitioning to explore the role of protests and petitions in making our voices heard. While watching the video, respond to the guiding questions using the space below.

What topics are you passionate enough about to protest or petition for? When you are heard, what will you say?

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UNDERSTANDING DEMOCRACY IN YOUR COMMUNITY

DESIGN A PROTEST POSTER ACTIVITY

What change do you want to see in the world? In this hands-on activity, you'll design a poster that sends a message. It could be something you are for, something you are against, or a message of welcome or encouragement.

ACTIVITY STEPS

Chose a topic for your poster. It could be something as small as the food in your cafeteria or something as big as climate change or gun violence.

Then, brainstorm what text and/or images you will include on your poster to convey your message. As you brainstorm, think about this:

- How will you convey a clear message? How will you layout your poster?
- What colors, icons, or font will you include? Will you use capital letters, bold letters, or cursive? What colors will you incorporate to bring your message to life and make a pop?
- How will you arrange your text and/or images to clearly get your point across?

Use the space on the following pages to brainstorm your first draft. Then, turn and talk with a neighbor, teacher, or facilitator to get feedback on your poster. What could you add or adjust to convey a clear message?

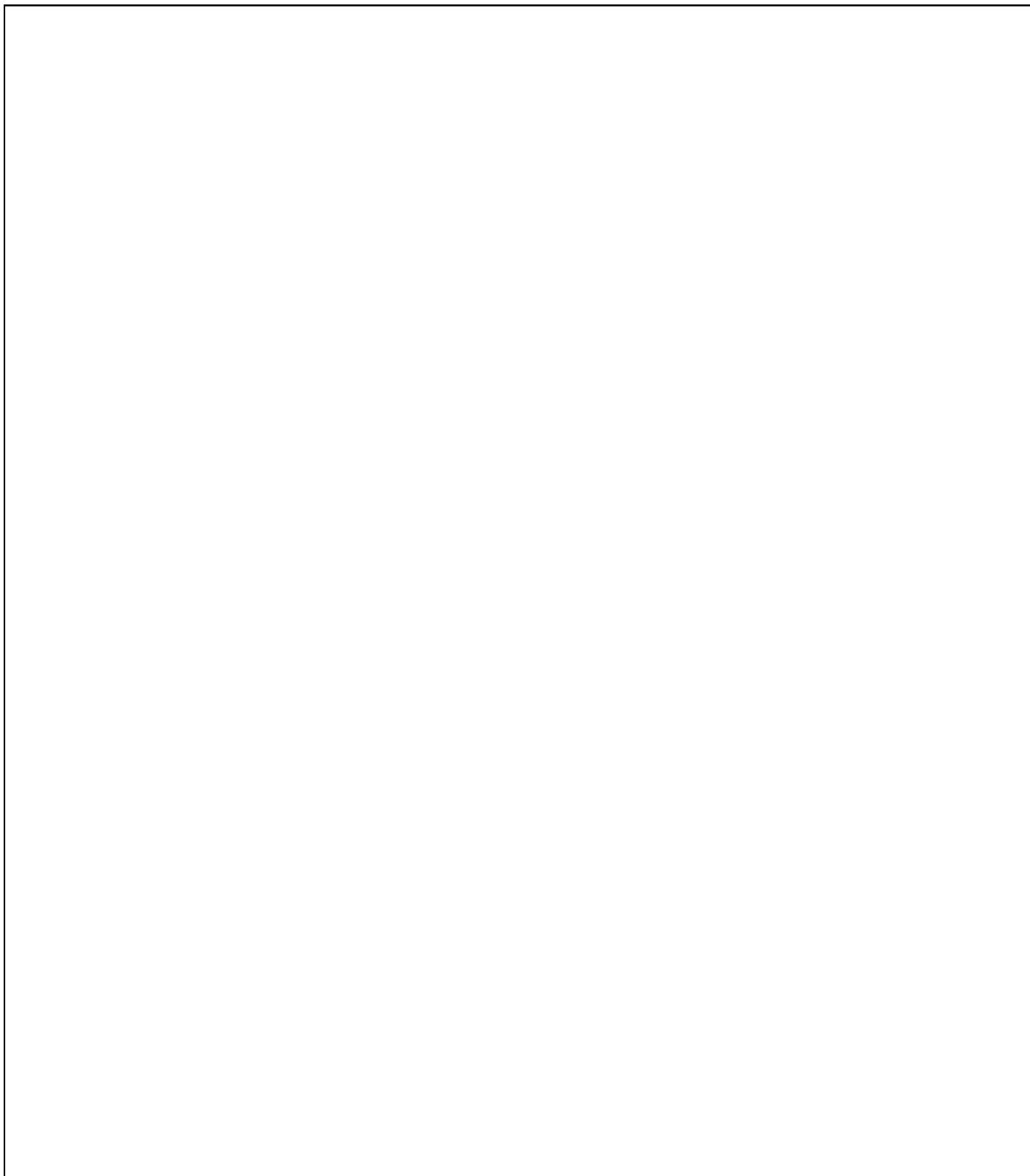Then, complete your final poster and share it with your group.

TIPS FOR CREATING YOUR POSTER

Keep it simple! Try to stick with a few elements--words and/or images to convey your design and make it easy for the reader to navigate.

Use type hierarchy. Important information like a headline or title usually has large text/font size. Less important information is smaller. This tells the reader where to focus their attention.

Have fun!

FEEDBACK

Feedback is an important part of any project's life cycle. It helps us consider things from another angle or viewpoint. Feedback is a two-way street. When you finish a first draft of your poster, share it with a neighbor, classmate, teacher, or facilitator. It is up to you to decide how much, if any, feedback you incorporate into your poster.

TIPS

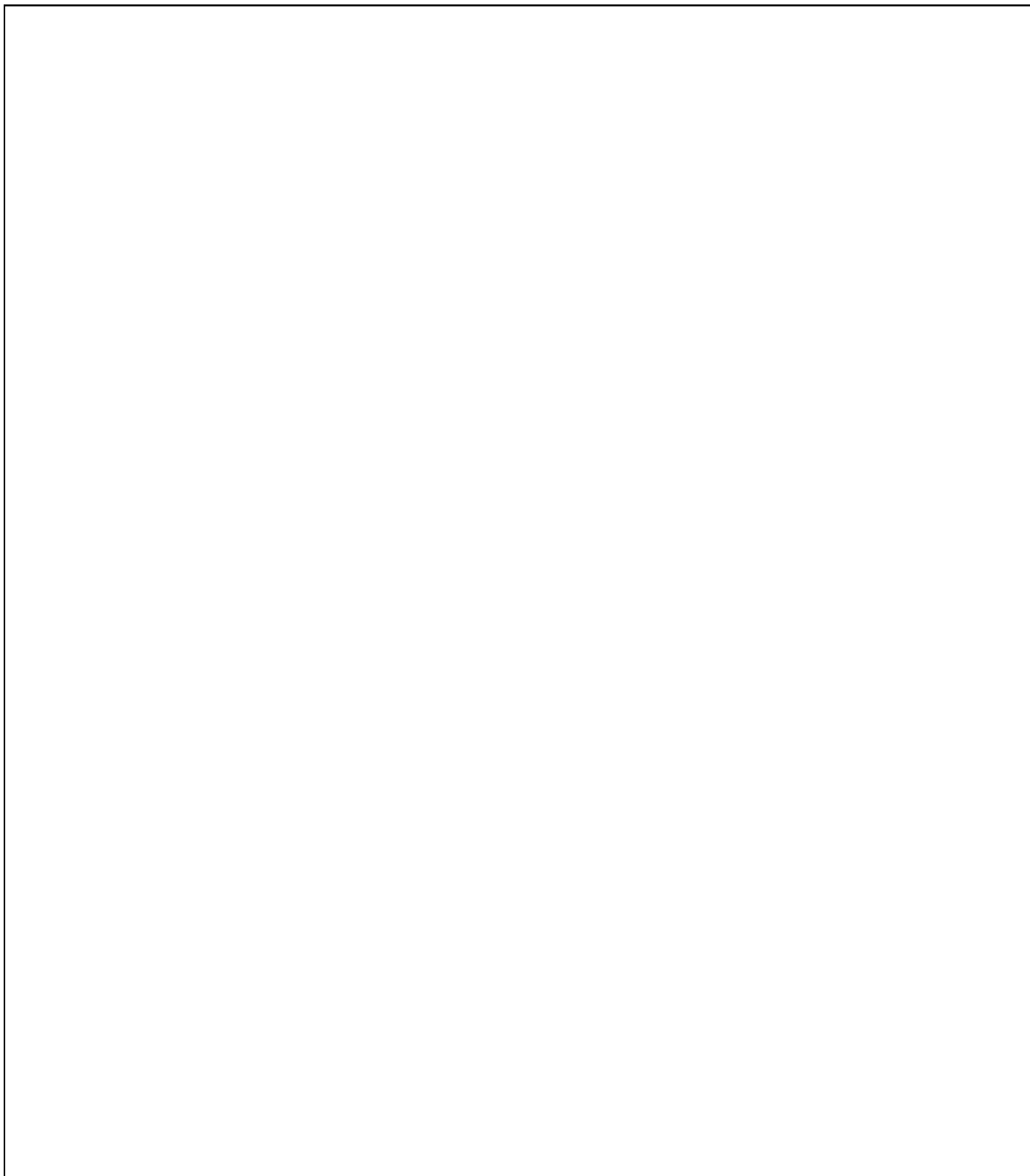| GIVING FEEDBACK	GETTING FEEDBACK
- Be focused and specific - Talk about the situation, not the person - Give praise where it is due - Be kind and sincere - Listen	- Listen - Write everything down - Don't try to explain or excuse - Ask clarifying questions - Take it or leave it - Practice gratitude

FEEDBACK NOTES

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REFLECTION

How might you turn your ideas into actions? Who can you share your ideas within your community to inform real change?

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EXPLORING LOCAL HISTORY

SECTION 2

EXPLORING LOCAL HISTORY

MY COMMUNITY VISION BOARD ACTIVITY

Now that you have a stronger understanding of what American democracy is, think about ways you see democracy at play in your own community. To get started, let's begin by defining "community". Use the space below to write or draw things that come to mind.

As you brainstorm, think about this:
- What is a community?
- What words or images would you use to define community?
- What does community mean to you? What do you hope for your community?

Now, let's take it one step further. Use the space below to make a list of the communities you belong to. It could be a faith organization, a sports team, your school, a club, or even your family.

A vision board is a collage of images and words that represent hopes, inspirations, or motivations. In this activity, you'll create a vision board that represents your community using images and words.

ACTIVITY STEPS

Start by exploring magazines, newspapers, collage materials, and any additional resources in your space.

Use scissors to cut out words and/or images that represent your community.

Once you've collected all your collage materials, start to arrange them onto the paper provided by your facilitator. How will you organize your vision board?

When you've finalized your arrangement, use a glue stick, tape, or glue to attach your materials to the paper.

When you're finished, share your vision board with your group.

EXPLORING LOCAL HISTORY

UNDERSTANDING MY COMMUNITY THROUGH HISTORY

In this hands-on activity, you'll explore how your community has changed over time and how it's impacted the people in your community.

ACTIVITY STEPS

Using resources provided by your facilitator, work in small groups to pull key moments in your communities history. When collecting information, be sure to write down the date and a few sentences that highlights why it was an important moment for your community and how it impacted the people/climate in your community.

Keep track of your discoveries using the graphic organizer below.

Once complete, work as a full group to create a visual timeline. The timeline could be created digitally or, written on a piece of paper or on a board in your space.

EVENT DATE When did the key event happen?	EVENT SIGNIFIGANCE How did it impact the people/climate in your community?

REFLECTION

How easy or difficult was it to find information about your community and how it's changed over time?

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What did you learn about democracy in your community through this activity?

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Share one key moment in your community's timeline that you found most interesting and why.

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EXPLORING LOCAL HISTORY

ASSETS IN YOUR COMMUNITY

For this part of the project, you will be conducting some general research about your community history. Your Stories 4History project will focus on a local story about democracy. Think about things within your community that interest you - is there a statue of someone you have always wondered about? An old building you always see on the way to school? A library or school program that you're interested in? What's happening in your town? Beginning from what you know from memory, create a list of the specific resources in your community.

Use the categories below to organize your list:

Category	Resource(s)
Physical/Infrastructure (buildings and sewage services)	1. 2. 3. 4.
Financial (grants and subsidies)	1. 2. 3. 4.
Human (notable individuals and historic figures)	1. 2. 3. 4.
Intellectual (special skills and capabilities)	1. 2. 3. 4.

Political (elected officials and community groups)	1. 2. 3. 4.
Natural (parks, native plant species, and natural phenomena)	1. 2. 3. 4.
Social (volunteer groups, clubs, and teams)	1. 2. 3. 4.
Cultural (unique histories, local food, and special customs)	1. 2. 3. 4.
Artistic (artists, art, and murals)	1. 2. 3. 4.
Technological (technology innovations that shape your community)	1. 2. 3. 4.

EXPLORING LOCAL HISTORY

IDENTIFYING PROJECT TOPICS

After exploring assets in your community, are there any particular places, people, or objects that you are most interested in exploring for your Stories 4History project? Use the space below to write down two initial topics of interest, how it connects to American democracy, and why you chose them. After conducting additional research, you will have an opportunity to adjust your topic(s) as needed.

TOPIC ONE

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TOPIC TWO

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EXPLORING LOCAL HISTORY

DIG DEEP: RESEARCHING YOUR TOPICS

It's time to dig deep! For this part of the project, you will be conducting research about the two topics you chose in the previous activity. Research is at the foundation for all science, history, and storytelling. It's important that you explore local and online resources and conduct interviews to learn about democracy in your community and dig deep into your story ideas.

READ AND WATCH: STORYTELLING TRAINING: RESEARCH AND CONTENT GATHERING

To get started, navigate through Storytelling Training: Research and Content Gathering. This learning lab takes you through ten steps of storytelling, from picking a theme or overall topic to starting to create your story. This learning lab also covers sources, interviewing, and citing. While navigating through this resource, respond to the guiding questions using the space below.

What is a secondary source? Share an example of a secondary source.

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What are some ways that you can get the most out of your web searches and ensure they are believable?

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What is a primary source? What are some examples of primary sources and where do you think you can find examples of primary sources in your community?

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What are three things you learned about effective interviewing?

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ON YOUR OWN: READ AND EXPLORE

The Storytelling Toolkit: Research Tips
This toolkit covers four main research topics: The Basics of Research, Citing Your Sources, Using Online Content, and How to Use Archives.

The Storytelling Toolkit: Interviewing
This toolkit offers helpful tips on interviewing and oral history, from contacting potential interviewees to conducting the interview itself.

Use the space below to record research notes as you investigate primary and secondary sources that connect to your topics.

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REFLECTION

After exploring primary and secondary resources, did you decide to change one or more topic(s)? If so, use the space below to share your new topic, why you chose it, and how it connects to American democracy.

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EXPLORING LOCAL HISTORY

DIG DEEP: INTERVIEWING

Through the resources above, we now have a better understanding of interviewing and story gathering. Make a list of who you plan to interview—either in-person, via phone, or Zoom—and questions you might want to ask them to help you learn more about your topic. Apply your research to your interview questions to expand your knowledge of what you've already learned. Use the space below to identify who you will interview and at least three questions that you plan to ask during the interview. Once complete, share your questions with another group or facilitator to get feedback and refine further.

Before you begin the interview process, identify the roles your group will take on when interviewing to ensure you get all the information you need. Who will be the note taker? Who will record the interview, who will be asking the questions? Discuss the different roles as a group so you are prepared for your interview.

Name of Interviewee	Draft Interview Questions	Notes/Feedback

INTERVIEW	
Full Name	
Date of Interview	
Interview Questions	
Interview Notes	

INTERVIEW	
Full Name	
Date of Interview	
Interview Questions	
Interview Notes	

POST-INTERVIEW REFLECTION

Did anything from the interview surprise you?

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Did the interviewee share opinions that agreed or disagreed with your other findings?

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How will you incorporate the interview into your story about democracy?

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RESEARCH REFLECTION

After doing this initial research, what do you think democracy looks like in your local community?

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CONNECTING YOUR COMMUNITY AND THE COUNTRY

SECTION 3

CONNECTING YOUR COMMUNITY TO THE COUNTRY

GUIDING QUESTION 3

YOUR TRIP TO WASHINGTON D.C.

By the time you reach this question, you should be on your trip to Washington, D.C. Welcome! During your time here, you'll get to explore many parts of the city, including some of the Smithsonian Museums! You'll learn lots about the history of this country, including about the democracy that governs it. As you spend time in our nation's capital, answer the questions below.

In what ways do you see democracy at play at the national level? How is this similar or different to what you see in your own community?

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What aspects of museum exhibitions and storytelling did you enjoy? How might you be able to incorporate some of these into your own story?

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What museum resources--online archives, objects, people--could you use for your own project? How would you use them?

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Reflect on your time in D.C. How has this trip influenced your thoughts about this project so far?

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CONNECTING YOUR COMMUNITY TO THE COUNTRY

YOUR ACTION PLAN

ELEMENTS OF STORYTELLING

SECTION 4

ELEMENTS OF STORYTELLING

INTRODUCTION

Cultural stories come from people who lived through an event or experienced something. They don't always have to be about history, wars, or significant events. It can be about music, food, school, local places, nature, television or media, sports, family, work, or growing up. The stories we tell can also include innovative changes and problem solving that we have experienced. Anyone can tell a cultural story—even you! In this section, we'll learn more about cultural storytelling and how we can apply it to our own projects about community innovation.

WATCH: THE POWER OF CULTURAL STORYTELLING AND PLACE-BASED NARRATIVE
To get started, watch the video, The Power of Cultural Storytelling and Place-Based Narrative to learn more about cultural storytelling. While watching the video, respond to the guiding questions using the space below.

What are the elements of storytelling?

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What is cultural storytelling and why is it important?

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What examples of cultural storytelling are there in your community?

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How can you integrate cultural storytelling into your own project?

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What else did you learn and how will you apply it to your story about democracy?

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Next, let's explore the elements of good and bad storytelling through this video, Cultural Storytelling: The Good, The Bad, and the Ugly. While watching the video, respond to the guiding questions using the space below.

What are the elements of great storytelling?

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What should we avoid when telling stories?

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What else did you learn and how will you apply it to your story about innovation?

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ELEMENTS OF STORYTELLING

STORYTELLING CUBE ACTIVITY

Let's apply what we've learned so far about cultural storytelling to try and tell our own, personal stories.

ACTIVITY STEPS

Role the storytelling cube to determine the topic of your story.

Then, think about a personal experience that you have had that connects to the topic. It could be a anything from a sports game to concert you attended.

Write down your story in the space below. Once complete, turn to a neighbor and share your experience.

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ELEMENTS OF STORYTELLING

STORYTELLING ARC ACTIVITY

A story arc is a device used by readers and writers to understand the make-up of a story.

Exposition: The exposition also refers to the introduction. It contains the background necessary for the reader to understand the rest of the story, such as geographic setting and the identity of major characters.

Rising Action: The rising action is the sequence of events that move the characters from the beginning of the story to the climax. There is usually a problem that the character needs to solve or overcome and may spark a quest as the character responds to the problem. This could be the moment where your community decided that change was needed.

Climax: This is the turning point of the story. This may include the solution to the problem.

Falling Action: This is the wrap-up information that the author gives after the climax is reached. The character takes steps to reach the story's conclusion.

Resolution: The resolution is the conclusion of the story.

ACTIVITY STEPS

Use the story arc template to tell the story of a movie, book, show, or anything else that you are already familiar with. Once complete, share your work with a neighbor.

Then, in your small group, use the same story arc template to tell the story of democracy that you chose in guiding question 3: Choosing Your Topic. Once complete, discuss your story arc with other groups. Are your stories similar or different?

EXPOSITION

The exposition is the introduction. The introduction includes geographic setting and identifying major characters in your story.

RISING ACTION

The rising action is the sequence of events that move the characters from the beginning of the story to the climax. What is the problem that the characters in your story need to solve? In your story, this could be where your community decided that a change was needed and it sparked an idea.

CLIMAX

The climax is the turning point in the story. How do the characters in your story resolve the problem?

FALLING ACTION

The falling action is the wrap-up information that comes after the climax. What steps do your characters take to reach the end of the story?

RESOLUTION

The resolution is the conclusion of the story. How does the story end?

REFLECT

After going through this exercise, discuss the questions with your group and share your responses in the space below.

> What additional information do you need to tell your story of democracy in your community? Did you have any gaps in your story?

> Why is this story important to democracy in your community, and how can it be important nationwide?

ELEMENTS OF STORYTELLING

PITCHING YOUR IDEAS

Now that you have done some initial research, spoken to members of your community, and visited Washington, DC, you have a deeper understanding of what democracy looks like. Thinking about how the idea of democracy exists in your own community, come up with story ideas that share the story of your local democracy.

Before you begin creating your final story, you will be pitching your project ideas in two rounds. The first round will be presented to your 4H state cohort, and the second will be presented to the MoMS monthly Story Symposium.

GUIDELINES | ROUND ONE

Come up with two story ideas about democracy in your local community. Write one 500-word pitch for each idea (two pitches total) that include the following:

A summary or brief introduction of the topic you wish to explore

An explanation of why this story is important, and why it needs to be told

How this story connects to democracy

Why you want to tell this story, and why other people need to hear it

You will present both pitches to a small group at your next 4H state cohort meeting and will give and receive feedback on yours and the group's pitches. Take notes on the feedback and decide on one story that you want to officially pursue. You will work to expand and improve that story pitch before pitching it to the MoMS Story Symposium in Round 2.

ELEMENTS OF STORYTELLING

FEEDBACK

Feedback is an important part of any project's life cycle. It helps us consider things from another angle or viewpoint. Feedback is a two-way street. When you finish a first draft of your story in its intended format, share it with a neighbor, teacher, community leader, or any other stakeholders that might provide helpful feedback. Continue to get feedback as you make changes to improve your story. It is up to you to decide how much, if any, feedback you incorporate into your project.

TIPS

GIVING FEEDBACK	GETTING FEEDBACK
- Be focused and specific - Talk about the situation, not the person - Give praise where it is due - Be kind and sincere - Listen	- Listen - Write everything down - Don't try to explain or excuse - Ask clarifying questions - Take it or leave it - Practice gratitude

Use the space below to keep track of the feedback you receive.

Who is giving you feedback?	What do they like most about your story?	What could you improve, change, or add to your story to make it better?	What other feedback do they have for you?

GUIDELINES | ROUND TWO

After receiving peer feedback on your two pitches from Round 1, you will pick the pitch that you want to pursue for the remainder of this project. Your pitch for Round 2 will be submitted to your Smithsonian x 4H mentor, and presented at the next MoMS Story Symposium. This pitch should be around 800-1000 words. Improve your pitch based on the peer feedback, and expand on it by adding the following:

What is your access to sources you may need for the story?

Who are some people you might use as resources and why did you choose them?

How does this story integrate cultural storytelling?

Why is this story important to your own community, and how can it be important nationwide?

UNDERSTANDING STORY FORMATS

SECTION 5

UNDERSTANDING STORY FORMATS

STORY FORMATS

Storytelling can take many forms, from a podcast to an art show, to a poem or play. As you explore examples of storytelling formats with your facilitator, use the space below to take notes. Focus on the craft, structure, and format of the examples rather than the content.

Storytelling Format Type	How would this storytelling format help you tell your story of community innovation?	What is missing from this format that you will need to tell your story of community innovation?
Written Narrative	*It would allow for me to include a lot of descriptive detail*	*It's missing dynamic elements that I might want to include*

There are so many ways to tell the story of democracy in your community. In your small group, discuss which story format will be the best way to get your ideas across and why you chose that story format.

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CREATING YOUR STORIES

SECTION 6

CREATING YOUR STORIES

WHAT IS YOUR STORY?

It's time to tell your story! As you work with your small group to finalize your project, use the space below to sketch out format ideas or take notes. Your facilitator will share additional resources as needed to help you tell your story.

TIPS

As a group, discuss your individual roles as you navigate through the creation of your story. What are you each responsible for? What will you do together? Ensure that you check-in with each other regularly.

Ask for help! As you navigate through creating your story, you may find that you have more questions or, need access to additional resources. Check-in with your facilitator to ensure you have what you need.

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NOTES

CREATING YOUR STORIES

FEEDBACK

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TIPS

GIVING FEEDBACK	GETTING FEEDBACK
- Be focused and specific - Talk about the situation, not the person - Give praise where it is due - Be kind and sincere - Listen	- Listen - Write everything down - Don't try to explain or excuse - Ask clarifying questions - Take it or leave it - Practice gratitude

Use the space below to keep track of the feedback you receive.

Who is giving you feedback?	What do they like most about your story?	What could you improve, change, or add to your story to make it better?	What other feedback do they have for you?

SHARING YOUR STORIES

SECTION 7

SHARING YOUR STORIES

GUIDING QUESTION 7

SHARING YOUR PROJECTS ONLINE

Congratulations! You've finished telling the story of democracy in your community. Now, it's time to find your story a home.

HOW TO SHARE YOUR WORK

Submit your final projects. Please label your project with the subject matter and town, state. You do not need to include your names.

Share with us a brief description of your project. You can utilize the reflection questions in the next section as a guide. Please label your document with the first and last name of participants in your group. You can submit your description using the same link as your project.

Share with your community! Display your projects at a local cultural organization like a museum or library. Host a premiere for your project and have the whole red-carpet experience. Share your observations and ideas with community leaders.

Share on social media

CALL TO ACTION

SECTION 8

CALL TO ACTION

CALL TO ACTION

Now that you've completed your democracy story project, you have a stronger understanding of and connection to your own community. It's important to continue your involvement as an advocate for innovation in your hometown. Share your story with your community and continue to stay active in learning about important things in your hometown. From attending and participating in community events to joining an organization to proposing a new idea, there are so many ways to get involved in your community.

Use the space below to share how you'll continue to stay active in your town.

REFLECT ON YOUR EXPERIENCE

My group told the story of

The hardest part of the process was

_____

_____

_____

_____

_____

My favorite part of the process was

_____

_____

_____

_____

I would improve our project by

_____

_____

_____

_____

One challenge we had to overcome was

_____

_____

_____

_____

What have you learned about yourself and your community through this project? What else do you hope to learn about your community?

_____

_____

_____

_____