Grade 11 Community Service Learning

CBC NOTES | Terms 1, 2 and 3 - notes for 12 topics

IN EVERY TOPIC

- What you will learn, the key words and key terms explained.
- Clear notes under headings and subheadings, with labelled pictures and step-by-step procedures.
- Comparison tables, and advantages and disadvantages where methods are compared.
- Key points to remember, then structured questions to practise.
- All the answers and a glossary at the back.

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A TASTE OF THE FIRST TOPIC

Civic Dialogue

When a footpath floods or a market gets dirty, people can complain, quarrel or sit down together and work it out. Civic dialogue is the third way. This topic shows you what makes such a meeting work, the four steps of running one, and how to take part in one with real community members.

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Strand 1.0 Citizenship | Term 1

1.1 Civic Dialogue

WHAT YOU WILL LEARN

By the end of this topic you should be able to:

- examine effective civic dialogues in community engagement
- analyse steps of civic dialogue for community engagement
- engage in civic dialogue on an identified issue in the community

KEY WORDS

civic dialogue, community, stakeholder, inclusivity, flexibility, solution-oriented, active listening, clear purpose, facilitator, ground rules, recommendation, critique, report.

When a footpath floods or a market gets dirty, people can complain, quarrel or sit down together and work it out. Civic dialogue is the third way. This topic shows you what makes such a meeting work, the four steps of running one, and how to take part in one with real community members.

1. What civic dialogue is

Community
A group of people who share a place, an interest or an identity, such as a class, a school, a village or an estate.

Civic dialogue
An organised, respectful conversation among community members about an issue that affects them all, held in order to understand one another and find a way forward.

Three ways of handling a difference

	Quarrel	Debate	Dialogue
Aim	To hurt or to win at any cost	To win the argument	To understand and solve
Sides	Two, against each other	Usually two	Many views
Listening	Hardly any	To find weak points	To understand
Ending	Bad feelings	A winner and a loser	Shared recommendations

Why civic dialogue matters

- Everyone gets a voice, including people who are often not heard.
- Trust and peace grow between neighbours and groups.
- People own the decisions they helped to make, so the decisions last.
- New ideas come out that nobody had alone.
- Small problems are dealt with before they grow into conflict.

2. Qualities of an effective dialogue



The five qualities to look for

The stream at Mto Safi

The chairperson opened with the purpose: "to agree how to keep the stream clean". That is a clear purpose. Elders, the youth group and the car washers were all invited, and each spoke in turn. That is inclusivity and active listening.

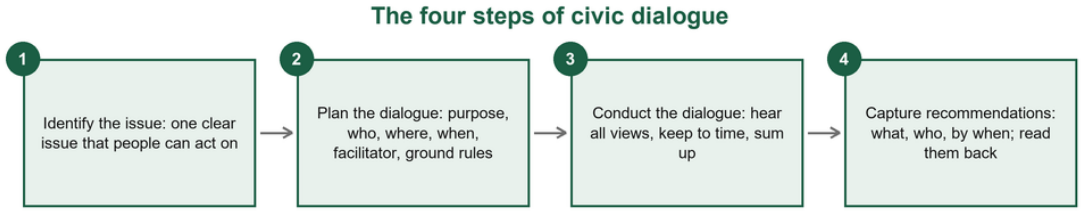
The car washers offered to move further from the water once a new spot was found. That is flexibility.

The meeting ended with practical steps and not just complaints. That is being solution-oriented.

INCLUSIVE MEANS MORE THAN OPEN DOORS

Ask who cannot come or cannot speak freely: a person with a disability, a young mother, a worker on shift. Then find a way of reaching them.

3. The four steps



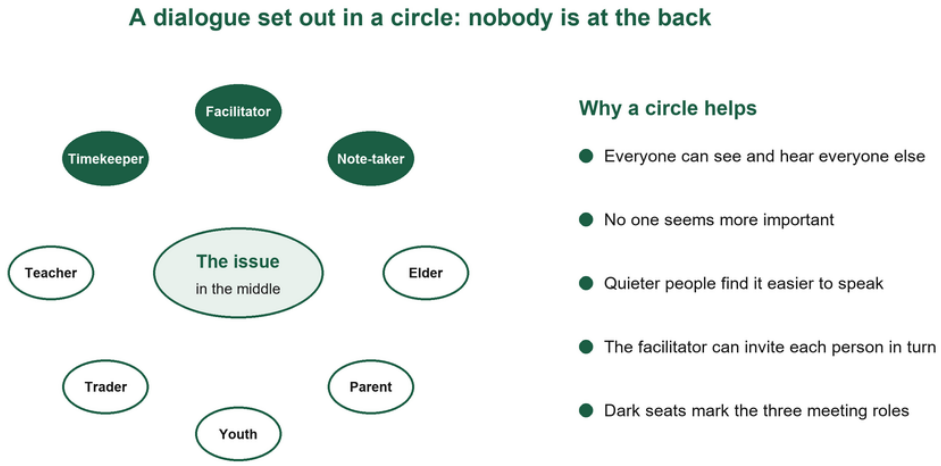
Each step depends on the one before it

Step 1: identify the issue

Choose one clear issue that matters to many people and that they can do something about. "Water is a problem" is too broad. "The school borehole queue makes learners late for lessons" is clear.

Step 2: plan the dialogue

- Decide the purpose and list who must attend.
- Get permission from the teacher, the school and any local leader involved.
- Choose a safe venue that everyone can reach, and a suitable time.
- Name a facilitator, a note-taker and a timekeeper.
- Agree ground rules: one person speaks at a time, respect all views, no personal attacks.
- Prepare the facts about the issue.



Seating people in a circle helps everyone to take part

Step 3: conduct the dialogue

The facilitator welcomes people, explains the purpose, reads the ground rules and shares the facts briefly. Views are then invited from every group. The facilitator keeps to the issue and the time, brings in quieter people and sums up. A facilitator stays fair and does not take over.

Step 4: capture recommendations

The note-taker records what was agreed, who will act, by when, and what remains unresolved. The notes are read back so that all can confirm them, then shared with those concerned.

A good recommendation says who, what and when

Weak recommendation	Strong recommendation
People should be responsible.	The youth group will clear the drain on the first Saturday of each month, starting in March.
Parents should help.	Grade 11 parents will each give one hour on the second Saturday of May to plant trees along the fence.

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4. Critique, skits and the real dialogue

A critique is a fair judgement that shows strengths and weaknesses, with reasons. When you watch a clip or read a documentary, ask: Was the purpose clear? Who was present and who was missing? Did people listen? Did the talk move towards solutions? Were recommendations recorded, with names and dates?

A skit is a short acted scene. A good one shows the problem, then the meeting, then the agreed recommendations, in about five minutes. Use invented characters and never mock an accent, a tribe, a faith or a disability.

Holding a dialogue with community members

1. Agree the issue with the teacher and get permission.
2. Invite the people concerned, such as parents, neighbours, an elder or a community health promoter.
3. Prepare the room and the roles.
4. Greet guests, explain the purpose and follow the ground rules.
5. Listen to all views and sum up the recommendations.
6. Thank the guests and share the agreed points.
7. Write the report and reflect.

STAY SAFE

Learners never go alone to meet adults. Keep away from party politics and religious disputes, and pass sensitive matters to the teacher.

The report and the reflection

A report has a title, the date and venue, who attended, the issue, the main views, the recommendations and the next steps. Report views by group ("some parents felt..."), not by name. Then reflect: What went well? What could improve? Which quality did we show least? What did I learn?

KEY POINTS TO REMEMBER

- Civic dialogue is an organised, respectful conversation on a shared issue, aimed at understanding and solving.
- The five qualities are inclusivity, flexibility, being solution-oriented, active listening and clear purpose.
- The four steps are identify the issue, plan the dialogue, conduct the dialogue and capture recommendations.
- A good recommendation says what will be done, who will do it and by when.
- A critique gives strengths and weaknesses, with evidence and a suggested improvement.
- Dialogue builds trust and peace, and people support decisions they helped to make.

ANSWER THESE

1. Define civic dialogue. (2 marks)

2. State two differences between a civic dialogue and a debate. (2 marks)

3. Name the five qualities of an effective civic dialogue. (5 marks)

4. A meeting about market cleanliness invites only shop owners. Which quality is missing, and what is the likely effect? (2 marks)

5. List the four steps of civic dialogue in order. (4 marks)

6. Rewrite "People should keep the school clean" as a strong recommendation. (2 marks)

7. Give three duties of a facilitator. (3 marks)

8. Explain two ways in which civic dialogue helps a community. (4 marks)

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1.2 Advocacy in the School Community

WHAT YOU WILL LEARN

By the end of this topic you should be able to:

- analyse principles of advocacy in the school community
- execute advocacy campaigns to address identified issues in the school community
- embrace advocacy as an avenue for school community change

KEY WORDS

advocacy, campaign, stakeholder, evidence-based, inclusivity, collaboration, respectful communication, solution-based, desired change, target audience, action plan, strategy, resources.

If something in your school is unfair or unsafe, you do not have to wait for someone else to fix it. Advocacy is how citizens, young and old, bring about change peacefully, using facts and working with others. In this topic you will learn the five principles and then run a real campaign.

1. What advocacy is

Advocacy
Speaking up and acting, together with others, to win support for a positive change.

School community
Learners, teachers, support staff, parents, the Board of Management (BOM) and neighbours.

Advocacy is not the same as complaining

Complaining	Advocacy
Points at what is wrong	Gathers facts and proposes a solution
Often blames people	Works with those who can make the change
Usually stops at talk	Follows a plan with dates and roles

NEVER BY FORCE
Advocacy never involves violence, damage or disrespect. Concerns go through proper channels, such as the learners' council.

The blocked ramp
At Baraka Secondary, the only ramp was blocked by stored desks, so learners on crutches could not reach the laboratory.
Learners counted how many were affected and met the deputy principal with a proposal.
The desks were moved within a week. Facts, a solution and respect did the job.

2. The five principles



The five principles of advocacy

An evidence-based approach means that your case rests on true, checked facts. "Many learners miss lunch" is weak. "On Monday, 42 of 300 learners in our count missed lunch" is strong. Being solution-based means you bring a workable proposal: What can be done? What would it cost? Who can do it?

> **Working out a percentage**
> In a class of 40, 18 learners arrive late on rainy days because a culvert floods.
> Percentage affected: 18 ÷ 40 × 100 = 45%.
> Proposal: ask the ward office to clear the culvert, and build a wooden walkway meanwhile.

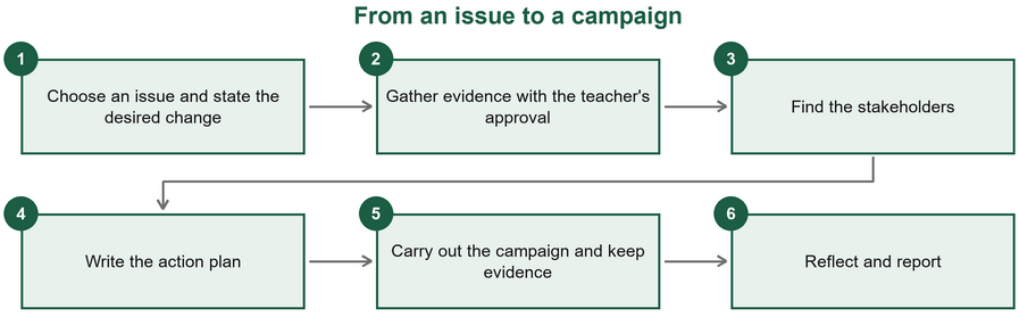
Respectful communication often decides whether people listen at all. Be firm about the issue and gentle with people.

Same issue, different result

Disrespectful	Respectful
You have ignored us for too long!	We would value ten minutes to share what we found.
Stop wasting our time with useless rules!	We would like to discuss how the lunch rule affects day scholars and suggest a change.

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3. Planning a campaign



The six stages of a campaign