

By the end of the session, the group should come to a collective understanding of citizenship and community for future conversations/projects while recognizing that these concepts have nuanced meanings for different individuals and groups.

Pass out the notecards, and for 5 minutes, have participants use each side of the notecard to answer each of these questions:

- How did this experience confirm or solidify their understanding of community or citizenship?
- How did this experience challenge their original perceptions of community or citizenship?

**Facilitator Notes** If the group is a smaller one, consider breaking into smaller groups and instead have each individual present their pictures to the entire group. Participants could also take the pictures on phones and bring them to share on the phones instead of printing the pictures; but keep in mind that not all participants may have access to this technology.

## ***Activity Two: Expanding Levels of Community***

*Time:* 30 minutes

**Learning Outcomes** Participants will

- Identify various levels of communities to which they belong.
- Consider the interconnected nature of multiple communities.
- Integrate understandings of different forms of Citizenship with different communities.

### ***Materials***

- Poster paper
- Markers

**Detailed Instructions** Distribute paper and markers to participants and ask them to draw a small circle on their paper. In that small circle, ask them to identify a community to which they belong (for instance, a choir, intramural team, residence hall floor, sorority, political group, church, etc.). (5 minutes)

For that community, ask them to make notes for 5 minutes, and respond to the following questions:

- What are the shared interests of individuals in this community?
- What is the greater aim of this community? What is this community trying to achieve?
- What are the ways that you participate in this community? (Participants may refer to Exhibit 9.1: “Forms of Individual Civic Engagement” in *Leadership for a Better World*, 2017.)

Next, have participants draw a larger circle around the smaller circle and identify a larger community in which their original community is nested. For example, if a participant identifies an interfaith club as their smaller community, examples of larger communities in which the original community is nested could be the larger organization for which the club is a chapter, the religious/spiritual community on campus, the network of clubs at school, the interfaith community in the town/city, or even the general interfaith movement. Another example may be a fraternity or sorority as the smaller circle. Thus, a larger circle encompassing the smaller one may be fraternity and sorority life in general at the institution, the national chapter of the fraternity or sorority, male/masculinity and women’s groups, or a philanthropic entity with which the fraternity or sorority chapter is connected. The goal is to expand the participants’ understanding of community beyond immediate groups in which they are involved to include larger communities in which they may not realize they are a member. (5 minutes)

For this larger community, ask the participants the same set of questions:

- What are the shared interests of individuals in this community?
- What is the greater aim of this community? What is this community trying to achieve?
- What are the ways that you participate in this community?

Once they answer the questions above, ask the participants to reflect on how their answers are the different or the same, and why that may be.

Once participants have reflected on these two layers of community, have them pair up and discuss the communities and responses to questions. Ask the pairs to spent 10 minutes discussing how their conception of their role and participation in each layer of community shifts, using the following questions:

- Do participants even recognize themselves as part of the larger community?
- What sense of responsibility do participants have toward these larger communities?

For 5 minutes, have participants report back their collective wisdom to the larger group. Collective wisdom is *not* reporting out everything discussed in the partner conversation. Instead, collective wisdom is sharing any particular insights individuals had that they believe would benefit the larger group.

**Facilitator Notes** Be prepared to provide examples for the second stage of this activity. Participants may struggle to understand what is meant by identifying a larger community in which the original one is nested.

### ***Activity Three: Citizenship for Social Change Panel***

*Time:* 60 minutes

**Learning Outcomes** Participants will

- Understand different ways of engaging as a citizen to promote social change.
- Recognize the importance of history and context for community change.