



THE CIVIC ACTION SCORECARD

TAKE ACTION. SCORE POINTS. EARN AWARDS.



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*The Civic Action
Scorecard is your toolkit
for learning how to flex
your civic muscles.*

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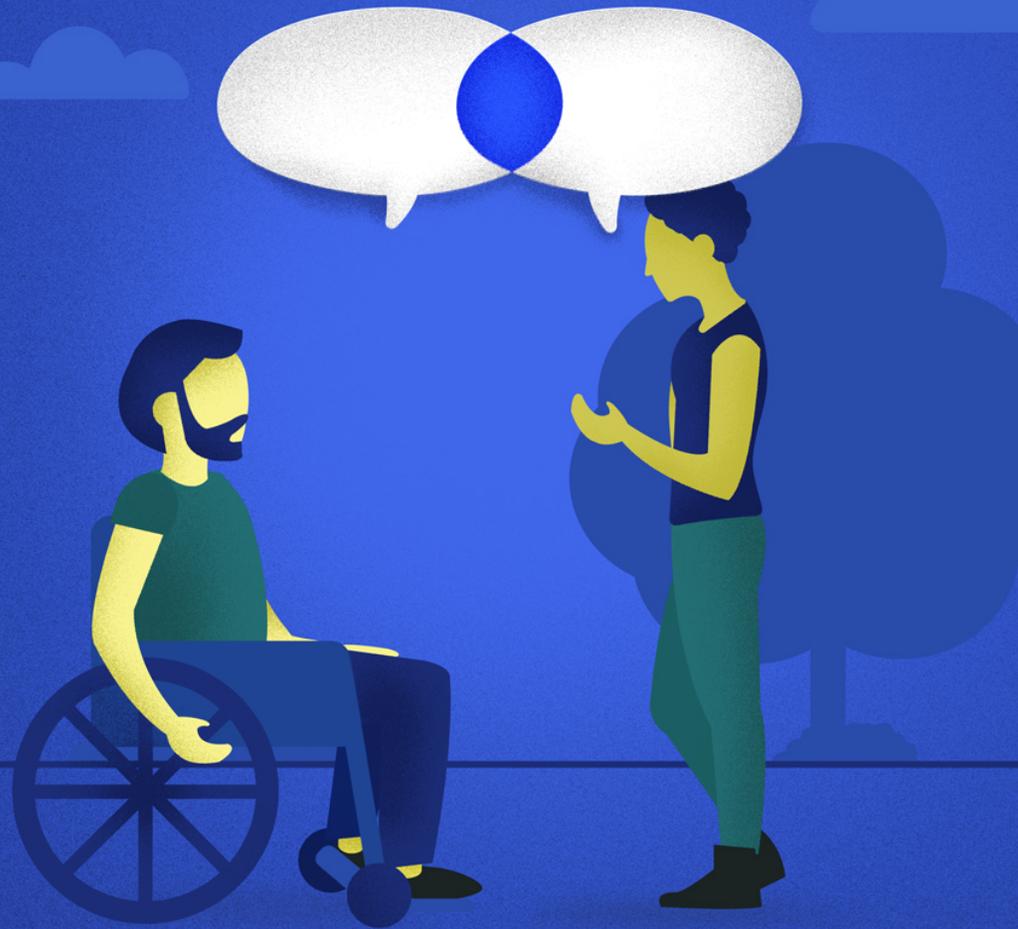
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DEMOCRATIC ENGAGEMENT



PREPARING YOU TO TAKE AN ACTIVE ROLE
IN POLITICAL PROCESSES

1
A

EXPLORE MDC.EDU/VOTE AND REVIEW THE RESOURCES AND INFORMATION PROVIDED

RESOURCE

- www.mdc.edu/VOTE

POINTS

5

DOCUMENTATION

Reflection will count as documentation.

REFLECTION

WHAT? In at least 2-3 sentences describe at least four things you can find on this website?

SO WHAT? In at least 2-3 sentences describe some of the things you learned from the website and from the short video on the site? What are some of the reasons it is important to vote and the possible consequences when you do not vote?

NOW WHAT? In at least 2-3 sentences what information did you learn from this site that you could share with others. Does the information provided give you more confidence that you can be ready for future elections, why or why not?

1
B

REGISTER TO VOTE OR SHOW PROOF THAT YOUR REGISTRATION IS UP TO DATE

**You can register in your country of origin if you are not a US Citizen*

RESOURCE

- www.mdc.edu/VOTE

POINTS

5

DOCUMENTATION

Photo of Voter Registration Card or screenshot of Board of Elections online registration check.

Note: Blur out or cover personal information (other than your name) in your submission.

REFLECTION

WHAT? In at least 2-3 sentences, what steps did you take to register? How did you register (online, by mail, in-person, etc.)?

SO WHAT? In at least 2-3 sentences, describe why it is important to vote? How did registering to vote make you feel? What might you change about the registration process?

NOW WHAT? In at least 2-3 sentences, what are your next steps to vote in an upcoming election? (Check out action DE-5 to create a voting plan.) Would you consider helping a friend or family member register to vote, why or why not?

2

HELP SOMEONE REGISTER TO VOTE

RESOURCE

- www.mdc.edu/VOTE

POINTS

5

x2=10 points possible

DOCUMENTATION

Reflection will count as documentation.

Optional: upload a photo of you and the person you helped.

REFLECTION

WHAT? In at least 2-3 sentences, describe who you helped register to vote, and how.

SO WHAT? In at least 2-3 sentences, describe how it made you feel to help someone register to vote? Identify any lessons you learned from this experience. Explain why it's important to encourage others to register and vote.

NOW WHAT? In at least 2-3 sentences, how might you approach future election cycles? Will you encourage others to register to vote? If someone were to ask you, "how do you register to vote?" what would you tell them?

3

FIND THE SAMPLE BALLOT FOR AN UPCOMING LOCAL OR STATE ELECTION

**If you aren't eligible to vote, you can still find and review the sample ballot based on where you live and share it with others*

RESOURCE

- [Miami-Dade Sample Ballots](#)
- [Broward County Sample Ballots](#)

POINTS

5

DOCUMENTATION

Image of sample ballot from Elections Department website.

REFLECTION

WHAT? In at least 2-3 sentences, reflect on the items on your sample ballot. What election did you choose? Which ballot items make sense to you? Which items require more research?

SO WHAT? In 2-3 sentences, did any items on your ballot surprise you? Did you learn something new from reviewing your sample ballot? How does reviewing your sample ballot prior to an election help you be an informed voter?

NOW WHAT? In 2-3 sentences, how will you ensure you are informed before voting (or if you aren't eligible to vote, how would you prepare)? What resources are available to help you decode and make sense of the ballot items you do not understand? What will your plan to vote be (vote-by-mail, early voting, or on election day) and why?

DOCUMENTATION

Reflection will count as documentation.

REFLECTION

WHAT? In at least 2-3 sentences, describe your voting plan. How do you plan to vote (vote-by-mail, early voting, or on election day), when will you vote, and how will you inform yourself about the candidates and issues?

SO WHAT? In at least 2-3 sentences, explain why you chose this voting method (vote-by-mail, early voting, or election day) over the other options? Why do you think it's important to create a voting plan and what lessons did you learn from this experience?

NOW WHAT? In at least 2-3 sentences, explain why you would, or would not, recommend creating a voting plan to your friends and family. How will you make sure you are prepared for future elections? Now that you've created your voting plan, what is the next step you need to take to ensure you are ready to cast your vote?

DOCUMENTATION

Take a photo of yourself at event (or screenshot of event).

REFLECTION

WHAT? In at least 2-3 sentences, describe the event? What was the topic, who spoke, when and where did it take place? Why did you choose this event?

SO WHAT? In at least 3-4 sentences, describe what you learned from this experience? How did it help you prepare to be active in political and/or civic processes? Why does this experience matter to you, and to our community?

NOW WHAT? In at least 3-4 sentences, describe how you might share with others some of the insights you gained through this experience? Is there anything you are going to do differently as a result of what you learned?

POINTS

10

X2=20 points possible

ATTEND, WATCH, OR LISTEN TO A CURRENT CANDIDATE DEBATE, LEGISLATIVE SESSION, OR CITIZEN ADDRESS

(1 hour minimum)

*Examples:
Local, state, or Presidential candidate debates,
Florida House of Reps hearing, Congressional session, State of the Union Address, etc.*

6

KNOW YOUR ELECTED OFFICIALS AT CITY, COUNTY, STATE, AND FEDERAL LEVEL

RESOURCE

- [Find and Contact Elected Officials website](#)
- [Elected Officials Worksheet](#)

POINTS

10

DOCUMENTATION

Complete and upload the "Elected Officials Worksheet" of all your elected officials at the city, county, state, and federal level.

REFLECTION

WHAT? In at least 2-3 sentences, reflect on your elected officials' names, photos, and backgrounds. What do you notice? What expectations did you have and what was different than what you expected?

SO WHAT? In at least 3-4 sentences, do you feel that these individuals are representative of you and your community? Why or why not? Why is it important to be aware of who our local elected officials are? What are some of the ways these elected officials impact your life?

NOW WHAT? In at least 3-4 sentences, describe what you might do differently as a result of knowing who your elected officials are. Do you plan to vote in the next election so you can have a say in who represents you, why or why not? Is there an issue you feel strongly about that you might share with one of your elected officials?

7

RESEARCH TWO OF YOUR CURRENT ELECTED OFFICIALS (FROM DE-6)

POINTS

10

DOCUMENTATION

Reflection will count as documentation.

REFLECTION

WHAT? In at least 2-3 sentences, who were the two elected officials you researched? Why did you choose these two? Identify your local elected officials' roles, length of their terms, and two issues each official supports.

SO WHAT? In at least 3-4 sentences, in what ways do you agree or disagree with the elected officials on the issues they support? Which issues do you wish your elected officials focused on more than they do? Why is it important to know the views of your elected officials?

NOW WHAT? In at least 3-4 sentences, describe how you might share what you learned with family and friends. What else would you like to learn about your elected officials' viewpoints? Would you consider volunteering on one of their campaigns, why or why not?

8

CALL OR E-MAIL * ONE OF YOUR ELECTED OFFICIALS FROM #DE-6 ABOUT AN ISSUE OF CONCERN

**You must be considerate and civil in your communication*

RESOURCE

- [Contact Elected Officials](#)

POINTS

5

X2=10 points possible

DOCUMENTATION

Copy of the email you sent, or if you called, a photo or image of the issue you reported.

REFLECTION

WHAT? In at least 2-3 sentences, describe which officials you contacted, the issue you reported, and why you chose this official and issue. Did you call or email them? If you called them, include the phone number of officials contacted, date & time of contact, name and role of person spoken to, and description of what you said. Did you get a response? Were you satisfied?

SO WHAT? In at least 2-3 sentences, why is it important to make your perspective on an issue known to your elected officials? What did you learn and feel as a result of this action?

NOW WHAT? In at least 2-3 sentences, what are other issues of concern that you might contact your elected officials about in the future? What did you learn from this experience that you could share with your family and friends?

9 REPORT ISSUE OR CONCERN IN YOUR COMMUNITY TO PROPER GOVERNMENTAL AUTHORITY

Examples: potholes, streetlights, illegal trash dumping, unsafe intersection, etc.

RESOURCES

- [City of Miami "Solve Problems"](#)
- [Miami-Dade County "Report Problems"](#)

POINTS

5 x2=10 points possible

DOCUMENTATION

Reported via portal or email: Photo of the issue you reported and copy of sent submission;

Reported via phone call: Photo of the issue you reported.

REFLECTION

WHAT? In at least 2 to 3 sentences, what was the issue? To whom did you report it? If you called them, include the phone number of the authority you contacted, date & time of contact, name and role of person spoken to, and description of what you said. Did you receive a response? Has any action been taken yet to address the issue?

SO WHAT? In at least 2 to 3 sentences, describe what you learned and felt as a result of this action? What happens if community members don't report issues of concern to the authorities?

NOW WHAT? In at least 2 to 3 sentences, what other issues impacting your community might you want to report? How will you follow up on the issue you reported? In the future, will you be more likely to take action to get community problems addressed? Why or why not?

DOCUMENTATION

Reflection will count as documentation. Please include link to the budget you are reviewing in your reflection.

REFLECTION

WHAT? In at least 2 to 3 sentences, describe which budget you researched and key components that drew your attention. When is the next budget hearing? *Include link to the budget you reviewed in your reflection.

SO WHAT? In at least 3 to 4 sentences, reflect on the budget and whether it considers the best interests of the community at large. What changes, if any, would you like to see? How might these changes better serve you and your community? Why is it important for community members to share their opinions about budget allocations?

NOW WHAT? In at least 3 to 4 sentences, in what ways can you share what you learned? How might you influence budget decisions in the future?

DOCUMENTATION

Take a photo of yourself at meeting (or screenshot of meeting).

REFLECTION

WHAT? In at least 2 to 3 sentences, identify which meeting you attended. Who was present, who spoke, when was it, where? What topics were discussed?

SO WHAT? In at least 3 to 4 sentences, describe what topics or issues interested you the most? Why? Why was this meeting necessary for the community? What did you learn and how did you feel by completing this action?

NOW WHAT? In at least 3 to 4 sentences, describe how you might share with others some of the insights you gained through this experience. How might it impact your involvement in your community in the future?

10 RESEARCH THE MOST RECENT PROPOSED OR FINALIZED BUDGET FROM YOUR CITY OR COUNTY

RESOURCE

- [Miami-Dade County](#)

POINTS

10

11 ATTEND, WATCH, OR LISTEN TO A LIVE COMMUNITY, CITY, COUNTY, OR STATE MEETING

(1 hour minimum)

Examples: Neighborhood associations, budget forums, town halls, commission meetings, School Board meetings, etc.

RESOURCES

- [County government meetings](#)
- [City of Miami meetings](#)
- [State of Florida meetings](#)

POINTS

10 x2= 20 points possible

12 PRESENT A PREPARED SPEECH AT A COMMUNITY, CITY, COUNTY, OR STATE MEETING

Examples: Neighborhood associations, budget forums, town halls, commission meetings, School Board meetings, etc.

RESOURCES

- [How to Prepare & Make a Public Comment](#)

POINTS

15

DOCUMENTATION

Photo/recording of yourself, or link to public record video, and copy of speech outline.

REFLECTION

WHAT? In at least 3-4 sentences, describe where you presented (date, time, audience, type of meeting) and the topic you presented on. How long was your presentation?

SO WHAT? In 3 to 4 sentences, how did you feel when preparing a speech and presenting it to public officials? What kind of impact or feedback did you notice from your presentation? Was it the outcome you expected or desired? Why? What did you learn from this experience? Why is it important to speak up at meetings like this?

NOW WHAT? In 3 to 4 sentences, discuss how this experience might influence your actions in the future. Would you consider speaking up on another topic, and how can you apply what you learned from making this presentation? What next steps do you plan to take?

13 SERVE AS A MIAMI DADE COUNTY DEPARTMENT OF ELECTIONS POLL WORKER

RESOURCES

- www.mdc.edu/vote (Poll Worker Tab)

POINTS

20

DOCUMENTATION

Proof of training and attendance such as orientation paperwork and a photo of yourself at polling station.

REFLECTION

WHAT? In at least 3-4 sentences, describe what you did as a poll worker. Was this your first time? What was your assignment, what training did you receive, and where did you serve? Why did you sign up to be a poll worker?

SO WHAT? In at least 3-4 sentences, describe what you learned from your experience. Did anything surprise you? How did serving as a poll worker make you feel? Why are poll workers important to upholding democracy?

NOW WHAT? In at least 3-4 sentences, describe how you might share with others what you learned from this experience. Will you continue to serve as a poll worker in future elections, why or why not?

14 ATTEND/PARTICIPATE IN A WORKSHOP, TRAINING OR INFORMATIONAL EVENT RELATING TO DEMOCRATIC ENGAGEMENT*

(1 hour minimum)

Examples: National Voter Registration Day, Get Out the Vote, Women and the Vote, etc.

*Contact your ICED office or IG (@mdc_ICED) for suggestions or look at the MDC Events Calendar.

POINTS

10 x2= 20 points possible

DOCUMENTATION

Photo of yourself at event and/or documented confirmation you attended (e.g., photo of sign in sheet, certificate of attendance, or email).

REFLECTION

WHAT? In at least 2-3 sentences, describe the workshop, training, or event topic, including when and where it was, how you heard about it, and why you attended.

SO WHAT? In at least 3-4 sentences, describe what you learned about the topic. How did participating make you feel? Did it help prepare you to be active in political and/or civic processes, why or why not? Would you recommend it to a friend, why or why not?

NOW WHAT? In at least 3-4 sentences, what might you do differently in the future as a result of attending? What did you learn that you can incorporate into your life?

14 B

ATTEND/PARTICIPATE IN A 1-DAY WORKSHOP, TRAINING OR INFORMATIONAL EVENT RELATING TO DEMOCRATIC ENGAGEMENT*

(1 day/ 7 hour minimum)

For ideas, contact your ICED office or IG (@mdc_iced)

POINTS

15

DOCUMENTATION

Photo of yourself at event and/or documented confirmation you attended (e.g., photo of sign in sheet, certificate of attendance, or email).

REFLECTION

WHAT? In at least 2-3 sentences, describe the workshop, training, or event topic, including when and where it was, how you heard about it, and why you attended.

SO WHAT? In at least 3-4 sentences, describe what you learned about the topic. How did participating make you feel? Did it help prepare you to be active in political and/or civic processes, why or why not? Would you recommend it to a friend, why or why not?

NOW WHAT? In at least 3-4 sentences, what might you do differently in the future as a result of attending? What did you learn that you can incorporate into your life?

DOCUMENTATION

Proof of participation and completion (e.g., a letter, certificate, etc.).

REFLECTION

WHAT? In at least 3-4 sentences, provide the name of the host organization, location, dates, and times of leadership or fellowship program. What about this program inspired you to participate? What topics were discussed? What did you contribute to the program?

SO WHAT? In at least 3-4 sentences, how were your skills enhanced and what did you learn? How does this program contribute to the positive and healthy development of your community? How did you feel being part of this program?

NOW WHAT? In at least 3-4 sentences, how will this experience inform your next steps in your academic and/or professional journey? How will this experience impact your future civic participation?

DOCUMENTATION

Screenshot or photo of petitions signed.

REFLECTION

WHAT? In at least 2-3 sentences, describe each of the 5 petitions you chose to sign and why you selected them.

SO WHAT? In at least 2-3 sentences, describe what you learned. Did anything surprise you? What are your thoughts on petitions to make a positive change in our communities?

NOW WHAT? In at least 2-3 sentences, describe something you learned that you could put into practice in your life. In the future, would you consider starting a petition, and what would it be and why?

RESOURCES

- [Change.org](https://www.change.org)
- [DoSomething.org](https://www.do-something.org)

POINTS

5

14 C

PARTICIPATE IN AN MDC CAMPUS OR COMMUNITY LEADERSHIP OR FELLOW SHIP PROGRAM RELATED TO DEMOCRATIC ENGAGEMENT IN IT'S ENTIRETY

(15 hour minimum)

Examples: Voter engagement internship or fellowship with ICED or community partner, SGA E-Board, political party internship or fellowship, etc.

*Contact your ICED office for suggestions

POINTS

20

DOCUMENTATION

Proof of participation and completion (e.g., a letter, certificate, etc.).

REFLECTION

WHAT? In at least 3-4 sentences, provide the name of the host organization, location, dates, and times of leadership or fellowship program. What about this program inspired you to participate? What topics were discussed? What did you contribute to the program?

SO WHAT? In at least 3-4 sentences, how were your skills enhanced and what did you learn? How does this program contribute to the positive and healthy development of your community? How did you feel being part of this program?

NOW WHAT? In at least 3-4 sentences, how will this experience inform your next steps in your academic and/or professional journey? How will this experience impact your future civic participation?

DOCUMENTATION

Screenshot or photo of petitions signed.

REFLECTION

WHAT? In at least 2-3 sentences, describe each of the 5 petitions you chose to sign and why you selected them.

SO WHAT? In at least 2-3 sentences, describe what you learned. Did anything surprise you? What are your thoughts on petitions to make a positive change in our communities?

NOW WHAT? In at least 2-3 sentences, describe something you learned that you could put into practice in your life. In the future, would you consider starting a petition, and what would it be and why?

RESOURCES

- [Change.org](https://www.change.org)
- [DoSomething.org](https://www.do-something.org)

POINTS

5

16

SERVE WITH A LOCAL OR STATE POLITICAL CAMPAIGN

(5 hour minimum, counts as volunteer service AND 10 points on Scorecard)

POINTS

10

DOCUMENTATION

Screenshot of verified Changemaker Hub impact.

REFLECTION

WHAT? In at least 2-3 sentences describe what you did. What campaign did you volunteer on? Why did you choose this campaign?

SO WHAT? In at least 3-4 sentences, what did volunteering on a campaign teach you about our democracy and running for office? What did you like most and least about the experience? Why is it important to volunteer for political campaigns?

NOW WHAT? In at least 3-4 sentences, describe how you might convince more students to volunteer for a campaign. Do you plan to volunteer on a campaign again in the future, why or why not? What did you learn that you can put into practice in your life moving forward?

17

JOIN AND ATTEND AT LEAST 2 MEETINGS OF A LOCAL OR STATE VOTER ENGAGEMENT ORGANIZATION OR POLITICAL PARTY

Examples: FL Republican Party, FL Democratic Party, League of Women Voters, League of Conservation Voters, Young America's Foundation, local/state political party, etc.

POINTS

15

DOCUMENTATION

Photo or screenshot of yourself at **each** meeting (or proof of attendance).

REFLECTION

WHAT? In at least 3-4 sentences, describe each meeting/event that you attended (include name, location, and date) and why you chose this organization. What issues were discussed? Was the meeting what you expected it would be? Why or why not?

SO WHAT? In at least 3-4 sentences, explain what you learned. Would you attend again? Why was the topic of this meaning important to you, to society as a whole?

NOW WHAT? In at least 3-4 sentences explain what you might do differently in the future as a result of this experience. Describe how participating impacts your future self.

18

PEACEFULLY ATTEND A RALLY, PROTEST, OR DEMONSTRATION WITH POSITIVE SIGNAGE (IF YOU BRING A SIGN)

POINTS

10

DOCUMENTATION

Photo of yourself at event.

REFLECTION

WHAT? In at least 2-3 sentences, describe the event you attended. Where was it, when? Why did you attend? Were there speakers and what was their message? How did you hear about it?

SO WHAT? In at least 3-4 sentences, describe what you felt and learned from this experience. What impact did this event have on the issue and/or people's awareness level? Why is it important to peacefully protest about issues you feel strongly about?

NOW WHAT? In at least 3-4 sentences, explain whether you will attend other peaceful rallies/demonstrations in the future and if so, why. Expand on why it is important to remain peaceful during a rally like this.

19

WRITE AN OP-ED OR LETTER TO THE EDITOR ON A TOPIC OF LOCAL OR SOCIETAL IMPORTANCE

RESOURCES

- [Op-ed vs Letter to the Editor](#)
- [Miami Herald – Letters to the Editor](#)
- [Sun Sentinel – Letters to the Editor](#)

POINTS

10

DOCUMENTATION

Copy of letter and a screenshot of submission page (if submitted on a website) or screenshot if sent via email.

REFLECTION

WHAT? In at least 2-3 sentences, describe the topic you wrote about and where it was submitted. Why did you choose that topic?

SO WHAT? In at least 3-4 sentences, what did you learn in this process? How did you feel taking this action? Do you think an op-ed is still relevant in the age of social media? What other approach might you take? What kind of response did you receive, and was your letter published?

NOW WHAT? In at least 3-4 sentences, explain whether you would express yourself again this way in the future? Why or why not, and on which topics?

20

READ TWO NEWS ARTICLES ON A CIVIC TOPIC* OF IMPORTANCE

**Subject of articles should be related to political, environmental, and/or social issues*

POINTS

5 *x2=10 points possible*

DOCUMENTATION

Reflection will count as documentation.

REFLECTION

WHAT? In at least 2-3 sentences, briefly summarize and compare the articles. Include the link or citation of each article. Why did you choose these topics? Explain why you chose the source of the articles and why or why not you consider the sources reliable?

SO WHAT? In at least 2-3 sentences, what did you learn on the topic? How did the information surprise you, impact you, or influence your opinion? Why is staying up to date on current events important?

NOW WHAT? In at least 2-3 sentences, what might you do differently as a result of the information you learned? Is there an action you could take as a result of what you learned?

21

SUMMARIZE MEDIA FACT-CHECKING*

**After reading about the process from [PolitiFact.com](#) and [FactCheck.org](#) or other fact check sources*

POINTS

5

DOCUMENTATION

Reflection will count as documentation.

REFLECTION

WHAT? In at least 2-3 sentences, summarize how the organizations check facts and describe “fact-checking” in your own words.

SO WHAT? In at least 2-3 sentences, describe what the terms “disinformation” and “misinformation” mean. How does this impact our democracy? Why is it important to fact-check information, and what happens when you don’t?

NOW WHAT? In at least 2-3 sentences, describe how this process will or will not help you stay informed when consuming media in the future. Is there anything you will do differently in the future based on what you’ve learned?

22

REVIEW THE SIFT METHOD AND VERIFY A NEWS STORY THAT HAS BEEN SHARED ON SOCIAL MEDIA OR ON ANOTHER PLATFORM

RESOURCES

- [SIFT Method](#)
- [SIFT Through Misinformation](#)

POINTS

10

DOCUMENTATION

Reflection will count as documentation.

REFLECTION

WHAT? In at least 2-3 sentences, use the SIFT method to critically review your news story of choice and whether it appears valid or not based on your analysis. Provide a link or citation to the social media post or news article.

SO WHAT? In at least 3-4 sentences, reflect on what was learned from using the SIFT method for verifying news. Describe the implications of sharing unverified information. Why is it important for you to know and use the SIFT method?

NOW WHAT? In at least 3-4 sentences, will this change how you consume and share media? How? What other topics would you want to review using this method?

23

READ AND SUMMARIZE ONE OF THE FOLLOWING UNITED STATES FOUNDING DOCUMENTS

RESOURCES

- [Preamble to the Constitution](#)
- [Bill of Rights](#)
- [Declaration of Independence](#)
- [Essay from the Federalist Papers](#)

POINTS

5 *x2=10 points possible*

DOCUMENTATION

Reflection will count as documentation.

REFLECTION

WHAT? In at least 2-3 sentences, include the name of the document and provide a short summary.

SO WHAT? In at least 2-3 sentences, reflect on a founding document and the era in which it was written. What did freedom mean during this time, and who was free? How were those freedoms expanded to more people over the years? Is it important for everyone to be familiar with these founding documents, why or why not? How do these founding documents influence your life? What did you learn from this experience?

NOW WHAT? In at least 2-3 sentences, what might you do differently in the future as a result of what you learned through this experience? How can you use this information in your own life?

24

TAKE PRACTICE CITIZENSHIP EXAM WITH PASSING SCORE

RESOURCES

- [USCIS: Civics Practice Test](#)

POINTS

5

DOCUMENTATION

Screenshot of your score (appears once you finish the 20 questions) showing 80% or higher.

REFLECTION

WHAT? In at least 2-3 sentences, reflect on the questions from the practice exam. Was it easy or challenging for you? Did you prepare for the exam ahead of time?

SO WHAT? In at least 2-3 sentences, what are your thoughts and/or feelings on the exam, as well as the topics naturalized citizens are required to learn? What did you learn that you didn’t know before? Why is it important for everyone to know these basic facts about the United States?

NOW WHAT? In at least 2-3 sentences, describe if the knowledge of the exam helps you to be a more effective community member and changemaker. Why or why not?

25 COMPARE IDEOLOGIES OF POLITICAL PARTIES IN THE UNITED STATES

RESOURCES

- [Differences/Similarities between Democratic and Republican Party](#)
- [Differences of Democrats & Republicans](#)
- [Independent Party: Who Are They And What Do They Think?](#)

POINTS

10

DOCUMENTATION

Reflection will count as documentation.

REFLECTION

WHAT? In at least 2-3 sentences, describe some of the main political parties in the United States and how they differ. What similarities did you find (you could compare specific issues, such as - role of government, economics, international affairs, voter rights, healthcare, immigration, environment, abortion, LGBTQ+ rights, etc.)?

SO WHAT? In at least 3-4 sentences, what new insights did you gain from this research? Why is it important to be informed about the different political parties?

NOW WHAT? In at least 3-4 sentences, how might this research impact your political engagement in the future (e.g., vote, join a political party, or encourage others to vote, etc.)? Would you be willing to join one of the parties, or volunteer for a candidate, why or why not?

DOCUMENTATION

Reflection will count as documentation.

REFLECTION

WHAT? In at least 2-3 sentences, reflect on the information gathered on both activists you selected. Who are they and what did they do? What challenges did they face?

SO WHAT? In at least 3-4 sentences, why was their work important? What qualities did they possess and what can you learn from them to put into practice in your own life?

NOW WHAT? In at least 3-4 sentences, if you were to take on an advocacy role today, describe what issues stand out to you. Are they local, national or global issues? What kind of change would you like to see and how might you go about doing so?

DOCUMENTATION

Screenshot of your practice test results.

REFLECTION

WHAT? In at least 2-3 sentences describe your experience taking the FCLE practice test. How did you do? What resources are found on the MDC FCLE Resource Page? How could these resources be helpful to you for the FCLE requirement?

SO WHAT? In at least 3-4 sentences, what are ways you can prepare yourself to pass the actual exam? Why do you think the FL Department of Education implemented the FCLE requirement?

NOW WHAT? In at least 3-4 sentences, describe if the knowledge of civics and the Constitution helps you to be a more effective community member and changemaker. Why or why not?

RESOURCES

- [FCLE Resource Page](#)

POINTS

10

27 TAKE THE FLORIDA CIVIC LITERACY EXAM (FCLE) PRACTICE TEST

28 ATTEND A FREE FLORIDA CIVIC LITERACY EXAM (FCLE) BOOTCAMP

RESOURCES

- [FCLE Resource Page](#)

POINTS

10

DOCUMENTATION

Proof of attendance (email from Continuing Education you receive after completing the Bootcamp).

REFLECTION

WHAT? In at least 2-3 sentences describe the Bootcamp you attended. When and where was it? What was covered?

SO WHAT? In at least 3-4 sentences, describe what you learned. How did you feel about the experience? Would you recommend it to other students? Do you feel prepared to take the FCLE exam? Why or why not?

NOW WHAT? In at least 3-4 sentences, describe your plan for meeting the FCLE requirement and passing the exam. When will you take the exam? Is there more that you would like to learn? How might meeting the FCLE requirement help you in the future?

29 VOTE! IN A LOCAL, STATE, OR FEDERAL ELECTION

**This action is for a current or upcoming primary or general election
You can vote in your country of origin if you are not a US Citizen

POINTS

10

*10 points per election.
Note, there is no limit on this action.*

DOCUMENTATION

Photo of your "I voted" sticker or signed mail-in ballot or screenshot of your vote received by Department of Elections.

REFLECTION

WHAT? In at least 2-3 sentences, reflect on the voting process. What election did you participate in? Which method did you use to vote (vote-by-mail, early voting, election day)? Why?

SO WHAT? In at least 3-4 sentences, describe what you learned from this experience. How did you feel? Why do you think it's important to vote? How do our elected officials impact our everyday lives? What happens when people choose not to vote?

NOW WHAT? In at least 3-4 sentences, describe how this experience has influenced your likelihood of participating in future elections. Have your views on voting changed after this experience? How might you encourage your friends and family to vote in upcoming elections?

30 EARN A "LEADERSHIP & NO-BLAME PROBLEM-SOLVING" CERTIFICATE FROM THE CITIZENS CAMPAIGN*

**Self-paced, on-line, will take 2-4 hours to complete*

STEPS:

- [Review 1-page course description](#)
- [Enroll in the course here](#)
- [Complete required "Solution Worksheet"](#)

POINTS

15

DOCUMENTATION

Upload 1) the Course Certificate that you receive once you complete the modules, and 2) the "Solution Worksheet".

REFLECTION

WHAT? In at least 3-4 sentences describe what you did? Describe what this Certificate is about and what it covers. What was your process for completing the 10 modules?

SO WHAT? In at least 3-4 sentences describe what you learned about local government, including strategies to make it easier to facilitate change in your community? Has this course changed your approach to problem solving, why or why not?

NOW WHAT? In at least 3-4 sentences describe how can you apply what you have learned to creating solutions to problems in your community in the future?

31

WATCH "HOW TO UNDERSTAND POWER" 7-MINUTE TED TALK BY ERIC LIU

1. Watch video here: <https://ed.ted.com/lessons/how-to-understand-power-eric-liu>
2. Sign up for a free TedEd account and answer the 9 Think questions by clicking the "Think" tab to the right of the video
3. Review the "Dig Deeper" tab

POINTS

10

DOCUMENTATION

Upload of screenshot of "Thank You! All Done" after you finish the 9 questions in the "Think" section.

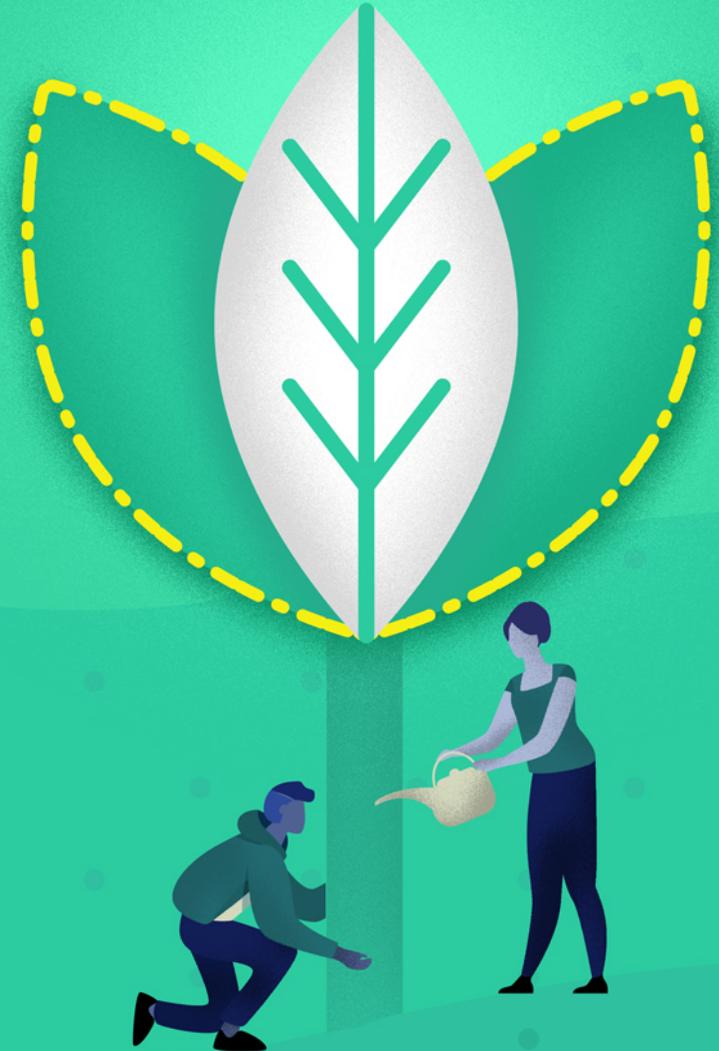
REFLECTION

WHAT? In at least 2-3 sentences describe what you learned about power from this video and lesson. What is power and what are some of the six sources of power discussed, and which ones do you think are most effective for true civic power?

SO WHAT? At least 3-4 sentences, share what you learned about civic power and why it is important to exercise your civic power. Is power a good thing or a bad thing? The presenter states "power plus character equals a great citizen" – what do you think he means by that.

NOW WHAT? In at least 3-4 sentences, what can you do to exercise your power? What are issues you care about and how might you use your civic power to address those issues?

ENVIRONMENT & SUSTAINABILITY



DISCOVERING YOUR ROLE WITHIN
THE STORY OF EARTH

1 DISCOVER THE NATIVE PLANTS IN YOUR COMMUNITY

RESOURCES

- [Natives For Your Neighborhood](#)
- [Florida-friendly Plant Database](#)
- [Florida's Wild Edible Plants](#)

POINTS

5

DOCUMENTATION

Upload list of 10 native plant species with sources cited and an interesting fact about each one (this list can include native flowers, shrubs, trees, vines, and/or grasses).

REFLECTION

WHAT? In at least 2-3 sentences, what native plants did you research? Why did you select these native plants?
SO WHAT? In at least 2-3 sentences, describe what you learned about the benefits of native plants for our ecosystems and wildlife.
NOW WHAT? In at least 2-3 sentences, describe what you can do to promote the use of native plants in your community.

DOCUMENTATION

Before photo of the space planted and a photo every week (including a photo of you planting the plant) documenting the plant's progress over the 1-month period (a total of five photos).

REFLECTION

WHAT? In at least 3-4 sentences, describe what native plant you selected and why. Where did you plant it, and did you have to get any special permission to plant in the location you chose? What expectations did you have of this experience and were they met? What was different than you expected?
SO WHAT? In at least 3-4 sentences, what did you learn while caring for this plant as it was getting established? What lessons did you learn? How did it make you feel?
NOW WHAT? In at least 3-4 sentences, what follow-up is needed to address possible challenges to the plant's continued growth and survival? Do you see yourself planting more native plants in the future, why or why not? How are you different as a result of this experience?

DOCUMENTATION

Name and location of farmer's market, date visited, and photo of yourself attending.

REFLECTION

WHAT? In at least 2-3 sentences, what farmer's market did you visit - when, where was it? What did you observe? Was this your first time at a farmer's market? What expectations did you have and were they met?
SO WHAT? In at least 2-3 sentences, what did you learn and feel as a result of this experience? Compare and contrast the farmer's market you visited to your usual grocery store. Why might someone choose to go to a farmer's market instead of a traditional grocery store?
NOW WHAT? In at least 2-3 sentences, would you choose to shop there again? Why or why not? What might you do differently in the future as a result of this action?

2 PLANT A SOUTH FLORIDA NATIVE PLANT SPECIES AND MAINTAIN IT FOR AT LEAST 1 MONTH

Examples: Native flowers, shrubs, trees, vines, or grasses.

**Must be planted somewhere where you have permission to plant.*

RESOURCES

- [Natives For Your Neighborhood](#)
- [Dade Chapter of the Florida Native Plant Society](#)
- [Bound by Beauty website](#)

POINTS

15

3 VISIT A LOCAL FARMER'S MARKET*

**A farmers' market is a physical retail marketplace intended to sell foods directly by farmers to consumers*

RESOURCES

- [South Florida Farmer's Markets](#)
- [Florida Farmers Markets](#)

POINTS

5

4 REVIEW THE 17 UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS (SDGs) AND WATCH "WE THE PEOPLE" FOR THE GLOBAL GOALS"

RESOURCES

- [United Nations Sustainable Development Goals](#)
- ['We the People' for Global Goals video](#)

POINTS

5

DOCUMENTATION

Reflection will count as documentation.

REFLECTION

WHAT? In at least 2-3 sentences, summarize the SDGs, citing your source(s). Which four SDGs are most important to you? Why?
SO WHAT? In at least 2-3 sentences, describe whether or not the SDGs are important. How might your four chosen goals support a healthy planet, social equity, a fair and just economy, or cultural diversity?
NOW WHAT? In at least 2-3 sentences, what specific steps can you take to help meet the SDG goals? What might you do differently moving forward as a result of this action?

5 COMPLETE THE UNITED NATIONS SUSTAINABLE COMMUNITIES CHECKLIST

RESOURCES

- [United Nations Communities Checklist](#)

POINTS

5

DOCUMENTATION

Screenshot of completed checklist.

REFLECTION

WHAT? In at least 2-3 sentences, how do the questions asked in the Sustainable Communities Checklist apply to your community? What expectations did you have of this experience and were they met?
SO WHAT? In at least 2-3 sentences, what questions on the checklist helped you identify real issues specific to your community? How are these issues being addressed in your community that you know of? What did you learn and how did you feel as you completed this action?
NOW WHAT? In at least 2-3 sentences, now that these issues have been brought to your attention, what actions will you take to address them?

6 COMPLETE THE MIAMI WATERKEEPER'S QUIZ* & READ THE ARTICLE 'BEST MANAGEMENT PRACTICES

**Article at the end of the quiz*

RESOURCES

- [Miami Waterkeepers Quiz](#)

POINTS

5

DOCUMENTATION

Screenshot of quiz results.

REFLECTION

WHAT? In at least 2-3 sentences, what was your reaction to the results of the Miami Waterkeeper's Quiz? What expectations did you have and were they met? What was different than what you expected?
SO WHAT? In at least 2-3 sentences, what did you learn and feel as a result of this experience? Why is keeping our water clean and pollution free important?
NOW WHAT? In at least 2-3 sentences, as a result of this experience, might your future actions, mindsets, thoughts or behaviors be changed? What actions might you take to improve your impact on water quality?

7 PARTICIPATE IN AN ORGANIZED CITIZEN SCIENCE PROJECT

Tip: Google "Citizen science projects Miami" for local project opportunities

RESOURCE

- [Citizen Science Projects](#)

ADDITIONAL RESOURCES

- [Key Biscayne](#)
- [Frost Science Museum Volunteers for the Environment \(MUVE\)](#)
- [City Nature Challenge](#)
- [University of Miami](#)

POINTS

15

DOCUMENTATION

A sample of the data collected and a photo of you participating in the project.

REFLECTION

WHAT? In at least 3-4 sentences, summarize the Citizen Science project (including title and description). Why did you choose this project?

SO WHAT? In at least 3-4 sentences, what did you learn participating in this project? How did it help you understand your role/contribution to science? How did participating make you feel?

NOW WHAT? In at least 3-4 sentences, what actions are you inspired to take in the future because of participating in the Citizen Science program?

DOCUMENTATION

Screenshot of ecological footprint results.

REFLECTION

WHAT? In at least 2-3 sentences, reflect on the factors that contribute to your ecological footprint. What was your reaction to learning your ecological footprint? What expectations did you have of this experience and were they met? What was different than you expected?

SO WHAT? In at least 3-4 sentences, what did you learn? What surprised you about the degree of impact some activities have? What was the most significant contributor to your ecological footprint? How did completing this action make you feel?

NOW WHAT? In at least 3-4 sentences, what actions could you take to reduce your ecological footprint in the future? Will you take them, why or why not?

DOCUMENTATION

Reflection will count as documentation.

REFLECTION

WHAT? In at least 2-3 sentences, what are the main points of this article?

SO WHAT? In at least 2-3 sentences, do you agree or disagree with the perspective of the article? Why or why not? Who is most likely to be impacted by climate change? Why is it important to understand who is responsible for the impacts of climate change?

NOW WHAT? In at least 2-3 sentences, what efforts might you take to address your individual and/or collective responsibility towards the climate crisis?

8 CALCULATE YOUR ECOLOGICAL FOOTPRINT

RESOURCE

- [Global Footprint Network Footprint Calculator](#)

POINTS

10

9 READ AND REFLECT ON CLIMATE ARTICLE

RESOURCE

- [Individuals Are Not to Blame for the Climate Crisis](#)

POINTS

5

10 WATCH TWO VIDEOS FROM "THE STORY OF STUFF PROJECT" AND TAKE THE CHANGEMAKER PERSONALITY QUIZ

RESOURCE

- [Story of Stuff videos](#)
- [Changemaker Personality Quiz](#)

POINTS

10

DOCUMENTATION

Screenshot of completed quiz.

REFLECTION

WHAT? In at least 2-3 sentences, what videos did you watch (cite the name and provide an overview of each video you watched).

SO WHAT? In at least 3-4 sentences, what did you learn from each video you watched? What results surprised you from your Changemaker Personality Quiz?

NOW WHAT? In at least 3-4 sentences, what changes are you inspired to make in your actions after watching the Story of Stuff videos and taking the Changemaker Personality Quiz?

11 CLEAN UP TRASH IN YOUR COMMUNITY* (NEIGHBORHOOD, AT A PUBLIC PARK, OR NEAR THE WATER)

*as an individual or with a group, 1 hour minimum

RESOURCES

- [Clean Miami Beach](#)
- [VolunteersCleanUp.org](#)
- [Check the Changemaker Hub Community Partners section for more cleanup opportunities](#)

POINTS

10

DOCUMENTATION

Before and after photos of the area and of all trash collected (show us how much trash you picked up).

REFLECTION

WHAT? In at least 2-3 sentences, describe what you did, including where and when. How much trash did you collect, what were the most common items?

SO WHAT? In at least 3-4 sentences, what did you learn from this experience? How did it make you feel? Who or what do you believe is most responsible for trash in public places?

NOW WHAT? In at least 3-4 sentences, what solutions do you propose to reduce trash in public spaces? How can we address the root causes of this problem? What are you willing to do?

12 A LEARN ABOUT "THE TRAGIC COSTS OF E-WASTE" BY WATCHING CBS NEWS REPORT

RESOURCES

- [The Tragic Costs of E-Waste - CBS NEWS Video](#)

POINTS

5

DOCUMENTATION

Reflection will count as documentation.

REFLECTION

WHAT? In at least 2-3 sentences, what are the main points of this video?

SO WHAT? In at least 2-3 sentences, discuss what you learned from this video. Who is most likely to be impacted by e-waste? What information surprised you?

NOW WHAT? In at least 2-3 sentences, what efforts might you take to address your individual and/or collective responsibility towards e-waste?

12
B

PROPERLY RECYCLE HOUSEHOLD ELECTRONICS, (COMPUTER AND PRINTER ACCESSORIES, TVS, BATTERIES, ETC.)

RESOURCE

- [Miami-Dade County Chemical Collection Centers](#)

POINTS

10

DOCUMENTATION

Photo of items at donation site and/or receipt from organization.

REFLECTION

WHAT? In at least 2-3 sentences, describe what you did and what items you recycled. Provide the name and location of the organization with whom you recycled. Describe your experience recycling these items.

SO WHAT? In at least 3-4 sentences, what did you learn from this action, and what did you feel? What are the impacts of electronic waste on the environment and humans?

NOW WHAT? In at least 3-4 sentences, now that you have learned about E-waste, will you continue to properly recycle your electronic items—why or why not? What else might you be willing to do to properly recycle E-waste?

DOCUMENTATION

Photo of items at disposal site and/or receipt from organization.

REFLECTION

WHAT? In at least 2-3 sentences, what household hazardous waste items did you properly dispose of and where did you take the items? What did you observe at the disposal site?

SO WHAT? In at least 3-4 sentences, why is it important to properly dispose of household hazardous waste? What are some possible negative impacts of improperly disposed household hazardous waste on the environment and people? What lessons did you learn and what did you feel?

NOW WHAT? In at least 3-4 sentences, what additional steps can you take to help address the problems associated with household hazardous waste and disposal of these items? What might you be willing to do differently in the future?

DOCUMENTATION

Submit a 7-day food log listing meals and a photo of your favorite meal each day.

REFLECTION

WHAT? In at least 3-4 sentences, detail the ways in which you changed your diet for the week. What kinds of foods/meals did you purchase, prepare, and consume? What expectations did you have and were they met? What was different than expected?

SO WHAT? In at least 3-4 sentences, what are the impacts of animal product consumption on the environment and humans? How are the animals themselves treated? What are the benefits of a vegetarian and/or vegan diet? How did you feel about the experience before, during and after the seven days? What did you learn from this experience?

NOW WHAT? In at least 3-4 sentences, in what ways has this experience changed your thoughts about your typical diet? What, if any, dietary changes might you consider adopting following this experience?

13

PROPERLY DISPOSE OF HOUSEHOLD HAZARDOUS WASTE, CHEMICALS, AND/OR CLEANING SUPPLIES* AND READ TWO ARTICLES BELOW

*e.g., Cleaners, disinfectants, pest control chemicals, lawn/yard chemicals, etc.

READ

- [EPA Household Hazardous Waste Information](#)
- [Do You Have Hazardous Waste In Your House? - Earth911](#)

COLLECTION CENTERS:

- [County Chemical Collection Centers](#)

POINTS

10

14

ELIMINATE CONSUMPTION OF ANIMAL PRODUCTS (E.G., MEAT, FISH, EGGS, DAIRY, ETC.) FOR AT LEAST TWO MEALS A DAY FOR 7 CONTINUOUS DAYS

RESOURCES

- [WikiHow: How to Keep a Food Diary](#)
- [Vegan Outreach](#)
- [Budgetbytes vegan recipes](#)
- [7-day Food Log Template - required, download and submit as documentation](#)

POINTS

15

15

REDUCE YOUR HOME ENERGY USE FOR ONE BILLING CYCLE

RESOURCES

- [FPL: Top Energy Saving Tips](#)
- [FPL's Energy Manager Tool](#)
- [FPL Onsite Energy Survey](#)
- [Energy Reduction Log - \(required, download and submit as documentation\)](#)

POINTS

20

DOCUMENTATION

1) Screenshots of your energy usage comparison from your current utility bill (this is included as a section in your bill) and 2) completed "Energy Reduction Log" showing what daily actions you have taken to reduce your energy usage.

Note: cover confidential account information in your submission.

REFLECTION

WHAT? In at least 3-4 sentences, describe the specific changes you made to reduce your home energy use. By how much did your energy use go down in kilowatt hours? What impact on your lifestyle did this exercise have?

SO WHAT? In at least 3-4 sentences, what did you learn about your energy consumption by doing this exercise? How did this experience make you feel? Why does reducing energy use matter to you? To society as a whole?

NOW WHAT? In at least 3-4 sentences, what changes in your lifestyle might you make moving forward? What information and recommendations could you share with others?

16

ELIMINATE OR REDUCE CONSUMPTION OF SINGLE-USE PLASTIC (E.G., WATER BOTTLES, BAGS, STRAWS, UTENSILS, ETC.) FOR 7 CONTINUOUS DAYS

POINTS

15

DOCUMENTATION

Submit the [7-day Plastic Reduction Log](#) listing the ways in which you reduced or eliminated single-use plastic products; include photos of yourself using at least three sustainable alternatives.

REFLECTION

WHAT? In at least 3-4 sentences, describe what you did and how you did it. What single-use plastic items were you able to replace or reuse during the week?

SO WHAT? In at least 3-4 sentences, what did you learn regarding how many items in your daily life are made from single-use plastic? What are the impacts of single-use plastic on the environment and on humans?

NOW WHAT? In at least 3-4 sentences, what changes will you make in your lifestyle choices after having done this exercise? What actions might you be able to take to alleviate the problem of plastic pollution in our community?

17

REDUCE YOUR TRANSPORTATION FOOTPRINT BY USING PUBLIC/SELF-POWERED TRANSPORTATION* FIVE TIMES WITHIN A ONE-WEEK PERIOD

***Public transit:** bus, train, trolley, etc. No ridesharing such as Uber/Lyft, no carpooling, or any other car use.

***Self-powered transportation:** walking, bicycling, skating, etc. (not including e-bikes or powered scooters)

RESOURCE

- [C2ES: Reducing Your Transportation Footprint](#)

POINTS

10

DOCUMENTATION

Create a transportation log including dates public transit or self-powered transportation were used, photos of yourself, and/or receipts.

REFLECTION

WHAT? In at least 2-3 sentences, describe exactly what you did and how, where, and when you chose to use public/self-powered transportation. What was the experience of reducing your transportation footprint like? Were all the places you normally visit accessible?

SO WHAT? In at least 3-4 sentences, reflect on the impacts of private vehicles on the environment. How does the built infrastructure in your city or county support or hinder public transit and bicycle use? What did you learn from this experience?

NOW WHAT? In at least 3-4 sentences, what might you be willing to do to reduce your transportation footprint? What could you do to help improve public transportation and/or self-powered transportation in South Florida?

18
A

ATTEND/PARTICIPATE IN AN MDC OR COMMUNITY-LED WORKSHOP, TRAINING, INFORMATIONAL EVENT, OR EXPERIENCE RELATING TO ENVIRONMENT AND SUSTAINABILITY

(1 hr. minimum)

Contact your [Earth Ethics Institute \(EEI\)](#) office for details

POINTS

10 x2= 20 points possible

DOCUMENTATION

Photo of yourself at event and/or documented confirmation you attended (e.g., photo of sign in sheet, certificate of attendance, or email).

REFLECTION

WHAT? In at least 2-3 sentences, summarize the event that you attended. What was it, where, when, who were the speakers, what was the topic?

SO WHAT? In at least 3-4 sentences, reflect on the workshop, training, or event topic. What did you learn? Why does this experience matter to you? To the community? To society? How did it help you understand your role in the story of our planet and natural surroundings?

NOW WHAT? In at least 3-4 sentences, what actions might you take as a result of this experience?

18
B

ATTEND/PARTICIPATE IN AN MDC OR COMMUNITY-LED WORKSHOP, TRAINING, INFORMATIONAL EVENT, FELLOWSHIP, OR EXTENDED IMMERSIVE EXPERIENCE RELATING TO ENVIRONMENT AND SUSTAINABILITY

(1 day / 7 hr. minimum)

Contact your [Earth Ethics Institute \(EEI\)](#) office for details.

POINTS

15

DOCUMENTATION

Photo of yourself at event and/or documented confirmation you attended (e.g., photo of sign in sheet, certificate of attendance, or email).

REFLECTION

WHAT? In at least 3-4 sentences, summarize the event that you attended. What was it, where, when, who were the speakers, what was the topic?

SO WHAT? In at least 3-4 sentences, reflect on the workshop, training, or event topic. What did you learn? Why does this experience matter to you? To the community? To society? How did it help you understand your role in the story of our planet and natural surroundings?

NOW WHAT? In at least 3-4 sentences, what actions might you take as a result of this experience?

18
C

ATTEND/PARTICIPATE IN AN MDC OR COMMUNITY-LED WORKSHOP, TRAINING, INFORMATIONAL EVENT, FELLOWSHIP, OR EXTENDED IMMERSIVE EXPERIENCE RELATING TO ENVIRONMENT AND SUSTAINABILITY

(2 days / 14 hr. minimum)

Contact your [Earth Ethics Institute \(EEI\)](#) office for details.

POINTS

20

DOCUMENTATION

Proof of participation and completion (e.g., a letter, certificate, etc.).

REFLECTION

WHAT? In at least 3-4 sentences, summarize the event you attended. What was it, where, when, who were the speakers, what was the topic?

SO WHAT? In at least 3-4 sentences, reflect on the workshop, training, or event topic. What did you learn? Why does this experience matter to you? To the community? To society? How did it help you understand your role in the story of our planet and natural surroundings?

NOW WHAT? In at least 3-4 sentences, what actions might you take as a result of this experience?

19

COMPLETE A BIODIVERSITY MINI-AUDIT CONDUCTED IN YOUR BACKYARD OR NEIGHBORHOOD OR ANY ECOLOGICAL HABITAT AND IDENTIFY AT LEAST FIVE DIFFERENT SPECIES OF LIVING THINGS*

*List and describe at least five species (plant or animal) identified in your audit using the Biodiversity Log below

POINTS

10

RESOURCES

- [Biodiversity Log](#) (complete and upload as documentation)
- [Backyard Biodiversity Audit](#)
- [iNaturalist "Seek" App](#)

DOCUMENTATION

Conduct a biodiversity mini-audit by using the [Biodiversity Log](#) provided and listing five species you found.

REFLECTION

WHAT? In at least 2-3 sentences, describe what you did. What species did you see? Describe what surprised you while doing this audit. Were any of the species you found native to South Florida, which ones? Were any of the species you found considered invasive in South Florida, which ones?

SO WHAT? In at least 3-4 sentences, what did you learn from this experience? Why are native species considered to be good for the environment while invasive species are not?

NOW WHAT? In at least 3-4 sentences, what might you be willing to do to make your neighborhoods more native species and/or wildlife-friendly? Has your mindset changed as a result of this experience? How?

20

VOLUNTEER WITH A NON-PROFIT ORGANIZATION THAT SUPPORTS ENVIRONMENTAL AND/OR SUSTAINABILITY EFFORTS*

(5 hour minimum)

*Service required for student club is acceptable.

POINTS

10

DOCUMENTATION

Screenshot of verified Changemaker Hub impact – must meet iCED’s Standards of Service.

Note: Service must meet iCED’s [Standards for Service](#) and must be uploaded into the [Hub](#).

REFLECTION

WHAT? In at least 2-3 sentences, which organization did you serve with and why? What did you do during your service? How many hours did you complete? Did anything surprise or disappoint you?

SO WHAT? In at least 3-4 sentences, what did you learn, and what did you feel from this experience? Why is the work of this organization important? Why is it important for people to volunteer with environmental organizations? How can volunteering positively impact your life?

NOW WHAT? In at least 3-4 sentences, might you be willing to continue to volunteer in the future with this organization, or others like it? Why or why not?

21

READ AN ENVIRONMENTAL JUSTICE ARTICLE RELATED TO YOUR NEIGHBORHOOD/ COMMUNITY

EXAMPLES OF ENVIRONMENTAL JUSTICE ISSUES:

- [Food equity](#)
- [Climate gentrification](#)
- [Sea level rise](#)
- [Pollution](#)
- [Urban heat island effect](#)
- [Community health](#)

POINTS

5

x2=10 points possible

DOCUMENTATION

Reflection will count as documentation.

REFLECTION

WHAT? In at least 2-3 sentences, describe the article you read –include the name and citation of the article. What are the main points of the article?

SO WHAT? In at least 2-3 sentences, what did you learn from the article? Was there anything that surprised you? How does the issue relate to your role as a global citizen? How does the issue addressed in the article impact you personally?

NOW WHAT? In at least 2-3 sentences, what actions can you take in your community to bring awareness to this issue? How might you share any insights you learned with others?

22
A

**DESIGN AND IMPLEMENT
AN ENVIRONMENTAL
ACTION PROJECT PRE-
APPROVED BY EARTH
ETHICS INSTITUTE**

RESOURCES

- [EEl Project Proposal Form](#)

POINTS

15

DOCUMENTATION

An outline of your [project](#) following the [project proposal form](#) and photo of yourself participating in the project

REFLECTION

WHAT? In at least 3-4 sentences, describe your project and let us know when and where it took place. How successful was your project? What could have been better?

SO WHAT? In at least 3-4 sentences, describe what inspired you to take this on? What did you learn doing this project? Who or what did it help?

NOW WHAT? In at least 3-4 sentences, tell us what comes next for you after this project and why that is. How can the information be shared with a wider audience?

22
B

**PARTICIPATE IN AN
ENVIRONMENTAL ACTION
PROJECT* PRE-APPROVED
BY EARTH ETHICS INSTITUTE**

*a preexisting ongoing project or one designed by one of your peers.

RESOURCES

- [Contact EEl](#) for a list of "pre-approved" projects

POINTS

5

DOCUMENTATION

A photo of yourself participating in the project.

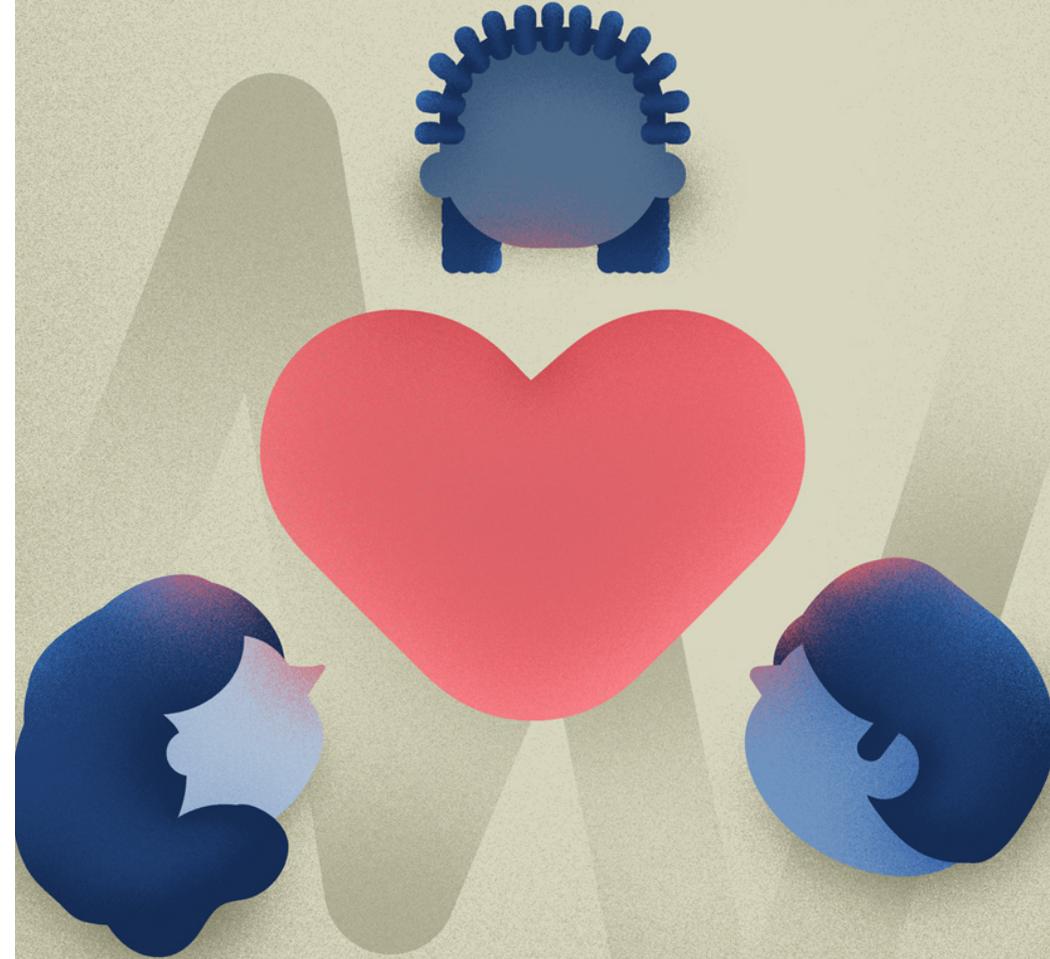
REFLECTION

WHAT? In at least 2-3 sentences, describe the project in which you participated (including when and where it took place).

SO WHAT? In at least 2-3 sentences, tell us why you decided to participate in this project. What did you learn from the topic being discussed and why it was important?

NOW WHAT? In at least 3-4 sentences, what might you do differently in the future due to this experience and/or the information provided in this project? If you were to conduct this project, what would you have done differently? How can the information presented be reached to a wider audience?

COMMUNITY WELL-BEING



**CONTRIBUTING TO THE POSITIVE AND HEALTHY
DEVELOPMENT OF MEMBERS OF YOUR
COMMUNITY**

1

COMPLETE A [SIGNIFICANT] ACT OF KINDNESS BY COMPLETING THE TWO STEPS BELOW.

1. Read this article:
<https://www.positivepsychology.com/random-acts-of-kindness/>
2. Complete an act of kindness See examples here:
<https://www.berkeleywellbeing.com/random-acts-of-kindness.html>

**Each act of kindness and reflection must be unique*

POINTS

5 x2=10 points possible

DOCUMENTATION

Photo or recording of the act of kindness if possible (not required).

REFLECTION

WHAT? In at least 2-3 sentences, summarize the act of kindness that was completed. Why did you choose this action and the person who received it? What is a "random act of kindness" according to the Positive Psychology article you read?

SO WHAT? In at least 2-3 sentences, explain how it felt to complete this act. How does your action relate to the Positive Psychology article? Why are random acts of kindness important, to you, to the community, and to society as a whole?

NOW WHAT? In at least 2-3 sentences, how might your future actions, thoughts, behavior, or mindset be changed? Describe how your future self might be a little different because of this action.

DOCUMENTATION

Photo of yourself with food donations and/or receipt from pantry or food bank.

REFLECTION

WHAT? In at least 2-3 sentences, what did you donate? Where? When? What was the process like?

SO WHAT? In at least 2-3 sentences, share how it felt to donate to a food pantry. What did you learn from this experience and the MDC Hunger Awareness website? What impact does food insecurity have on the healthy development of your community?

NOW WHAT? In at least 2-3 sentences, describe what you might do differently in the future as a result of this experience. Will you consider supporting causes related to food insecurity in the future, why or why not?

DOCUMENTATION

Photo of yourself with in-kind donations and/or receipt(s) from nonprofit or organization.

REFLECTION

WHAT? In at least 2-3 sentences, explain the process to donate non-monetary items. What did you donate? Where? Why did you choose this place to donate?

SO WHAT? In at least 2-3 sentences, reflect on the experience of donating. Why are donations needed in your community? Where would your personal items have ended up if they were not donated? What did you learn from this experience?

NOW WHAT? In at least 2-3 sentences, describe how your approach might be different, going forward, when it comes to donating. How might you share what you learned with others?

2

DONATE NON-PERISHABLE FOOD TO THE MDC FOOD PANTRY FOR STUDENTS OR LOCAL FOODBANK*

*Valuing at least \$5 and review the [MDC Hunger Awareness Resource](#) page related to food insecurity in South Florida.

Donate:

- [MDC: Food Pantries](#)

POINTS

5 x2=10 points possible

3

DONATE IN KIND* TO A NONPROFIT OR COMMUNITY ORGANIZATION VALUING AT LEAST \$5

*In kind: non-monetary donations like clothing, furniture, household goods, etc.

*Need suggestions? See nonprofits in the [Hub](#)

POINTS

5

4

PARTICIPATE IN A FUNDRAISING* CAMPAIGN BRINGING IN OVER \$100 FOR A NONPROFIT ORGANIZATION*

*Through a single event or ongoing campaign.

**Fundraiser must engage multiple donors (minimum of 5), and funds may not be raised exclusively from a single donor or exclusively from your family, friends, or club.*

POINTS

10

5

SERVE WITH A LOCAL OR STATE NONPROFIT

(5 hour minimum)

Note: Service must meet ICED's Standards for Service

POINTS

10

6

SERVE IN A LOCAL, NATIONAL OR INTERNATIONAL DAY OF SERVICE

Examples: MLK Day of Service, 9/11 Day of Service and Remembrance, Global Youth Service Day, etc.

Note: Cannot be completed in conjunction with serving a local or state nonprofit (#CW-5)

POINTS

10 x2= 20 points possible

DOCUMENTATION

1)Documentation of your campaign (e.g., photo or recording of you raising funds, or screenshot of email campaign) and 2)documentation (receipt) that the funds were delivered to the organization.

REFLECTION

WHAT? In at least 2-3 sentences, how much did you raise, when and how did you raise the funds? What organization did it support? Why did you choose to help raise funds for this organization?

SO WHAT? In at least 3-4 sentences, reflect on the experience of participating in a fundraising campaign. What did you learn, how did it make you feel? Why is raising funds for causes like this important? How will the funds raised make a difference in the community?

NOW WHAT? In at least 3-4 sentences, describe what you might do differently in the future as a result of this experience. Are there other organizations you might help raise funds for, and if so, what might they be?

DOCUMENTATION

Screenshot of verified Changemaker Hub impact – must meet ICED's Standards of Service.

Note: Service must meet ICED's Standards for Service.

REFLECTION

WHAT? In at least 2-3 sentences, explain where you served, what you did, and why you chose this organization. What expectations did you have and were they met?

SO WHAT? In at least 3-4 sentences, what did you learn from this experience? Why does volunteer service matter to you to the organization, and to society as a whole? Do you feel that the organization is being effective in achieving its goals in serving their targeted population? Why or why not?

NOW WHAT? In at least 3-4 sentences describe what you might do differently in the future as a result of this experience. Will you continue to volunteer, why or why not? What can you do to encourage others to volunteer?

DOCUMENTATION

Screenshot of verified Changemaker Hub impact

Note: Service must meet ICED's Standards for Service.

REFLECTION

WHAT? In at least 2-3 sentences, describe your experience. Where did you serve, when, what was the project you completed? Why did you choose this project? What is the history and background of this special day?

SO WHAT? In at least 3-4 sentences, how has this experience shaped your thinking about service holidays? Why are days of service like this important and what difference do they make?

NOW WHAT? In at least 3-4 sentences, what new skills and perspectives have you gained that can be beneficial to your career and your community? Might you volunteer in the future with days of service like this, why or why not?

7 | SERVE ON A COMMUNITY BOARD OR COMMITTEE (5-HOUR MINIMUM)

Examples: Commission for Women, the Children's Trust, Engage Miami, Hospital Boards, Nonprofit Boards, etc.

POINTS
10

DOCUMENTATION

Proof of Board or committee participation (meeting schedules or documentation) and photo of yourself at meetings.

REFLECTION

WHAT? In at least 2-3 sentences, what board or committee did you serve on? Explain your role and your duties. How were you selected for this position? Why did you choose this particular board or committee? What impact did you have?

SO WHAT? In at least 3-4 sentences, what did you learn from this experience? How did it make you feel? Why are community boards or committees like this important?

NOW WHAT? In at least 3-4 sentences, now that you have served, will you seek more board/committee opportunities in the future? Why or why not? What would you change or keep about future boards you may elect to serve on?

DOCUMENTATION

Reflection will count as documentation.

REFLECTION

WHAT? In at least 2-3 sentences, reflect on the process of completing a health screening. How easy or hard was it to find a screening location near your home?

SO WHAT? In at least 2-3 sentences, describe what you have learned from this experience. What did you find most interesting? Do you feel that healthcare is accessible to all individuals living in America? Do you feel people in all communities receive the same quality of care?

NOW WHAT? In at least 2-3 sentences, describe what impact this health screening or test has on you or your community. Has this act inspired someone else in your life to complete a health screening? How can you let others know the importance of screenings/health tests?

DOCUMENTATION

Photo of you donating or proof of donation.

Note: cover confidential medical information in your submission.

REFLECTION

WHAT? In at least 2-3 sentences, describe what you did. What company/organization did you donate to and how did you find them? Have you donated before? What expectations did you have and were they met?

SO WHAT? In at least 3-4 sentences, describe what you learned from this experience. How did it feel? Why do you think it's important for people to donate blood?

NOW WHAT? In at least 3-4 sentences, describe how this experience has influenced your likelihood of donating again in the future. Will you encourage friends and family to donate, why or why not?

8 | COMPLETE A HEALTH SCREENING OR HEALTH TEST*

Examples: Glucose, Mammogram, Blood Sugar, TB, HIV, STI, COVID-19, Flu Shot.

**Results are not required for documentation reflection*

POINTS
5

9 | DONATE BLOOD

RESOURCES

- [One Blood](#)
- [Red Cross](#)

POINTS
10 *x2= 20 points possible*

9 | DONATE PLASMA

RESOURCES

- [One Blood](#)
- [Red Cross](#)

POINTS
15 *x2=30 points possible*

9 | JOIN THE BONE MARROW REGISTRY, OR SIGN UP TO BE AN ORGAN DONOR

RESOURCES

- [Join the Bone Marrow Registry | Gift of Life](#)
- [Sign up to be an Organ Donor](#)

POINTS
5 *x2=10 points possible*

10 | PARTICIPATE IN THE UNIFY AMERICA COLLEGE BOWL AND HAVE A CONVERSATION WITH SOMEONE WITH WHOM YOU DISAGREE ON A POLITICAL, ENVIRONMENTAL, OR SOCIAL ISSUE

Learn more and sign up here:
<https://libraryguides.mdc.edu/unifychallengebowl>

POINTS
10

DOCUMENTATION

Photo of you donating or proof of donation.

Note: cover confidential medical information in your submission.

REFLECTION

WHAT? In at least 3-4 sentences, describe what you did. What company/organization did you donate to and how did you find them? Have you donated before? What expectations did you have and were they met?

SO WHAT? In at least 3-4 sentences, describe what you learned from this experience. How did it feel? Why do you think it's important for people to donate plasma?

NOW WHAT? In at least 3-4 sentences, describe how this experience has influenced your likelihood of donating again in the future. Will you encourage friends and family to donate, why or why not?

DOCUMENTATION

Proof of registration.

Note: cover confidential medical information in your submission.

REFLECTION

WHAT? In at least 2-3 sentences, describe what you did. Why did you choose that option? What expectations did you have and were they met?

SO WHAT? In at least 2-3 sentences, describe what you learned from this experience. How did it feel? Why do you think it's important for people to sign up for registries like this?

NOW WHAT? In at least 2-3 sentences, describe how this experience has influenced your likelihood of signing up for other registries. Will you encourage friends and family to sign up, why or why not?

DOCUMENTATION

Reflection will count as documentation.

REFLECTION

WHAT? In at least 2-3 sentences, summarize your experience. When did you participate and who were you matched with? How long did the conversation last? Was it what you expected, why or why not?

SO WHAT? In at least 3-4 sentences, explain how it felt to have this conversation. What did you learn from speaking to someone who may or may not share your same opinions? Why is it important to have civil conversations with someone with whom you might disagree?

NOW WHAT? In at least 3-4 sentences, describe how you might use and/or apply what you learned going forward? How might your future self be a little different going forward? Will you recommend this experience to others, why or why not?

11

HOST A COMMUNITY MEETING FOR A DIVERSE AUDIENCE* TO DISCUSS AN ISSUE OF COMMUNITY RELEVANCE

(1 hour minimum)

***Diverse audience:** must benefit from the information presented, and must engage multiple people (minimum of 5).

Example: 10 Days of Connection, each summer

POINTS

15

DOCUMENTATION

Group photo of attendees and copy of the meeting agenda with date, time, and location.

REFLECTION

WHAT? In at least 3-4 sentences, describe what you did, when, where, and what the relevant topic was. Why did you choose this action?

SO WHAT? In at least 3-4 sentences, explain how it felt to complete this action. What did you learn from hosting a community meeting and how did it feel? What resolutions or actions resulted from the meeting? Why are neighborhood/ community meetings important to you, to your community, and to society?

NOW WHAT? In at least 3-4 sentences, describe how you might share with others some of the insights you gained through this experience. How might your future self be a little different because of this experience?

12

COMPLETE A "COMMUNITY WELL-BEING CERTIFICATION"

(1 hour minimum)

Examples: Mental Health, First Aid, CPR, Suicide Prevention, etc.

Check out: MDC Student Wellness Resources

POINTS

15

X2=30 points possible

DOCUMENTATION

Photo/screenshot of certificate of completion.

REFLECTION

WHAT? In at least 3-4 sentences, describe the certification you completed. What was it, when and where was it? Why did you choose this certification?

SO WHAT? In at least 3-4 sentences, explain how it felt to complete this action. What did you learn from taking this training? Why are community well-being certifications like this important?

NOW WHAT? In at least 3-4 sentences, describe how you might use what you learned in the future. Will you encourage others to complete certifications like this, why or why not? How will this certification prepare you to contribute to the positive and healthy development of your community?

13

A ATTEND/PARTICIPATE IN A WORKSHOP, TRAINING, OR INFORMATIONAL EVENT RELATING TO COMMUNITY WELL-BEING OR A SOCIAL ISSUE

(1 hour minimum)

Examples: Public health, housing, public transit, public education, civic engagement expo, Diversity & Inclusion workshop, etc.

POINTS

10

X2=20 points possible

DOCUMENTATION

Photo of yourself at event and/or documented confirmation you attended (e.g., photo of sign in sheet, certificate of attendance, or email).

REFLECTION

WHAT? In at least 2-3 sentences, describe the event. What was the topic, where and when was it? Why did you choose to participate?

SO WHAT? In at least 3-4 sentences, what did you learn from participating in this event? Was the content covered important to you and to the community, why or why not?

NOW WHAT? In at least 3-4 sentences, describe how you might approach things differently in the future based on what you learned. How will this experience help you prepare to contribute to the positive and healthy development of your community?

13

B ATTEND/PARTICIPATE IN A WORKSHOP, TRAINING, OR INFORMATIONAL EVENT RELATING TO COMMUNITY WELL-BEING OR A SOCIAL ISSUE

(1 day / 7 hr. minimum)

POINTS

15

DOCUMENTATION

Photo of yourself at event and/or documented confirmation you attended (e.g., photo of sign in sheet, certificate of attendance, or email).

REFLECTION

WHAT? In at least 3-4 sentences, describe the event. What was it, when, where, and what was the topic? Why did you choose it?

SO WHAT? In at least 3-4 sentences, what did you learn from participating in this training? What new knowledge or skills were learned? How was participating important to you, to the community, and to society?

NOW WHAT? In at least 3-4 sentences, describe how you might approach things differently in the future based on what you learned. How will this experience help you prepare to contribute to the positive and healthy development of your community?

13

C PARTICIPATE IN MDC CAMPUS OR COMMUNITY LEADERSHIP OR FELLOWSHIP PROGRAM RELATING TO COMMUNITY WELL-BEING

(2 days, 14 hr. minimum)

POINTS

20

DOCUMENTATION

Proof of participation and completion (e.g., a letter, certificate, etc.).

REFLECTION

WHAT? In at least 3-4 sentences, describe the program you participated in. When and where was it, and what was it about? What about this program inspired you to participate? What topics were discussed in the program?

SO WHAT? In at least 3-4 sentences, share what you learned from participating, including the skills and insights you gained. Why is participating in a program like this important to you, to the community, and to society?

NOW WHAT? In at least 3-4 sentences, describe how you might do things differently in the future based on what you learned. How might you share the insights you learned with others?

14

PRESENT A WORKSHOP, TRAINING, OR INFORMATIONAL EVENT ON AN ISSUE OF POLITICAL, ENVIRONMENTAL, OR SOCIAL SIGNIFICANCE TO AN AUTHENTIC AUDIENCE*

*Through a single event or ongoing campaign

***Authentic audience:** must benefit from the information presented, and must engage multiple and diverse people (minimum of 5).

**Presentation must include factual, cited information, and include a call-to-action or proposed solution*

POINTS

15

DOCUMENTATION

Photo or recording of you conducting the presentation.

REFLECTION

WHAT? In at least 3-4 sentences, describe what you did. What was the topic? When and where did you present it, and to whom? Why did you choose this topic?

SO WHAT? In at least 3-4 sentences, what did you learn from preparing and presenting this event? How did it make you feel? What about this issue inspired you to take this action? Why is it important for others to learn about this topic?

NOW WHAT? In at least 3-4 sentences, describe how you might share with others some of the insights you've gained. Will you continue to take actions like this in the future, why or why not?

15

HURRICANE AND EMERGENCY PREPAREDNESS

Three steps:

1. Review MDC's Hurricane Preparedness site: <https://www.mdc.edu/safety/in-case-of-emergency/hurricane-preparedness/>
2. Create a Preparedness Kit - see recommended items in the link above.
3. Create a plan: <https://www.miamidade.gov/global/emergency/hurricane/home.page>

Suggested website to visit:

- <https://cleoinstitute.org/event/extreme-weather-training/>

POINTS
15

DOCUMENTATION

Submit your Hurricane Preparedness Plan and submit a photo of your kit.

REFLECTION

WHAT? In 3-4 sentences, describe the process to build your Emergency Preparedness Plan and Kit. What are your arrangements to leave your area if you're stuck? What is in your Hurricane Preparedness Kit?

SO WHAT? In 3-4 sentences, what did you learn from this experience of preparing for an emergency? How did it make you feel? Why is it important to be prepared for hurricanes and emergencies, for you, for our community, and for society?

NOW WHAT? In at least 3-4 sentences, what might you do differently in the future as a result of this experience? How might you share some of what you learned with others?

DOCUMENTATION

Photo of yourself donating hair/haircut process.

REFLECTION

WHAT? In at least 3-4 sentences, describe what you did and who you made the donation to. What inspired you to donate your hair? What did you find most interesting about your experience? What is required to donate hair for the program/organization that you chose?

SO WHAT? In at least 3-4 sentences, describe what you learned from this experience. How did it feel to donate a part of yourself? Why is it important to participate in programs like this, for you, for the community, and for society?

NOW WHAT? In at least 3-4 sentences, describe how you might share with others some of the insights you gained through this experience. In the future, will you donate to this program or others like it, why or why not?

DOCUMENTATION

Reflection will count as documentation.

REFLECTION

WHAT? In at least 2-3 sentences, describe some of the main things you learned from the short videos and article. What did you connect with in the videos and article? What did you find most interesting?

SO WHAT? In at least 3-4 sentences, reflect on and explain something new or different you learned regarding empathy from the article and videos. Why do you think empathy is an important attribute for being a changemaker?

NOW WHAT? In at least 3-4 sentences, describe either a time when you've been empathetic in your life (e.g., at home, school, or work) or a time when you could have shown more empathy. How might you share with others some of the insights you gained through this experience? How might your future self be slightly different because of this experience?

POINTS
10

17

UNDERSTANDING EMPATHY

Watch 2 short videos and read "What is Empathy" article. See links below.

1. [What is Empathy article from VeryWellMind by Kendra Cherry](#)
2. [Brene Brown on Empathy \(video\)](#)
3. [Empathy: The Human Connection to Patient Care \(video\)](#)

18

LEARN ABOUT NATIONAL AND INTERNATIONAL PUBLIC SERVICE OPPORTUNITIES WITH AMERICORPS AND PEACE CORPS

WATCH THESE TWO SHORT VIDEOS AND EXPLORE BOTH WEBSITES:

- [1-minute video about the Peace Corps](#)
- [1-minute video about AmeriCorps](#)
- [Visit the Peace Corps Website](#)
- [Visit the AmeriCorps Website](#)
- [Visit the American Climate Corps Website](#)

POINTS
5

DOCUMENTATION

Reflection will count as documentation.

REFLECTION

WHAT? In at least 2-3 sentences describe what AmeriCorps and Peace Corps are, including some of the similarities and differences between the two?

SO WHAT? In at least 2-3 sentences what did you learn, what was new to you, did you know about these public service opportunities? Why are programs like AmeriCorps and Peace Corps important and what impact do they have? If you were to serve in the Peace Corps or AmeriCorps, which country or program would you like to serve in and why?

NOW WHAT? In at least 2-3 sentences might you consider joining AmeriCorps or Peace Corps in the future, why or why not? How might you be able to share what you learned about public service with others?

19

READ AND REFLECT ON ADAM DAVIS'S ARTICLE ON "WHAT WE DON'T TALK ABOUT WHEN WE DON'T TALK ABOUT SERVICE"

POINTS
5

DOCUMENTATION

Reflection will count as documentation.

REFLECTION

WHAT? In at least 2-3 sentences, what are the reasons people serve according to the author? Do you agree with these explanations?

SO WHAT? In at least 2-3 sentences, reflect on what the author says about the fact that service can be demeaning to others (serving a meal to a homeless person) and can make us feel better about ourselves and better than others, without addressing the inequality that exists in the world, or the fact that sometimes people do service to make themselves look good.

NOW WHAT? In at least 2-3 sentences, reflect on the author's message that service is complex and nuanced and that we must think about and talk about service, rather than just "do service." How might you approach service differently in the future as a result of this article?

20

WATCH A TED TALK ABOUT MENTAL HEALTH

Search and choose a video related to mental health.

RESOURCES

- [TED.com](#)

POINTS
5

DOCUMENTATION

Reflection will count as a documentation.

REFLECTION

WHAT? In at least 2-3 sentences, summarize the main points from the TED talk, what did you learn about mental health awareness, stigma or coping strategies? Did it resonate with your own experiences or those of others close to you?

SO WHAT? In at least 2-3 sentences, how does this knowledge impact your perception of mental well-being? Why is it essential to address mental health openly and compassionately in our communities?

NOW WHAT? In at least 2-3 sentences, how can you apply the insights gained from the TED Talk to promote mental health awareness? How might your future actions be influenced by this experience? How can you contribute to creating a healthier and more supportive mental health environment?

20 B

ATTEND A MENTAL HEALTH-RELATED EVENT ON CAMPUS OR IN THE COMMUNITY

POINTS

10

X2=20 points possible

DOCUMENTATION

Photo of yourself at event and/or documented confirmation you attended (e.g., photo of sign in sheet, certificate of attendance, or email).

REFLECTION

WHAT? In at least 2-3 sentences, describe the event you attended. What was it about, when and where did it take place, and what were the main topics covered?

SO WHAT? In at least 3-4 sentences, describe any insights or knowledge gained. Did you discover new information about mental health, coping strategies, or self-care? What is the significance of mental health and how does it impact our overall well-being and quality of life?

NOW WHAT? In at least 3-4 sentences, what are some practical steps you can take moving forward based on what you learned – for yourself but also for your family and the community?

21

USE CIRCLEIN TO SUBMIT 5 "COURSE FEEDBACK" SUBMISSIONS TO YOUR PROFESSOR

RESOURCES

- <http://CircleInApp.app.link>

Instructions: send your professors Course Feedback that will help with your academic well-being and your community of classmates' well-being. All students run into issues, hard topics and challenges. Your feedback can make a difference for both professors and students. You must complete 5 Course Feedback submissions for this action.

POINTS

10

DOCUMENTATION

Screenshot of your CircleIn Course Feedback History.

REFLECTION

WHAT? In at least 2-3 sentences describe the feedback you provided through your submissions and how it might have contributed to the well-being of your professor and classmates.

SO WHAT? In at least 3-4 sentences what did you learn from this experience? Why do you believe giving feedback matters? How do you feel about your own "voice" and ability to speak up for others?

NOW WHAT? In at least 3-4 sentences explain how you will continue to use your voice to speak up on behalf of your classmates and others? What might you do differently when you start a new course? How might you help more students and professors to use CircleIn?

ARTS & CULTURE



DISCOVERING HOW THE ARTS STRENGTHEN AND
ENRICH OUR COMMUNITIES.

1

WATCH A FILM OR DOCUMENTARY ABOUT A POLITICAL, ENVIRONMENTAL, SOCIAL, OR CULTURAL ISSUE

(1 hour minimum)

RESOURCES

- [Access Kanopy Through Your University / Kanopy](#)

POINTS

10 x2= 20 points possible

DOCUMENTATION

Reflection will count as documentation.

REFLECTION

WHAT? In at least 2-3 sentences, what film or documentary did you watch? What was it about? What political, environmental, social, or cultural issues were addressed?

SO WHAT? In at least 3-4 sentences, describe what you learned. What feelings came up while watching it? Why is this film or documentary important to you, to the community, and to society as a whole?

NOW WHAT? In at least 3-4 sentences, describe the impact that this film may have on you going forward. What might you do differently because of what you learned? What other civic topics are you interested in learning about after watching this film/documentary?

DOCUMENTATION

Reflection will count as documentation.

REFLECTION

WHAT? In at least 3-4 sentences, what book did you read and what was it about? What political, environmental, social, or cultural issue(s) did it address and why did you choose this book?

SO WHAT? In at least 3-4 sentences, what did you learn? What feelings came up while reading it? Why is the topic covered in this book important to you, to the community, and to society as a whole? How can literary arts and storytelling strengthen and enrich our communities?

NOW WHAT? In at least 3-4 sentences, what might you do differently as a result of reading this book? Is there an action you might take as a result, why or why not? Will you read other books on these topics, why or why not?

DOCUMENTATION

Reflection will count as documentation.

REFLECTION

WHAT? In at least 2-3 sentences, what book did you select from the banned or challenged list? Where is this book banned? Summarize why some view it as controversial.

SO WHAT? In at least 2-3 sentences, describe how you felt about the content covered and about it being banned. What are the pros and cons of challenging or banning books? Why/why not is freedom of expression through books important?

NOW WHAT? In at least 2-3 sentences, what might you do differently in the future as a result of reading a challenged or banned book?

RESOURCES

- [Pen America Index of School Book Bans](#)

POINTS

5

2
A

READ A NONFICTION OR FICTION BOOK ABOUT A POLITICAL, ENVIRONMENTAL, SOCIAL, OR CULTURAL ISSUE OF AT LEAST 100 PAGES

RESOURCES

- [Pen America Index of School Book Bans](#)
- [Earth Ethics Institute Booklist](#)
- [MDC Learning Resources](#)

POINTS

15 Additional 5 points for banned or challenged book by completing AC-2B.

2
B

BONUS 5 POINTS FOR READING BANNED OR CHALLENGED BOOK ABOUT A POLITICAL, ENVIRONMENTAL, SOCIAL, OR CULTURAL ISSUE OF AT LEAST 100 PAGES

RESOURCES

- [Pen America Index of School Book Bans](#)

POINTS

5

3

RESEARCH THE INDIGENOUS PEOPLE AND TRIBE(S) OF YOUR COMMUNITY*

*Using your zip code with Native Land

RESOURCES

- [Native Land Map](#)

POINTS

10

DOCUMENTATION

Reflection will count as documentation.

REFLECTION

WHAT? In at least 2-3 sentences, provide name(s) and location of each tribe of your community. Include a summary of their history and whether they are active today. Do the tribes have any public-facing spaces and/or events that others can attend/participate in?

SO WHAT? In at least 3-4 sentences, describe what surprised you about their historical background and/or current activity. What did you learn from this experience that stood out to you? Why is it important to know about the indigenous tribes of our communities?

NOW WHAT? In at least 3-4 sentences, describe how this knowledge might impact your perception of tribal issues moving forward. How might your future actions, thoughts, behavior, or mindset be changed because of what you learned? How might your future self be a little different because of what you learned?

4

CREATE AND PRESENT A LAND ACKNOWLEDGEMENT FOR THE INDIGENOUS PEOPLE AND TRIBE(S) OF YOUR COMMUNITY TO AN AUTHENTIC AUDIENCE IN-PERSON OR ONLINE (MINIMUM 5 PEOPLE)

RESOURCES

- [Native Governance Center's Land Acknowledgement](#)
- [Whose Land Are You On Video](#)

POINTS

10

DOCUMENTATION

Upload a copy of the land acknowledgement you wrote and a photo and/or video of presentation with audience present (min. 5 people).

REFLECTION

WHAT? In at least 2-3 sentences, describe what you did and how you did it. Describe your process of writing a land acknowledgement for the indigenous tribe(s) of your community.

SO WHAT? In at least 2-3 sentences, explain the importance of creating and sharing a land acknowledgement. What did you learn about their significance?

NOW WHAT? In at least 2-3 sentences, describe how learning about and creating a land acknowledgement might change the way you think about your "place" in the world. Will this experience change anything for you going forward? Why or why not?

5

VISIT A PARK, MUSEUM, OR SITE OF ENVIRONMENTAL OR CULTURAL SIGNIFICANCE*

*Cultural significance: a site with historic, scientific, social, or spiritual value

RESOURCES

- [Visit Museums for Free](#)
- [Historic Places to Visit in Miami](#)
- [Historic Treasures in Homestead & Florida City](#)

POINTS

10 x2= 20 points possible

DOCUMENTATION

Photo of yourself at event and/or documented confirmation you attended (e.g., photo of sign in sheet, receipt of attendance, or email).

REFLECTION

WHAT? In at least 2-3 sentences, describe the site you visited. What was it, when did you visit, where is it located, what did you do there, and why did you pick this site?

SO WHAT? In at least 3-4 sentences, share what you learned. What feelings came up during your visit? Why is it important to visit sites like this? How do sites like this enrich our community. How did this visit inform or impact the connection you have with your community?

NOW WHAT? In at least 3-4 sentences, will you visit other environmental/cultural sites again in the future, why or why not? What types of sites would you like to visit in the future?

6

JOIN A COMMUNITY ART OR CULTURAL COLLECTIVE (GROUP/ORGANIZATION) AND ATTEND AT LEAST 2 MEETINGS/EVENTS

Examples:
"O, Miami," Miami Film Society, book club, your campus literary magazine, etc.

POINTS

15 15 points for joining and attending at least 2 meetings

DOCUMENTATION

Evidence of joining (official letter or email, membership card, etc.), photo of yourself at each meeting, and/or receipt of attendance with date.

REFLECTION

WHAT? In at least 3-4 sentences, what group did you join? Describe the group and its purpose and what inspired you to join. Provide a description of each meeting/event you attended and the topics covered. Did any of the topics addressed surprise you? If so, why?

SO WHAT? In at least 3-4 sentences, what did you learn about the arts and your community's culture from joining? How did joining and participating make you feel? What contributions did your membership and presence bring to the collective? Why do you think it is important for there to be cultural collectives in the community?

NOW WHAT? In at least 3-4 sentences, will you continue to participate in this group or others, why or why not? How might you encourage your peers to participate in a collective like this?

DOCUMENTATION

Photo or recording of art and photo and/or video of presentation with audience present (min. 5 people).

REFLECTION

WHAT? In at least 3-4 sentences, provide the date, time, and location of your presentation. Who were the audience? What piece of art did you present? What was the message you conveyed. How did others react to the art and information you presented? What about this issue inspired you to present original art?

SO WHAT? In at least 3-4 sentences, what did you learn from this experience? How did it make you feel? What impact can art have on political, environmental, and/or social issues? Why is it important to use art for positive change?

NOW WHAT? In at least 3-4 sentences, how might you be different because of this experience? Can you envision yourself continuing to present your art to promote the common good in the future? How can we more effectively use art to bring about social change and reach more students?

DOCUMENTATION

Photo of yourself at event and/or documented confirmation you attended (e.g., photo of sign in sheet, receipt of attendance, or email).

REFLECTION

WHAT? In at least 2-3 sentences, describe the event you attended. Where was it, when, what was the purpose of the event. What about it inspired you to attend or participate?

SO WHAT? In at least 3-4 sentences, what did you learn? How did attending make you feel? Are art and cultural events like this important to the well-being of our community, why or why not? Did this experience influence any cultural perceptions you had before attending?

NOW WHAT? In at least 3-4 sentences, will you attend other events like this in the future, why or why not? What did this experience inspire you to do moving forward? What might you do differently in the future because of this experience? What other similar events are you aware of that you might like to attend?

9

FAST IN RECOGNITION OF A SPIRITUAL AND/OR FAITH-BASED PRACTICE (E.G. FAST FROM SUNRISE TO SUNSET FOR RAMADAN, FAST FOR LENT, OR YOM KIPPUR, ETC.)

**fasting means abstaining from a particular chosen activity in order to bring greater attention to one's spiritual or faith-based practice*

POINTS

10

DOCUMENTATION

Reflection will count as documentation.

REFLECTION

WHAT? In 2-3 sentences, what does it exactly mean to fast from sunrise to sunset for the spiritual/faith-based practice you selected (e.g., Ramadan, Lent, Yom Kippur, etc.)? What is it exactly that the group/faith fast/abstain from? What other examples of faith-based fasting practices exist?

SO WHAT? In at least 3-4 sentences, what is the significance of fasting for those who observe it? What are the potential health, mental, and spiritual benefits (and/or challenges) associated with fasting from sunrise to sunset? What impact does fasting have on the broader community and on interfaith understanding?

NOW WHAT? In at least 3-4 sentences, now that you have completed your fast, how do you feel physically and emotionally? How might this practice impact your daily routine and lifestyle? How has this experience influenced your understanding of the spiritual or faith-based practice behind fasting?

10

READ TWO ARTICLES ON AN INTERFAITH DIALOGUE INITIATIVE

RESOURCES

- unesco.org/interculturaldialogue/en/publications
- interfaithamerica.org/magazine/
- un.org/en/observances/interfaith-harmony-week
- abrahamfamilyhouse.ae/

POINTS

5

DOCUMENTATION

Reflection will count as documentation.

REFLECTION

WHAT? In at least 2-3 sentences, describe the articles you read – include the name and citation of each article. What were the main points of these articles?

SO WHAT? In at least 2-3 sentences, what did you learn from these articles? Was there anything that surprised you? How does the issue relate to your role as a global citizen? Does the issue addressed in the article impact you personally? Is it important to know about other faiths/religions, why or why not?

NOW WHAT? In at least 3-4 sentences, what actions can you take in your community to bring awareness to this issue? How might you share any insights you learned with others?

11

LEARN ABOUT RAMADAN*

**See AC-9 if you choose to fast while learning about Ramadan.*

RESOURCES

- [What and when is Ramadan?](#)
- [Jaffer Institute Website](#)

POINTS

5

DOCUMENTATION

Reflection will count as documentation.

REFLECTION

WHAT? In at least 2-3 sentences, what and when is Ramadan, and what are its key practices and significance? What are the daily routines and rituals observed by Muslims during Ramadan? What is the historical and cultural background of Ramadan?

SO WHAT? In at least 2-3 sentences, what is the importance of Ramadan in the Islamic faith? What impact does observing Ramadan have on the lives of Muslims, both spiritually and socially? What can be learned from understanding Ramadan about the broader Islamic culture and traditions?

NOW WHAT? In 2-3 sentences, now that you have learned about Ramadan, how can you show respect and support for classmates or colleagues who are observing it? What further steps can you take to deepen your understanding of Ramadan and its significance? How might you apply the principles of empathy and cultural awareness gained from learning about Ramadan in other areas of your life?

7

PRESENT ORIGINAL ART** FOR AN AUTHENTIC AUDIENCE** ON A POLITICAL, ENVIRONMENTAL, COMMUNITY WELL-BEING OR SOCIAL ISSUE

*Art: 2D, 3D, digital, print, writing, or performance art, (musical, theatre, dance, poetry, etc.), plus a call-to-action or proposed solution.

**Authentic audience: must benefit from the message & must engage multiple diverse people (minimum of 5) who may not be exclusively from your family, friends, class, or club (may be online or in-person).

POINTS

15

8

ATTEND/PARTICIPATE IN A LOCAL ART, OR CULTURAL FAIR/ FESTIVAL/EVENT

(1 hour minimum)

RESOURCES

- LiveArtsMiami.org
- [Miami Book Fair](https://MiamiBookFair.com)
- [MOAD](https://MOAD.org)
- [HistoryMiami Museum](https://HistoryMiamiMuseum.org)
- [Culture Shock Miami](https://CultureShockMiami.com)
- www.mdc.edu/arts-culture/

POINTS

10 x2=20 points possible

12

ATTEND A WORSHIP SERVICE OF ANOTHER FAITH OR AN INTERFAITH ACTIVITY OR EVENT

RESOURCES

- [Jaffer Institute Website](#)

POINTS

10

DOCUMENTATION

Reflection will count as documentation.

REFLECTION

WHAT? In at least 2-3 sentences, what service or event did you attend? When, where? Summarize the main tenets of the faith and describe the experience. Was there anything about the service/event that surprised you? Did this experience change your approach/attitude to other religions?

SO WHAT? In at least 3-4 sentences, what did you learn? How did attending make you feel? Did attending increase your curiosity about other religions? Was there anything in the service/event that was familiar to you, or similar to a practice in your own life? Why is it important to know about other faiths (interfaith literacy)?

NOW WHAT? In at least 3-4 sentences, what might you do differently in the future as a result of this experience? What insights did you gain and how might you share them with others? Will you attend other services of different faiths, why or why not?

SOCIAL INNOVATION



DEVELOPING INNOVATIVE AND
HUMAN-CENTERED SOLUTIONS TO CHALLENGING
ISSUES IN SUPPORT OF SOCIAL PROGRESS

1 LEARN ABOUT "SOCIAL INNOVATION" - WATCH VIDEO AND READ BOTH ARTICLES

Video:

- [Solving the World's Toughest Problems](#)

Articles:

- [What is Social Innovation and why is it important?](#)
- [5 Social Innovation Examples](#)

POINTS

5

DOCUMENTATION

Reflection will count as documentation.

REFLECTION

WHAT? In at least 2-3 sentences, describe the video you watched and articles you read. How would you define social innovation in your own words. What is an example of social innovation that you liked from the examples provided, why?

SO WHAT? In at least 2-3 sentences, what did you learn? Does what you learned make you more hopeful about our future, why or why not? Why does the concept of social innovation matter to you, to our community, and to society as a whole?

NOW WHAT? In at least 2-3 sentences, describe how you might share with others some of the insights you gained through this experience. Do you have an idea for a social innovation project you would like to see happen in your community, and what would it be?

DOCUMENTATION

Reflection will count as documentation.

REFLECTION

WHAT? In at least 2-3 sentences, which two articles did you read? Describe what solutions journalism is and how it advances social innovation across the world. What specific theme did you choose to identify your two articles.

SO WHAT? In at least 2-3 sentences, what insights did you gain about the particular theme that you chose? How did the solutions described in the articles make you feel about the theme you chose?

NOW WHAT? In at least 2-3 sentences, describe how you might share with others some of the insights you gained through this experience. Is there anything more you would like to learn about regarding either your theme of choice or the articles you selected?

DOCUMENTATION

Reflection will count as documentation.

REFLECTION

WHAT? In at least 2-3 sentences, what do Ashoka Fellows do and how are they important participants in the space of social innovation? Share about the Ashoka Fellow you selected and why they were of interest to you.

SO WHAT? In at least 2-3 sentences, what did you learn from this experience? How did learning about Ashoka Fellows make you feel? Why is it important for all of us to be social innovators and what can we learn from Ashoka Fellows?

NOW WHAT? In at least 2-3 sentences, what might you do differently in the future now that you have learned about Ashoka Fellows. How might your mindset be different moving forward? How might you share your new insights with others?

2 READ TWO ARTICLES ON THE SAME TOPIC FROM SOLUTIONS JOURNALISM*

*At least 2 pages (~1,000 words) each

Examples of topics: Hunger, Climate Change, etc.

RESOURCE

- [Solutions Journalism U](#)

POINTS

5

x2=10 points possible

3 LEARN ABOUT ASHOKA FELLOWS – WHO THEY ARE AND WHAT THEY DO. VISIT THEIR WEBSITE AND IDENTIFY SOMEONE WHO IS WORKING ON AN ISSUE THAT MATTERS TO YOU

Examples of issues: Homelessness, gun violence, etc.

RESOURCES

- [Who are Ashoka Fellows?](#)
- [HistoryMiami Museum](#)

POINTS

5

x2=10 points possible

4 WATCH A TED TALK ON ANY SOCIAL INNOVATION PROJECT

Search and choose a video related to a social/environmental topic of interest to you.

RESOURCE

- [TED.com](#)

POINTS

5

x2=10 points possible

DOCUMENTATION

Reflection will count as documentation.

REFLECTION

WHAT? In at least 2-3 sentences, summarize your video selection (and include link of the video) – who is behind the social innovation and what challenge is the work trying to address? What makes this an example of social innovation?

SO WHAT? In at least 2-3 sentences, what did you learn from this experience? Why does this project, and social innovation in general, matter to you, to our community, and to society as a whole?

NOW WHAT? In at least 2-3 sentences, describe how you might share with others some of the insights you gained through this experience. Do you have an idea for a social innovation project you would like to see happen in your community, and what would it be?

5A ATTEND/PARTICIPATE IN SOCIAL INNOVATION OR SOCIAL ENTREPRENEURSHIP WORKSHOP, TRAINING, OR INFORMATIONAL EVENT

(1 hour minimum)

Examples: hackathon events, boot camps on design thinking, social innovation workshops, etc.

RESOURCES

- [MDC Changemaking/ Social Innovation](#)
- [Instagram](#)
- [Venture Café Miami](#)

POINTS

10

DOCUMENTATION

Photo of yourself at event and/or documented confirmation you attended (e.g., photo of sign in sheet, certificate of attendance, or email).

REFLECTION

WHAT? In at least 2-3 sentences, describe the event you attended and its topic. Why did you choose this event – what was your interest in the topic?

SO WHAT? In at least 3-4 sentences, share what you learned. Is what you learned important to you, to the community, and to society as a whole? Why or why not?

NOW WHAT? In at least 3-4 sentences, might your future actions, thoughts, behaviors, or mindset be changed because of this experience? Describe how your future self might be a little different, and if not, share why not.

5B ATTEND/PARTICIPATE IN SOCIAL INNOVATION OR SOCIAL ENTREPRENEURSHIP WORKSHOP, TRAINING, OR INFORMATIONAL EVENT

(1 day / 7 hr. minimum)

Examples: hackathon events, boot camps on design thinking, social innovation workshops, etc.

POINTS

15

DOCUMENTATION

Photo of yourself at event and/or documented confirmation you attended (e.g., photo of sign in sheet, certificate of attendance, or email).

REFLECTION

WHAT? In at least 3-4 sentences, describe the event you attended and its topic. Why did you choose this event – what was your interest in the topic?

SO WHAT? In at least 3-4 sentences, share what you learned. Is what you learned important to you, to the community, and to society as a whole? Why or why not?

NOW WHAT? In at least 3-4 sentences, might your future actions, thoughts, behaviors, or mindset be changed because of this experience? Describe how your future self might be a little different, and if not, share why not.

5
C

ATTEND/PARTICIPATE IN SOCIAL INNOVATION OR SOCIAL ENTREPRENEURSHIP WORKSHOP, TRAINING OR FELLOWSHIP

(2 days / 14 hr. minimum)

Examples: CGI U, hackathon events, boot camps or fellowships on design thinking or social innovation, etc.

POINTS

20

DOCUMENTATION

Proof of participation and completion (e.g., a letter, certificate, etc.).

REFLECTION

WHAT? In at least 3-4 sentences, describe the event you attended and summarize the topics covered. Why did you choose this event – what was your interest in the topic?

SO WHAT? In at least 3-4 sentences, share what you learned. Is what you learned important to you, to the community, and to society as a whole? Why or why not?

NOW WHAT? In at least 3-4 sentences, might your future actions, thoughts, behaviors, or mindset be changed because of this experience? Describe how your future self might be a little different, and if not, share why not.

6
A

SUBMIT A COMMITMENT TO ACTION TO CGI U OR SUBMIT A PROPOSAL TO ANY SOCIAL INNOVATION CHALLENGE

RESOURCES

- [Apply to CGI U](#)
- [Contact iCED for assistance](#)
- [UpPrize - Social Innovation Challenge](#)
- [21st annual MIT IDEAS Social Innovation Challenge supports students leading social innovation](#)
- [Become a RESOLUTION Fellow - The Resolution Project](#)
- <https://www.youthlead.org>
- <https://youngaworld.com/youthdelegate/>

POINTS

15

DOCUMENTATION

Submit a copy of your final Commitment to Action application or proposal.

REFLECTION

WHAT? In at least 3-4 sentences, describe your "commitment to action" (or social innovation project). What issue was addressed? What about this issue inspired you to apply? Describe your process for preparing the Commitment to Action.

SO WHAT? In at least 3-4 sentences, what did you learn from this experience? Why does this experience matter to you, to the community, and to society as a whole? Why are social innovation programs like this important, especially for college students?

NOW WHAT? In at least 3-4 sentences, describe your plans to implement your social innovation project? How might you raise awareness and find solutions for the issue you are focusing on?

6
B

IMPLEMENT YOUR SOCIAL INNOVATION PROJECT FROM ACTION SI-6A

(15 hour minimum)

POINTS

20

DOCUMENTATION

Submit proof of implementation and completion.

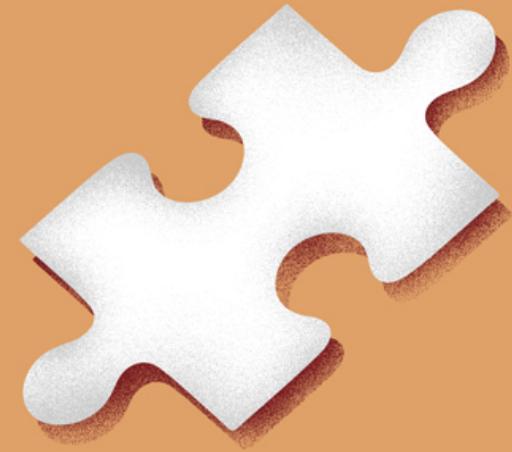
REFLECTION

WHAT? In at least 3-4 sentences, describe your social innovation project and what you did. What specific actions did you take to complete the project? When, where, and how?

SO WHAT? In at least 3-4 sentences, what did you learn from this experience? Why does this experience matter to you, to the community, and to society as a whole? Why are social innovation projects like this important to you, to our community, and to society as a whole?

NOW WHAT? In at least 3-4 sentences, describe how your future self might be different as a result of this experience and how you might share your new insights with others.

INSTRUCTOR ASSIGNED



1

COURSE INSTRUCTOR ASSIGNED CIVIC ACTION ITEM

(for something not already in the Scorecard)

ADDITIONAL POINTS

5-15

*Depending on time, effort,
and impact of the action*

DOCUMENTATION

Documentation assigned by the course instructor.

REFLECTION

Reflection assigned by the course instructor.

LEAVE A LEGACY OF ENGAGEMENT

Visit the [Changemaker Hub](#) and start working
towards your Civic Action Award TODAY!

1. Review the list of 100+ civic actions below
2. Highlight the ones you want to complete
3. Complete civic actions by:
 - a. Log into the Changemaker Hub (<https://changemakerhub.mdc.edu>)
 - b. Click on Subgroups, click on “Civic Action Scorecard” & search for the actions you wish to complete
 - c. Read the instructions, complete the actions, collect the required documentation
 - d. Submit your Actions via the “Add Impact” button for each action
 - e. Earn your Award!

#	Civic Action	Points	Points Earned
DEMOCRATIC ENGAGEMENT			
DE-1A	Explore mdc.edu/vote and review the resources and information provided	5 pts	
DE-1B	Register to vote or show proof that your registration is up to date	5 pts	
DE-2	Help someone register to vote	5 pts; X2= 10 pts poss.	
DE-3	Find the sample ballot for an upcoming local or state election	5 pts	
DE-4	Create a voting plan for an upcoming election	5 pts per election; X4= 20 pts poss.	
DE-5	Attend, watch, or listen to a current candidate debate, legislative session, or citizen address (1 hour minimum)	10 pts; X2= 20 pts poss.	
DE-6	Know your elected officials at city, county, state, and federal level	10 pts	
DE-7	Research two of your current elected officials (from DE-6)	10 pts	
DE-8	Call or e-mail* one of your elected officials from #DE-6 about an issue of concern	5 pts; X2= 10 pts poss.	
DE-9	Report issue or concern in your community to proper governmental authority	5 pts; X2= 10 pts poss.	
DE-10	Research the most recent proposed or finalized budget from your city or county	10 pts	
DE-11	Attend, watch, or listen to a current community, city, county, or state meeting (1 hour minimum)	10 pts; X2= 20 pts poss.	
DE-12	Present a prepared speech at a community, city, county, or state meeting	15 pts	
DE-13	Serve as a Miami Dade County Department of Elections Poll Worker	20 pts	
DE-14A	Attend/participate in a workshop, training or informational event relating to democratic engagement* (1 hour minimum)	10 pts; X2= 20 pts poss.	
DE-14B	Attend/participate in a 1-day workshop, training or informational event relating to democratic engagement* (1 day/7 hr. minimum)	15 pts	
DE-14C	Participate in an MDC campus or community leadership or fellowship program related to democratic engagement in its entirety (15 hour minimum)	20 pts	
DE-15	Sign at least 5 political, environmental, or social-issue petitions relating to causes you support	5 pts	
DE-16	Serve with a local or state political campaign (5 hour minimum, counts as volunteer service AND 10 points on Scorecard)	10 pts	
DE-17	Join and attend at least 2 meetings of a local or state voter engagement organization or political party	15 pts	
DE-18	Peacefully attend a rally, protest, or demonstration with positive signage (if you bring a sign)	10 pts	
DE-19	Write an op-ed or letter to the editor on a topic of local or societal importance	10 pts	
DE-20	Read two news articles on a civic topic* of importance	5 pts; X2=10 pts poss.	
DE-21	Summarize media fact-checking after reading about the process from 2 sites, such as PolitiFact.com and FactCheck.org or other fact check sources	5 pts	
DE-22	Review the SIFT method and verify a news story that has been shared on social media or on another platform	10 pts	
DE-23	Read and summarize one of the following United States founding documents	5 pts; X2=10 pts poss.	
DE-24	Take practice Citizenship Exam with passing score	5 pts	
DE-25	Compare ideologies of political parties in the United States	10 pts	
DE-26	Research two historical or current political activists who helped individuals secure the right to vote (minority groups/returning citizens/women/etc.)	10 pts	
DE-27	Take the Florida Civic Literacy Exam (FCLE) Practice Test	10 pts	

#	Civic Action	Points	Points Earned
DE-28	Attend a free Florida Civic Literacy Exam (FCLE) Bootcamp for MDC students	10 pts	
DE-29	Vote! In a local, state, or federal election (primary or general)	10 pts; there is no limit on this action	
DE-30	Earn a "Leadership & No-Blame Problem-Solving" Certificate from The Citizens Campaign*	15 pts	
DE-31	Watch "How to Understand Power" 7-minute Ted Talk by Eric Liu	10 pts	
ENVIRONMENT & SUSTAINABILITY			
ES-1	Discover the native plants of your community	5 pts	
ES-2	Plant a South Florida native species and maintain it for at least 1 month	15 pts	
ES-3	Visit a local farmer's market	5 pts	
ES-4	Review the 17 United Nations Sustainable Development Goals	5 pts	
ES-5	Complete the UN Sustainable Communities Checklist	5 pts	
ES-6	Complete the Miami Waterkeeper's Quiz & read the included article 'Best Management Practices'	5 pts	
ES-7	Participate in an organized Citizen Science Project	15 pts	
ES-8	Calculate your ecological footprint	10 pts	
ES-9	Read & reflect on "Individuals Are Not to Blame For the Climate Crisis" article	5 pts	
ES-10	Watch two videos from "The Story of Stuff Project" and take the Changemakers Personality Quiz	10 pts	
ES-11	Clean up trash in your community	10 pts	
ES-12A	Learn about "The Tragic Costs of E-waste" by watching CBS News report	5 pts	
ES-12B	Properly recycle your household electronics (computer and printer accessories, TVs, batteries, etc.)	10 pts	
ES-13	Properly dispose of household hazardous waste, chemicals, and/or cleaning supplies (e.g., cleaners, disinfectants, pest control chemicals, lawn/yard chemicals, etc.)	10 pts	
ES-14	Eliminate consumption of animal products (e.g., meat, fish, eggs, dairy, etc.) for at least 2 meals a day for 7 continuous days	15 pts	
ES-15	Reduce your home energy use for one billing cycle	20 pts	
ES-16	Eliminate or reduce consumption of single-use plastic (bags, water bottles, straws, etc.) for 7 continuous days	15 pts	
ES-17	Reduce your transportation footprint by using public/self-powered transportation* five times within a one-week period	10 pts	
ES-18A	Attend/participate in event relating to environment and sustainability (1 hour min)	10 pts; X2=20 pts poss.	
ES-18B	Attend/participate in event relating to environment and sustainability (1 day/ 7-hour min)	15 pts	
ES-18C	Attend/participate in event relating to environment and sustainability (2 days/ 14-hour min)	20 pts	
ES-19	Complete a Biodiversity Mini-Audit	10 pts	
ES-20	Volunteer with an environmental/ sustainability organization nonprofit	10 pts	
ES-21	Read an environmental justice article related to your neighborhood/community	5 pts; X2=10 pts poss.	
ES-22A	Design and implement an environmental action project pre-approved by Earth Ethics Institute	15 pts	
ES-22B	Participate in an environmental action project* pre-approved by Earth Ethics Institute	5 pts	
COMMUNITY WELL-BEING			
CW-1	Complete a Significant Act of Kindness	5 pts; X2=10 pts poss.	
CW-2	Donate non-perishable food to the MDC Food Pantry for students or a local food bank	5 pts; X2=10 pts poss.	
CW-3	Donate in-kind to a nonprofit or community organization valuing at least \$5	5 pts	
CW-4	Fundraise over \$100 for a nonprofit organization	10 pts	
CW-5	Serve with a local or state nonprofit	10 pts	
CW-6	Serve in a local, national or International Day of Service	10 pts; X2= 10 pts poss.	
CW-7	Serve on a community board or committee	10 pts	
CW-8	Complete a health screening or health test	5 pts	
CW-9A	Donate blood	10 pts; X2=20 pts poss.	
CW-9B	Donate Plasma	15 pts; X2= 30 pts poss.	
CW-9C	Join the bone marrow registry, or sign up to be an organ donor	5 pts; X2= 10 pts poss.	
CW-10	Participate in the Unify America College Bowl	10 pts	

#	Civic Action	Points	Points Earned
CW-11	Host a community meeting	15 pts	
CW-12	Complete a "Community Well-Being Certification" (e.g., mental health, CPR, suicide prevention)	15 pts; X2 = 30 pts poss.	
CW-13A	Attend/participate in events relating to community well-being or a social issue (1 hour min)	10 pts; X2=20 pts poss.	
CW-13B	Attend/participate in event relating to community well-being or a social issue (1 day /7-hr. min)	15 pts	
CW-13C	Attend/participate in event relating to community well-being or a social issue (2 days/14-hr. min)	20 pts	
CW-14	Present a workshop, training, or informational event related to community well-being	15 pts	
CW-15	Be hurricane and emergency prepared	15 pts	
CW-16	Donate hair to individuals who have lost their hair while battling cancer or other ailments	15 pts	
CW-17	Understand empathy	10 pts	
CW-18	Learn about national and international public service opportunities with AmeriCorps and Peace Corps	5 pts	
CW-19	Read and reflect on Adam Davis's article on "What We Don't Talk About When We Don't Talk About Service."	5 pts	
CW-20A	Watch a TED Talk about mental health	5 pts	
CW-20B	Attend a mental health-related event on campus or in the community	10 pts; X2=20 pts poss.	
CW-21	Use CircleIn to submit 5 "Course Feedback" submissions to your professor	10 pts	
ARTS & CULTURE			
AC-1	Watch a film or documentary about a political, environmental, social, or cultural issue	10 pts; X2=20 pts poss.	
AC-2A	Read a nonfiction or fiction book about a political, environmental, social, or cultural issue	15 pts; Additional 5 pts for banned or challenged book by completing AC-2B	
AC-2B	BONUS points for reading banned or challenged books	5 pts	
AC-3	Research the indigenous people and tribe(s) of your community	10 pts	
AC-4	Create and present a land acknowledgement	10 pts	
AC-5	Visit a park, museum, or site of environmental or cultural significance	10 pts; X2=20 pts poss.	
AC-6	Join a community art or cultural collective and attend 2 meetings/events	15 pts	
AC-7	Present original art for an authentic audience	15 pts	
AC-8	Attend/participate in local art or cultural fair/festival	10 pts; X2=20 pts poss.	
AC-9	Fast in recognition of a spiritual and/or faith-based practice (e.g. fast from sunrise to sunset for Ramadan, fast for Lent, or Yom Kippur, etc.)	10 pts	
AC-10	Read two articles on an interfaith dialogue initiative or event	5 pts	
AC-11	Learn about Ramadan	5 pts	
AC-12	Attend a worship service of another faith	10 pts	
SOCIAL INNOVATION			
SI-1	Learn about the concept of social innovation	5 pts	
SI-2	Read two articles from Solutions Journalism	5 pts for 2 articles; X2=10 pts poss.	
SI-3	Learn about Ashoka Fellows – who they are, what they do	5 pts; X2=10 pts poss.	
SI-4	Watch a Ted Talk on a social innovation project	5 pts; X2=10 pts poss.	
SI-5A	Attend/participate in social innovation or social entrepreneurship workshop, training, or informational event (1 hr. min)	10 pts	
SI-5B	Attend/participate in social innovation or social entrepreneurship workshop, training, or informational event (1 day/ 7 hr. min)	15 pts	
SI-5C	Participate in social innovation or social entrepreneurship training (2 days/14-hour min)	20 pts	
SI-6A	Submit a Commitment to Action to Clinton Global Initiative University or another SI program	15 pts	
SI-6B	Implement your social innovation project	20 pts	
INSTRUCTOR ASSIGNED CIVIC ACTION			
IA-1	Course instructor assigned Civic Action Item	5-15 pts depending on time, effort, and impact	
AWARD LEVEL			TOTAL POINTS:
SELECT AWARD YOU ARE APPLYING FOR: Bronze (100 pts) / Silver (200 pts) / Gold (300 pts)			

REVIEWED/APPROVED BY:

DATE:

The future will not belong to those who are content with the present. The future will not belong to cynics and people who sit on the sidelines. The future will belong to people who have passion and are willing to work hard to make this country better.

-Senator Paul Wellstone



To access and utilize the Scorecard in the Changemaker Hub visit:



iCED Website: mdc.edu/iced
Contact iCED: iced@mdc.edu