



THE KCC —————
SERVICE & SUSTAINABILITY LEARNING
REFLECTION JOURNAL



An exploration tool for those seeking a meaningful, enlightened, and simply awesome service & sustainability learning experience.



MILESTONES

Make a note of deadlines and track progress to complete your reflection journal. Your instructor might ask you to check your journal at these milestone points.

	task	deadline
INVESTIGATE	<ul style="list-style-type: none"> Attend orientation session Register with service-learning office Think about what you want to get out of the experience Pages 5, 6, and 7 	
PREPARE	<ul style="list-style-type: none"> Explore the community and social issue you have chosen to focus on. Pages 8-24 <i>Sneak preview! See page 39: what type of final reflection do you want to do?</i> 	
ACT	<ul style="list-style-type: none"> Think about how you can be a change agent for this issue. Get together with other students and faculty at a Talk Story session Pages 25-32 	
REFLECT, DEMONSTRATE & EVALUATE	<ul style="list-style-type: none"> Attend a reflection workshop Talk with your instructor about your final project Pages 33-41 	



Be sure to attend a Talk Story Session this semester! These Talk Story Sessions are open to anyone interested in creating a sustainable future for Hawai'i. No reservations necessary.

date + time	location	
Oct. 8, 12:15-1:15	Lama 118	EDUCATION
Oct. 13, 1:30-2:30	Lama 118	ENVIRONMENT
Oct. 15, 1:30-2:30	Lama 118	HEALTH
Oct. 21, 12:15-1:15	Lama 118	ARTS
Oct. 21, 1:30-2:30	Lama 118	SUSTAINABILITY
Oct. 23, 1:30-2:30	Lama 118	BRIDGING GENERATIONS
Oct. 29, 1:30-2:30	Lama 118	INTERCULTURAL PERSPECTIVES & IDENTITIES



KAPI'OLANI SERVICE & SUSTAINABILITY LEARNING PLEDGE

I will become more engaged in the community
for my own self-development
and for the world around me.
I will keep an open mind,
I will keep an open heart,
I will use my wisdom to make the world a better place
And I will inspire the next generation.

Your Signature

Date

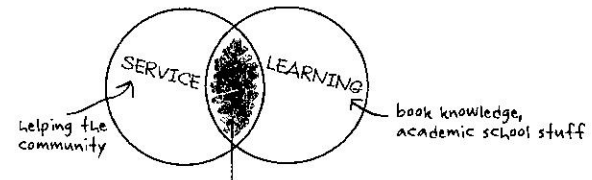
Mahalo to Arika Narikiyo for crafting this service-learning pledge.

WHAT IS SERVICE-LEARNING?

Service-Learning (S-L) is a teaching and learning method that integrates critical reflection and meaningful service in the community with academic learning, personal growth, and civic responsibility.

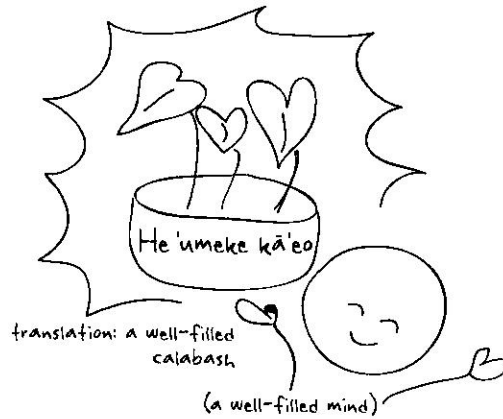
TYPES OF S-L*

- Highlight the type you're doing this semester!*
- **Direct Service:** Working with school or community partners. Tutoring children, feeding homeless, working with elders, etc.
 - **Indirect Service:** Affecting the community or environment as a whole. (fundraising, donating clothing, constructing a park bench)
 - **Advocacy:** Creating awareness through writing letters, public performance, etc.
 - **Research:** Producing environmental studies, community surveys, or other research to benefit the public.



SERVICE-LEARNING: A way to apply all that academic stuff to make great, meaningful change in the community!

* From: Kaye, C. (2004). *The complete guide to service learning*. Minneapolis: FreeSpirit Publishing.



THE SERVICE-LEARNING PROCESS*

INVESTIGATE Investigate what KCC partner agencies align with your interests. Attend the S-L orientation to learn more. See p. 5-7 in this book.

PREPARE Prepare for service learning about the compelling issue(s) your community partner works to address. See p. 8-25 in this book.

ACT Act and create change by completing 25 hours and attending Talk Story sessions and workshops. See p. 25-32 in this book.

REFLECT Reflect on your experience. See p. 33-37 in this book.

DEMONSTRATE Demonstrate what you accomplished in a final project using writing, video performance, or artistic skills! See p. 39-41 in this book.

EVALUATE Evaluate how you did, how we did, and what you will do next. See p. 37-38 in this book.

*IPARDE is adapted from Generation On's Stages of Service-Learning: <http://www.generationon.org/educators/lessons-resources/iparde>

Are YOU a CHANGE AGENT?

What is a change agent?*
A change agent is anyone who has the skill to stimulate, facilitate, and coordinate a change effort.

Underline the qualities you already possess.

Circle at least one quality you hope to develop during your service project.

- RESILIENCE
- PATIENCE
- ETHICS
- OPTIMISM
- ASSERTIVENESS
- SELF-AWARENESS
- TENACITY
- PERSUASIVENESS
- COMPETENCE
- COMMITMENT
- EMPATHY
- CURIOSITY
- PASSION
- AUTHENTICITY
- EMOTIONAL INTELLIGENCE

These qualities have been defined by College Student Educators International** as important skills for Change Agents to create a positive, sustainable future.

*Lunenberg, F. (2010). "Managing change: The role of the change agent." *International Journal of Management, Business, and Administration*. 13.1.

** College Student Educators International. (n.d.). "Change agent abilities required to help create a sustainable future." Retrieved from http://www2.myacpa.org/images/about-acpa/docs/Change_Agent_Skills_and_Resources.pdf

commitment*

noun \kə-'mit-mənt\

- 1 : a promise to do or give something
- 2 : a promise to be loyal to someone or something
- 3 : the attitude of someone who works very hard to do or support something

What are the most important personal commitments in your life?

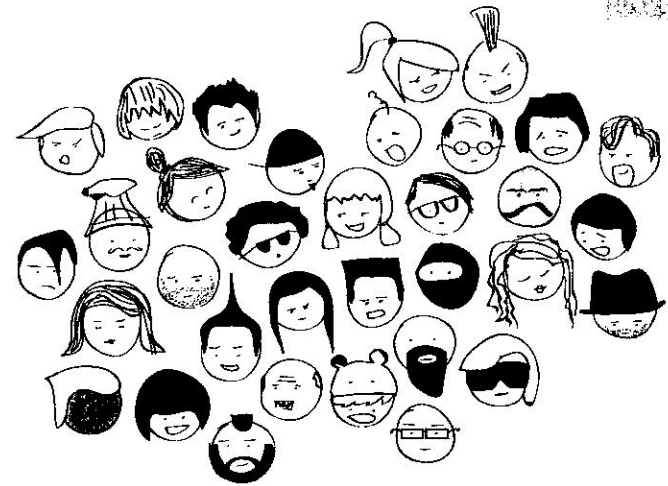
What commitments do you make in your job or career?

What commitments do you make as a member of your community?

Think about it!

How do we build commitment to civic and moral responsibility for diverse, equitable, and sustainable communities?

*commitment. 2013. In Merriam-Webster.com. Retrieved Dec. 23, 2013, from m-w.com



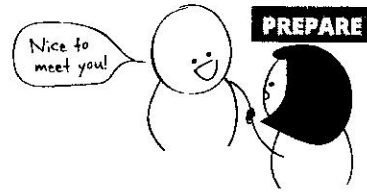
WHAT IS A COMMUNITY?

A community is a group sharing something in common: a geographic community, a cultural community, or a community of interest or need.

What are some communities you'd be interested in working with?

GEOGRAPHIC:	example: ·Kalihi ·Maunaloa Bay ·Waikiki ·Aiepuāa
CULTURAL:	example: ·Hawaiian ·LGBTIQ ·Immigrant ·Arts
COMMUNITY OF INTEREST OR NEED:	example: ·Cancer Survivors ·Permaculture ·Surfers

ABOUT YOUR SERVICE ORGANIZATION



Organization Name: _____

Supervisor's Name: _____

Supervisor's Contact Info: _____

Mission Statement of the Organization:

Why did you choose to do your service here?

How do you feel about your service organization?

Community/communities that are served by this organization:

PREPARE

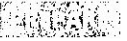
Services/resources this organization provides:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Which of the above listed services/resources could you personally use or have used in the past? Explain how and/or why.

ENGAGE YOUR SENSES!

What does your service organization _____ (fill in the blank) _____ like today? Describe or draw your response.



· look · sound · feel · smell · taste

LOOK

10

SOUND

FEEL

SMELL

TASTE

11

ABOUT YOUR COMMUNITY

PREPARE

Describe the community you are working with.

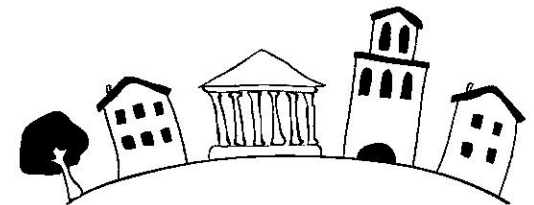
List three assets of this community.

1. 2. 3.	What is an asset? Examples include: leaders, geographic features, resources such as museums, churches, parks, a shared value or quality such as aloha, economic assets.
------------------------	---

Express how you feel about this community and why you care about this community.

LEARNING MORE ABOUT THE COMMUNITY

The more you understand the history, demographics, facts, laws, and policies that define and impact who you are working with, the more you have to bring to your service...and your learning.

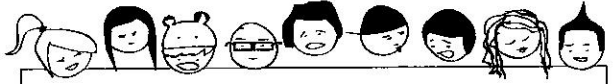


ADVANCED COMMUNITY RESEARCH

on next page. See a librarian for help with research on demographics, etc.



COMMUNITY RESEARCH



YOUR SERVICE COMMUNITY:
(fill in from p.12)

YOUR SERVICE SITE

Sources include organization website or promotional materials.

HISTORY

What the community has been. Traditions, conflicts, factions. Significant change in values, demographics, environment, groups, etc. Sources include books, journals, newspapers, websites, etc.

DEMOGRAPHICS & PHYSICAL ENVIRONMENT

Age, gender, population, education, first language, income, etc. Landmarks, physical appearance compared to other communities. Sources include State of Hawaii Data Book, US Census, Google Maps. Take a trip through the community and make observations.

POLITICS, COMMUNITY LEADERS & GROUPS

Elected politicians, community activists, service clubs, faith groups, etc. Sources include supervisor interview, websites, etc.

ATTITUDES & VALUES

What they care about, what they ignore. How they treat each other, behave, dress. Any discrimination? Sources include interviews.



CHALLENGES IN THE COMMUNITY

List challenges, issues, or problems you see in your service community.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Underline the challenge/issue/problem that you feel the strongest about.

Circle the challenge/issue/problem that has the strongest link to your course.

List at least five stakeholders (people who care, or should care) involved in the community or problem you are working with.

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

What behaviors cause the problem you are working with? Who needs to change?

--

PREPARE



Write down word-for-word something someone said to you at your service project today. Be sure to capture the person's voice and tone.

Write three questions you would like to ask your site supervisor.

1.
2.
3.

Okay, now ask them!

Answers:

1.
2.
3.

Paste a picture of you at your service site.
The Service-Learning office can print it out for you for free!

equity*

noun \ 'e-kwə-tē\

: fairness or justice in the way people are treated

PREPARE

In your **SERVICE COMMUNITY**, do you observe or know about instances of inequality based on differences in:

- check box if yes
- gender
describe: _____
 - race
describe: _____
 - ethnicity
describe: _____
 - sexual orientation
describe: _____



Race is based on biological factors tracing back thousands of years and resulting in differences in skin, eye, and hair color, facial shape and other physical characteristics.

Eg., White, Asian, Pacific Islander

Ethnicity is based on cultural factors such as language, nationality, spiritual beliefs, and patterns of family interaction such as marriage and child-rearing.

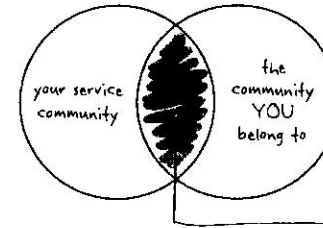
Eg., Irish, Okinawan, Chamkese.

In the community **YOU** belong to, do you observe or know about instances of inequality based on differences in:

- check box if yes
- gender
describe: _____
 - race
describe: _____
 - ethnicity
describe: _____
 - sexual orientation
describe: _____

Based on what you indicated on page 20, what instances of inequality do you see in **BOTH** your service community and the community to which you belong?

PREPARE

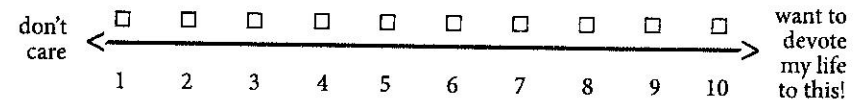


Inequalities in common:

1. _____
2. _____
3. _____
4. _____

Use a **change agent quality** word that you **circled** on page 5 to describe which of the four inequalities matters most to you. What do you **THINK** about it? How do you **FEEL** about it? What do you **DO** about it, or what do you want to **DO** about it?

✓ Check the box below that best represents your commitment to equity issues.



* equity. 2013. In Merriam-Webster.com. Retrieved Dec. 23, 2013, from m-w.com

healthy* adjective \ˈhel-thē\

- 1: not sick or injured
- 2: showing good health
- 3: good for your health


PREPARE

sustainable** adjective \sə-ˈstā-nə-bəl\

- 1: able to be used without being completely used up or destroyed
- 2: involving methods that do not completely use up or destroy natural resources
- 3: able to last or continue for a long time

Use a **change agent quality word** that you **circled** on page 5 to describe a health and sustainability issue that matters to you. What do you **THINK** about it? How do you **FEEL** about it? What do you **DO** about it, or what do you want to **DO** about it?

Think about it:
How does inequality impact health and sustainability?



✓ Check the box below that best represents your commitment to health and sustainability issues.

don't care ← → want to devote my life to this!

1 2 3 4 5 6 7 8 9 10

*healthy. 2013. In Merriam-Webster.com. Retrieved Dec. 23, 2013, from m-w.com

**sustainable. 2013. In Merriam-Webster.com. Retrieved Dec. 23, 2013, from m-w.com

What is one piece of quantitative information (a number or statistic) you have learned related to your service project?

PREPARE

Examples: 1.8 million tons of solid waste is created on O'ahu each year. In 2011, 29.1% of Hawai'i residents over 25 years old had a bachelor's degree or higher. In 2010, it was reported that 28.9 percent of Central Palolo residents were Native Hawaiian or Other Pacific Islander.

Compare this number to the same thing in...



Let's get informed!

ADVANCED CHALLENGES/ISSUES/PROBLEMS RESEARCH

on next page. See a librarian for help with research on resources, etc.



SOCIETAL PROBLEM:

COMMUNITY:

CAUSES:

EXPERIENCE

What others are saying about this problem:

ACTION:

What are you personally doing to address this problem during your S-L?

EXPERTS

*Knowledge,
research,
publications*

SOCIETAL PROBLEM:

Describe the problem as it exists in the community.

GOVERNMENT

*Policies,
documents,
statistics*



LOCAL NEWS

EFFECTS:

YOUR COURSE

*Key
concepts
from class*

CONSTRUCTING SURVEYS

HYPOTHESIS

I want to know if my target community/population

- believes/thinks that
- needs
- does *[or insert another action verb]*

[Fill in the blank. Be specific.]

SURVEY ADMINISTRATION

- How will you give this survey?
- Face-to-face interview
 - Where: _____
 - When: _____
 - Email
 - Phone
 - Online

Type of person to survey <i>e.g., Seniors (age 55+)</i>	# of responses needed from this type of person
Total responses needed for accurate picture of target community/population:	

CREATING QUESTIONS

These are **examples** of possible survey question types you can use to build your survey. Create as many as you need of the appropriate types to answer your hypothesis above.

Demographic:

(you should have some of these!)

1. Gender (check one):
 - Female
 - Male
2. Age (check one):
 - Under 18
 - 18-30
 - 30-70
 - Over 70
3. Ethnicity:

Other demographic questions could include: occupation, neighborhood, etc.

Closed-ended:

1. I know where the library is:
 - Yes
 - No
2. The color of the new library carpet should be:
 - Pink
 - Green
 - Orange
 - Other: _____
3. The library's hours meet my needs:
 - 4: Strongly Agree
 - 3: Agree
 - 2: Disagree
 - 1: Strongly Disagree
 - 0: Don't know/Not applicable

Open-ended:

1. If you could change one thing about the library, what would it be?

THINGS TO AVOID

Leading questions:

1. The library is super awesome!
 - True
 - False

Double-barreled questions:

(addresses two things, usually has the word "and")

2. Do you think it is too cold and too quiet in the library?

Draft your questions. Use a separate paper if necessary.

PRE-INTERVIEW

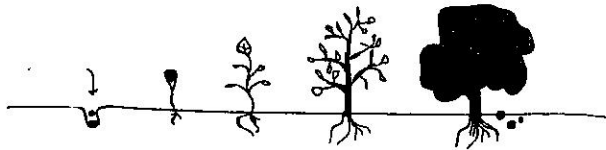
Before you start interviewing, get someone to check your work. Ask them:

- Are the questions easy to understand and answer?
- Is this survey short enough? (less than 20 questions or less than 5 mins to complete.)
- Are the survey questions non-offensive? (not too personal or stereotypical.)
- Will the survey results be useful in answering your hypothesis above?

CHANGE

Axioms for Change

In her book, *Surfing Tsunamis of Change**, local sustainability leader Shanah Trevenna defines 30 axioms for change. Here and throughout this book are some of our favorites!



Slow, cumulative changes make consistent progress.

Every challenge can be turned into an opportunity.

Pull not Push = Team Stamina

Change must build on existing efforts.

You can't manage what you don't measure.

Each step must benefit the Triple Bottom Line

Let the path emerge.

Give away credit whenever possible.

* Trevenna, S. (2010). *Surfing tsunamis of change. A handbook for change agents*. Mountain View, HI: Island Moonlight Pub.







Who can help you bring about positive change? Spread the word! Pick a resource (book, video, website, etc.) with essential information about the problem/issue/challenge facing your community. Share it with someone you know and explain why this information is important.



Resource: _____

Why it's important:

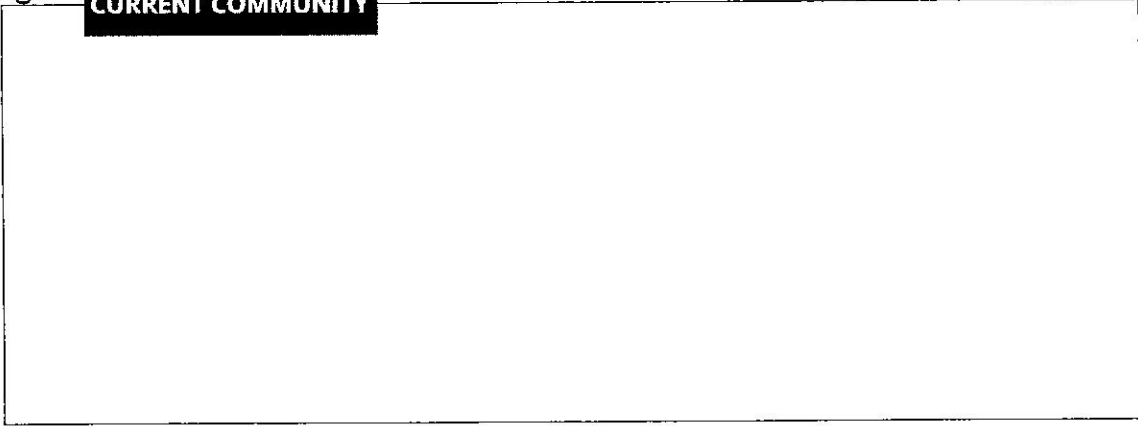
I've shared this resource with _____ who? via:

- 
Pinterest
- 
- 
- 
face-to-face talk
- 
- 
- Other: _____

Research and describe how other organizations (government, private sector, non-profit/non-governmental sectors) are addressing the issues you identified at your service site.

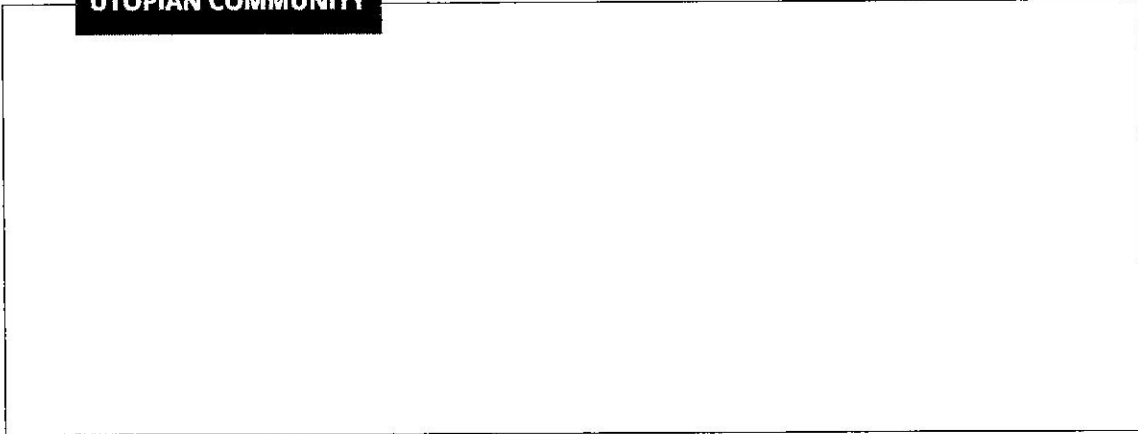
CURRENT COMMUNITY

Draw or describe the community you are working with. (see p.12)

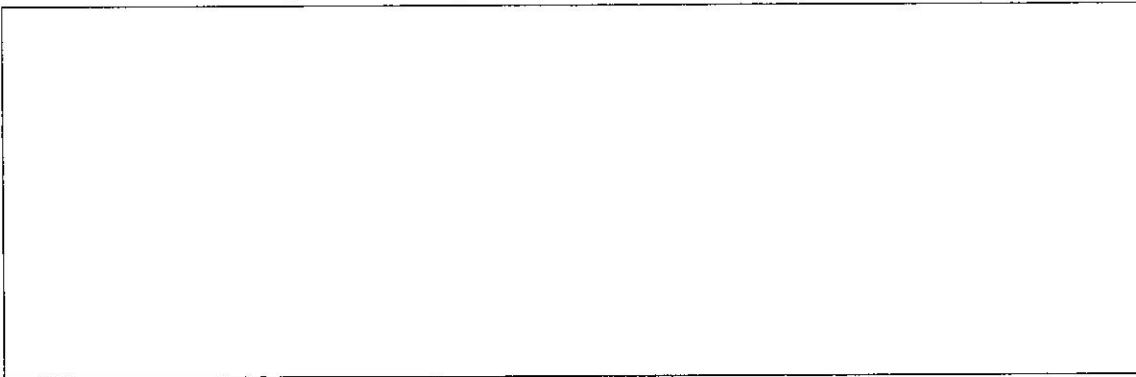


UTOPIAN COMMUNITY

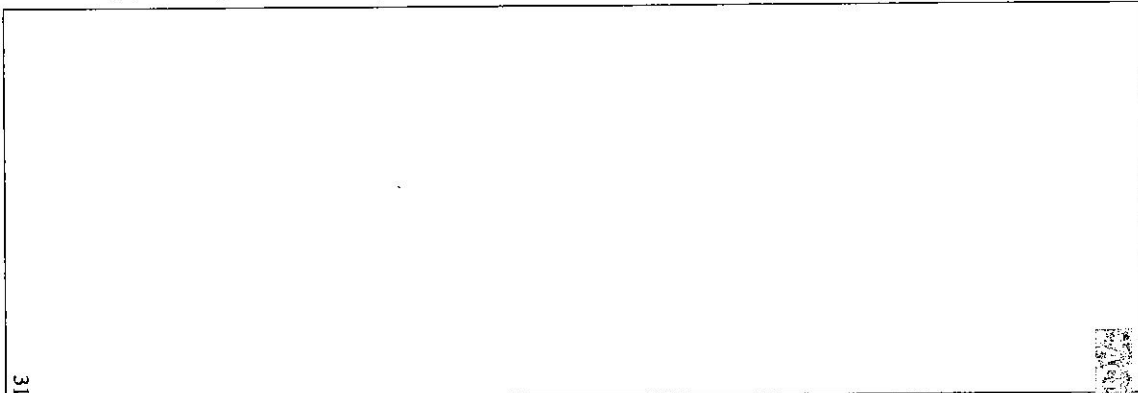
Draw or describe a utopian (perfect, ideal) version of this community.



Draw or describe one change that could help make your current community into that utopian community.



What are two theories, principles, or concepts you have learned in your S-L course(s) that relate to achieving your utopian community (cite authors when possible)?



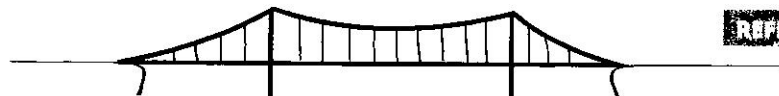
Write a short memo to a policymaker whom you perceive to have direct influence over the situation you are working on at your service project to suggest a new law or government policy.

ACT

Are you registered to vote?

- If NO, register here for Hawai'i residents: <http://hawaii.gov/elections/voters/registration.htm>
- If YES, list the names of your current legislators:

1.	3.
2.	



REFLECT

Replace tensions with bridges.

--Shannah Trevenna,
Surfing Tsunamis of Change

Describe a moment during your service...



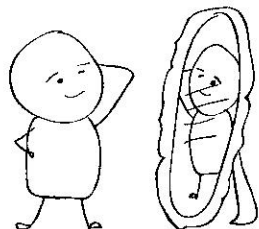
where you felt uncomfortable.



where you felt great joy.



where you felt proud.



PROGRESS CHECK:

Turn back to page 5.

What is your progress on developing the change agent qualities you **circled?**



REFLECTION

How do you feel now about your service organization?

Compare to what you wrote on page 8.

How do you feel now about your service community?

Compare to what you wrote on page 12.

What have you done or learned through your service that gave you a sense of fulfillment?

REFLECT

What new skills did you learn during your service?

What new community resources have you learned about through your service that are available to the community and its members?

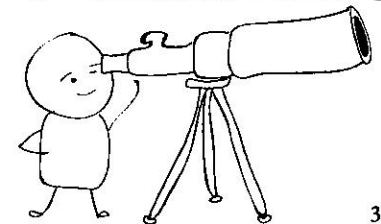
Will you continue to be involved in this issue?

YES NO

REFLECT / EVALUATE

Why or why not? If YES, then HOW?

In five years, what do you think you will remember most about his experience?



REFLECT/EVALUATE

Pick an action below and describe in detail how YOU could do this to reduce the impact of the issue you focused on this semester.

1. Support people in my family and my friends who are affected by the problem.
2. Take another course to gain a new perspective on the problem.
3. Join, start, or lead a campus student group working on the problem.
4. Serve at a community-based organization working on the problem.
5. Convene a dialog with policy-makers working on the problem.
6. Advocate with public officials and legislators who work on the problem.
7. Fund-raise to support non-profit organizations working on the problem.
8. Complete a degree that will provide me with the knowledge, skills, and attitudes to work on the problem in my career.
9. Other (specify)

REFLECT/EVALUATE

REFLECTION MEDIA PALETTE

Have freedom of expression in your reflection. Share with us your service-learning experience and demonstrate your learning the way you like!

WORDS and IDEAS

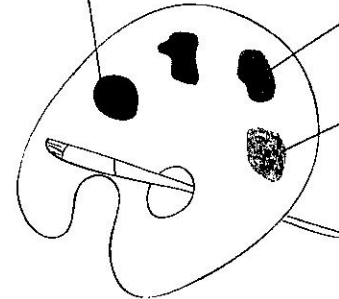
Type up an essay, old-school style.

PICTURES and CREATIONS

Share your experiences through pictures using Pinterest.

VIDEOS and PERFORMANCE

Videoblog or document your experiences and go viral! Use iMovie and YouTube.



Learn how to get started at
<http://kapiolaniserve.weebly.com/reflection.html>

I will demonstrate my learning and share my experience via (check one):

- Essay
- Pictures or other visuals (Pinterest)
- Video

If you are doing a visual or video reflection, be sure to check with your instructor first!

What should you be including or specifically addressing in your reflection product? See the prompts on the next pages.



To develop sustainability through service-learning many service projects are designed and attributed to help solve and improve the situations in different areas. The United Nations have developed 17 **Sustainable Development Goals**. These sustainability goals were put in place to solve particular problems in the world and are the end results on what is hoped to achieve through service-learning.

Look through these Sustainable Development Goals, and decide what goal your service helped achieve to help write your essay.



SUSTAINABLE DEVELOPMENT GOALS

17 GOALS TO TRANSFORM OUR WORLD

1 NO POVERTY

Icon representing a family of four people.

2 ZERO HUNGER

Icon representing a bowl of food with steam rising from it.

3 GOOD HEALTH AND WELL-BEING

Icon representing a heart with a pulse line.

4 QUALITY EDUCATION

Icon representing an open book and a pencil.

5 GENDER EQUALITY

Icon representing a female symbol with an equals sign.

6 CLEAN WATER AND SANITATION

Icon representing a water tap with a drop of water.

7 AFFORDABLE AND CLEAN ENERGY

Icon representing a sun with a power button symbol.

8 DECENT WORK AND ECONOMIC GROWTH

Icon representing a bar chart with an upward arrow.

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

Icon representing three stacked blocks.

10 REDUCED INEQUALITIES

Icon representing an equals sign inside a circle.

11 SUSTAINABLE CITIES AND COMMUNITIES

Icon representing a cluster of buildings.

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

Icon representing an infinity symbol.

13 CLIMATE ACTION

Icon representing a globe as an eye.

14 LIFE BELOW WATER

Icon representing a fish and waves.

15 LIFE ON LAND

Icon representing a tree and birds.

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

Icon representing a dove and a scale.

17 PARTNERSHIPS FOR THE GOALS

Icon representing four interlocking circles.The United Nations logo.

SUSTAINABLE DEVELOPMENT GOALS

SUSTAINABLE DEVELOPMENT GOALS

1 NO POVERTY Donate what you don't use. 836 million people live in extreme poverty.

Goal 1: No Poverty

SUSTAINABLE DEVELOPMENT GOALS

2 ZERO HUNGER Avoid throwing away food. Over 1/3 of the world's food is wasted.

Goal 2: Zero Hunger

SUSTAINABLE DEVELOPMENT GOALS

3 GOOD HEALTH AND WELL-BEING Vaccinate your family to protect them and improve public health.

Goal 3: Good Health and Well-Being

SUSTAINABLE DEVELOPMENT GOALS

4 QUALITY EDUCATION Help children in your community to read.

SUSTAINABLE DEVELOPMENT GOALS

5 GENDER EQUALITY Call out sexist language and behaviour.

SUSTAINABLE DEVELOPMENT GOALS

6 CLEAN WATER AND SANITATION Avoid wasting water. Water scarcity affects more than 40% of the world's population.

SUSTAINABLE DEVELOPMENT GOALS

7 AFFORDABLE AND CLEAN ENERGY Use only energy efficient appliances and light bulbs.

Goal 7: Affordable and Clean Energy

SUSTAINABLE DEVELOPMENT GOALS

8 DECENT WORK AND ECONOMIC GROWTH Buy from green companies that are equal opportunity employers.

Goal 8: Decent Work and Economic Growth

SUSTAINABLE DEVELOPMENT GOALS

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE Think of innovative new ways to repurpose old material.

Goal 9: Industry, Innovation and Infrastructure

SUSTAINABLE DEVELOPMENT GOALS

10 REDUCED INEQUALITIES Raise your voice against discrimination.

Goal 10: Reduced Inequalities

SUSTAINABLE DEVELOPMENT GOALS

11 SUSTAINABLE CITIES AND COMMUNITIES Bike, walk or use public transportations to keep our cities' air clean.

Goal 11: Sustainable Cities and Communities


SUSTAINABLE DEVELOPMENT GOALS

12 RESPONSIBLE CONSUMPTION AND PRODUCTION Recycle paper, plastic, glass & aluminium.


Goal 12: Responsible Production and Consumption



SUSTAINABLE DEVELOPMENT GOALS



13 CLIMATE ACTION
 Educate young people on climate change to put them on a sustainable path early on.



Goal 13: Climate Action

SUSTAINABLE DEVELOPMENT GOALS



14 LIFE BELOW WATER
 Avoid plastic bags to keep the oceans safe and clean.



Goal 14: Life Below Water

SUSTAINABLE DEVELOPMENT GOALS



15 LIFE ON LAND
 Plant a tree and help protect the environment.



Goal 15: Life On Land

SUSTAINABLE DEVELOPMENT GOALS



16 PEACE, JUSTICE AND STRONG INSTITUTIONS
 Use your right to elect the leaders in your country and local community.



Goal 16: Peace, Justice and Strong Institutions

SUSTAINABLE DEVELOPMENT GOALS



17 PARTNERSHIPS FOR THE GOALS
 Get the SDGs in Action app to learn about the Goals and ways to help achieve them! SDGsinaction.com



Goal 17: Partnerships for the Goals

DEMONSTRATE

REFLECTION PIECE

Working on your service-learning reflection piece? See the full set of guidelines at <http://kapiolaniserve.weebly.com/reflection.html> or at the Service-Learning Office.

Refer back to these prompts while writing your Essay.

A. Statement Of The Problem:

Identify the societal or ecological problem you have helped to address through your service. Explain how you have helped.

B. Learning:

Discuss at least 3 concepts / theories from your coursework that have helped you do your service. Describe experiences during your service that have helped you understand those concepts and theories.

C. Civic Context:

As an informed individual and citizen, discuss the issue you explained above as a public or community problem. What elements of unfairness or injustice does the problem have? Do you believe more people should care about the problem? Why or why not? Discuss one or more solutions to the problem.

DEMONSTRATE

G. Goals:

Explain how your coursework and service activities have shaped your personal, academic or professional goals. From the list below, Select all the ones you are interested in doing and discuss at least one in detail. Explain how the action(s) you will take will help reduce the impact of the problem.

1. Support family, friends, and/or neighbors who are affected by the problem
2. Serve, or fundraiser to support , a community -based organization that is working on the problem.
3. Patronize businesses that are actively working to lessen the severity of the problem or are committed to not making the problem worse
4. Convene a dialog with policy-makers who are working on the problem
5. Advocate with public officials and/or legislators who are working on the problem
6. Start, lead or join a campus group that is working on the problem
7. Take another course to gain a new perspective on the problem
8. Complete a degree that will provide me with the knowledge skills, and attitudes to work on the problem in my profession.
9. Other (specify)

THE END

Actually, this is not the end for you!
Rather, this is just the beginning of your
journey to becoming a responsible, engaged
citizen.

