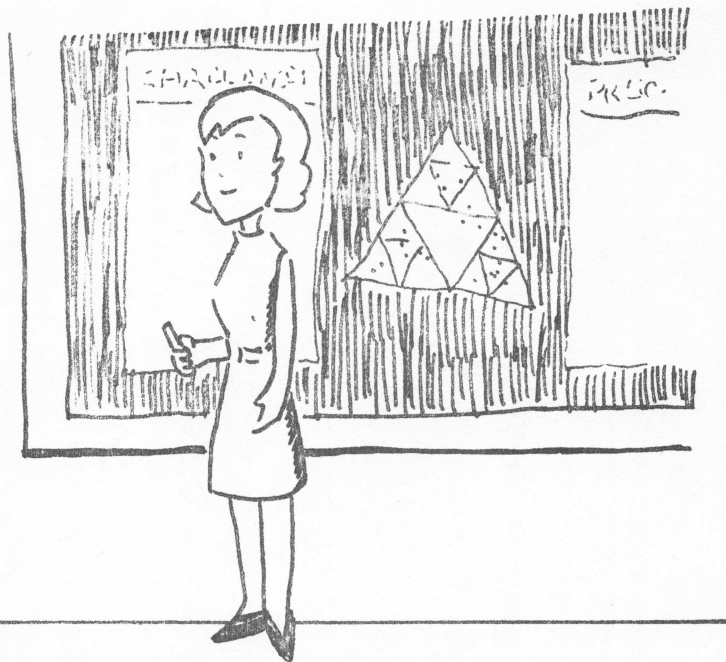


HI!
HERE'S YOUR
"MINI-TOWN
MEETING"
WORKBOOK!



ICA

THE INSTITUTE OF CULTURAL AFFAIRS

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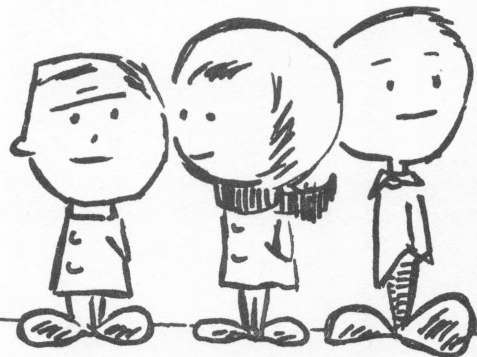
The Mini Town Meeting is modeled after the Town Meeting structure and follows the same basic design, except that it has been written in the language of children.

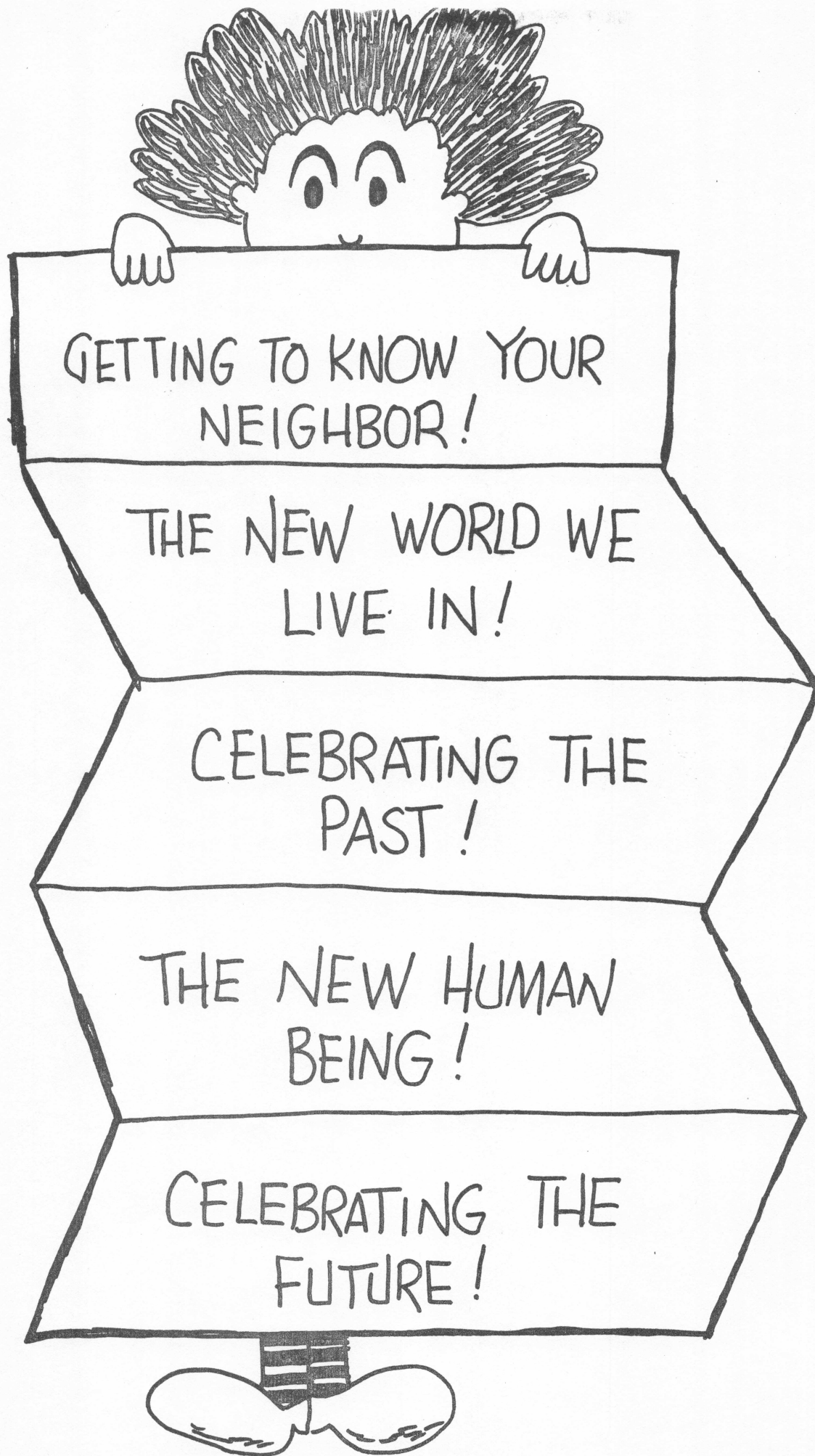
This workbook is not a rigid set of rules that you should feel bound to, but, rather, consider it a map to aid you in creating an exciting and fun-filled day.

Including a well-planned Mini Town Meeting in the total day's activities will enable your Town Meeting Day to become an unforgettable experience for the whole family.

Your ICA Coordinator

TOWN
7/6
MEETING





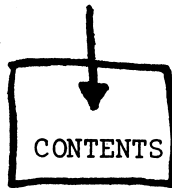
GETTING TO KNOW YOUR
NEIGHBOR!

THE NEW WORLD WE
LIVE IN!

CELEBRATING THE
PAST!

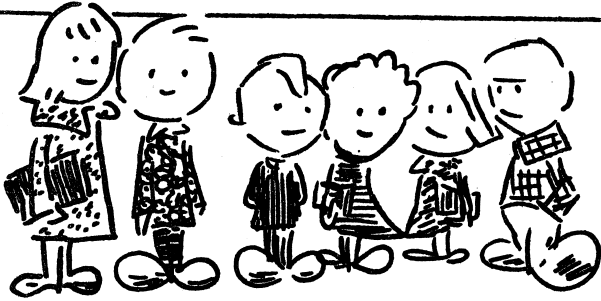
THE NEW HUMAN
BEING!

CELEBRATING THE
FUTURE!



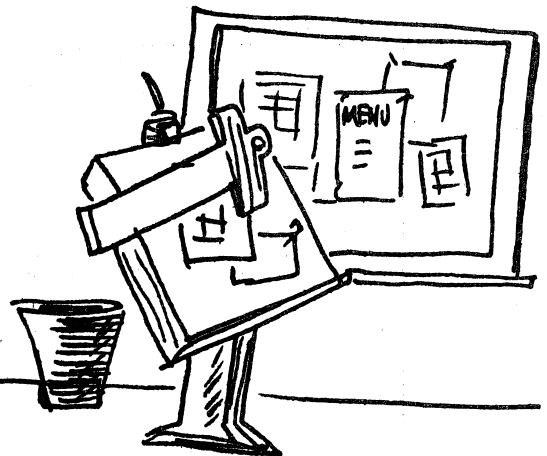
The Day's Intent.....1
Timeline for the Day.....2
Staff Context.....3
Getting to Know Your Neighbor.....4
The New World Talk..... 5
The Community Visit.....6
The Challenge Workshop.....7
Celebrating the Past.....8
The New Human Talk.....9
The Proposal Workshop.....10
Creating the Future.....11
Celebrating the Future.....12
Instructions for Social Process Triangles13
Pictorial Social Process Triangles14-22
Materials List.....23
Songs24

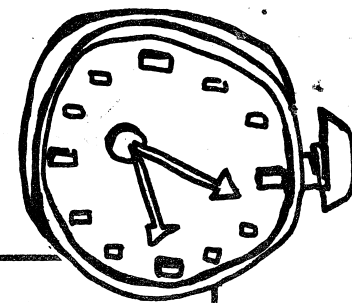
THE DAY'S INTENT



The children's MINI-TOWN MEETING is an integral part of the community celebration. Its intent is to involve the children in a meaningful and creative day which exposes them to a new awareness of their history and their community and allows them to participate in the process and method of planning the future.

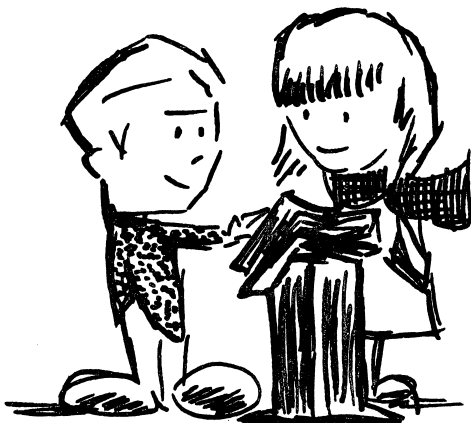
Careful preparation for the MINI-TOWN MEETING is needed to make it a great day for all. Special attention should be given to the space arrangement, the decor, and the lunch and snacks. (See Sponsor Committee Guide for additional guidelines.)





I M A G E	GETTING TO KNOW YOUR NEIGHBOR		THE NEW WORLD WE LIVE IN		CELEBRATING THE PAST		THE NEW HUMAN BEING		CELEBRATING THE FUTURE		
	8:30	9:15	9:30	11:00	11:30	1:00	2:00	2:10	2:45	4:00	
G R A D E S C H O O L	DOUGHNUTS & MONTAGE		NEW WORLD TALK	COM-MUNITY VISIT	CHALLENGE WORK-SHOP	PLAYTIME LUNCH PLAYTIME	T.M. ENTERTAINMENT	NEW HUMAN TALK	PROPOSAL WORK-SHOP	CREATING THE FUTURE	SONG CREATION & REFLECTION
	↑		↓	↑			↑				
P R E S C H O O L	↓		SONG & STORY OF COM-MUNITY	↓	LUNCH	NAP	↓	SONG & STORY OF MAN	BUILD COMMUNITY WITH BLOCKS AND BOXES ROLE PLAY FIREMAN, ETC.	SONGS DRAW PICTURES OF COMMUNITY FREE PLAY	

TIMELINE FOR THE DAY



STAFF CONTEXT

Two talks and two workshops form the basis of the Mini-Town Meeting. Below is a brief description of each.

There are two directed conversations in the Mini-Town Meeting - one in the morning and one in the afternoon. A "directed conversation" combines the qualities of story telling, drama and informal conversation. It gives images of what you're talking about and calls the participants to talk about their own life experiences. It gives them a chance to dialogue about something through what they know, what they've done and what they dream.

The first conversation is about the "New World" in which we live. The objective of this one is to get them to think about how life has changed between 1776 and now and to experience the possibility of our time.

The second conversation is about the "New Human Being". The objective is to bring awareness that the whole world is made up of unique people like themselves who care about what happens, and to enable them to see how their own uniqueness can influence what happens.

In doing these talks, it is important to get their attention by a story, a guessing game or a dramatic presentation. Look at the flow of the conversations and edit and add to them as you like. The conversations should be about 10 minutes long - enough to get them thinking about the issue and for everyone to have the chance to talk. Don't drag it out. Have fun!

There are also two workshops in the Mini-Town Meeting - one in the morning and one in the afternoon. The workshops are aimed at articulating the challenges and proposals that face the community. In the morning workshop on the challenges you will be using a tool called the Social Process Triangle.

The Social Process Triangle is a unique graphic model of the dynamic inter-relationships of human settlement. The human dynamics present in any society are the Economic, the foundational or sustaining dynamic; the Political, the organizing or decision-making dynamic; and the Cultural, the meaning-giving or illuminating dynamic.

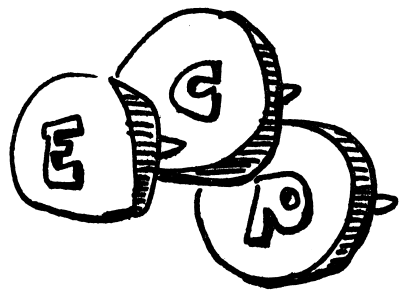
This manual gives complete descriptions of how to prepare for both the talks and the workshops as well as many suggestions for other activities to make this day a significant event for the children of your community.

GETTING TO KNOW YOUR NEIGHBOR



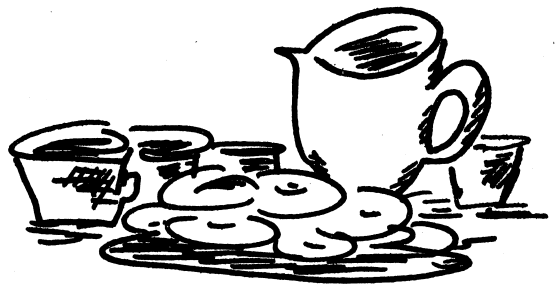
Have music playing when children arrive.

Greet children and give each a name tag. For use later mark 1/3 of the name tags "E" for economic, 1/3 "P" for political, and 1/3 "C" for cultural.



Have 3 tables (1 for the "E's", 1 for the "P's", and 1 for the "C's") with a large supply of magazine pictures to illustrate that particular dynamic in society. Show children how to build a montage to illustrate that particular dimension of society. (See instruction sheet, pg.13)

Have books, games, etc., on hand.



Serve milk and cookies.



THE NEW WORLD TALK



The United States of America has been on quite a journey since 1776 as it set out to be a government of the people, by the people, for the people. This great epic of progress has held many great stories of the American people. As time and history has rolled on, the life style of these hardy pioneers has radically changed. Remember in the day of George Washington it took two days to get from Philadelphia to Vally Forge by horse-back! This is only 30 miles away! And it took the women all day to do the laundry. They had to heat the water, pour it into tubbs, hand scrub each piece of clothing on the wash board, wring them out by hand, hang them up to dry and pray that it wouldn't rain!

CONVERSATION:

1. Many Changes - Think how different it is today from 200 years ago!
 - o What can you imagine was going on in those days? (1776)
 - o What was going on in your grandmother's day? How did she travel? (1930's)
 - o What was going on in your father's day? How did he travel when he was a boy? (1950's)
 - o What's going on now? What are the possible ways to travel? (1976)

2. New Inventions - Since 1957 there have been more inventions than in the whole history of Man before that! Can you imagine that? There's something for everything.
 - o What are some new inventions you know about?
 - o How is life different because of them?
 - o What do you hope gets invented soon?

3. A New Way - These inventions have freed up so much of our time! We don't spend so much time just dealing with the provisions of life. We don't have to build a wood fire every time we make a meal. Nor do we spend a whole day washing and scrubbing clothes.
 - o What do you do with your time?
 - o What does your family do with their free time?
 - o How does your mother spend her day?
 - o How does your father spend his?

4. Neighborhoods Working Together - Individuals and families are important. Also the community we live in is important. We depend on our community for many things such as protection and care.
 - o What are some of the things you expect the community to provide?
 - o How does your community help support your family?
 - o Why do people live in community?
 - o How does your family share with the community?
 - o How do communities work together to build a future for their people?

CONCLUSION: Everybody has hopes and dreams of our future. The exciting thing is that we each have the possibility of participating in making those dreams come true.

THE COMMUNITY VISIT



Before the Visit.....

Context the children on the Social Process. Explain with drama that our society has three different parts to it - three kinds of activities going on. One, called Economic, has to do with the basic things we need to live (food, clothing, shelter, etc.); one called Political has to do with decision making and keeping order (government, law enforcement, etc.); and one called Cultural that has to do with education, family life, religion, etc. (Refer to the pictures they put on their montages. Ask what some of them were.)

End the context by having each group (E's, P's and C's) get their montages and bring them to the front of the room. Put them together with the center triangle to show how the 3 dynamics are part of one social process. Paste previously cut out words (POLITICAL, ECONOMIC, CULTURAL) on top of the montage in the appropriate triangle.

The Visit.....

Tell the children they are now going to visit places in their community to see those things going on. Some suggested places to go are:

Economic - a grocery store (behind the scenes), a factory or wholesaler

Political - the court house or city hall

Cultural - the library, the museum, or a school

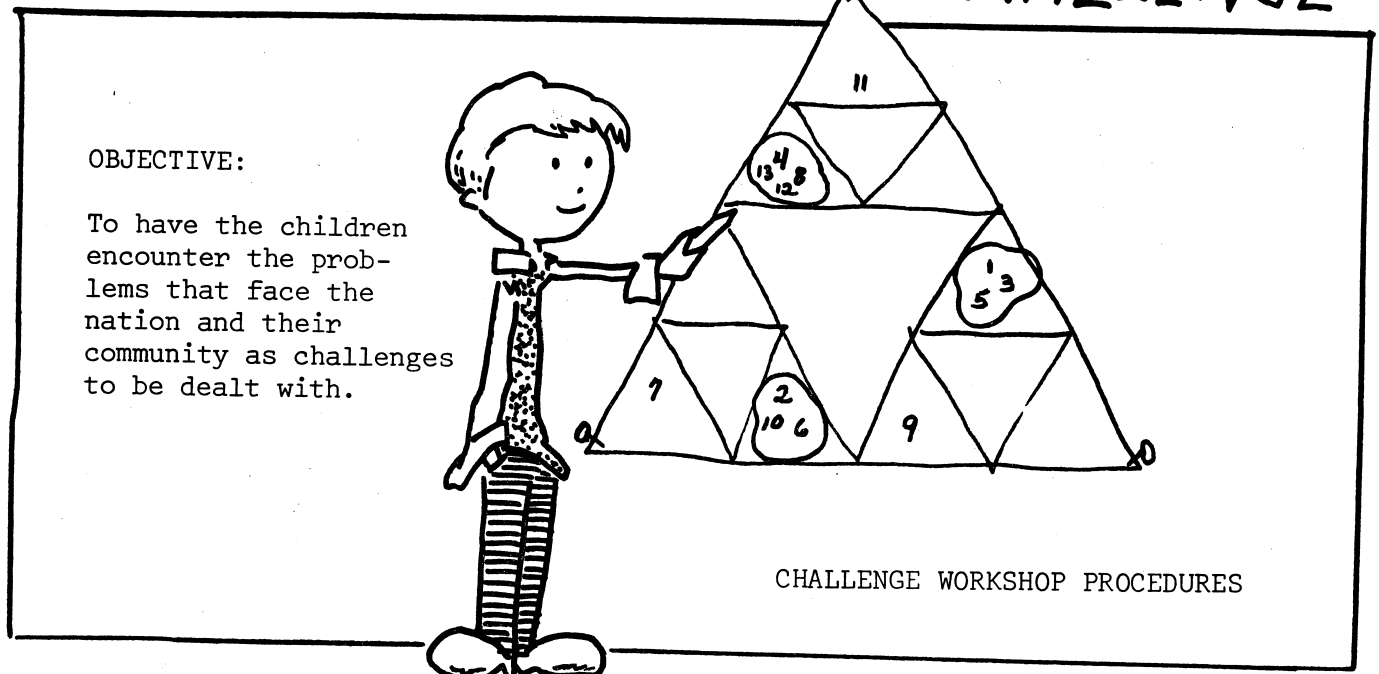
Visits, in most cases, need to be pre-arranged.

After the Visit.....

Serve juice and talk about the trip.

1. What did you see? Hear?
2. What were people doing?
3. How was what they were doing helpful to the community?

CHALLENGE



1. Introduce the Social Process Triangle. For younger children, direct attention only to the three major triangles - Economic, Political, and Cultural. For older children give more detail concerning the dynamics within each triangle. To make the triangles come alive for the children use the stories on the triangles in the manual.
2. Brainstorm the Social Issues. Ask the children to say what they think are some important issues, things they worry about in their community. List their responses on butcher paper, numbering each one. If they have trouble thinking of issues, refer back to the categories of economic, political, and cultural to trigger more ideas. Get out a list of about 20, unless children are very young.
3. Locate the Issues on the Social Process Triangle. One by one plot the issues in the triangle it is most related to by asking "Does this issue seem to have more to do with the economic, political or cultural dimension of society?" Write the number of the issue in the triangle they choose. Plot the issues on the level of the titles: COMMON RESOURCES, COMMON PRODUCTION, etc.. The children may become quite involved in searching for a category that fits their challenge quite specifically.
4. Finding the Underlying Issues. Ask the children where they see groups or clusters of issues. Draw circles around the clusters they designate.

For each cluster read the issues within the circle and ask the children what those are all about. (What the real issue is) Write what you feel is the best response as a challenge (Ex: If issues have to do with not enough playgrounds the challenge might be to provide more recreation area for the community).

5. Record the children's work in a neat form and send it to production so it may be printed along with the Town Meeting document.

CELEBRATING THE PAST



INVITE THE INTERLUDE ENTERTAINMENT TO ENTERTAIN FOR THE CHILDREN



SHOW A MOVIE OF HISTORICAL INTEREST FOR THE CHILDREN

PLAY MUSIC FROM "1776"



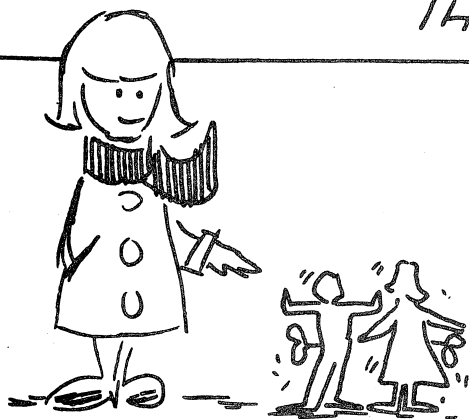
BRAINSTORM KEY EVENTS FROM 1776 TO 1976. CHOOSE 5 OR 6 DRAMATIC EVENTS AND HAVE CHILDREN ACT OUT CHARADES IN GROUPS.

SERVE A FESTIVE, FUN MEAL



SING!

THE NEW HUMAN TALK



INTRODUCTION

Tell a story of someone in American history (or of some other time and place who used his/her creativity effectively - highlight how that uniqueness influenced history. (Ex: Ben Franklin, Mahatma Gandhi, Frank Lloyd Wright).

CONVERSATION

1. What should I do?
 - o There are so many possible choices of what job to do. Everyone of you has chosen and re-chosen what you want to do when you grow up.
 - o Though you might change your mind again, what have you chosen to do?
 - o What jobs are exciting to you? Why?

2. People who care.
 - o What are some of the jobs that take care of people and their community?
 - o Tell us something about someone who does that? (Like firemen, artists, etc.)
 - o Why are these jobs important?

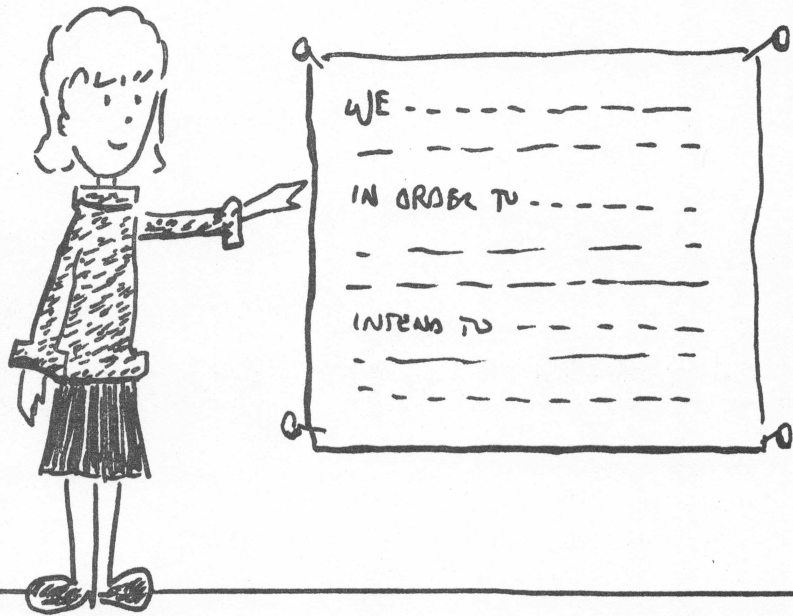
3. Every person/every country important.
 - o In this world where there are 3 billion people, every person is so unique as to be like no other person.
 - o There are children like you in other communities around the world whose customs and experiences are different from yours, yet their lives are really like yours.
 - o What are some "gifts" of people you know?
 - o What about some people from other countries?
 - o Our world is getting smaller. You can go across the country now faster than you could go 30 miles 200 years ago. At dinner you watch what's going on all over the world on T.V. Farmers in a poor Indian village listen to the weather, etc. on a transistor radio after dark. Our real neighbors are revealed when you think of a car whose oil came from Iran, the rubber in its tires from Brazil, the plastic interior from Germany....

4. Global Citizen
 - o Let's think about the qualities of a new American citizen.
 - o I've thought of such things as:
 - as humorous as Bill Cosby
 - as hard-headed as a school principal
 - as courageous as an astronaut
 - as fearless as a mountain climber
 - as hard-working as a coal miner
 - as resourceful as a magician
 - as ingenious as Bruce Lee doing Kung Fu
 - o When I wrap that all up into one I get a picture of the new citizen.
 - o What would he or she be for you?
 - o All kinds of people are doing all kinds of interesting things. But somewhere someone has got to raise the question of what is needed for the future.
 - o What are some things that people need to do? What needs to be built/invented/done?
 - o Who's going to do that?
 - o Every individual has the possibility of participating in planning the future.

PROPOSAL

OBJECTIVE:

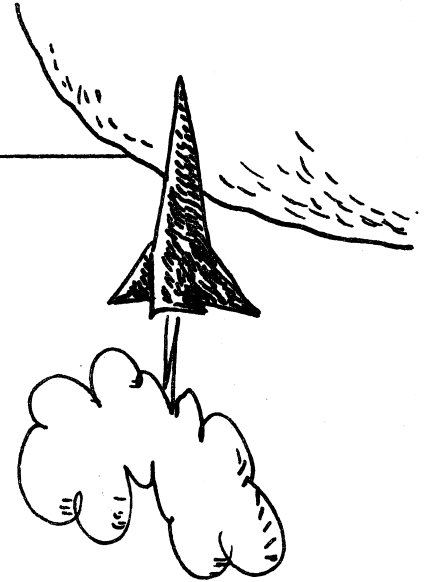
To demonstrate to the children that they have useful, creative ideas which can be applied to the solution of serious issues.



PROCEDURES:

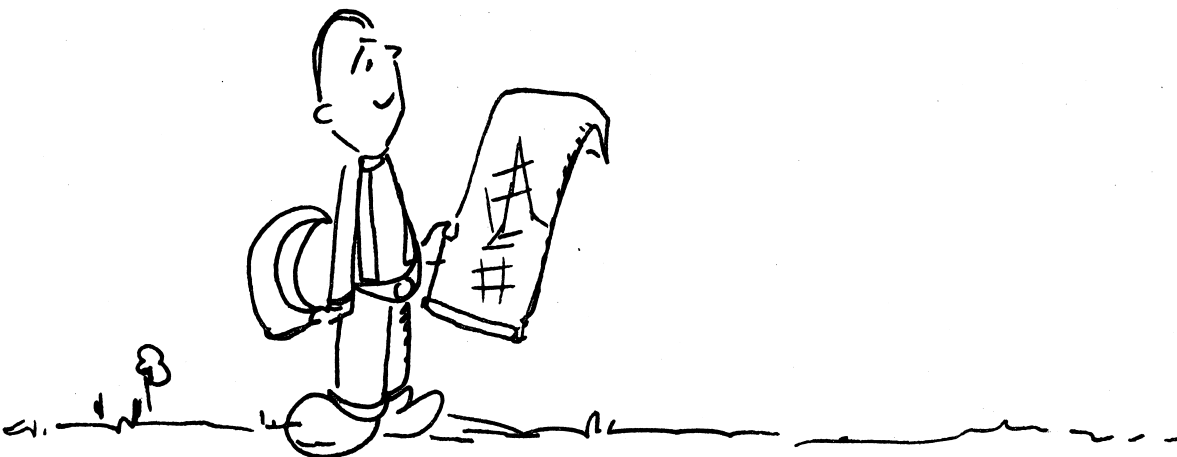
1. Write the challenges across the top of pieces of butcher paper with room beneath each challenge to brainstorm.
2. For each challenge ask the children to think of things that could be done to bring new possibility to that situation.
3. Record the responses of the children on the butcher paper. Look for a variety of approaches. Encourage them to articulate their "wild ideas" as well as the practical things that they could do themselves in the near future.
4. Record their work and send it to production.

CREATING THE FUTURE

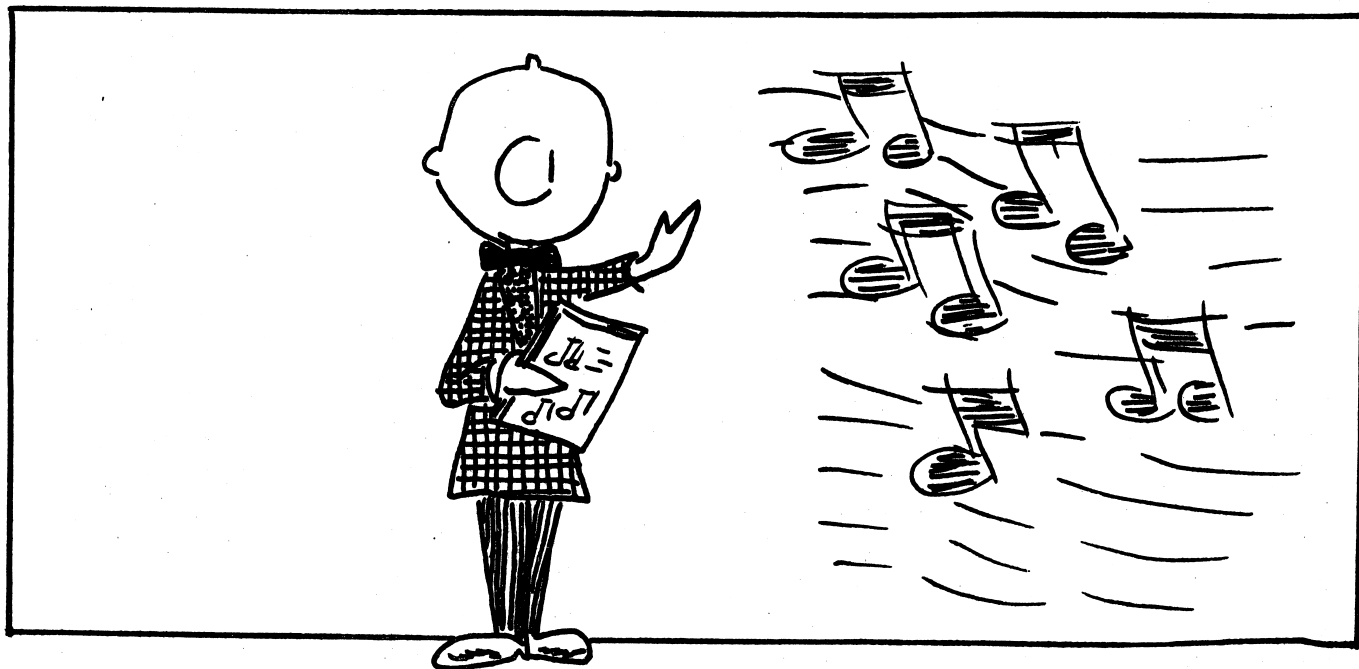


CONTEXT THE NEW HUMAN BEING AS ONE WHO USES ALL HIS CREATIVITY TO BUILD FOR A BETTER FUTURE. HERE ARE SOME SUGGESTED ACTIVITIES.

- o Create a city of the future (mural, sculpture, boxes, paper or stick or wire scrap art, etc.)
- o Decide what inventions will be needed for the future and have unusual materials available to create with. Have each child tell what he invented and how it would be used.
- o Draw pictures of your community in the future.



CELEBRATING THE FUTURE



SONG WORKSHOP

Sing several songs of the day. Tell children they are going to have a chance to write their own song about their community.

Procedures

1. Ask the children to name tunes they like. Choose one with a simple tune.
2. Ask the children what is special about their community. List as phrases on butcher paper.
3. Take those phrases and combine them with the tune they selected.
4. Name the song and sing it together.

REFLECTION ON THE DAY

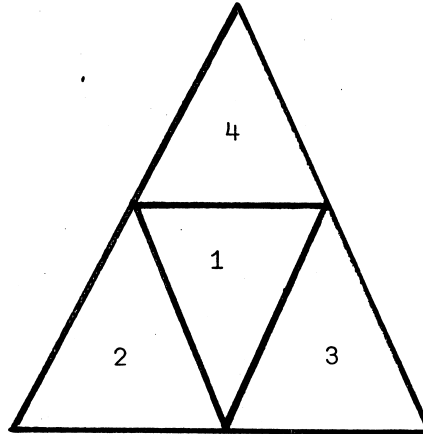
Following the writing of the community song reflect with the children on the day's events:

1. What did you do today?
2. What did you see? Hear?
3. What will you remember?
4. What could you do now to help your community?
5. What will you want to share with your parents about the day?

INSTRUCTIONS FOR CREATING THE SOCIAL PROCESS TRIANGLES

Montage Triangle

1. Make 4 large equal sided triangles out of tag board so that they fit together as one large triangle,

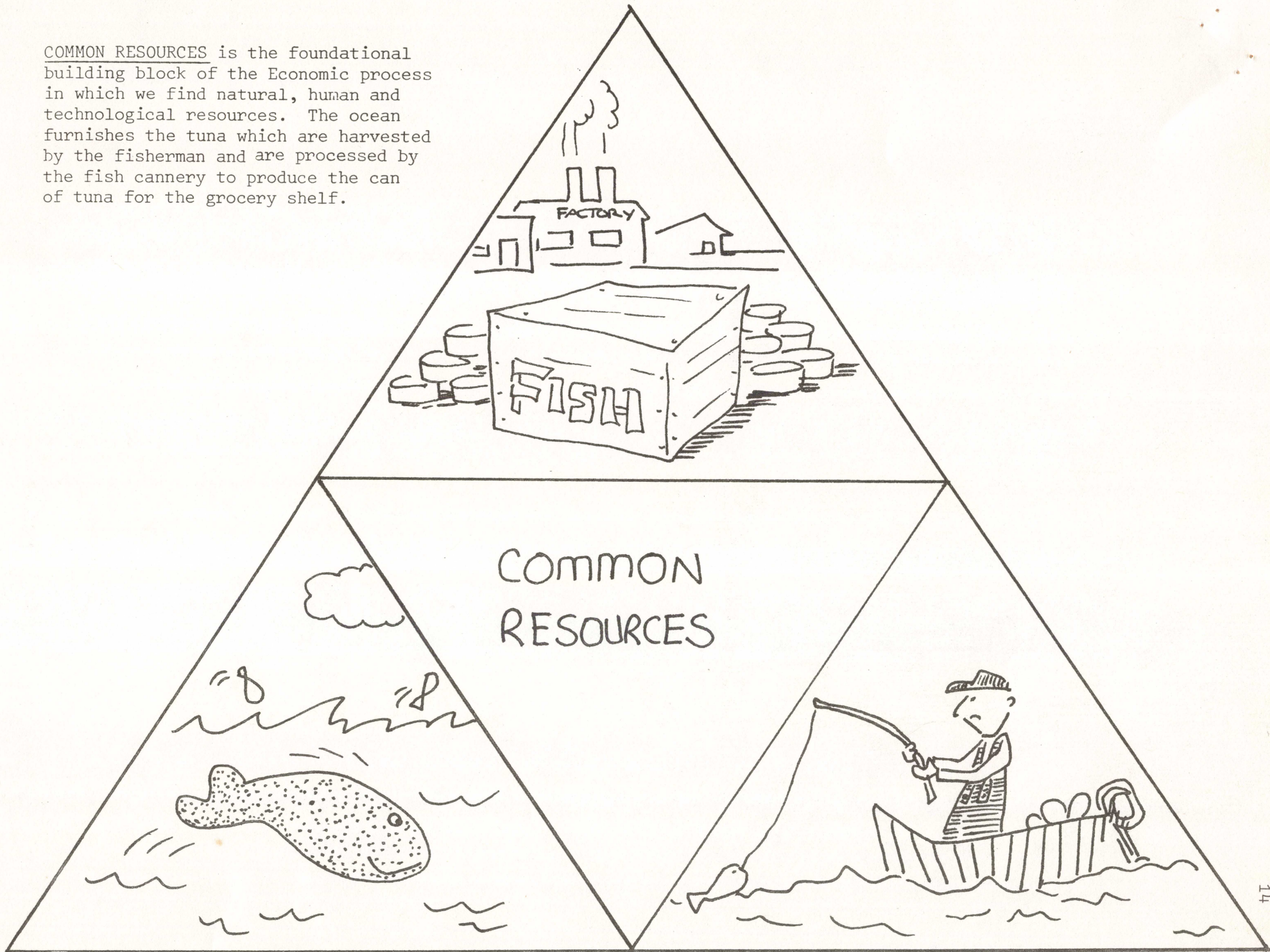


2. On the center triangle #1 write "THE SOCIAL PROCESS" in large letters.
3. Cut out in large, bright letters the words ECONOMIC, POLITICAL, and CULTURAL to be pasted on triangles 2, 3 and 4 when the children's montage is completed.
4. Find a large number of pictures illustrating each arena. Keep pictures separated according to the category.

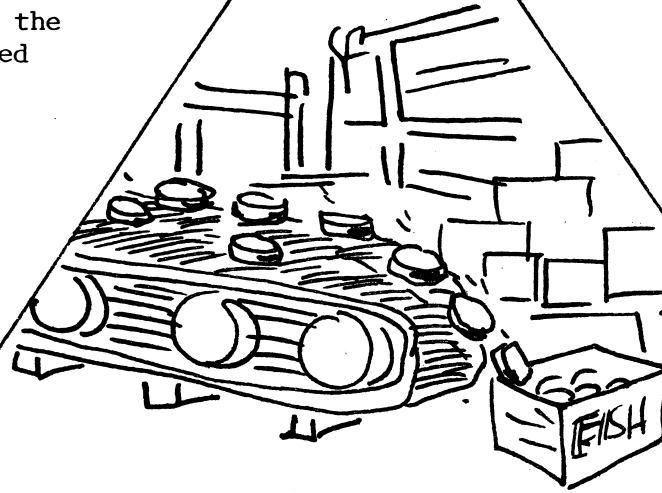
Pictorial Triangle

On pages 14 to 22 cut out the 27 pictorial images of the social process triangle and paste on a large social process triangle used for the adult Town Meeting, covering the words. This triangle is to be used in the Challenge and Proposal workshops. It helps give the children clearer images of what the word dynamics are pointing to. The issues can be plotted right on this triangle also.

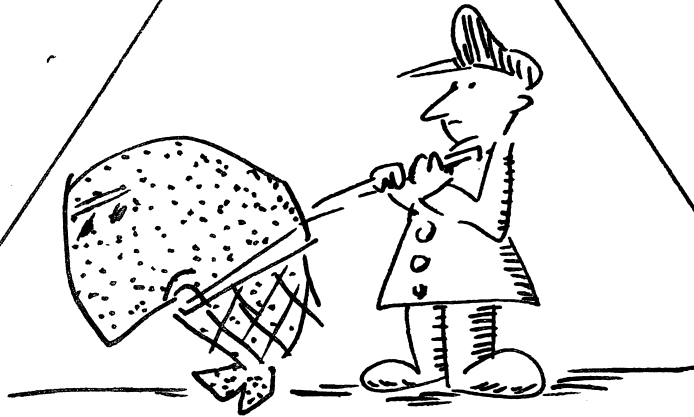
COMMON RESOURCES is the foundational building block of the Economic process in which we find natural, human and technological resources. The ocean furnishes the tuna which are harvested by the fisherman and are processed by the fish cannery to produce the can of tuna for the grocery shelf.



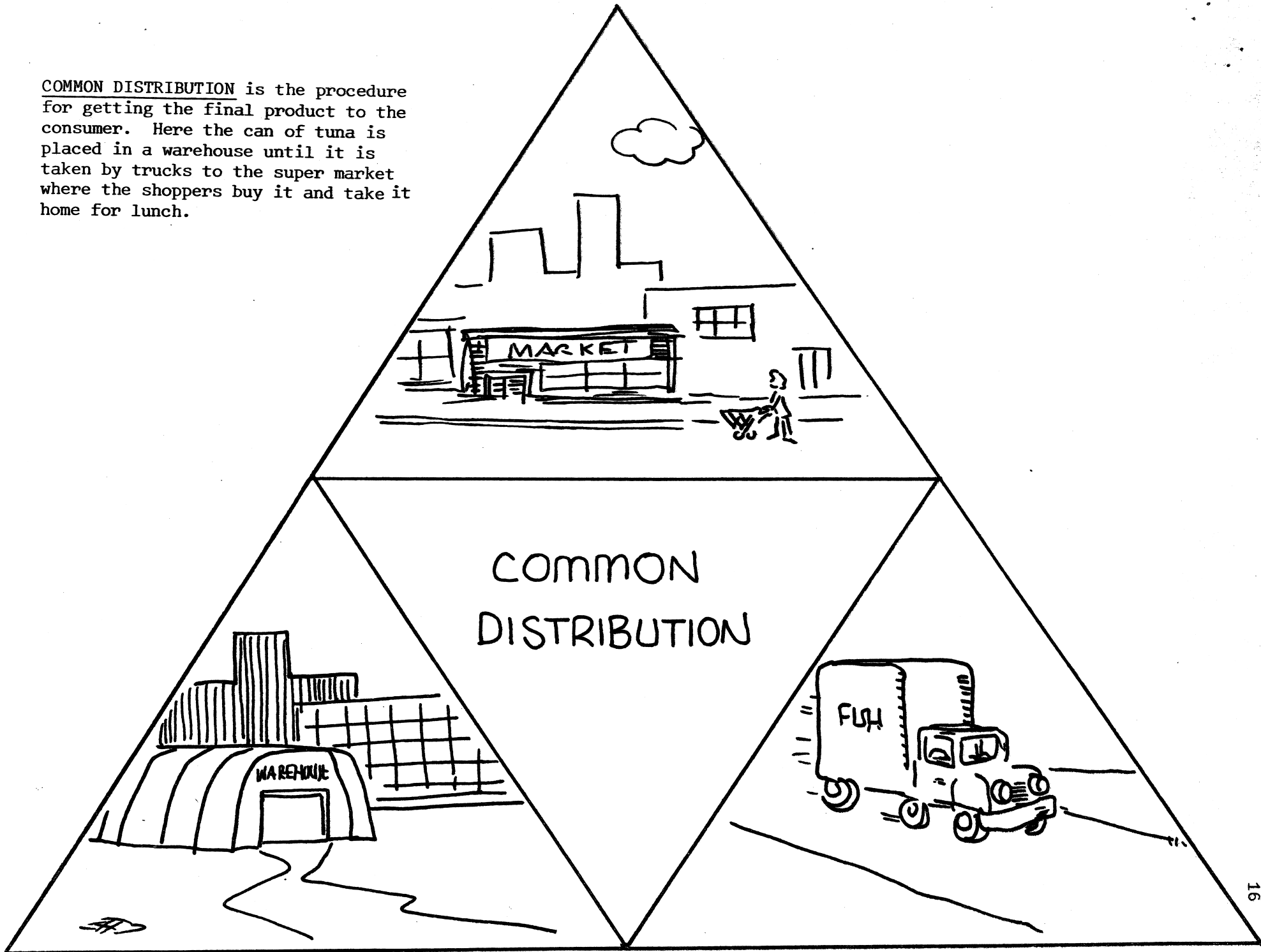
COMMON PRODUCTION is the processing of resources into useful items through skills and tools of the workers in the factory. The tuna is bought into the factory, cleaned, cut up and canned on the assembly line.



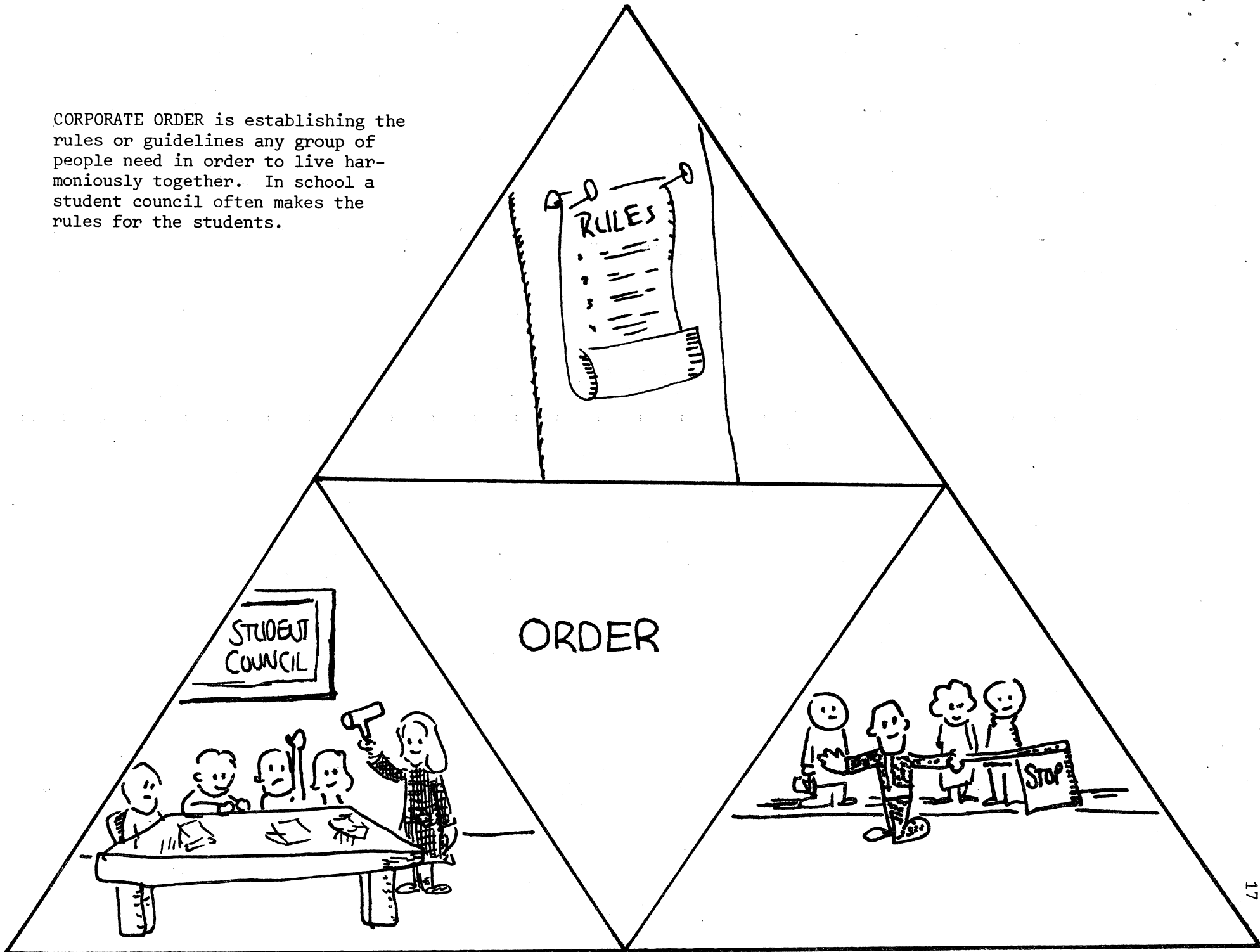
COMMON
PRODUCTION



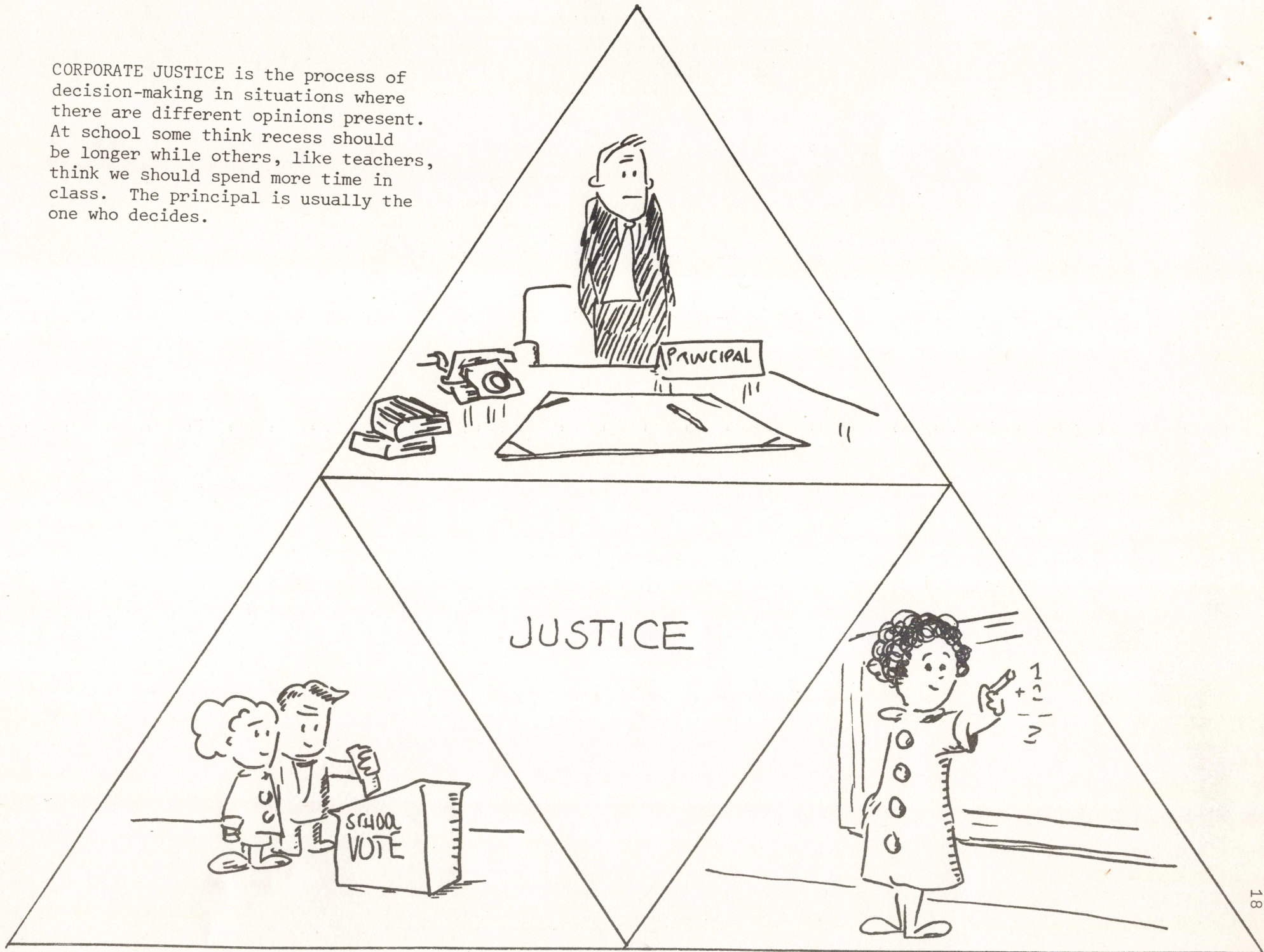
COMMON DISTRIBUTION is the procedure for getting the final product to the consumer. Here the can of tuna is placed in a warehouse until it is taken by trucks to the super market where the shoppers buy it and take it home for lunch.



CORPORATE ORDER is establishing the rules or guidelines any group of people need in order to live harmoniously together. In school a student council often makes the rules for the students.



CORPORATE JUSTICE is the process of decision-making in situations where there are different opinions present. At school some think recess should be longer while others, like teachers, think we should spend more time in class. The principal is usually the one who decides.



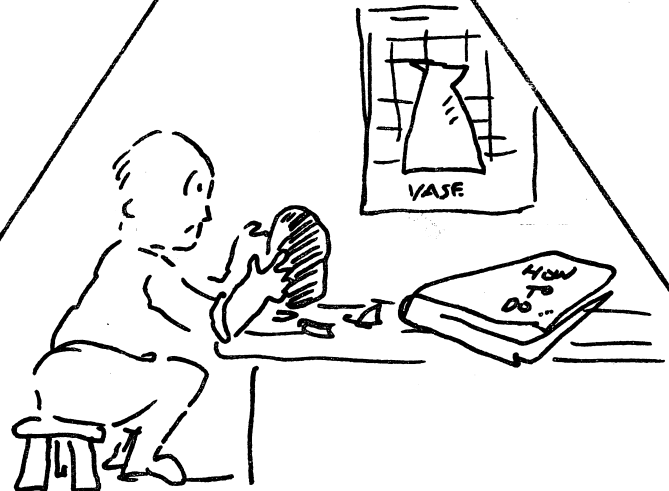
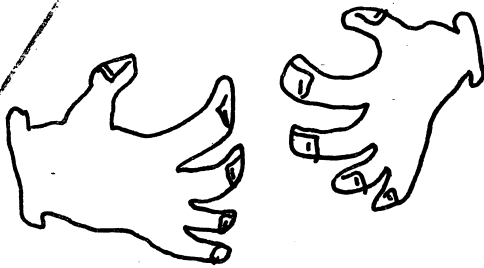
CORPORATE WELFARE is the establishing of policies that benefit the general good of the people. Some students like pizza for lunch while others want hot dogs. Everyone can have his say, and everyone's wants and needs are taken into consideration.



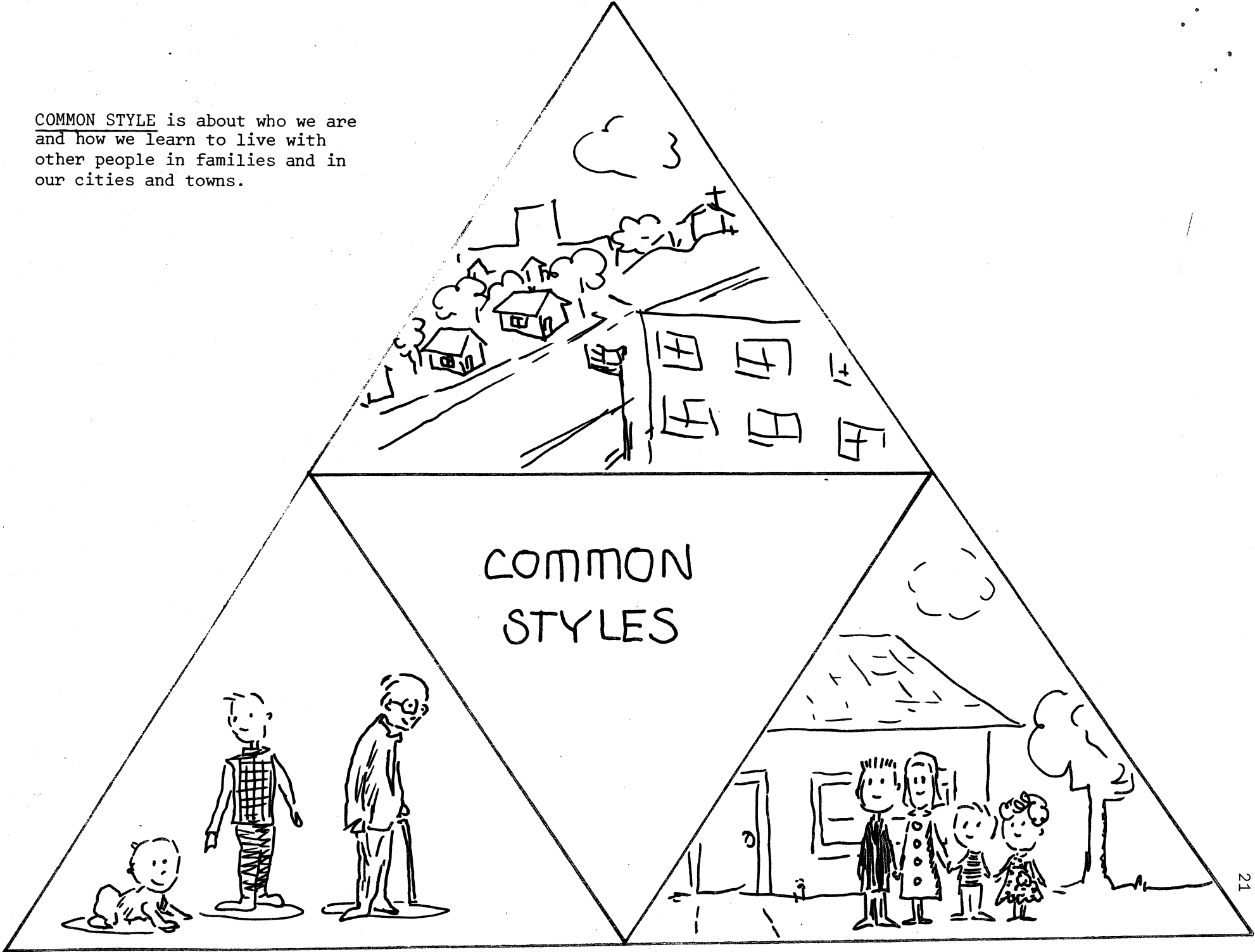
COMMON WISDOM is how we learn to do things using what other people have taught us to create a brand new thing of our own.



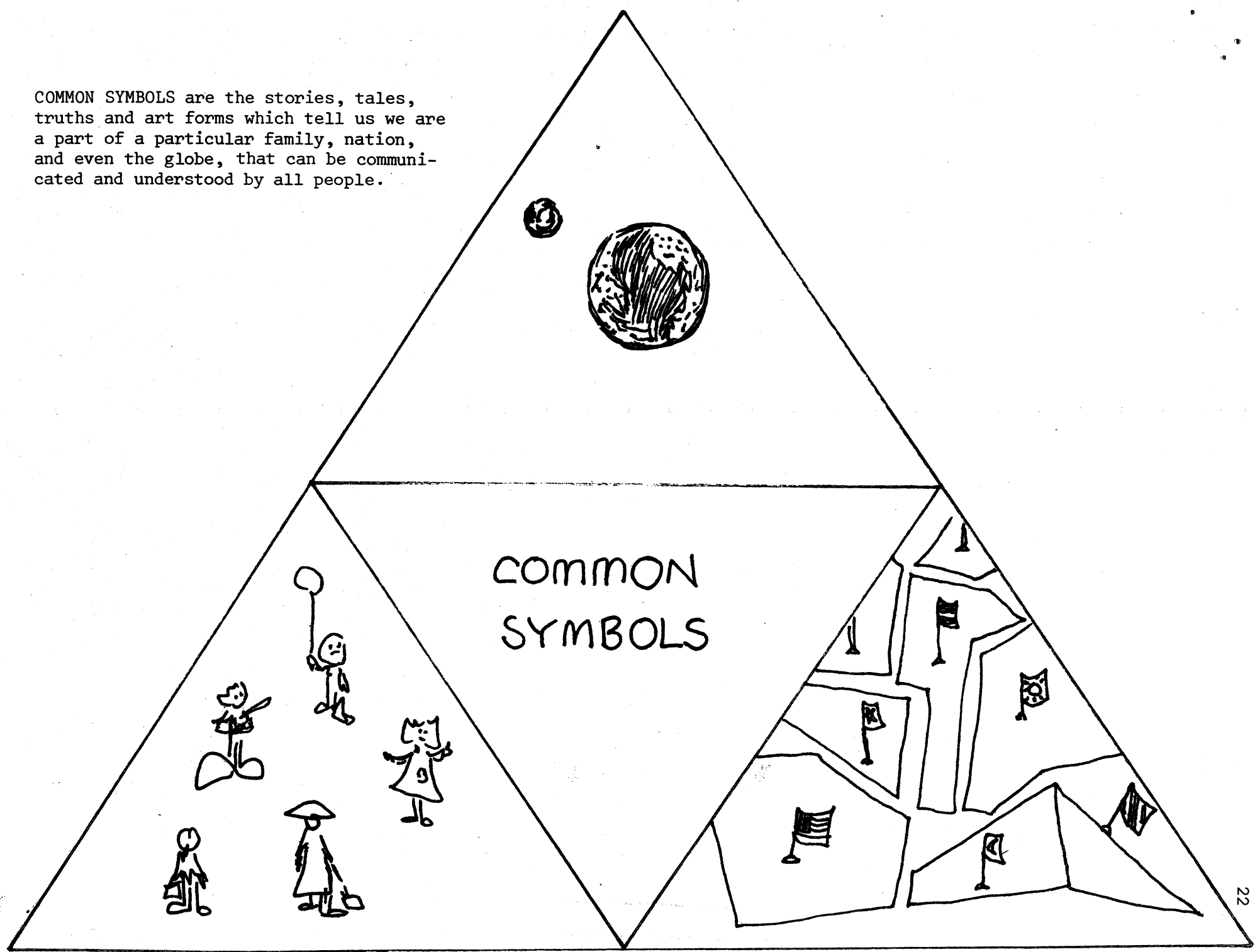
COMMON
WISDOM

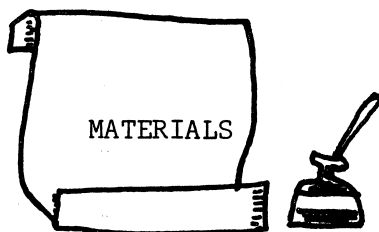


COMMON STYLE is about who we are
and how we learn to live with
other people in families and in
our cities and towns.



COMMON SYMBOLS are the stories, tales, truths and art forms which tell us we are a part of a particular family, nation, and even the globe, that can be communicated and understood by all people.

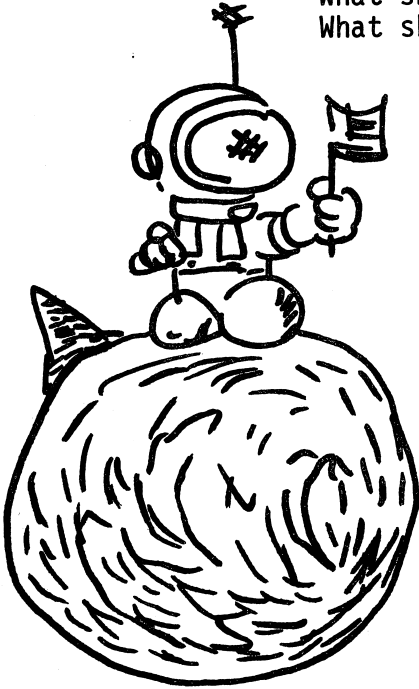




A globe
Butcher paper
Masking tape
Marking pens
Magazine pictures
Scissors for the children
Glue
Rubber cement
Paper
Pencils
Crayons
Name tags
Large Social Process Triangle
Town Meeting decor
Pictures from American History
Music ("1776", marches, etc.)
Art materials for "Creating the Future" project
Books on American History
Maps - World, U.S., State, Community
U.S. Flag
Photos of your community
Song Sheets
Lunch
Juice
Milk
Cookies
Cups
Plates
Silverware
Handiwipes
Paper towels
Napkins
Snacks

UNIVERSE SONG - Tune: Three Blind Mice

We live in the universe, (Arms up and around in circle)
 We live in the universe, (Do it again)
 On the planet earth, (Hands in ball moving in circle over head)
 On the planet earth; (Do it again)
 We look for life in the sky so blue, (Arms up high over head)
 And down in the ocean for something new, (Arms sweeping to floor)
 Look at the world we have on our hands! (Both hands out)
 What shall we do? (Keep hands out, tip right and left and tilt head)
 What shall we do? (Do it again).



VOOM, VOOM ASTRONAUT - Tune: Baa, Baa Black Sheep

Voom, Voom Astronaut! Are you having fun
 With the moon and the stars and the very large sun?
 Do you like it, being alone?
 Or would you rather be back home?
 Voom, Voom Astronaut! Are you have fun
 With the moon and the stars and the very large sun?

SAN FRANCISCO IS A WONDERFUL PLACE

Tune: Washington Square

San Francisco is a wonderful place,
 The Mission's where we live.

San Francisco is a wonderful place,
 The Mission's where we live.

So sing all you people
 Life is here to love.
 So sing all you people
 Life is here to live.

San Francisco is a wonderful place,
 The Mission's where we live

San Francisco is a wonderful place,
 The Mission's where we live.

The Mission's where we live. (Sing softer and softer here)
 The Mission's where we live. YEAH! (Hand smooth moves to right)

(Using the name of your community, substitute words and sing about where you live)



THUNDERATION

(Drum on table rhythmically)

Chant:

Thunder, Thunder, Thunderation!
 We're the present generation.
 We can change the situation.
 We can move with determination!

