



TRANSFORM COMMUNITIES
CHANGE KIDS' LIVES

CIVICS & LEADERSHIP

HEALTHY CHOICES,
HEALTHY CHILDREN



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INTRODUCTION

ABOUT THE CAL RIPKEN, SR. FOUNDATION

During his 37-year career with the Baltimore Orioles organization, Cal Ripken, Sr. taught the basics of the game and life to players big and small. After he passed away, his sons and Major League Baseball players Cal and Bill recognized that not every child is lucky enough to have such a great mentor and role model. In this spirit, the Ripken family started the Cal Ripken, Sr. Foundation, a national 501(c)(3) nonprofit organization, in 2001.

By teaching kids how to make positive choices no matter what life throws at them, the Cal Ripken, Sr. Foundation strives to help underserved youth fulfill their potential and become healthy, self-sufficient, successful adults.

ABOUT *HEALTHY CHOICES,* *HEALTHY CHILDREN*

With the support of community-based organizations, the Cal Ripken, Sr. Foundation provides programs, resources, training, and support across the country that directly impact the lives of at-risk youth. A primary component of this support is the *Healthy Choices, Healthy Children* (HCHC) program – a comprehensive life skills curriculum that provides youth development professionals and mentors with a vehicle to begin meaningful conversations with kids who need it the most.

Through discussions about the choices they make today and the consequences that follow tomorrow, combined with activities demonstrating these lessons, youth learn to make productive decisions for their futures.

INTRODUCTION

THE GUIDING PRINCIPLES OF THE FOUNDATION

Cal Ripken, Sr. was a player, coach, and manager in the Baltimore Orioles organization for nearly four decades. He developed great players and, more importantly, great people through his style of coaching. No matter what you are teaching, you can use these four key ideas as your guide.

Keep it simple

Lessons on the field and in life are best learned when presented in a simple manner. Teach the basics and keep standards high.

Explain why

By helping kids understand the connections between everyday decisions and real-life outcomes, we can help them make smarter choices which guide their futures.

Celebrate the individual

When kids are encouraged to be themselves, respected for their opinion, and asked to share it, they are more likely to have a higher self-esteem and a better feeling of self-worth.

Make it fun

If kids aren't paying attention or participating, how much are they learning? Whether it's using a game to teach a concept or motivating kids with a little friendly competition, keeping kids engaged is essential.

INTRODUCTION

KEEPING KIDS ENGAGED

Here are some tips to help you structure activities that keep kids engaged, excited, and coming back:

- Have a plan
- Keep activities structured
- Use visual tools (diagrams, cones, props, etc.)
- Provide feedback
- Encourage, encourage, encourage
- Set parameters and stick to them
- Assign groups/teams
- If you use captains, be sure to rotate them often
- Set achievable goals
- Use short time increments
- Rotate activities frequently
- Let kids have input in the activities they like best
- Stay consistent and create routine
- Affirm kids when they do well



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ABOUT HCHC: CIVICS & LEADERSHIP

“We constantly have to adjust and readjust to the situation and the condition.” – Cal Ripken, Sr.

Healthy Choices, Healthy Children (HCHC) has, and always will be, a vehicle to help young people make smart decisions on their path toward a productive adulthood. We want them to be drivers of their own futures—and part of that includes being actively engaged in their communities and the world around them.

The world is constantly evolving, and so are the challenges we face. As complicated as things may seem, the principles are very simple.

Democracy is not a spectator sport. On the field, the team captain might make the overall decisions about the game plan, but regardless of what position we play, each of us constantly makes decisions on the field and each of us contributes to the outcome of the game. As United States citizens, we all have rights, responsibilities, and the ability to serve the greater good of our fellow Americans.

And just as in any other team sport, while we may not always have possession of or be near the ball, we still need to pay attention to what’s happening on the field at all times. We never know when the ball might come our way, so we always need to be ready.

The United States needs all citizens to be informed, to pitch in and work together.

“The world is a dangerous place to live; not because of the people who are evil, but because of the people who don’t do anything about it.” – Albert Einstein

At the end of the day, we want to empower kids with confidence and leadership skills. While these skills are helpful in every arena of life, we hope that kids will also understand why it is important to be active, engaged citizens—and use these skills to improve their communities, their country, and ultimately their world.

GETTING STARTED

USING THIS WITH THE HCHC COACHES MANUAL

We recommend that you use HCHC: Civics & Leadership together with the HCHC Coaches Manual. If you are using HCHC: Civics & Leadership by itself, skip the Recommended Implementation steps below and go directly to the Game Plan section on the next page.

This edition is designed to help you guide youth in connecting the concept of leadership, as taught in the *HCHC Coaches Manual*, to their rights, responsibilities, and role as citizens.

Once the kids have learned a little bit about leadership, it's time to put those lessons into some real life examples. *HCHC: Civics & Leadership* focuses on teaching kids how to build their leadership skills and be active citizens.

Recommended Implementation

1. Start by using the *HCHC Coaches Manual* to teach the lesson on "Leadership."
2. Use Lesson 1 in *HCHC: Civics & Leadership* as a bridge between leadership and citizenship.
3. Instead of using the activity from the *Coaches Manual*, have the kids complete the activity following Lesson 1 on leadership skills.
4. Continue using the lessons and activities in this edition to teach youth how to be engaged citizens and civic leaders.

GETTING STARTED

GAME PLAN

This edition of HCHC is a guide to help you teach kids how to build their leadership and citizenship skills. We will introduce these concepts:

- Role of citizens, government, and leaders
- Rights and responsibilities of citizenship
- Citizenship and leadership skills, and how they're related
- How staying informed empowers us as citizens and as leaders
- The importance of being an engaged citizen
- How all citizens can be leaders when we see something that needs to be fixed or can be improved

Kids will learn about and practice their citizenship and leadership skills, building upon their strengths and discovering areas for improvement. To help them chart their progress, kids will complete a Leadership & Citizenship Skills Inventory after each lesson. They can then compare it with their skills inventory from the previous session. Please help them assess their skill levels and work on these throughout the program.

NOTE: The Lesson 3 Activity requires some preparation before you teach the lesson. We recommend you review the supplies needed for activities the ahead of time.

Check out the “Resources” at the end of this edition to help your kids continue to learn and be inspired.

COACHING TIP: Familiarize yourself with all the lessons and activities before you begin using *HCHC: Civics & Leadership* with your kids. Visit RipkenFoundation.org/Resource-Portal so that you can download and print out worksheets and examples for the activities.

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LEADERSHIP & CITIZENSHIP

LESSON 1: **CONNECTING THE DOTS**

Key Points:

- Democracy is not a spectator sport; it is a team sport that requires us to work together as players on the field.
- Through our elected leaders, we can exercise our rights as citizens. Leaders in government serve the public by representing the voice of the people.
- Positive leaders inspire others with a vision, communicate this vision to others to gain support, build strong teams, and respect diverse opinions and experiences during the decision-making process.

Discussion Questions:

- **Who are leaders you know and admire?**
 - *Possible answers: sports heroes, coaches, teachers, police officers, famous people, presidents, first ladies, parents, religious leaders, civic leaders (people who work to improve the community or for the rights of others)*
- **How did they become leaders?**
 - *Possible answers: elected, hired, used fame to help other people or causes they care about, spoke out when they saw something wrong and brought people together to fix it*
- **What might not happen or have happened without these leaders?**
 - *Possible answers: no one would protect us from criminals, no one would make sure our needs are met, problems wouldn't get fixed*
- **What might happen if our country did not have leaders? Or a government?**
 - *Possible answers: no one would be protecting our rights, people would suffer, everything would be disorganized*
- **What role do leaders play in our government?**
 - *Possible answers: serve the public by speaking for and representing the people, bring people together to reach a common goal*

LEADERSHIP & CITIZENSHIP

LESSON 1: CONNECTING THE DOTS

Leadership relates to the choices we make when we are trying to reach a goal that requires more than one person.

On a sports team, everyone shares the goal of a winning season. However, some players may also have personal goals, such as breaking a record, that occasionally conflict with the team goal. Or everyone might have very different ideas for the strategy or game plan for achieving the team's goal. And if a game isn't going well, it's natural that the team may feel like giving up.

Effective team leaders—whether they be captains, coaches, or managers—bring all the players together to achieve the common goal of a winning season. Positive leaders serve others, putting the good of the team ahead of their personal benefit.



Today we are going to look at the role of leaders as it relates to our government and our daily lives.

In 1776, when the United States of America declared its independence as a nation, our founders wrote:

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed...."

LEADERSHIP & CITIZENSHIP

LESSON 1: **CONNECTING THE DOTS**

In today's language, this means that the United States was founded on certain key principles:

- All human beings are born with certain natural and basic rights: to live, to live freely, and to pursue happiness.
- All human beings are born equal, meaning that none of us has more right to life, liberty, or the pursuit of happiness than anyone else.
- The government exists to protect these rights.
- The government's authority comes from the people who agree to be governed by it, a.k.a. citizens.

That's why the United States Constitution begins with "We the people." This emphasizes the basic principle that our nation is run for the people by the people—essentially by the will of its citizens.

Let's start with the fact that our government is for the people. For example, if we didn't have a government, who would make sure that the water is safe for us to drink? Who would make sure everyone has access to water and build the systems to get it to our homes, schools, businesses? Or, who would be in charge of the roads, bridges, and highways? Who would protect us?

The elected leaders in our government serve the public and are responsible for the following:

- Establishing justice
- Ensuring peace in the US
- Promoting the general welfare of citizens
- Securing liberty for all citizens present and future

To these ends, the government oversees anything that helps meet public needs (such as education, police and fire departments), that involves resources shared by citizens (such as water and land), and balancing the needs of the nation with the rights of individual citizens, which we'll get into more during our next session.

LEADERSHIP & CITIZENSHIP

LESSON 1: CONNECTING THE DOTS

As we mentioned, our government is ultimately run by the will of its citizens. With millions of Americans, however, can you imagine if we needed every single citizen to vote every time we needed to make a national decision? It would take forever to get anything done.



That's why the United States is a republic, in that our government is run by representatives who are democratically elected by its citizens—that's us! Many other citizens are appointed or hired to positions in our government, but regardless of how they got there, their job is to serve the public. Just like a team captain, leaders in our government put the good of the people they serve first because they understand that government exists for the benefit of its citizens.

Every day, the leaders in our government make decisions and take actions that affect many people and that help us (as a community, state, or country) accomplish things that no individual citizen can do on his or her own.

How? Let's take a closer look at the skills leaders need:

- **Envisioning**, or shaping visions and goals, which is the difference between wanting to win the game and having a game plan

LEADERSHIP & CITIZENSHIP

LESSON 1: CONNECTING THE DOTS

- **Consensus seeking**, or helping groups make decisions through a process that respects different opinions and experiences
- **Negotiating**, or resolving conflicts when people in the group disagree
- **Creating an image for your vision** to help people understand what you stand for and what you are asking them to support
- **Gaining legitimacy**, or building the foundation for your group's power by making sure people know who your group is and believe that you can succeed in achieving your goal
- **Coalition Building**, or getting support from other groups (a **coalition** is when you bring different teams together for a specific, shared goal)
- **Advocacy**, or persuading others to support you, especially people who might disagree with your goals or doubt your game plan
- **Motivating members**, or encouraging your teammates to keep going when the going gets tough—for example, by recognizing people's hard work or by reminding them of why the goal is so important

Many of the same principles you practice on the field—such as teamwork, communication, and respect—are just as important when you are part of a team (like Team USA) off the field.

COACHING TIP: Explain why! If your kids have trouble understanding why these skills are important for leaders, encourage them to think through what might happen if leaders did not do these things. For example, if a leader did not try to gain legitimacy, it might be very hard to gain support from other people or groups because they might not believe the leader could actually achieve the goal. Big goals require a team effort, and it's hard to do that without a team!

LEADERSHIP & CITIZENSHIP

LESSON 1 ACTIVITY: **SHOW, DON'T TELL**

What you will need for this activity:

- Leadership & Citizenship Skills Inventory for each participant (download *HCHC: Civics & Leadership* resources from RipkenFoundation.org/Resource-Portal) Activities
- Paper
- Pens or pencils
- *Optional: art supplies, old newspapers and magazines, scissors, glue

COACHING TIP: It may be helpful to write the leadership skills on a board or a big poster so the kids can reference them during the activity. Or you can print extra Leadership & Citizenship Skills Inventory sheets and give one to each group to use for the activity.

Divide the kids into groups of 4-6.

Each group should pick 2-4 leadership skills (depending on how many groups and how much time you have) that they wish to demonstrate.

*Groups can demonstrate these skills any way they wish, **but they cannot say what the skill is or use the words in the definition.** (This should encourage them to come up with concrete actions they could take in real life.)

- Kids can draw pictures of actions that show the skills.
- If you have old newspapers or magazines, they could cut out pictures of people using leadership skills. For example, a picture of the President shaking hands with members of Congress or the public might show building support.
- They can create a skit of a positive leader doing different actions involving these skills.
- Groups can use music, dance, or sports to demonstrate certain skills.
- Encourage kids to be creative! They can use any of these methods, combine them, or come up with their own.

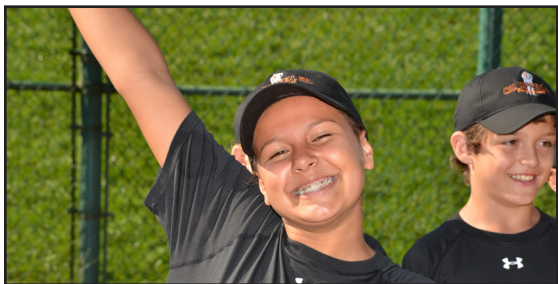
LEADERSHIP & CITIZENSHIP

LESSON 1 ACTIVITY: **SHOW, DON'T TELL**

Have each group demonstrate their chosen leadership skills and explain how they worked together so that you can point out specific leadership skills they used in the process. Here are some questions you might ask:

- How did your group choose which skills to show?
- How did you decide on how to show these skills?
- How did the group decide who did what?
- If you had any disagreements, how did you resolve them?

At the end of the session, hand out the Leadership & Citizenship Skills Inventory sheets. Have each student find a place where they have space to think in the room and ask them to reflect on themselves and fill out the inventory. Youth will do an inventory of their own citizenship and leadership skills and mark where they feel they are strongest and weakest. This inventory sheet should be kept by the kid or mentor so it can be revisited every week to chart progress.



COACHING TIP: Celebrate the individual! Take a moment to review each kid's Leadership & Citizenship Skills Inventory. If they have strengths they have not listed, let them know. Provide specific examples of how they have used that skill in the past or today. People live up to our expectations, as well as to their own, so help your kids learn to see themselves as leaders.

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LESSON 2: RIGHTS AND RESPONSIBILITIES OF CITIZENS

Key Points:

- While we are born with certain rights, many people struggled and sacrificed to protect these rights and to ensure they are equally protected for all citizens. It is our responsibility to exercise our rights wisely as engaged citizens.
- The rights we have as citizens mean that we can speak up and take action in order to improve our communities and our country, as well as to ensure that the rights of all citizens are respected.
- People are often elected or hired into leadership positions. However, anyone can serve as a leader by earning respect and inspiring others to follow them with their words and actions.

Discussion Questions:

- **What does it mean to be a citizen?**
 - *Possible answers: you have a say in what happens in the government, you have a responsibility to be engaged at each level of government to make it the best it can be*
- **What are some of our rights as US citizens?**
 - *Possible answers: freedom of speech, can vote, freedom of religion*
- **What are some of our responsibilities as US citizens?**
 - *Possible answers: to follow the law, to vote, to respect other people's rights, to serve others*
- **What are some ways that citizens can be leaders?**
 - *Possible answers: run for office, start a petition, make elected officials aware of problems, work with other people in the community to solve those problems*

LEADERSHIP & CITIZENSHIP

LESSON 2: **RIGHTS AND RESPONSIBILITIES OF CITIZENS**

Last time we talked about the role of leaders in our government: why we elect them, why we need them, and how they help protect the rights of citizens like us.

Today, we're going to talk about the rights and responsibilities of being a United States citizen.

With great power comes great responsibility. When leaders use their power without practicing responsibility, this undermines their legitimacy. Leaders are influential and powerful because of the trust their team puts in them—why would you follow someone you didn't trust? A leader's responsibility is to act in the best interest of the team. If she or he does not, then a leader will lose the team's trust.

"I suppose leadership at one time meant muscles; but today it means getting along with people." - Mohandas K. Gandhi

While our government has a lot of power, this power comes with the responsibility to do what is in the best interest of the American people. Our government was created with a system of checks and balances. Basically, each branch of our government has unique powers that can balance out or keep in check the other two branches of government so that no single leader or part of our government can control everything. This ensures that our nation's policies reflect the will of the majority of citizens while respecting the rights of those in the minority.

This balancing act goes back to the principles in the Declaration of Independence. Because we are all born equal, we can exercise our rights so far as we are still respecting the rights of others.

COACHING TIP: If your kids seem to have trouble grasping the concept of checks and balances, ask them to name the move that always wins in a game of "Rock, Paper, Scissors."

LEADERSHIP & CITIZENSHIP

LESSON 2: RIGHTS AND RESPONSIBILITIES OF CITIZENS

We have many rights as US citizens:

- Freedom to express yourself
- Freedom to worship as you wish
- Right to a prompt, fair trial by jury
- Right to vote in elections for those who represent you in the government
- Right to run for elected office
- Right to have your possessions safe from search and seizure
- Freedom from cruel and unusual punishment
- Right to petition the government when something is wrong
- And many more



These rights come with responsibilities. Chief among them is our responsibility to respect the rights of others. Here are some of the others:

- Support and defend the Constitution
- Stay informed of the issues affecting your community
- Participate in the democratic process
- Respect and obey federal, state, and local laws
- Participate in your local community
- Serve on a jury when called upon

LEADERSHIP & CITIZENSHIP

LESSON 2: **RIGHTS AND RESPONSIBILITIES OF CITIZENS**

As citizens, we have both formal and informal opportunities to lead. For example, we serve on juries and make decisions about how justice is best served. We elect our local, state, and national leaders. But beyond opportunities organized by the government, we have, as citizens, the right to tell the leaders representing us in government how we feel about issues, to discuss these issues with other citizens, gain support, and work with other citizens to solve problems.

COACHING TIP: Check out the “Resources” section for some helpful websites you can use to help your kids learn more about our Constitution and the rights of citizens.

How many of you see yourselves as leaders?

You may not see it yet, but every one of us is capable of being a leader and there will be times when each of us will need to lead. However, this is not something you are simply born with. Last time we talked about the skills leaders need. All of us can work to improve our leadership skills, even the ones that are already our strengths.

Many of our rights came about because ordinary citizens—like you and me—saw a problem or a need and stepped up as leaders to make the necessary changes. Let’s meet some of them.



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LEADERSHIP & CITIZENSHIP

LESSON 2 ACTIVITY: **GETTING TO KNOW CIVIC LEADERS**

What you will need for this activity:

- 1 set of Leader Profile Cards per every 10 kids (tear out and copy the cards after the instructions or download *HCHC: Civics & Leadership* resources from [RipkenFoundation.org/Resource-Portal](https://www.ripkenfoundation.org/Resource-Portal))
- Board or large poster for displaying interview questions
- Leadership & Citizenship Skills Inventory sheets (one blank inventory for each participant as well as the one they completed in Lesson 1)
- Pens or pencils

Divide kids into groups of 5-6.

In each of the groups, one participant will play the role of the reporter who will interview the leaders.

All the other participants should be provided with a leader profile card. This is who they will be playing.

Everyone in the group should shake hands with each other and introduce themselves as the person they are playing. (Reporters can use their own names or they can pretend they are a reporter they have seen on TV.)

COACHING TIP: Celebrate the individual! Encourage kids to be creative with their facial expressions and body language to get into character.

The reporter should use the following interview questions (write them on a board or large poster for everyone to see):

- Describe what problem you saw.
- What did you do?
- What were some of the challenges you faced?
- How did you work with other people or with the government to get things done?
- What is different because you took action?

LEADERSHIP & CITIZENSHIP

LESSON 2 ACTIVITY: GETTING TO KNOW CIVIC LEADERS



After the groups have completed their interviews, gather everyone back together.

Have the reporters stand or sit at the front of the room. If you have tables or desks, you can set it up like a press conference. The reporters should all introduce themselves.

Now the kids who played the leaders get to interview the reporters, using the following questions (write them on a board or large poster for everyone to see):

- What qualities or skills made the people you met uncommon leaders?
- How did they use these qualities or skills to achieve their goals?
- Did they accomplish their goal, or is what they worked on still a work in progress?
- What did you admire about the leaders you met?

COACHING TIP: Keep it simple! Not every reporter has to answer every question about every leader they met, but each reporter should have the chance to speak and all of the leaders should get mentioned.

Now ask all the kids if any of them were inspired to work on a particular skill or solve a particular problem. They should record their answer on their Leadership & Citizenship Skills Inventory sheets and revisit their idea or goal after each lesson.

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**HEALTHY CHOICES, HEALTHY CHILDREN:
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**LESSON 2 ACTIVITY:
GETTING TO KNOW CIVIC LEADERS**

Ta’Kaiya Blaney (2001 –) is a Native North American living in Canada. Inspired by an oil spill hurting marine life, she decided to help the environment and draw attention to ways that people could help keep the earth clean.

When she was 10 years old, she wrote a song about the impact that a proposed oil pipeline could have on her community and the environment. She has written songs, created videos and spoken at United Nations conferences about the issues that are important to her. Ta’Kaiya has participated in rallies with others, written letters and spoken to companies about the potential for oil spills—even when people did not want her speaking out.

Because of her work with hundreds of others—participating in rallies, speaking at schools and conferences, sharing songs and stories—many more people are aware of the issue, discussing the pros and cons of the pipeline, and considering the impact of human actions on the environment.

Mary McLeod Bethune (1875 – 1955) was one of 17 children born to her parents who were both former slaves. She was the only one to attend school and saw an education as key to advancement. Becoming a teacher to instill that knowledge in others, she was disheartened to see no schools for African American women. Bethune worried that they would be overlooked, since they often went straight into the workforce instead of school. She was also concerned about broader issues that impacted their education, including health, housing, and job prospects.

At the age of 29, with only a dollar and fifty cents, Bethune started a boarding school for African American girls in Daytona, Florida. She gave speeches and held fundraisers so that the school was able to keep going even during the Great Depression. She did not want to see democracy divided and always made tourists welcome at her school, where there was never segregated seating. She was tireless in promoting the cause of education and was both a friend and advisor to Eleanor and Franklin Roosevelt, helping them better understand the issues that were important to education as a whole and to the African American community. Presidents Calvin Coolidge and Herbert Hoover also called on her to serve the government.

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**LESSON 2 ACTIVITY:
GETTING TO KNOW CIVIC LEADERS**

Cathy (Kuhlmeier) Cowan (living) was a student journalist who was upset that a teacher in charge of the high school newspaper edited out two stories, one on the effects of divorce on teenagers and another on teen pregnancy. With the help of a former advisor to the school newspaper and two other student journalists, Kuhlmeier began the process of fighting the censorship in 1983. Together, all three students filed suit with the Hazelwood School District for violation of their First Amendment rights. (The First Amendment of the Bill of Rights protects the freedom of speech and of the press.)

The case was heard in 1985 and the school won. Kuhlmeier appealed the case at the district level, and in 1986 the court ruled that the school's newspaper should be a conduit for student voice. In 1988, however, the school won an appeal at the Supreme Court. While Kuhlmeier didn't get the outcome she sought, the case drew public attention to the issue of freedom of speech for student journalists. She still shares her experience with audiences today.

Thurgood Marshall (1908 – 1993) became interested in the Civil Rights movement after being rejected from admission to a university because of his skin color. He was admitted to Howard University, where he completed his law degree. Working to extend equal Constitutional rights to every American, Marshall argued 32 cases in the US Supreme Court as the lead attorney, tirelessly planning each argument. Over a lifetime, he won many cases that changed the way the country thought about race.

In 1948, he won the case *Shelley vs. Kramer*, in which the Supreme Court struck down laws that prevented people from owning property based on their race. In 1950, Marshall won two cases in the Supreme Court related to integration in graduate schools. At the time, rather than integrate the classrooms, universities created separate schools for African American students.

Marshall also argued *Brown vs. Board of Education* before the Supreme Court. His arguments lead to the 1954 ruling that separate segregated facilities in schools were inherently unequal. This ruling changed the lives of millions of Americans. Marshall later became the first African American Supreme Court justice.

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**LESSON 2 ACTIVITY:
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Jeannette Rankin (1880 – 1973) grew up in a time period when women did not have the right to vote. Although the first women's rights convention proposed voting rights in 1848, legislation wasn't even introduced in Congress until 1878. It was eventually defeated in the Senate in 1886. Rankin decided to work with others to get laws passed state by state to allow women to vote. She was a leader in getting women the right to vote in Washington in 1910 and Montana in 1914.

Seeking a larger platform for equality, she ran for Congress. In 1916, she narrowly won a seat in the US House of Representatives. Rankin was the first woman to serve in the US Congress—no small accomplishment since women still did not have the right to vote nationwide.

During her first two years in Congress, she worked with other members of Congress to secure the right to vote for all women and to help improve working conditions for women helping with the war effort during World War I. She stated, "I may be the first woman in Congress but I won't be the last." Through the efforts of Rankin and many others, women gained the right to vote in 1920 with the 19th Amendment to the Constitution.

Clara Barton (1821 – 1912) was working in Washington, DC, when the Civil War broke out. She had no medical training, but jumped in to help care for wounded soldiers. In 1861, she took on the task of coordinating supply chains to help maintain care as the war continued. In 1862 she was given permission to travel to battlefields with supplies and she continued to do so until the end of the war in 1865. Barton traveled to Switzerland where she learned about the Red Cross that began there in 1864. She had seen, in times of war or great natural tragedy, that there was no organization equipped to aid large numbers of people and lessen human suffering and loss of life.

Barton decided to start a chapter of the Red Cross in the United States. The task was not simple. She lectured the public about the organization to build support, wrote pamphlets to help people understand what the organization would do and even met with President Hayes to advocate for the organization. In 1881, the American Association of the Red Cross was formed. Since then, the Red Cross in America has served millions of people in need, organizing to get help and supplies to disaster sites quickly.

**HEALTHY CHOICES, HEALTHY CHILDREN:
CIVICS & LEADERSHIP**

**LESSON 2 ACTIVITY:
GETTING TO KNOW CIVIC LEADERS**

**HEALTHY CHOICES, HEALTHY CHILDREN:
CIVICS & LEADERSHIP**

**LESSON 2 ACTIVITY:
GETTING TO KNOW CIVIC LEADERS**

Anna Dickinson (1842 – 1932) grew up during the Civil War. When she was 19 years old, she began writing articles about the wrongs of slavery and gave speeches in the north to audiences so large that tickets were necessary to attend them. She was hired to give speeches to audiences who were less than supportive to the cause, which sometimes put her in harm's way as people tried to dissuade her from speaking.

When Dickinson was 21, she was invited to speak before Congress and President Abraham Lincoln. At the time, public speaking was not considered something that women were allowed to do, making this a remarkable achievement. She was the first woman to have this honor and the chamber was packed with government officials and military leaders the day she spoke.

Dickinson was credited with converting many of these people to the abolitionist cause—those working together to abolish, or end, slavery.

Martin Luther King, Jr. (1929 – 1968) was a Baptist minister who helped lead the Southern Christian Leadership Conference, a group of black churches who wanted to achieve equality through civil disobedience (refusing to obey laws with the goal of getting the government to change them).

King used peaceful acts, like sit-ins, to protest laws and rules denying equal rights based on race. For example, people disobeyed rules saying that African Americans could not sit in certain areas, such as in a restaurant or on a bus. These acts raised public awareness and support to end segregation. He achieved national attention for his role in the 382-day long Montgomery Bus Boycott, which ended when the Supreme Court ruled that busing segregation was unconstitutional.

King persevered even when his home was bombed and he was arrested. A powerful communicator, he spoke over 2,500 times to various groups and used speeches as well as papers he wrote to get support. In his most famous speech, he stated: "I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character."

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**LESSON 2 ACTIVITY:
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Abraham Lincoln (1809 – 1865) was a known opponent of slavery when he was elected President. The country had split between the North and South. In some cases, families were fighting against each other if they lived in different regions. Shortly after he took office in 1861, differences over slavery that began at the founding of our country lead the South to break away from the North. Lincoln felt this action on the part of the South (known as the Confederacy) was illegal. He called for volunteers to form the Union Army and fight on behalf of the Union—the entire United States of America, including the states that wanted to break away.

The American Civil War lasted from 1861 to 1865. Lincoln rallied the Republican Party and the northern Democrats for support during the war. In 1863, Lincoln issued the Emancipation Proclamation, seeking to give freedom to slaves within the Confederacy. Over 600,000 lives were lost during the Civil War and Lincoln had to work with many different military leaders to bring the war to an end. Once the war ended, there was still work to be done and Lincoln made plans to reunite the country and rebuild the south. Lincoln is credited with saving the Union.

PART 1 - QUESTIONS FOR LEADERS

- Introduce yourself.
- Describe what problem you saw.
- What did you do?
- What were some of the challenges you faced?
- How did you work with other people or with the government to get things done?
- What is different because you took action?

PART 2 - QUESTIONS FOR REPORTERS

- Introduce yourself.
- What qualities or skills made the people you met uncommon leaders?
- How did they use these qualities or skills to achieve their goals?
- Did they accomplish their goal, or is what they worked on still a work in progress?
- What did you admire about the leaders you met?

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LESSON 3: **SKILLS FOR ACTIVE** **CITIZENSHIP**

Key Points:

- Engaged citizens make informed decisions, which requires understanding and gathering information, as well as thinking through the consequences that a choice or action may have for others involved.
- These skills are also crucial for leaders, who gain respect in part due to how they choose to act upon information.
- By actively participating as citizens, we are also preparing to be leaders

Warm up: Good leaders are good listeners

This listening exercise will help kids appreciate how important it is to listen as a leader and also how challenging it is. In pairs, kids should state what skill is the most important for leaders and explain why, while the other partner only listens and engages the speaker with body language for 60 seconds. Then they will switch places. When pairs have finished, they should discuss how hard it is to just listen, without responding verbally.

COACHING TIP: For the discussion, you may want to give each kid talking chips to use and have them put the chip in the middle of the circle when they are done speaking. They can only speak as many times as they have chips; this makes sure that everyone's voice is heard and that everyone follows the discussion by actively listening. You can use anything you have plenty of as a talking chip: paperclips, crayons, ping pong balls. For the sake of time, you may only want to give each participant 1 or 2 chips.

Discussion Questions:

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LESSON 3: SKILLS FOR ACTIVE CITIZENSHIP

- **If you were going to vote in an election, what might you want to know before you vote for someone?**
 - *Possible answers: where they stand on different issues, what type of experience they have, whether they are a positive leader*
- **Why is it important to get information before making a decision like who to vote for in an election?**
 - *Possible answers: that person will be in office for a few years, elected leaders have a lot of power, I want a leader who will do what is in the best interest of the community/state/country*
- **How can we, as citizens, get information?**
 - *Possible answers: TV, radio, newspapers, blogs, internet, social media (Twitter, Facebook, etc.)*
- **In our warm up, how many of you found it hard to listen to someone who had a different opinion without saying anything during their turn?**
 - *Possible answers: very, not hard because we agreed on the most important skill*
- **If your partner had a different opinion, did you think about it differently or change your mind?**
 - *Possible answers: not at all, yes because they made good points that I hadn't thought about*
- **Why is it important to get information from multiple sources as a citizen?**
 - *Possible answers: some sources give information from different viewpoints and you want to make sure you have all the information before you make a decision; this helps you make informed judgments*
- **If you notice an issue or come up with a solution or improvement, why might it also be a good idea to find out what's already being done or who's already working on it?**
 - *Possible answers: so that you can work together and get it done faster, so that you can learn what is working or not working*

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LESSON 3: **SKILLS FOR ACTIVE CITIZENSHIP**

Last time we met some ordinary citizens who used or are using their leadership skills to make a difference.

We also talked a little bit about the rights and responsibilities of citizenship. Our democracy is designed to allow citizens to choose the leaders who represent us, to hold them accountable, and to have a say in the decisions made by our government. We can do this in numerous ways:

- By voting in elections, whether they are local, state, or national
- By voicing our opinions to our elected leaders, whether at town hall meeting, by writing a letter to the editor of the newspaper, or by contacting our elected leaders to express our opinions via letter, phone call, in person visit, or social media
- Or by using these same methods to make our leaders aware of an issue in our community

Many of the skills needed to exercise these rights responsibly are similar to the skills helpful to leaders. By being engaged citizens, we are also preparing to be leaders when needed.

Here are some of the basic skills for active citizenship:

- **Getting the facts**, or finding and evaluating information
- **Communicating**, or sharing our ideas, even when they are not popular
- **Cooperation**, a.k.a. teamwork
- **Making informed judgments**, or getting all sides of the issue so we can make thoughtful decisions
- **Taking a stand**, or deciding to do what is best for you and your country
- **Making your voice heard**, which we can do by promoting our ideas and opinions to make a difference

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These all relate to leadership skills. Getting the facts and making informed judgments helps with shaping a vision, creating an image, group decision-making, and gaining legitimacy. Communication and cooperation helps with resolving conflicts, coalition building, advocacy, and motivating team members.

Today, we are going to focus on getting the facts and making informed judgments. Why is this important?

Regardless of our position on a team, it is important we stay informed. Although the team captain might make the overall decisions about the game plan, each of us is constantly making decisions on the field: where to position ourselves, whether to swing at that pitch, whether we go for the out at third or at first. Our choices have consequences. If we position ourselves well, maybe we're close enough to that ground ball to turn a quick double play. If we misjudge, maybe we only get one runner out and leave another in scoring position.



Just like when we're playing baseball, we may not always have possession of or be near the ball, but we still need to pay attention to what's happening on the field at all times. We never know when the ball might come our way, so we always need to be ready.

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LESSON 3: SKILLS FOR ACTIVE CITIZENSHIP

As citizens, we have a big job. How can we stay aware of and understand what's happening off the field so that we can make responsible decisions?

You need information to help you make decisions. Here are different ways you can get the facts, some of which you may already do:

- Watch the news on TV or listen to it on the radio
- Read the news in print or online
- Do your own research on a topic
- Discuss an issue with someone who knows more
- Discuss an issue with several people who have different points of view and options

Different people have different opinions. Also, they may see only certain parts of the picture. That is why it is important to gather information from a variety of credible (or trustworthy) sources—to make sure we have as complete a picture as possible. As citizens, it is our responsibility to be informed and draw our own conclusions.

By gathering the facts, doing research to understand an issue, and hearing different sides, we can make our own informed judgments. These skills are crucial in helping leaders make positive decisions that are good for their teams.



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LESSON 3 ACTIVITY: **THE WHOLE PICTURE**

What you will need for this activity:

- 2 or more puzzles prepared ahead of time*
 - o 2 or more copies of the Citizenship Skills Puzzle (download *HCHC: Civics & Leadership* resources from RipkenFoundation.org/Resource-Portal)
 - o Old calendars or magazines or posters that can be cut up (need to be 8.5"x11" or larger)
 - o Glue
 - o Scissors
- Leadership & Citizenship Skills Inventory sheets (one blank inventory for each participant, as well as their sheets from previous lessons)
- Pens or pencils

NOTE: You will need to make the puzzles ahead of time. Take whatever picture you are using and cut it up into 6 pieces. Print out the Citizenship Skills Puzzle and cut out the 6 tiles with citizenship skills. Then glue the citizenship skill tiles to the back of the pictures you are using. Each puzzle, when assembled, should be a complete picture (or calendar, etc.) and contain all 6 citizenship skills.

Make at least 2 puzzles, but make more for a larger group—so that groups of 4-6 will each have 3 puzzle pieces. Blend ALL pieces of all puzzles together and divide them so each group has the same amount of pieces.

Divide kids into groups of 4-6. Distribute the mixed up puzzle pieces so that each group has at least 3 pieces.

Tell each group their goal is to get their puzzle together first, but they will need other people to help them since they all have pieces to each other's puzzle.

This is hard because everyone wants to get their puzzle done first, but at the same time everyone needs the other group's pieces. They will need to

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LESSON 3 ACTIVITY: **THE WHOLE PICTURE**

use their skills of communication, cooperation, promoting interests, etc. to get this job done. They may also need to use other leadership skills such as negotiating, motivating, or consensus-seeking. Students will have to talk and work with other groups to discover who has the pieces they need.

COACHING TIP: Explain why and celebrate the individual! Walk around to each group during the activity and compliment kids on specific leadership or citizenship skills when they use them. Explain how their actions demonstrate that particular skill.

Depending on how long it takes the first group to complete their puzzle, you can either stop the activity then or wait for a certain amount of time before gathering everyone back into one big group to reflect on the following questions:

- What was challenging about the activity?
- What happens when some people sit on the sidelines of our democracy?
- Why are people so important in our democracy? What happens when people participate?

At the end of the session, have the kids complete their Leadership & Citizenship Skills Inventory sheets.

What skills have they practiced and what do they still need to improve?



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LESSON 4: **CITIZENS AS LEADERS**

Key Points:

- By choosing to be engaged citizens and practicing positive leadership, we can exercise our rights to make the world around us a better place.
- As citizens, we can also raise awareness of issues, promote solutions, and build partnerships to achieve goals through the ability to communicate and work together with diverse groups and individuals.
- Practicing citizenship and leadership skills in our daily lives can help us achieve goals in school, on the field, and in life.

Discussion Questions:

- **What are ways that the citizen leaders we met previously took a stand?**
 - *Possible answers: spoke out on an issue even when people were not supportive/ disagreed/tried to stop her, found creative ways to share a message through music, saw a need not being met and took initiative to create a service like the Red Cross, brought cases to court to defend their rights and the rights of others*
- **What are the skills that help us both as active citizens and as leaders?**
 - *Possible answers: getting the facts, making informed judgments or decisions, communication, cooperation, making our voices heard, motivating others*
- **How can we communicate our ideas and make our voices heard in a respectful manner?**
 - *Possible answers: make sure we listen even if others have different opinions, use facts to make our arguments, ask questions to learn why others have different opinions even if we agree to disagree*
- **Why is it important for leaders to be respectful of others?**
 - *Possible answers: you have to show respect to earn respect, people won't want to work with me if they don't like how I treat them*

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LESSON 4: **CITIZENS AS LEADERS**

- **If you find out that other people are already working on a problem, why is it still important to take a stand and make your voice heard?**
 - *Possible answers: I might have a better idea to solve it, I might have different point of view, if I agree I can help show this issue is important to many people and support those already working to fix the problem*
- **What are ways to make your voice heard?**
 - *Possible answers: e-mail or meet with your elected leaders, join an organization of people who agree with your idea, write a letter to the editor of the newspaper, use social media, attend a rally or protest, speak up or ask questions at a public meeting like the school board or city council*
- **How does understanding how to motivate people help with getting their cooperation?**
 - *Possible answers: you have to know what's important to them or how a problem might affect them to explain why they should care about this issue, knowing why it's important to them helps you encourage them to keep working and overcome challenges*
- **How might you persuade others to work together with you or support your proposed solution?**
 - *Possible answers: similar to building support as a leader, getting your point of view across, speaking up to let others know your interests, joining a group of people with interests like yours, show how your idea is better than the others*

Say you're playing football. The team captain—which could be you—set a game plan ahead of time. Everybody knows the strategy and what they need to do.

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LESSON 4: **CITIZENS AS LEADERS**

But we're just guessing about all the other factors—think of them as the players on the opposing team. If we have a lot of experience and have done our homework, we might do a pretty good job of predicting what the other team will do. But we need to pay attention because those players will keep moving all over the field, and because until they act—we can't really know what their next move will be.

And everyone on our team, although we may have started out with the same game plan, we're all making individual decisions out there. If the other team acts differently than we expected, we'll react differently, too.

Staying informed by gathering the facts, making sure we have heard different opinions, and taking the time to understand the issues helps us make informed decisions both as citizens and as leaders. This is crucial to exercising our rights responsibly.

So, say we've done all that: we are aware of a problem or something that can be improved in our community and we have enough understanding and knowledge to come up with or support a possible solution. Now what?

The next step is to get in the game and take action. This involves the following citizenship skills we just discussed:

- Taking a stand
- Communication
- Cooperation, a.k.a. teamwork
- Making your voice heard

So how do you figure out the best course of action?

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LESSON 4: **CITIZENS AS LEADERS**

We have already discussed some factors to consider, like whether anyone else is already working to fix the problem, or whether people who can do something are even aware of the issue or its importance. And whatever our course of action, we must respect the rights of others. Even though you've gotten a lot of facts and made informed decisions to get to this point, you need to continue to stay informed.

For example, if there is a lot of trash on the street in your neighborhood, how could we keep the streets clean?

People who live in the neighborhood need to be respectful and responsible by putting their trash into garbage cans. Perhaps you could educate residents on the negative effects of trash thrown on the street and encourage residents to take pride in their neighborhood and what it looks like. Not all community problems require government intervention, for example, even though the government might still play a role.

However, perhaps when you are discussing the importance of keeping the streets clean with your neighbors, they get angry with you.

"My father used to say, 'Don't raise your voice; improve your argument.'" – Archbishop Desmond Tutu

It may be easy to get angry with them, but it might be more productive to ask your neighbors why they don't put their trash in trash cans. You might learn that there aren't any garbage cans in public areas.

Having learned this, you could then work with your city to make positive behavior more convenient: the city could install garbage cans around the neighborhood and collect trash from them on a regular basis. Many communities do this in places where people spend more time, such as bus stops or public parks.

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LESSON 4: **CITIZENS AS LEADERS**

When we first started talking about leadership skills, we talked about the role of government, the role of leaders in government, and how democracy is a team sport. We have been learning that as citizens, we play important roles and can even take on leadership roles. We have also been learning the skills that will help us serve our teams to reach a common goal—whether it be winning the game or improving life for others.

Now it's time to put those skills into action!



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LESSON 4 ACTIVITY: **GET IN THE GAME, CITIZENS**

What you will need for this activity:

- Leadership & Citizenship Skills Inventory sheets (one blank inventory for each participant, as well as all their previous ones)
- Pens or pencils
- Stickers or sticky notes (5 per kid)
- Art supplies*

Ask the kids to think of something they wish to improve in the world (country, community, school, etc.). They can use the ideas they wrote down in the Lesson 2 Activity.

After 60 seconds, ask how many kids need more time or need help. If kids are having difficulty, have them mentally walk through a normal day, from waking up in the morning and going to school to afterschool activities to going to bed. Ask the following prompts and allow another 2 minutes.

- Is there something that affects you or family every day? (e.g. broken streetlights make it unsafe to walk at night)
- Do you see a need that's not getting met? (e.g. they have to play baseball in the gym because there are no outdoor fields they can use)
- Is there something you feel very strongly about? (e.g. thanking the military and first responders for their service)
- Encourage them to get specific!

Have everyone share what they wish to work on (but not how), so that everyone can find out if someone else has the same goals or interests.

Now tell everyone they have 5 minutes to form groups based on what they wish to work on, convincing others to join their team using leadership skills (creating a vision for how they'll accomplish the goal, communicating this vision, motivating the group, advocacy, coalition building). It may be helpful to have the leadership skills listed on a board or poster and visible to everyone.

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LESSON 4 ACTIVITY: **GET IN THE GAME, CITIZENS**



*Once groups are established around ideas, each group needs to create a display showcasing their idea. There are multiple ways to do this:

- Groups are given flipchart/markers and draw the display
- Groups are given old newspapers/magazines and can create a word or picture collage for the display
- Groups are given poster board and make a campaign poster for their display complete with slogan and perhaps the title of their organization

COACHING TIP: Explain the why! While answering who, what, where, when, and how are all important, remind kids that the most effective messages explain to the audience why they should care.

Once displays are created, give all participants 5 sticky notes or stickers. Kids go around to each display and vote for that display by sticking the note or sticker on the display. As an added bonus, if they use sticky notes, they can write positive comments on the display for that group. Groups can take their displays home or they can be displayed on site.

One last time, have youth complete their Leadership & Citizenship Skills Inventory sheets with what they have done in the past week. Then ask them to reflect on themselves:

How will you be leaders now and in the future?

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LESSON 4 ACTIVITY: **GET IN THE GAME, CITIZENS**

At the bottom of the sheet, have students write this as a “stretch goal” for their own citizenship and leadership skills. Explain that a stretch goal, just like a stretch before a big game, should be something that is a challenge and something they are committed to practicing. Encourage them to come up not only with a stretch goal, but 3-5 small steps they can take towards that goal.

COACHING TIP: Celebrate the individual! Celebrate the progress that each kid has made, noting which leadership and citizenship skills they have demonstrated or improved upon in the course of the four lessons and activities.

CHALLENGE FOR THE FUTURE!

Challenge the kids to keep finding new ways to practice their leadership and citizenship skills:

- Read the news daily, such as by following a variety of news sources on social media
- Participate in your school’s student government
- Sit in on a city council, school board, or another open local government meeting
- Research causes and possible solutions for an issue you care about
- Express a different opinion from everyone else in a group
- When someone else has a different opinion, ask them why instead of jumping to defend your stance
- Be creative. Come up with your own!



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REINFORCING THE LESSONS

“Perfect practice makes perfect.” – Cal Ripken, Sr.

On the big team that is Team USA, we need everyone fully participating. Our founders understood that we are all in this together, and that we all benefit when everyone is free to fulfill his or her own potential.

The skills necessary for active citizenship and positive leadership will help kids succeed no matter where they are—on the field, in the classroom, at work, in our government, and in our communities.

Paying attention, staying informed, and thinking for yourself—this is a crucial practice for leaders and for anyone who wishes to exercise his or her right to liberty and the pursuit of happiness. In order to shape their own futures, youth need to be able make informed choices for themselves. Kids need to understand why their engagement and full participation as citizens matters.

This can seem overwhelming to kids, so keep it simple. Every time you meet, you can ask who watched or read the news that day. When you notice a group having a disagreement, you can prompt kids to ask each other to explain why they have different opinions and, if a decision needs to be made, to see if there is some common ground that can help them reach a compromise. Or they can simply practice listening respectfully to others and voicing their own opinions.

If we want youth to step up as leaders, we need not only to show them how but to help them see their own capacity to lead. Learning to work with others, to resolve conflicts and find common ground, to inspire others with a vision, to persuade rather than bully, to have the courage to take a stand and speak up—these are all skills anyone can learn.

Help them see those strengths in themselves by positively reinforcing behaviors such as the following:

- Taking a stand by expressing an uncommon opinion

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REINFORCING THE LESSONS

- Treating others with respect, even if you disagree
- Getting the facts before drawing a conclusion
- Using facts to make a persuasive argument
- Speaking up for a peer who was disrespected
- Learning who represents them in local government and where they stand on various issues
- Staying informed of current events
- Encouraging their teammates, regardless of how the game is going
- Helping people with different points of view compromise or find common ground

Encourage kids to do one thing every day that either engages them as citizens or helps them build those leadership muscles. They can keep using the Leadership & Citizenship Skills Inventory or keep a journal to track their progress. Help them celebrate the strides they've made—whether you notice they're starting to make their voices heard more, pausing to ask why instead of getting defensive, gathering support for something they want to fix, or even just being more aware of what's going on in their communities.

The uncommon leaders who inspire us and the citizens who make this country great participate in our democracy through the small actions they take every day. Even the events and movements that seem monumental are made up of a series of small choices, behaviors, and actions that all took a group closer to its goal.

Remind kids that active citizenship and leadership are daily practices and there are opportunities to practice every day!

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RESOURCES

In addition to RipkenFoundation.org, here are some resources that might be helpful in your work with youth.

closeup.org

archives.gov

uscis.gov/citizenship

loc.gov/topics/government.php

billofrightsinstitute.org

Preparing for Leadership: A Young Adult's Guide to Leadership Skills in a Global Age

By Robert B. Woyach

Fun Games

playworks.org/games

gameskidsplay.net

kidshealth.org

letsplay.com

familyfun.go.com/playtime



Martin Luther King, Jr. Memorial in Washington, D.C.

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ACKNOWLEDGEMENTS

This edition was created in partnership with the Close Up Foundation.

Close Up informs, inspires and empowers people to exercise the rights and accept the responsibilities of citizens in a democracy.

Close Up believes that a strong democracy requires active and informed participation by all citizens; therefore we seek to reach participants of every race, creed, geographical community, socio-economic level, and academic standing. To carry out our mission, we partner with educators, schools, and youth organizations throughout the country to help young people develop the skills and attitudes to become informed and engaged citizens. Since 1971, nearly 800,000 participants have participated in Close Up programs.



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LEADERS ON LEADERSHIP

"Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that."

- Martin Luther King, Jr.

"You cannot escape the responsibility of tomorrow by evading it today."

- Abraham Lincoln

"If your actions inspire others to dream more, learn more, do more and become more, you are a leader."

- John Quincy Adams

"You must do the things you think you cannot do."

- Eleanor Roosevelt

"The task of the leader is to get his people from where they are to where they have not been."

- Henry Kissinger

"If we do not lay out ourselves in the service of mankind whom should we serve?"

- Abigail Adams

"Give me six hours to chop down a tree and I will spend the first four sharpening the axe."

- Abraham

Lincoln

"You may have to fight a battle more than once to win it."

- Margaret Thatcher

"I suppose leadership at one time meant muscles; but today it means getting along with people."

- Mohandas K. Gandhi

"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has."

- Margaret Mead

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RESOURCES

In addition to [ripkenfoundation.org](https://www.ripkenfoundation.org), here are some resources that might be helpful in your work with youth.

CONNECT WITH US

You are on the front lines, empowering kids in your community each and every day. You're there through life's challenges, just as Cal Ripken, Sr. was for his kids and his players: teaching them how to make the best of every situation, leading by example, and encouraging them to reach their full potential in life.

At the Cal Ripken, Sr. Foundation, we see our role as supporting you in this shared mission.

Visit our website [RipkenFoundation.org](https://www.RipkenFoundation.org) to learn more.

Visit our Resource Portal Section for more free activity resources.

Join the conversation:



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CalRipkenSrFdn

**The Cal Ripken, Sr. Foundation helps
build character and teach critical life
lessons to at-risk young people living in
America's most distressed communities.**



**TRANSFORM COMMUNITIES
CHANGE KIDS' LIVES**

RipkenFoundation.org