

Underage Democracy:

DEMOCRACY SCAVENGER HUNT

OVERVIEW:

The Democracy Scavenger Hunt is a program developed by Forward Montana Foundation to give young people hands-on civic experience. It is complemented by the Mock Election and Democracy Days exercises, and can be further supplemented by external civics curriculums.

The Scavenger Hunt is a great activity to pair with a curriculum or extracurricular club or group. This is the perfect exercise for a student to do on their own or to share with their classroom.

Time: 30 minutes (in class);
10-15 hours (out of class)
Grade level: 9th to 12th

Materials:

- POP Worksheet
- Scavenger Hunt Worksheet
- Evaluations (Online)

OUTCOMES:

Student participants will finish the Democracy Scavenger Hunt with:

- Hands-on, in-person experiences with local and regional governments
- An understanding of what access points to areas of influence exist in local communities
- Deepened connection to issues immediately affecting themselves, their community, and their families

SCHEDULE:

15 Minutes	Introduction	Peer leaders introduce the scavenger hunt and the guidelines for completion.
1 Month	Scavenger Hunt	Student participants complete the scavenger hunt. Remind students to continue working on the scavenger hunt throughout the month.
15 Minutes	Debrief	Peer leaders lead student participants in a discussion about what they learned through the scavenger hunt.



Educator Guide

DEMOCRACY SCAVENGER HUNT

This exercise is intended to be student-led. Individual students or a group of students can be responsible for leading the exercise for credit, extra-credit, or extra-curricular interest.

Pair this exercise with a relevant section in your curriculum to increase the impact for your students!

Two weeks before (if conducting in a class or classroom setting):

- Determine a class prize for additional competition and motivation -- pizza parties or extra credit can be great motivators!
- Assign the exercise to a student leader or group of student leaders and provide them with the Student Facilitator Worksheet.
- Assign student leaders to create a material list that will help student participants complete the scavenger hunt. This could include links to local government websites or helpful articles about how to contact their local paper.

One week before:

- Review the Student Facilitator Worksheet with the student leader(s) and ensure that they have an understanding of the exercise, confidence in leading the activities and discussion, and clarity around purpose and outcomes.
- Review Student leaders' list of resources and links.

Introduction Day:

- Support student leaders in introducing the scavenger hunt.

Weekly:

- Remind students about deadlines. Consider even putting a progress board up in a visible space in your classroom or school.

Debrief Day:

- Support student leaders in debriefing the scavenger hunt.

Celebrate:

- Celebrate the student participants, class, or club that best performs on the scavenger hunt.



DEMOCRACY SCAVENGER HUNT

OVERVIEW:

This scavenger hunt was created by young people for young people to help grow our generational power and provide experiences influencing local government. By the end of the Democracy Scavenger Hunt, you'll develop skills that you can use forever - like public speaking, how to host purposeful meetings, and thoughtful evaluation. Plus, you'll attend local meetings, learn more about the issues that matter most to you, and better understand how to create change in your community.

Two weeks before:

- Read through this entire exercise and write down any questions you have for your teacher.
- Fill out the Student Facilitator Worksheet.
- Put together a helpful materials list of resources and links that your peers can use to complete the scavenger hunt.
- Read the "How to Guide: Hosting Underage Democracy Online"

One week before:

- Review the Student Facilitator Worksheet and your list of materials with your teacher and bring your list of questions about the exercise.

Introduction Day:

- Introduce the scavenger hunt.

Debrief Day:

- Lead a discussion about what you and your peers learned during the Democracy Scavenger Hunt.
- Fill out and submit the evaluation forms included in this exercise to Forward Montana Foundation.

If you have any questions throughout this process, don't hesitate to contact Forward Montana Foundation's Civic Education Organizer at devin@forwardmontana.org



INTRODUCTION & DEBRIEF:

15 Minutes: Introduction

This is your opportunity to set the tone and energy in the room! Start off by introducing yourself and then explain the purpose of the scavenger hunt and what you hope participants get out of the scavenger hunt. You can use the Student Facilitator Worksheet to help you prepare for this.

DON'T KNOW WHAT TO SAY?

Sample script: "My name is [] and I'm stoked about this Democracy Scavenger Hunt from Forward Montana Foundation's Underage Democracy program. This scavenger hunt was made by young people for young people to grow our power to make change in our communities. We'll spend a month completing it and I'm going to be keeping track of our progress on this bulletin board. If we all do at least half of the activities, our teacher said they'd give us a pizza party! Let's get started!"

Handout the Democracy Scavenger Hunt to your peers. Be sure to talk about the following:

REMEMBER: Some of your peers may not know what everything means, so be prepared to answer questions!

Expectations:

- Is there a prize for the person or team who completes the most activities on the scavenger hunt? *You don't have to give a prize, but it can be a helpful motivator.*
- How much of the Democracy Scavenger Hunt do students need to complete to get credit, a prize, etc? *We suggest 50% of the scavenger hunt must be completed.*
- How will students prove that they've completed the task? *You could trust their word, make them take a picture, or have someone sign who witnessed them complete the task.*

Timeline:

- When is the final date to complete the scavenger hunt? *We suggest that you give your peers one month to complete the scavenger hunt.*
- When will prizes be given out?

Hand out the resource list you've created to help people access the events or activities listed on the Democracy Scavenger Hunt!

- ★ Remember to check in on progress throughout the Scavenger Hunt. If you're doing this with your class, you should schedule a day each week that you can announce how much time is left to complete the scavenger hunt. During this time you should remind your peers why this is



important -- take time to talk about how these activities will give you all experiences in making change and that they'll get a prize if they complete it.

15 Minutes: Debrief

This is a time to wrap up, see who got the most points, what common struggles were, and what the most interesting things were that students encountered.

Lead your peers in a conversation using the following questions:

- What was the easiest activity to complete? Why?
- What was the hardest to complete? Why?
- What was the most interesting activity?
- What activity would you do again? What would you not do again?
- How will you continue to engage civically after the Democracy Scavenger Hunt?



EVALUATION:




Step 1:

Meet with your teacher within one week of the Democracy Scavenger Hunt's end and revisit the Student Facilitator Worksheet. Discuss the following questions:

- What outcomes did you accomplish? If you weren't able to accomplish an outcome, why?
- What went well?
- What would you have done differently?

Step 2:

Fill out the Forward Montana Foundation evaluation form(s) below:

Educator Evaluation	Student Leader Evaluation	Student Participant Evaluation
https://docs.google.com/forms/d/e/1FAIpQLSckLM7fCyphMJopndl6hTGnH2Gs6749Rr3IR_LSopPNasMe6w/viewform	https://docs.google.com/forms/d/e/1FAIpQLSf5dotiAMzBoOveJ4mQdvn4idF2DUvM0NBB672yf4-ZV7z8Ww/viewform	https://docs.google.com/forms/d/e/1FAIpQLSciTb_KLprBvAOeREssNXX9xpnKzNSkk_OCWmlvFhOyaH4Fww/viewform
		

Step 3:

Celebrate! It can be hard leading our peers and you've done a great job!



Looking for Democracy in all the wrong places?

DEMOCRACY SCAVENGER HUNT

Tick items off the list below alone, with your friends, or with your entire club or class to learn how you can create change in your community. *Share your progress on Instagram or Facebook with the hashtag #huntingfordemocracy to connect with other students in the state*

Attend a club meeting at your high school.

Attend a Student Government meeting.

Read a local newspaper front to back.

Identify an issue you care about and research it using this website: www.isidewith.com

Attend a group meeting in your community (Kiwanis, Rotary, etc...).

Attend a School Board meeting.

Write & submit a letter to the editor about an issue you're passionate about.

Recruit a friend to attend a club meeting at your high school.

Read both the United State's and Montana's *Bill of Rights*.

Attend a City Council or City Commission meeting.

Bring a friend to a School Board meeting.

Contact an elected official that represents you to discuss an issue you're passionate about.

Help a friend research an issue they're passionate about.

Volunteer with a local community organization.

Bring a friend to volunteer with you with a local community organization.

Help a friend write a letter to the editor about an issue that matters to them.

Give public comment at a City Council, City Commission, or School Board meeting about an issue that affects you.

Help register voters or turn voters out in your community.

Lead your peers in the Voting Rights Timeline or the Mock Election templates from Underage Democracy. You can find them at forwardmontanafoundation.org/campaign/highschool.



STUDENT FACILITATOR WORKSHEET

Purpose:

- Why should your peers care about engaging in local government?

- Why are you interested in leading the scavenger hunt?

Outcomes:

- What three things do you hope your peers take away from completing this scavenger hunt?

- What two skills do you hope you develop by leading this scavenger hunt?

Process:

- What part of the exercise are you most excited to lead? Why?

- What part of the exercise are you most nervous to lead? Why?

- What do you need to make this exercise successful?

- If you're working in a group, what parts of the exercise will you lead?

