



The Civic Action Scorecard

Take action. Score points. Earn awards.

Created by the Institute for Civic Engagement & Democracy (iCED)

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Miami, FL

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	<u>Civic Action</u>	<u>Points</u>	<u>Documentation</u>	<u>Reflection</u>
DEMOCRATIC ENGAGEMENT				
<i>Preparing you to take an active role in political processes</i>				
DE-1	<p>Register to vote or show proof that your registration is up to date</p> <p>Resource: MDC.edu/VOTE</p>	5 points	<p>Photo of Voter Registration Card or screenshot of Board of Elections online registration check</p> <p><u>Note:</u> Blur out or cover information (other than your name) in your submission</p>	<p>Reflect on the voter registration process. Was it smooth and easy or difficult and confusing? Was it fast or tedious? How might this process affect a person's willingness to vote? Is there anything you would change about the process? Why is it important to vote?</p>
DE-2	<p>Help someone register to vote</p> <p>Resource: MDC.edu/VOTE</p>	5 points X2=10 points possible	<p>Photo with each person you helped register</p>	<p>Reflect on the process of helping somebody register to vote. If someone were to ask you, "how do I register to vote?" what would you tell them? How might the voter registration process affect a person's willingness and likelihood to vote?</p>
DE-3	<p>Find the sample ballot for an upcoming local or state election</p> <p>Resource: Miami Dade Sample Ballots</p>	5 points	<p>Download or print out from Board of Elections website</p>	<p>Reflect on the items on your sample ballot. What items make sense to you? What items confuse you? What resources are available to help you decode and make sense of the ballot items you do not understand? How will you make sure you are informed before you cast your vote in this election?</p>
DE-4	<p>Create a voting plan for an upcoming election</p> <p>Resource: EngageMiami.Vote</p>	5 points per election X3=15 points possible	<p>Summarize (~200-400 words) how, where, and when you will vote for an upcoming election</p>	<p>Reflect on the voting plan you created. Why did you choose this method (mail-in, early, or election day) over the other options? Explain why you would, or would not, recommend creating voting plan.</p>

<p>DE-5</p>	<p>Attend, watch, or listen to a live candidate debate, legislative session, or citizen address (1.5 hrs. minimum)</p> <p><u>Examples:</u> Local, state, or Presidential candidate debates, Florida House of Reps hearing, Congressional session, State of the Union Address, etc.</p>	<p><u>Watch/Listen:</u> 5 points</p> <p>X2=10 points possible to watch/listen</p> <p><u>Attend:</u> 10 points</p> <p>X2=20 points possible to attend in person</p>	<p><u>Watch/Listen:</u> Screenshot of meeting while live, or provide the link accessed for the live recording</p> <p><u>Attend:</u> Take a photo of yourself at meeting</p>	<p><u>Watch/Listen:</u> Reflect on the event. What did you learn? What topics of interest were covered? What did you observe on social dynamics, the process of decision-making, or the debate? What is your perspective on the topics discussed?</p> <p><u>Attend:</u> Same as above.</p>
<p>DE-6</p>	<p>Know your elected officials at city, county, state, and federal level</p> <p><u>Resources:</u> WhoAreMyRepresentatives.org</p> <p>Elected Officials Worksheet</p>	<p>5 points</p>	<p>Provide a list of <i>all</i> of your elected officials at the city, county, state, and federal level, and the office they each hold</p>	<p>Reflect on the names, photos, and backgrounds of your elected officials. Do you get a sense 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?</p>
<p>DE-7</p>	<p>Research two of your current elected officials from #DE-6</p>	<p>10 points</p>	<p>Name and citation of websites/articles used plus research (~300-500 words total) of two of your local elected officials' roles, length of their terms, and two issues that <i>each</i> official supports</p>	<p>Reflect on your findings. Do you agree or disagree with the local elected officials on the issues they support? Were any issues ignored?</p>
<p>DE-8</p>	<p>Call two of your elected officials from #DE-6 about an issue of concern</p> <p><u>Resource:</u> Contacting Elected Officials</p>	<p>5 points</p> <p>X2=10 points possible</p>	<p>Phone number of officials called, date & time of phone call, name and role of person spoken to, and description (~100 words) of what you said</p>	<p>Reflect on the process of contacting your elected officials. Was it easier or harder, simpler or more complicated than what you expected? Why is it important to make your perspective on an issue known to your elected official?</p>

DE-9	<p>Email one of your elected officials from #DE-6 about an issue of concern, in your own words</p> <p><u>Resource:</u> Contacting Elected Officials</p>	10 points	Copy of email (~300-500 words) about an issue of concern in your own words, plus a screenshot of the <i>sent</i> email that includes original timestamp	Reflect on the process of contacting your elected official via email. Was it easier or harder, simpler or more complicated than what you expected? How do you feel your email was handled? Why do you think it is important to make your perspective on this issue known to your elected official?
DE-10	<p>Report issue or concern in community to proper governmental authority</p> <p><u>Examples:</u> potholes, streetlights, illegal trash dumping, unsafe intersection, etc.</p> <p><u>Resource:</u> City of Miami</p>	5 points X2=10 points possible	<p><u>Reported via portal or email:</u> Photo of the issue you reported and copy of sent submission</p> <p><u>Reported via phone call:</u> Photo of the issue you reported and phone number of the authority called, date & time of phone call, name and role of person spoken to</p>	Reflect on the process of reporting an issue or concern. What was the issue? Who did you report it to? Has any action been taken yet and if so, what?
DE-11	<p>Research the most recent proposed or finalized budget from your city or county</p> <p><u>Resource:</u> Miami-Dade County</p>	10 points	Copy of research (~300-500 words plus citations) describing what the budget covers, when the next budget hearing is, and what the budget approval process is like	Reflect on the budget and whether it considers the best interest of the community at large. Does it reflect your own sense of community needs? What changes, if any, would you like to see? How will you make your voice heard? Is the budget easy to find and understand?
DE-12	<p>Attend, watch, or listen to a live community, city, county, or state meeting (1.5 hrs. minimum)</p> <p><u>Examples:</u> Neighborhood associations, budget forums, town halls, commission meetings, School Board meetings, etc.</p>	<p><u>Watch/Listen:</u> 5 points X2=10 points possible</p> <p><u>Attend:</u> 10 points X2=20 points possible to attend in person</p>	<p><u>Watch/Listen:</u> Screenshot of meeting while live, or provide the link accessed for the live recording</p> <p><u>Attend:</u> Take a photo of yourself at meeting</p>	<p><u>Watch/Listen:</u> Reflect on what you learned. What topics or issues addressed most interested you? Why? What did you notice about the way individuals and groups interacted with each other? What did you notice about the decision-making process on the topics discussed?</p> <p><u>Attend:</u> Same as above</p>

<p>DE-13</p>	<p>Present a prepared speech at a community, city, county, or state meeting</p> <p><u>Examples:</u> Neighborhood associations, budget forums, town halls, commission meetings, School Board meetings, etc.</p> <p><u>Resource:</u> How to Prepare & Make a Public Comment</p>	<p>15 points</p>	<p>Photo of yourself, recording of yourself, or link to public record video with time of your speaking, and copy of speech (~200-400 words)</p>	<p>Reflect on the process of preparing a speech and the experience of presenting it to public officials. What item did you comment on? What was it like to be able to speak directly to your neighbors and/or elected officials and/or other stakeholders in these decision-making processes?</p>
<p>DE-14</p>	<p>Serve as a Miami Dade County Department of Elections Poll Worker</p> <p><u>Resource:</u> Become a Poll Worker</p>	<p>20 points</p>	<p>Submit proof of training and attendance, such as orientation paperwork and a photo of yourself at polling station (be sure to ask supervisor for where it is acceptable to take a photo)</p>	<p>Reflect on this role. What was the process of signing up and being trained to serve? Why did you decide to serve as a poll worker? What did you learn during your experience? Why are poll workers significant to upholding a democracy?</p>
<p>DE-15</p>	<p>Attend/participate in a workshop, training or informational event relating to democratic engagement (1 hr. minimum)</p> <p><u>Examples:</u> National Voter Registration Day, Get Out the Vote, Women and the Vote, etc.</p> <p><u>Note:</u> Contact your iCED office for suggestions MDC.edu/iCED</p>	<p><u>Attend remotely:</u> 5 points</p> <p>X2=10 points possible</p> <p><u>Attend:</u> 10 points</p> <p>X2=20 points possible to attend in person</p>	<p>Photo of yourself at event and/or receipt of admission with date, description of event (~100 words), and your role, if participating</p>	<p>Reflect on the workshop, training, or event topic. What did you learn? How did it help you prepare to be active in political processes? Would you recommend it to a friend? Why or why not?</p>

<p>DE-16</p>	<p>Sign at least 5 political, environmental, or social-issue petitions relating to causes you support</p> <p><u>Resources:</u> Change.org, DoSomething.org</p> <p><u>Note:</u> Petitions may be signed over the course of one semester (~4 months)</p>	<p>5 points</p>	<p>Screenshot or photo of petitions signed</p>	<p>Reflect on each petition. Why did you choose it? How and where did you learn about and access this petition? What are your thoughts on petitions as a way to make positive changes in our communities?</p>
<p>DE-17</p>	<p>Serve with a local or state political campaign (3 hr. minimum)</p> <p><u>Note:</u> Does not qualify for service hours with iCED. See #CW-5</p>	<p>5 points</p>	<p>Documentation from service supervisor, such as a letter confirming service, a certificate of hours completed, or other evidence of service signed by a supervisor at service site</p>	<p>Reflect on the campaign you chose, why it resonated with you, and what your experience serving with a political campaign taught you about democratic processes.</p>
<p>DE-18</p>	<p>Join a local or state voter engagement organization or political party and attend at least 2 meetings</p> <p><u>Examples:</u> Young People’s Policy Priorities, Turning Point USA, League of Women Voters, League of Conservation Voters, local/state political party, etc.</p>	<p>15 points for attending 2 meetings</p>	<p>Evidence of joining voter/political engagement organization (official letter or email, membership card, etc.), photo of yourself at <i>each</i> meeting and/or receipt of attendance with date, and description of <i>each</i> meeting/event (~100 words)</p>	<p>Reflect on why you chose this organization, what issues were discussed at each meeting, and what you learned from <i>each</i> attendance.</p> <p><u>Extended reflection required:</u> minimum reflection requirements must be met for <i>each</i> attendance.</p>

<p>DE-19</p>	<p>Participate in an organized political debate* with someone with whom you disagree on a political, environmental, or social issue</p> <p>*debate: a formal argument of opposing ideas on a subject with a public audience, usually with a selected judge</p> <p><u>Resource:</u> Essential Partners: Debate and Dialogue Table (page 1)</p> <p><u>Examples:</u> Political Science Club, Debate Club, part of a course, etc.</p>	<p>10 points</p>	<p>Copy of debate notes and photo or recording of your participation</p>	<p>Reflect on the challenges and outcomes of this experience. What did you realize is the difference between debate and dialogue? What did you learn in preparation for your debate? What did you learn or realize during your debate? What is the role of debates in a democracy?</p>
<p>DE-20</p>	<p>Attend a protest, rally, or demonstration with positive signage</p> <p>*positive signage: hand-made sign supporting the issue and/or promoting hope or change</p>	<p>10 points</p>	<p>Photo of yourself in attendance as well as any signs you chose to create or hold up</p>	<p>Reflect on your experience and role in attending. What issue did it center on? Why do you support this cause? What are some of your observations of the protest, rally, or demonstration you participated in? Why is the right to assemble and protest important in a democracy?</p>
<p>DE-21</p>	<p>Write an op-ed or letter to the editor on a topic of local or societal importance</p> <p><u>Resource:</u> Op-ed vs Letter to the Editor</p> <p><u>Bonus:</u> Additional 10 points if it is published</p>	<p><u>Written and sent:</u> 5 points</p> <p><u>Published:</u> 10 points</p> <p>15 points possible</p>	<p>Copy of letter (~300-500 words) and a screenshot of submission page (if submitted on a website) or screenshot of sent email message (if emailed to an editor)</p>	<p>Reflect on the process of getting in touch with a media organization. What is the public's responsibility to engage with the media?</p>

DE-22	<p>Read two news articles from a reputable local or state news source on the same subject of at least 2 pages (~1,000 words) each</p> <p><u>Note:</u> Subject of articles should be at the intersection of political, environmental, or social issues</p>	<p>5 points per two articles X2=10 points possible</p>	<p>Summary (~200-400 words total) of both articles, and name and citation of each article read</p>	<p>Reflect on your personal connection to the issue and how the issue relates to your role as a resident in a democracy.</p>
DE-23	<p>Summarize media fact-checking after reading about the process from PolitiFact.com and FactCheck.org</p>	<p>5 points</p>	<p>Summary (~200-400 words total) of how both organizations check facts and description of “fact-checking” in your own words</p>	<p>Reflect on what was learned about the process of fact-checking. How will this help you stay informed when consuming media in the future?</p>
DE-24	<p>Summarize two fact-checked claims made by local, state, or federal officials</p> <p><u>Resources:</u> PolitiFact.com FactCheck.org</p>	<p>5 points per 2 claims X2=10 points possible</p>	<p>Summary of the claims that were fact-checked (~200 words per fact, ~400 words total) including who made them, when, and to whom</p>	<p>Reflect on the importance and impact of local, state, and federal officials sharing correct information to the public.</p>
DE-25	<p>Review the SIFT method and verify a news story that has been shared on social media</p> <p><u>Resources:</u> SIFT Method SIFT Through Misinformation</p>	<p>10 points</p>	<p>Summary (~200-400 words) of the SIFT method, the news story that was verified, whether it was true or false, and link/citation to the social media post</p>	<p>Reflect on what was learned from using the SIFT method for verifying news. Describe the implications of sharing unverified information on social media. Will this change how you consume and share media? How?</p>

<p>DE-26</p>	<p>Read and summarize a United States founding document</p> <p><u>Resources:</u> Preamble to the Constitution Bill of Rights Declaration of Independence Essay from the Federalist Papers</p>	<p>5 points X2=10 points possible</p>	<p>Summary (~200-400 words) of the document read and citation. Link to where the <i>full text</i> of the document was accessed digitally, or photo if you have a hard copy</p>	<p>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? How does this document influence your life today?</p>
<p>DE-27</p>	<p>Take practice Citizenship Exam with passing score</p> <p><u>Resource:</u> USCIS: Civics Practice Test</p>	<p>5 points</p>	<p>Screenshot of your score (appears once you finish the 20 questions) showing 80% or higher</p>	<p>Reflect on the questions from the practice test. What are your thoughts on the topics naturalized citizens are required to learn about? Did any question or topic surprise you? Are any questions or topics missing? Do you agree or disagree with the concept of a citizenship exam?</p>

	<u>Civic Action</u>	<u>Points</u>	<u>Documentation</u>	<u>Reflection</u>
ENVIRONMENT & SUSTAINABILITY <i>Discovering your role within the story of Earth</i>				
ES-1	<p>Know the native plants of your community</p> <p><u>Resources:</u> Florida-friendly Plant Database</p> <p>Florida's Wild Edible Plants</p>	5 points	Provide list of 10 diverse native plants (including flowers, shrubs, trees, vines, grasses, and/or food plants) and citation of sources	Reflect on your experience and familiarity with native plants in your community. Which native or invasive plants to you encounter most often? What are some potential reasons for this?
ES-2	<p>Plant a South Florida native species and maintain it for 3 months</p> <p><u>Examples:</u> Native flowers, shrubs, trees, vines, grasses, and/or food plants</p> <p><u>Resources:</u> Florida-friendly Plant Database</p> <p>Florida's Wild Edible Plants</p>	20 points	Before photo of the space planted and weekly photo of the plant's progress	<p>Reflect on your experience having to maintain native plant life. Why was this plant chosen? What are this native plant's needs to thrive (water, food, soil, light, etc.)? What special role does this plant play in its natural ecosystem? Were there any challenges?</p> <p><u>Extended reflection required:</u> minimum reflection requirements must be met 1x a week throughout experience</p>
ES-3	<p>Attend a farmer's market and try local and/or seasonal foods and products (1 hr. minimum)</p> <p><u>Resource:</u> South Florida Farmer's Markets</p>	10 points	Name and location of farmer's market, date attended, and photo of yourself attending	Reflect on your observations during your visit to the farmer's market. How did the options compare to your usual grocery store? How do the prices compare? Why would someone choose to go to a farmer's market instead of a traditional grocery store?

<p>ES-4</p>	<p>Review the 17 United Nations Sustainable Development Goals and watch ‘We the People’ For the Global Goals”</p> <p><u>Resources:</u> United Nations Sustainable Development Goals ‘We the People’ for Global Goals video</p>	<p>5 points</p>	<p>Summary (~200-400 words) of the UN SDGs (Sustainable Development Goals) and name and citation of UN SDG website used</p>	<p>Reflect on the website and video. Which two goals most interest you? Why do you feel those two goals are most relevant to you and your community?</p>
<p>ES-5</p>	<p>Complete the UN Sustainable Communities Checklist</p> <p><u>Resource:</u> UN Sustainable Communities Checklist</p>	<p>5 points</p>	<p>Screenshot of completed checklist. Name/citation of sources used for information to complete checklist</p>	<p>Reflect on the sustainability of your community. Answer the three reflection questions from the bottom of checklist. What do you think the checklist leaves out, should include, or could clarify?</p>
<p>ES-6</p>	<p>Complete the Miami Water Keepers quiz & read the included article ‘Best Management Practices’</p> <p><u>Note:</u> Article at the end of the quiz</p> <p><u>Resource:</u> Miami Water Keepers Quiz</p>	<p>5 points</p>	<p>Screenshot of quiz results</p>	<p>Reflect on your relationship to water. What are best practices for managing your water usage? How do you plan to improve on your water usage? How can residents improve the water quality of where they live?</p>

<p>ES-7</p>	<p>Calculate your slavery footprint</p> <p><u>Resource:</u> Slavery Footprint Calculator</p> <p><u>Note:</u> This site works best on a desktop or laptop computer</p>	<p>5 points</p>	<p>Screenshot of slavery footprint results</p>	<p>Reflect on the factors that contribute to your slavery footprint. Were you surprised by the impact your consumption has on others? Why is it important for people to reflect on their slavery footprint? If more people understood their slavery footprint, what could change? What will you do differently as a result of this action?</p>
<p>ES-8</p>	<p>Calculate your carbon footprint</p> <p><u>Resources:</u> EPA Carbon Footprint Calculator</p> <p>Nature Conservancy Carbon Footprint Calculator</p>	<p>5 points</p>	<p>Screenshot of carbon footprint results</p>	<p>Reflect on the factors that contribute to your carbon footprint. Were you surprised by some of the activities that had larger or smaller impacts than expected? What was your reaction to learning your carbon footprint? If more people understood their carbon footprint, do you think anything would change?</p>
<p>ES-9</p>	<p>Research two contributors to a carbon footprint from #ES-8</p> <p><u>Examples:</u> Food production/consumption, energy consumption, plastic or electronics production and waste, water consumption and waste, transportation, etc.</p>	<p>10 points</p>	<p>Name and citation of websites/articles used plus research (~300-500 words total) on two contributors to a carbon footprint</p>	<p>Reflect on the role of these carbon contributors in your own life. What would it take for you to substantially reduce them or eliminate them from your life? What would be the impact if everybody substantially reduced or eliminated these carbon contributors? Is that feasible? Why or why not?</p>
<p>ES-10</p>	<p>Watch two videos from “The Story of Stuff” series by Annie Leonard</p> <p><u>Resource:</u> Story of Stuff videos</p>	<p>5 points for each two videos watched X3=15 points possible</p>	<p>Description (~100 words) of <i>each</i> video’s content and name and citation of each video watched</p>	<p>Reflect on the topic addressed. How does consumption relate to your role as a global citizen? What changes are you inspired to make after watching the Story of Stuff Videos? Why?</p>

<p>ES-11</p>	<p>Clean up trash in your neighborhood, at a public park, or near the water (1.5 hrs. minimum)</p> <p><u>Note:</u> Does not qualify for service hours with iCED. Refer to CW-6 for service hours with iCED</p>	<p>10 points</p>	<p>Before and after photos of the area and trash collected</p>	<p>Reflect on the trash collected during this activity. What items did you most collect? Who or what do you believe is most responsible for trash in public places?</p>
<p>ES-12</p>	<p>Properly recycle household electronics, computer and printer accessories, and/or batteries after reading about e-waste</p> <p><u>Resources:</u> PBS: Where does America's e-waste end up? GPS tracker tells all Miami-Dade County Chemical Collection Centers</p>	<p>10 points</p>	<p>Name and location of organization you recycled with. Photo of items at donation site and/or receipt from organization, and name and citation of websites/articles read</p>	<p>Reflect on your experience recycling these items. Have you recycled them in the past? Why or why not? What are the impacts of electronic waste and batteries on the environment and humans?</p>
<p>ES-13</p>	<p>Properly dispose of household chemicals, hazardous waste, and/or cleaning supplies after reading about hazardous waste</p> <p><u>Resources:</u> EPA Household Hazardous Waste Information Miami-Dade County Chemical Collection Centers</p>	<p>10 points</p>	<p>Name and location of organization you recycled with. Photo of items at disposal site and/or receipt from organization, and name and citation of websites/articles read</p>	<p>Reflect on your experience properly disposing of these items. Have you properly disposed of them in the past? Why or why not? What are the impacts of household waste and cleaning supply runoff on the environment and humans?</p>

<p>ES-14</p>	<p>Eliminate consumption of meat, fish, & animal byproducts (like eggs, milk, cheese) for 7 continuous days</p> <p><u>Resource:</u> WikiHow: How to Keep a Food Diary</p>	<p>15 points</p>	<p>Submission of 7-day food diary, photos of plant-based meals, and links to plant-based recipes used, if applicable</p>	<p>Reflect on your experience changing your eating habits. What came easy to you? What was challenging? Did you learn anything about yourself that surprised you? What are the impacts of animal product consumption on the environment and humans? How are the animals themselves treated?</p>
<p>ES-15</p>	<p>Reduce your home energy use for 30 continuous days and by a minimum 10% decrease from the same month of the previous year</p> <p><u>Example:</u> Reduce energy use from July 1 – 31, 2020 resulting in a 10% decrease from your July 2019 bill</p> <p><u>Resource:</u> FPL: Top Energy Saving Tips</p>	<p>15 points</p>	<p>Screenshots or photos of your prior and current year energy bills for the same month reflecting a reduction of energy use by a minimum of 10%</p> <p><u>Example:</u> screenshot of your July 2019 and July 2020 energy bills reflecting at least a 10% decrease <u>Note:</u> Blur out or cover confidential account information in your submission</p>	<p>Reflect on the specific changes you made to reduce your home energy use. How did these changes affect your daily household life? Any surprises or recommendations that other people could easily incorporate?</p> <p><u>Extended reflection required:</u> minimum reflection requirements must be met 2x a week throughout experience</p>
<p>ES-16</p>	<p>Eliminate consumption of single-use plastic (water bottles, bags, straws, utensils, etc.) for 7 continuous days</p> <p><u>Resource:</u> EPA: Ten Ways to Unpackage Your Life</p>	<p>15 points</p>	<p>Submission of a 7-day diary describing the single-use plastic products eliminated, and list and/or photos of substitutions used</p>	<p>Reflect on your experience changing your consumption habits. Were you surprised by how many items in your daily life are made from single-use plastic? What steps will you take to ensure continued use of reusable items? What are the impacts of single-use plastic on the environment and on humans?</p> <p><u>Extended reflection required:</u> minimum reflection requirements must be met 3x a week throughout experience</p>

<p>ES-17</p>	<p>Reduce your transportation footprint for 7 continuous days by relying exclusively on public transit* and/or self-powered transportation**</p> <p>*public transit: bus, train, trolley, etc. No ridesharing such as Uber/Lyft, no carpooling, or any other car use</p> <p>**self-powered transportation: walking, bicycling, skating, etc.</p> <p><u>Resource:</u> C2ES: Reducing Your Transportation Footprint</p>	<p>15 points</p>	<p>Dates public transit was used and daily photos of yourself using public transit or daily receipts from transit company; dates self-powered transportation was used and daily photos of yourself using those methods</p>	<p>Reflect on your experience reducing your transportation footprint. Were all the places you normally visit accessible? How does the built infrastructure in your city or county support or hinder public transit use? How does the landscape in your community affect the safe mobility of non-drivers? What are the impacts of private vehicles on the environment?</p> <p><u>Extended reflection required:</u> minimum reflection requirements must be met 3x a week throughout experience</p>
<p>ES-18</p>	<p>Attend/participate in MDC or community-led workshop, training or informational event relating to environment and sustainability (1 hr. minimum)</p> <p><u>Note:</u> Contact your Earth Ethics Institute (EEI) office for details</p> <p><u>Examples:</u> 1000 Eyes on the Water, EEI-sponsored events, etc.</p>	<p><u>Attend remotely:</u> 5 points</p> <p>X2=10 points possible</p> <p><u>Attend:</u> 10 points</p> <p>X2=20 points possible to attend in person</p>	<p>Photo of yourself at event, receipt of admission with date, brief description of event (~100 words), and your role, if participating</p>	<p>Reflect on the workshop, training, or event topic. What did you learn? How did it help you understand your role in the story of Earth? What actions are you inspired to take because of attending or participating?</p>

	<u>Civic Action</u>	<u>Points</u>	<u>Documentation</u>	<u>Reflection</u>
COMMUNITY WELL-BEING				
<i>Contributing to the positive or healthy development of members of your community</i>				
CW-1	<p>Complete a Significant Act of Kindness that can be documented in a photo or recording</p> <p><u>Resource:</u> Positive Psychology: Random Acts of Kindness</p>	<p>5 points</p> <p>X3=15 points possible</p>	<p>Photo or recording of the act of kindness and summary (~200-400 words) of the act of kindness that was completed</p>	<p>Reflect on significant acts of kindness. Why did you choose this action and the person who received it? How did it feel to complete this act? What makes an act of kindness significant?</p>
CW-2	<p>Donate non-perishable food to the MDC Food Pantry for Students or local foodbank valuing at least \$5</p> <p><u>Resource:</u> MDC: Food Pantries</p>	<p>5 points</p> <p>X2=10 points possible</p>	<p>Photo of yourself with food donations and receipt from pantry or food bank</p>	<p>Reflect on experience of donating food. How did it feel to donate to a food pantry? Why are food donations needed in your community? What impact does food insecurity have on the positive or healthy development of your community?</p>
CW-3	<p>Donate in kind* to a local or state nonprofit or organization valuing at least \$5</p> <p>*In kind: non-monetary donations like clothing, furniture, household goods, etc.</p>	<p>5 points</p>	<p>Photo of yourself with in-kind donations and receipt from nonprofit or organization</p>	<p>Reflect on the experience of in-kind donating. How did it feel to donate your personal items? Where would your personal items have ended up if they were not donated? What impact can in-kind donations have on the positive or healthy development of your community, or on the environment?</p>

<p>CW-4</p>	<p>Fundraise over \$50 for a nonprofit organization through a single event or ongoing campaign</p> <p><u>Note:</u> 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</p>	<p>15 points</p>	<p>Photo or recording of you raising funds, the date(s), time(s), and location(s) of fundraiser, and documentation (receipt) that the funds were delivered to the organization</p>	<p>Reflect on the process of fundraising. Why was this organization chosen to receive funds? What impact does this organization have on positive or healthy development in your community? What challenges or successes did you experience while leading a fundraising event or campaign?</p>
<p>CW-5</p>	<p>Serve with a local or state nonprofit (5 hr. minimum)</p> <p><u>Note:</u> Service required for student club is acceptable</p>	<p>2.5 points per every 5 hours, up to 15 points (round points to next whole number)</p>	<p>Documentation from service supervisor such as signed service-learning or volunteer hours log, letter from nonprofit agency, etc.</p> <p><u>Note:</u> Service must meet iCED’s Standards for Service. Submit service hours to iCED</p>	<p>Reflect on your service. Which organization did you serve with and why? What activities did you participate in and what did you learn during your experience? Did anything surprise or disappoint you?</p> <p><u>Extended reflection required:</u> minimum reflection requirements must be met for every 5 hours served</p>
<p>CW-6</p>	<p>Serve in a national or international day of service</p> <p><u>Examples:</u> MLK Day of Service, 9/11 Day of Service and Remembrance, Global Youth Service Day, etc.</p> <p><u>Note:</u> Cannot be completed in conjunction with serving a local or state nonprofit (#CW-6)</p>	<p>2.5 points per every 5 hours, up to 15 points (round points to next whole number)</p>	<p>Documentation from service supervisor such as signed service-learning or volunteer hours log, letter from nonprofit agency, etc.</p> <p><u>Note:</u> Service must meet iCED’s Standards for Service. Submit service hours to iCED</p>	<p>Reflect on your participation on this day of service. What is the history of the day? What organization did you serve with, and how is it related to this day of service? What did you learn during your experience? Did anything surprise or disappoint you?</p> <p><u>Extended reflection required:</u> minimum reflection requirements must be met for every 5 hours served</p>

<p>CW-7</p>	<p>Serve on community board or committee (10-hour minimum)</p> <p><u>Examples:</u> Commission for Women, the Children’s Trust, Engage Miami, etc.</p>	<p>15 points</p>	<p>Proof of Board or committee appointment. Photo of yourself at meetings</p>	<p>Reflect on your participation with the community board or committee. What activities did you participate in? How are they related to the overall mission of the board or committee? How does this board or committee contribute to the positive or healthy development of members of your community?</p> <p><u>Extended reflection required:</u> minimum reflection requirements must be met for every 5 hours served</p>
<p>CW-8</p>	<p>Complete an STI and HIV test</p> <p><u>Note:</u> Results are not required for documentation or reflection</p>	<p>10 points</p>	<p>Name and location where both tests were taken. Proof of test being taken, including date</p> <p><u>Note:</u> <i>results not required for documentation.</i> Blur out or cover confidential medical information in your submission</p>	<p>Reflect on the experience of getting tested. Why is there a need for STI and HIV testing in your community? What impact does testing have on the positive or healthy development of your community?</p> <p><u>Note:</u> results are not needed for reflection</p>
<p>CW-9</p>	<p>Donate blood or plasma</p>	<p>10 points</p>	<p>Name of donation organization and location where donation was made. Proof of donation, including date</p> <p><u>Note:</u> Blur out or cover confidential medical information in your submission</p>	<p>Reflect on the experience of donating blood or plasma. How did it feel to donate a part of yourself? Why is there a need for blood and plasma donation in your community? What impact does donating have on the positive or healthy development of your community?</p>
<p>CW-10</p>	<p>Donate bone marrow</p>	<p>30 points</p>	<p>Name of donation organization and location where donation was made. Proof of donation, including date</p> <p><u>Note:</u> Blur out or cover confidential medical information in your submission</p>	<p>Reflect on the experience of donating bone marrow. How did it feel to donate a part of yourself? Why is there a need for bone marrow donation in your community? What impact does donating have on your community?</p>

<p>CW-11</p>	<p>Have a <u>deliberative dialogue</u>* with someone with whom you disagree on a political, environmental, or social issue</p> <p>*Dialogue: seeking to understand the other person’s point of view, and helping him/her understand yours, done with respect, civility, and a desire to find common ground</p> <p><u>Resource:</u> Essential Partners: Debate and Dialogue Table (page 1-9)</p>	<p>10 points</p>	<p>Date, time, and location of dialogue, relationship to other person engaged in dialogue, and a list of questions used to guide dialogue</p>	<p>Reflect on the experience of having a deliberative dialogue. Why was the issue for dialogue chosen? What did you learn about the other person’s perspective on the issue? How did deliberative dialogue help you find mutual understanding on the issue? What importance does dialogue have towards the positive or healthy development of your community?</p>
<p>CW-12</p>	<p>Host a neighborhood or community meeting for an authentic audience* to discuss an issue of community relevance (1 hr. minimum)</p> <p>*Authentic audience: must benefit from the information presented, and must engage multiple and diverse people (minimum of 5) who may not be exclusively from your family, friends, class, or club</p> <p><u>Example:</u> 10 Days of Connection, each summer</p>	<p>15 points</p>	<p>Photo of yourself at meeting, photo/screenshot of materials used to advertise the meeting, and copy of the meeting agenda with date, time, and location</p> <p><u>Note:</u> Blur out or cover faces/info of other attendees if needed</p>	<p>Reflect on the experience of bringing people together. Why was the selected issue discussed? What resolutions or actions resulted from the meeting? What challenges or successes did you experience while completing the action? What feedback did you get from people who attended?</p>

<p>CW-13</p>	<p>Complete a “Community Well-Being Certification” (1 hr. minimum)</p> <p><u>Examples:</u> Mental Health, First Aid, CPR, Suicide Prevention, etc.</p> <p><u>Resources:</u> MDC Student Wellness Resources or contact iCED for upcoming certifications</p>	<p>15 points X2=30 points possible</p>	<p>Name of certifying organization, date and location of training or certification, and photo/screenshot of certification of completion</p>	<p>Reflect on what you learned while completing your certification. What is the importance of this certification and why did you choose it? What challenges or successes did you have while completing it? How will this certification prepare you to contribute to the positive or healthy development of your community?</p>
<p>CW-14</p>	<p>Attend/participate in a workshop, training, or informational event relating to community well-being or a social issue (1 hr. minimum)</p> <p><u>Examples:</u> Public health, housing, public transit, public education, civic engagement expo etc.</p>	<p><u>Attend remotely:</u> 5 points X2=10 points possible</p> <p><u>Attend:</u> 10 points X2=20 points possible to attend in person</p>	<p>Photo of yourself at event, receipt of admission with date, brief description of event (~100 words), and your role, if participating</p>	<p>Reflect on the topic addressed. What new knowledge or skills were learned? How did the workshop, training, or informational event help you prepare to contribute to the positive and/or healthy development of your community?</p>
<p>CW-15</p>	<p>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</p> <p>*Authentic audience: must benefit from the information presented, and must engage multiple and diverse people</p>	<p>15 points</p>	<p>Photo or recording of you conducting the presentation, a summary (~200-400 words plus citations) of the issue and call to action you presented, and the date, time, and location of the presentation</p>	<p>Reflect on the issue you presented on. What about this issue inspired you to conduct a workshop, training, or informational event? How did others react to the information you presented? Describe your process for preparing the presentation and your feelings about implementing the presentation. How did this action contribute to the positive and/or healthy development of your community?</p>

	<p>(minimum of 5) who may not be exclusively from your family, friends, class, or club</p> <p><u>Note:</u> Presentation must include factual, cited information, and include a call-to-action or proposed solution</p>			
CW-16	<p>Participate in MDC campus or community leadership or fellowship program in its entirety (10-hour minimum)</p> <p><u>Examples:</u> Andrew Goodman Foundation Ambassador, Campus Election Engagement Fellow, GSELS Scholar Recognition, Global Ambassadors, Year Up, CLEAR and HEAL Academies, Community Leadership Forum, etc.</p>	30 points	Name of host organization, location, dates, and times of seminar or fellowship program, and photo/screenshot of proof of completion or capstone project	<p>Reflect on the leadership or fellowship program. What about this program inspired you to participate? What topics were discussed in the program? What skills were learned or enhanced? What did you contribute to the program? What have you learned about how completing this program will contribute to the positive and/or healthy development of your community?</p> <p><u>Extended reflection required:</u> Minimum reflection requirements must be met for every 5 hours of participation and up to 20 hours in total (no more than 4 reflections)</p>

	<u>Civic Action</u>	<u>Points</u>	<u>Documentation</u>	<u>Reflection</u>
ARTS & CULTURE				
<i>Discovering how the arts strengthen and enrich our communities</i>				
AC-1	<p>Watch a film or documentary about a political, environmental, social, or cultural issue (1.5 hours minimum)</p>	<p>5 points X2=10 points possible</p>	<p>Summary (~200-400 words plus citation) of film in your own words</p>	<p>Reflect on the film or documentary. What did you learn? What feelings came up while watching it? How was the topic portrayed uniquely through film compared to other mediums (audio, written, etc.)? How can film strengthen and enrich our communities?</p>
AC-2	<p>Read a nonfiction or fiction book about a political, environmental, social, or cultural issue of at least 100 pages</p> <p><u>Bonus</u>: Additional 5 points for a banned/challenged book with added documentation and reflection</p> <p><u>Resource</u>: American Library Association Banned & Challenged Book List</p>	<p><u>Nonfiction or fiction book</u>: 15 points</p> <p><u>Banned/challenged book</u>: 5 points</p> <p>20 points possible</p>	<p>Summary (~200-400 words plus citation) of book in your own words</p> <p><u>Additional documentation for banned/challenge book</u>: Briefly describe (~100 words plus citations) why the book was banned or challenged</p>	<p>Reflect on the topic addressed. What did you learn? What feelings came up while reading it? How was the topic portrayed uniquely through writing compared to other mediums (audio, film, etc.)? How can literary arts and storytelling strengthen and enrich our communities?</p> <p><u>Added reflection for banned/challenge book</u>: Reflect on the content of the book that made it banned or challenged. How do you feel about that content? Why or why not is freedom of expression through books important?</p>
AC-3	<p>Research the indigenous people and tribe(s) of your community using your zip code with Native Land</p> <p><u>Resource</u>: Native Land Map</p>	<p>10 points</p>	<p>Names and location of each tribe of your community, research (~300-500 words plus citations) on the indigenous tribe(s) to include a brief summary of their history and whether they are active in your community today</p> <p><u>Note</u>: select <u>up to</u> two tribes to research</p>	<p>Reflect on what you learned about the indigenous people and tribe(s) of your community. What surprised you about their historical background and/or current activity in your community today? Why is it important to know about the indigenous tribes of our communities?</p>

<p>AC-4</p>	<p>Create a land acknowledgement for the indigenous people and tribe(s) of your community from #AC-3</p> <p><u>Resources:</u></p> <p>Native Governance Center's Land Acknowledgement</p> <p>Whose Land Videos</p> <p><u>Bonus:</u> Additional 5 points for presenting land acknowledgement to an authentic audience</p>	<p><u>Create:</u> 5 points</p> <p><u>Present:</u> 5 points if presented to an authentic audience</p> <p>10 points possible</p>	<p><u>Create:</u> Copy of land acknowledgement (~200-400 words plus citations)</p> <p><u>Present:</u> Photo or recording of you presenting the land acknowledgement plus description (~100 words) of the event and audience you presented to</p>	<p><u>Create:</u> Reflect on land acknowledgements. What did you learn about their significance? Describe your process of writing a land acknowledgement for the indigenous tribe(s) of your community. How has this activity impacted how you understand the strength of culture of your community?</p> <p><u>Present:</u> How did others react to the information you presented? How did this action contribute to the strengthening and/or enrichment of your community?</p>
<p>AC-5</p>	<p>Visit a state park, museum, or site of cultural significance*</p> <p>*cultural significance: a site with historic, scientific, social, or spiritual value</p> <p><u>Resources:</u></p> <p>Visit Miami Museums for Free</p> <p>Historic Places to Visit in Miami</p> <p>Historic Treasures in Homestead & Florida City</p>	<p>10 points</p> <p>X2=20 points possible</p>	<p>Photo of yourself at site, receipt of admission with date, description (~100 words) of site, and name and location of site</p>	<p>Reflect on the site you visited. What about this site inspired you to visit? What did you learn? What feelings came up during your visit? How did this visit inform or impact the connection you have with your community?</p>

<p>AC-6</p>	<p>Join a community art or cultural collective and attend 2 meetings/events</p> <p><u>Examples:</u> “O, Miami,” Miami Film Society, book club, Miami-Dade Group Rides, etc.</p>	<p>10 points for 2 meetings</p>	<p>Evidence of joining art or cultural collective (official letter or email, membership card, etc.), photo of yourself at <i>each</i> meeting and/or receipt of attendance with date, and description of <i>each</i> meeting/event (~100 words)</p>	<p>Reflect on the collective you joined. What about this collective inspired you to join? What topics were presented at each meeting/event? What did you learn about the arts and your community’s culture from joining? What contributions did your membership and presence bring to the collective?</p> <p><u>Extended reflection required:</u> Minimum reflection requirements must be met for each meeting/event attended.</p>
<p>AC-7</p>	<p>Attend/participate in MDC Live Arts program (1.5 hrs. minimum)</p> <p><u>Example:</u> ECOCultura, artist-in-residence project, etc.</p> <p><u>Resource:</u> MDCLiveArts.org</p>	<p>10 points X2=20 points possible</p>	<p>Photo of yourself at program, receipt of admission with date, brief description of event (~100 words), and your role, if participating</p>	<p>Reflect on the topic addressed. What new knowledge or skills were learned? How did the program help you understand how the arts strengthen and enrich our communities?</p>
<p>AC-8</p>	<p>Attend/participate in a local arts or cultural fair/festival (1.5 hrs. minimum)</p> <p><u>Examples:</u> Miami Book Fair, Miami Film Festival, Asian Culture Festival, O, Miami Poetry Festival etc.</p>	<p>10 points X2=20 points possible</p>	<p>Photo of yourself at program, receipt of admission with date, brief description of event (~100 words), and your role, if participating</p>	<p>Reflect on the fair or festival. What about it inspired you to attend or participate? What new knowledge or skills were learned? How did attending or participating help you understand how an arts or cultural fair/festival can strengthen and enrich our communities?</p>

<p>AC-9</p>	<p>Present original art* for an authentic audience** on a political, environmental, or social issue</p> <p>*Art: 2D, 3D, or performance art, plus a call-to-action or proposed solution</p> <p>**Authentic audience: must benefit from the message presented, and must engage multiple and diverse people (minimum of 5) who may not be exclusively from your family, friends, class, or club</p>	<p>15 points</p>	<p>Photo or recording of art, the date, time, and location of your presentation, a summary (~200-400 words plus citations) of the issue presented, and description of audience</p>	<p>Reflect on the issue you presented on. What about this issue inspired you to present original art? How did others react to the art and information you presented? How do you think creating original art can strengthen and enrich our communities?</p>
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	<u>Civic Action</u>	<u>Points</u>	<u>Documentation</u>	<u>Reflection</u>
SOCIAL INNOVATION				
<i>Developing solutions to challenging issues in support of social progress</i>				
SI-1	<p>Review solutions journalism by visiting Solutions Journalism Network and reading the internal “Who We Are” and “Our Impact” pages</p> <p><u>Resource:</u> SolutionsJournalism.org</p>	5 points	Summary (~200-400) of solutions journalism	Reflect on solutions journalism. How can solutions journalism be used to promote social innovation and progress? Describe how understanding the solutions journalism framework will or will not change how you will interact with journalism or media in the future.
SI-2	<p>Read two articles on the same subject from <u>SolutionsU</u> at least 2 pages (~1,000 words) each</p> <p><u>Resource:</u> Solutions Journalism U</p>	5 points for reading two articles X2=10 points possible	Summary (~200-400 words total) of both articles, and name and citation of each article read	Reflect on the subject addressed and solutions journalism. What are your thoughts about the subject? What did you learn? How was the subject portrayed uniquely through solutions journalism compared to other media?
SI-3	<p>Watch two TED Talks on the same subject</p> <p><u>Note:</u> Subject should be at the intersection of political, environmental, or social issues</p> <p><u>Resource:</u> TED.com</p>	5 points for watching two TED Talks X2=10 points possible	Summary (~200-400 words total) of both TED Talks and name and citation of each TED Talk watched	Reflect on the subject addressed. In what ways is it innovative? What did you learn? How does it relate to your own experiences and community? What action are you inspired to take after learning about the subject or innovation?

<p>SI-4</p>	<p>Attend/participate in social innovation or social entrepreneurship workshop, training, or informational event (1.5 hrs. minimum)</p> <p><u>Examples:</u> Hackathon, Codeathon, Design Thinking, etc.</p> <p><u>Resources:</u> Idea Center at MDC Venture Café Miami</p>	<p><u>Attend remotely:</u> 5 points</p> <p>X2=10 points possible</p> <p><u>Attend:</u> 10 points</p> <p>X2=20 points possible to attend in person</p>	<p>Photo at event, receipt of admission with date, brief description of event (~100 words), and your role, if participating</p>	<p>Reflect on the workshop, training, or event topic. What did you learn? What personal challenges were overcome during the event? What innovative ideas or ways of thinking you were exposed to? How did the event help you understand the need for solutions for social progress?</p>
<p>SI-5</p>	<p>Submit a Commitment to Action to Clinton Global Initiative University</p> <p><u>Note:</u> application open each fall semester</p> <p><u>Resource:</u> Apply to CGI U</p> <p><u>Bonus:</u> Additional 15 points if Commitment to Action is accepted and CGI U program is completed to graduation</p>	<p><u>Apply:</u> 15 points</p> <p><u>Accepted and graduated from CGI U program:</u> 15 points</p> <p>30 points possible</p>	<p><u>Apply:</u> Submit copy of the Commitment to Action</p> <p><u>Accepted and graduated from CGI U program:</u> Submit official documentation of graduation from CGI U</p>	<p><u>Apply:</u> Reflect on the issue addressed by your Commitment to Action. What about this issue inspired you to apply? Describe your process for preparing the Commitment to Action. What went well? What would you do differently next time?</p> <p><u>Accepted and graduated from CGI U program:</u> Reflect on the CGI U program. What did you learn about yourself? Did you gain any new insights on the issue addressed by your Commitment to Action? What was challenging? What went better than expected?</p>
<p>SI-6</p>	<p>Apply to a community solutions or social innovation grant or micro grant</p> <p><u>Examples:</u></p>	<p><u>Apply:</u> 15 points</p> <p><u>Accepted and implemented:</u> 15 points</p> <p>30 points possible</p>	<p><u>Apply:</u> Submit copy of application and provide link to the grant overview</p> <p><u>Accepted and implemented:</u> Evidence of grant being implemented 1x a week throughout implementation stage</p>	<p><u>Apply:</u> Reflect on the issue addressed by your grant application. What about this issue inspired you to apply? Describe your process for preparing the grant application. What went well? What would you do differently next time?</p> <p><u>Accepted and implemented:</u> Reflect on the process of implementation. What did you learn about yourself?</p>

	The Awesome Foundation , Emerging Cities Champion , Miami Foundation , etc. <u>Bonus:</u> Additional 15 points if grant is accepted and implemented		(before/after photos, testimonies, etc.)	Did you gain any new insights on the issue addressed by your grant? What was challenging? What went better than expected? <u>Extended reflection required:</u> minimum reflection requirements must be met 1x a week throughout grant implementation
PROPOSE YOUR OWN CIVIC ACTION <i>Encouraging you to find your own pathway to civic action</i>				
PY-1	Propose your own Civic Action Item to iCED	5-15 points depending on action	Contact your iCED office and propose a “Civic Action” that is not on this list (must be pre-approved by iCED)	
PY-2	Course instructor assigned Civic Action Item	5-15 points depending on action	Documentation assigned by course instructor	