

GRACIE

Goals On and Off the Field

Discussion Guide

A facilitator's discussion guide for youth leaders, educators and families to accompany the movie, *Gracie*

AGES 13 – 18



Official movie website: www.graciemovie.com

Gracie © 2007 New Line Cinema Picturehouse Holdings, Inc. All Rights Reserved.

Guide Developed by Liza Silverman

GRACIE

Goals On and Off the Field Discussion Guide

Dear Group Facilitator

Set in 1978, *Gracie* is a Picturehouse film that tells the story of a teenage girl who fights to achieve her dream of playing competitive soccer at a time when girls' soccer did not exist. The movie is based on true events from the lives of the Shue family (producer and co-star Andrew Shue, actress Elisabeth Shue).

Living in New Jersey, 15 year old Gracie Bowen is the only girl in a family of three brothers obsessed with soccer. Tragedy unexpectedly hits when Gracie's older brother Johnny, star of the high school varsity soccer team and Gracie's role model, is killed in a car accident. Struggling with grief over her family's loss, Gracie decides to fill the void left on her brother's team by petitioning the school board to allow her to play on the boys' high school varsity soccer team in his place. Her father, a former soccer star himself, tries to prove to Gracie that she is not tough enough or talented enough to play with boys. Unwilling to give up, Gracie discovers courage and strength she never knew existed. Through her efforts, Gracie forces her father to recognize her strength and brings her family together in the face of their tragedy.

Gracie, in both book and movie form, touches on powerful themes such as overcoming peer pressure, gender equality in sports, setting and achieving goals, and triumphing over tragedy.

This discussion guide, *Gracie: Goals On and Off the Field*, is structured for use after viewing the movie and/or reading the book. It offers discussion topics for youth ages 13 - 18. It is provided by the National Collaboration for Youth, an organization which provides a unified voice for its coalition of more than 50 national, nonprofit, youth development organizations. The 30-year-old organization concentrates on improving the conditions of youth in the United States and enabling youth to realize their full capabilities. As a result, youth empowerment and development play a central role in the discussion guide for *Gracie*.



GRACIE

Goals On and Off the Field Discussion Guide

Objectives

- Youth will engage in thought-provoking group discussions that allow them to think and learn about avoiding peer pressures, female athletes, setting and achieving goals, coping with tragedy and establishing positive family relationships
- Youth will have the opportunity to extend their learning through several activities that address the discussion themes
- Youth will design and implement a service project that promotes healthy living
- Youth will use provided tools to advocate for gender equality

*Davis Guggenheim,
director of GRACIE.
Photo by K.C. Bailey.
© 2007 Picturehouse.*



*Carly Schroeder in GRACIE.
Photo by K.C. Bailey. © 2007 Picturehouse.*

GRACIE

Goals On and Off the Field Discussion Guide

Steps for Youth to Take with the *Gracie: Goals On and Off the Field* Program

STEP 1) SEE THE FILM AND READ THE BOOK

The Movie: *Gracie*, a Picturehouse film, opens in theaters on June 1, 2007. Youth may also see the movie when it becomes available on DVD.

The Book: Newmarket Press is releasing a movie tie-in book, also entitled *Gracie*. This young adult novel by Suzanne Weyn includes an eight-page color photo section and a Q&A with Andrew Shue and Elisabeth Shue about the real-life story behind the film. It can be purchased online through Amazon.

STEP 2) PARTICIPATE

Take part in meaningful discussions that address themes such as:

- Peer Pressure
- Women in Sports
- Achieving Goals
- Coping with Tragedy
- Building Self-Esteem

STEP 3) TAKE THE LEAD TO HELP OTHERS

Using Gracie's determination and athleticism as inspiration, young people are urged to learn to take on responsibility by designing and conducting a service project that addresses a healthy living concern in their communities. Youth are also encouraged to advocate for gender equality in sports and other facets of society, just as Gracie advocated for her inclusion on a boys' soccer team.

Use the free, downloadable service-learning supplement to assist in the planning and managing of *Gracie* service projects. Please visit www.youthfilmproject.org to download the supplement and to gain more information on the film and the book.



director: Andrew Shue
and Davis Guggenheim,
director of GRACIE.
Photo by K.C. Bailey.
© 2007 Picturehouse.

GRACIE

Goals On and Off the Field Discussion Guide



Carly Schroeder in GRACIE.
Photo by K.C. Bailey. © 2007 Picturehouse.

Table of Contents

5	NOTES FOR THE FACILITATOR
6	PEER PRESSURE
7	WOMEN IN SPORTS
9	SETTING AND ACHIEVING GOALS
10	COPING WITH TRAGEDY
11	FAMILY RELATIONSHIPS
12	SHORT READINGS
12	Title IX
14	Famous Female Athletes
17	EXTEND THE LEARNING – ACTIVITY IDEAS
18	TAKE THE LEAD TO HELP OTHERS
19	Service Projects to Promote Healthy Living
20	Advocate for Gender Equality
22	POST PROGRAM EVALUATION

Notes for the Facilitator

The discussion questions in this guide are designed to encourage youth to think deeply about the themes and messages that are a part of *Gracie*. The discussion questions and activity ideas are arranged according to theme and provide teens with an open forum to express their emotions and engage in constructive dialogue with their peers.

Importantly, please tailor the discussion questions to the life circumstances of the youth in your group. Many of us have endured relationships or life experiences that may be similar to the challenging circumstances faced by Gracie and her family. Yet, many youth, like Gracie Bowen, will reach into their own hearts and into a close circle of support (parents, grandparents, family members, peers, teachers and others) to overcome the hardships and strive for their goals.

GRACIE: Goals On and Off the Field Discussion Guide

PEER PRESSURE

Discussion Questions

- At the beginning of the movie Gracie and Jena, Gracie's best friend, watch Johnny's soccer game from the stands. In what ways are they watching a different game?
- How does Jena influence Gracie in a negative way?
- How is Peter a different kind of friend in comparison to Jena?
- What kind of behaviors does Jena pressure Gracie into? What are the consequences of their actions?
- Why does Gracie resist Kyle's advances? Do you think he really likes her? Why or why not?
- Even as Gracie begins to train rigorously for soccer, she continues to engage in rebellious and unsafe behaviors such as going into a bar and shoplifting. Why does she struggle to remain focused on her goals?
- As Gracie trains for soccer she develops a new sense of strength and power. How does she use these qualities to resist being influenced by others?
- In the midst of her intense summer training, Jena tries to persuade Gracie into abandoning her athletic interests because they are "un-cool" and make her look like a "lesbo". Why does Jena speak in derogatory terms against girls playing sports? What do you think about Jena's comments towards Gracie? Do these stereotypes towards girls and women who play sports continue today?
- Have you ever experienced peer pressure? How did you feel inside? Did you resist or follow along with others?
- Have you ever pressured someone else into doing something?
Why did you try to compel the person to act like you?

GRACIE: Goals On and Off the Field Discussion Guide

WOMEN IN SPORTS

Discussion Questions

- Why is Gracie so undeterred to play boys' soccer in spite of opposition from peers, family members and the community? What is the motivation that keeps her going?
- Even though most of the boys on the soccer team are taller, bigger and physically stronger than Gracie, why do some feel threatened by her?
- Why does Kyle in particular give Gracie such a hard time? How does this treatment make her more strong-minded?
- Describe the harassment that Gracie endures from her teammates as she attempts to join the team.
- Why does Gracie's mother speak up for her at the School Board hearing? Why does she change her opinion of Gracie playing on a boys' team?
- How may Gracie's decision to play on the boys' team affect other girls in her school?
- What gender inequalities in sports still exist today? Give some examples.
- Describe the disparity in attention given to college and professional men's athletics versus women's teams. Do you think this is fair? Why do you think society in general pays more attention to men's sports? What can change this?
- Has your involvement in activities or sports teams been limited by your gender, race, religion, sexual orientation or other component? Explain the situation. Did you fight for your admittance?
- Are there any athletes that you look up to? Why? Are any of these women?
- Are there any girls in your school who play on boys' teams? If so, do you admire them?
- When you were growing up, were you aware that being physically active was important to stay healthy? If not, when did you become aware of this?

GRACIE: Goals On and Off the Field Discussion Guide

WOMEN IN SPORTS

Title IX of the Educational Amendments of 1972 is the landmark legislation that bans sex discrimination in schools, whether it be in academics or athletics. Title IX states:

“No person in the U.S. shall, on the basis of sex be excluded from participation in, or denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal aid.”

Title IX was the first comprehensive federal law to prohibit sex discrimination against students and employees of educational institutions. Title IX benefits both males and females, and is at the heart of efforts to create gender equitable schools. The law requires educational institutions to maintain policies, practices and programs that do not discriminate against anyone based on sex. Under this law, males and females are expected to receive fair and equal treatment in all arenas of public schooling: recruitment, admissions, educational programs and activities, course offerings and access, counseling, financial aid, employment assistance, facilities and housing, health and insurance benefits, marital and parental status, scholarships, sexual harassment, and athletics.

Sports are a significant component of the “educational programs or activities receiving federal aid.” Title IX was established six years prior to the setting of the movie in 1978. Because of “lack of interest,” Gracie’s high school did not have a female soccer team. Title IX, however, requires equal opportunities for both genders, so Gracie is permitted to try-out for the boys’ team.

Left: Carly Schroeder in GRACIE. Photo by K.C. Bailey. © 2007 Picturehouse.

Right: Carly Schroeder in GRACIE. Photo by K.C. Bailey. © 2007 Picturehouse.



GRACIE: Goals On and Off the Field Discussion Guide

SETTING AND ACHIEVING GOALS

Discussion Questions

- Before Johnny and Gracie shoot a goal they both whisper the following phrase to themselves: "Wait til you're ready...you can do anything." Why is it so important to have faith in your own abilities? Which is more important – having confidence in your own abilities or feeling the support of others? Think of some other motivational phrases that could help you during competitions.
- How does Gracie set goals to literally "make goals" on the field?
- Gracie's journey demonstrates that hard-work and perseverance are not always enough to reach your ultimate goal. What obstacles and set-backs does she face?
- What do you think is more difficult for Gracie – the physical challenge of training for the team or the mental fight to win over the School Board and her teammates?
- How can playing sports impact your health and lifestyle? Describe the healthy steps that Gracie takes on her journey to becoming a soccer player.
- What does the "egg exercise" represent for Gracie? Why is it so important for her to be able to do it successfully?
- How is Gracie's game winning goal at the end of the movie a personal victory?
- Have you ever held a goal or dream to accomplish something big? Describe the process of reaching this goal.
- What is a specific goal that you'd like to reach this year? How about three years from now? What skills and mental preparations will attaining these goals require?
- Are you active in any sports or competitive activities? What makes you successful or what do you need to do to become successful?

GRACIE: Goals On and Off the Field Discussion Guide

COPING WITH TRAGEDY

Discussion Questions

- After Johnny dies, Gracie temporarily turns away from soccer and becomes involved in risky behaviors such as going to clubs, smoking and shoplifting. Do you think Gracie wants to engage in these activities?
- Why do tragedies and difficult situations often cause people to make impulsive decisions that may not be in their best interest?
- Johnny is Gracie's protector and role model. How does Johnny remain a presence in Gracie's life even after his death?
- How does Johnny's tragic death affect each member of the Bowen family differently? Why do you think people grieve so differently?
- How does the relationship between Gracie's parents suffer through the loss of their son?
- During a pivotal scene in the movie, Gracie releases Johnny's pet bird from its cage. What does the bird symbolize?
- How do you think Gracie feels when she is given Johnny's jersey for her first game?
- Have you ever experienced a tragedy? If so, how did you react? Can you relate to Gracie's struggle to move forward?

GRACIE: Goals On and Off the Field Discussion Guide

FAMILY RELATIONSHIPS

Discussion Questions

- Gracie struggles to find her place in a family of three boys. How does she want to be seen by her family? How do they see her?
- When Gracie struggles after Johnny's death, Lindsay (Gracie's mom) tries to reach out to her. How does Gracie react? Why?
- Gracie's mother expresses her regret at remaining a nurse and not pursuing her dream of becoming a surgeon. How does her experience relate to Gracie's battle to play soccer?
- What experiences and people does Gracie draw her strength from?
- Johnny and Gracie have an extremely close bond. Do you have a friend, sibling or other relative who understands you more than anyone? Describe your connection.
- How is Gracie inspired by her father's speech at the sports banquet?
- Why is Gracie's father so resistant to the idea of training her? When does he begin to recognize her talent?
- Why does it take so long for Gracie's dad to pay attention to her? Why does Gracie decide to give him another chance? Can you relate to their tenuous relationship?
- Gracie's father never had the support of his father. How does this impact his life?
- Describe the relationship that develops between Gracie and her father throughout the story.
- Can you relate to any of the characters in the Bowen family? Have you had similar struggles connecting with any of your family members?

GRACIE: Goals On and Off the Field Discussion Guide

SHORT READINGS

Title IX

Read the Following from I Exercise My Rights, www.titleix.info/index.jsp:

BEFORE TITLE IX

Things were different. The primary physical activities for girls were cheerleading and square-dancing. Only 1 in 27 girls played high school sports. There were virtually no college scholarships for female athletes. And female college athletes received only two percent of overall athletic budgets.

SINCE TITLE IX

There's been real growth in the number of women who participate in sports, receive scholarships, and benefit from increased budgets. There are more opportunities to compete at elite levels through competitions like the Olympics, World Championships and professional leagues. Even more importantly, we know that playing sports makes women healthier. They're less likely to smoke, drink, use drugs and experience unwanted pregnancies. Studies also link sports participation to reduced incidences of breast cancer and osteoporosis later in life. These health benefits for women and society alone should be reason to keep Title IX strong.

WHY TITLE IX IS STILL CRITICAL

The general perception is that girls now have equal opportunities in all areas of athletics. But that's just not true.

- Girls make up only about 42% of high school and college varsity athletes, even though they represent more than 50% of the student population.
- Each year male athletes receive \$137 million more than female athletes in college athletic scholarships at NCAA member institutions.
- Women in Division I colleges are over 50% of the student body, but receive only 32% of athletic recruiting dollars and 36% of athletic operating budgets.
- In 2001-02, only 44% of coaches of women's teams were women. In 1972, the number was over 90 percent.

GRACIE: Goals On and Off the Field Discussion Guide

SHORT READINGS

Title IX

The Office for Civil Rights (OCR) is the office in the Department of Education that has the main responsibility for enforcing Title IX. The OCR can investigate any school where it believes there may be Title IX problems, but it rarely does. In 2001, OCR initiated only two Title IX reviews of athletic programs. Instead, students and parents have to file complaints to get OCR to investigate problems, and even then, complainants can't force OCR to investigate in a timely way. However, many of the complaints filed with OCR are resolved through an agreement in which the school agrees to correct the unfair treatment that is at issue.

Read more stories about federal cases that were won in support of girls and young women in athletics at www.titleix.info

Additional Resources

- *Go for the Goal: A Champion's Guide to Winning in Soccer and Life* (Hardcover) by Mia Hamm
- An overview of the history of women's soccer - <http://www.sover.net/~spectrum/womensoverview.html>
- U.S. Women's Soccer - www.ussoccer.com/teams/womens/index.jsp.html

Left: Carly Schroeder, Dermot Mulroney, and Elisabeth Shue in GRACIE. Photo by K.C. Bailey. © 2007 Picturehouse.

Right: Carly Schroeder in GRACIE. Photo by K.C. Bailey. © 2007 Picturehouse.



GRACIE: Goals On and Off the Field Discussion Guide

SHORT READINGS

Famous Female Athletes

The Discovery Channel, <http://school.discovery.com>

JOAN BENOIT (1957-)

Until 1980, the Olympic Games offered no race for women longer than a mile. When the marathon for women was introduced in the 1984 Los Angeles Games, a 26-year-old American took home the gold, becoming a national celebrity. Benoit is also famous for her record-breaking performances in the Boston Marathon, where she set an American record in 1979 and a world record in 1983. Her feats inspired a new generation of women long-distance runners.

BONNIE BLAIR (1964-)

The fastest U.S. speed skater who ever lived, Blair is considered one of the top 10 winter Olympic athletes of all time. Winner of five Olympic gold medals, she is the first American athlete to win three consecutive golds in any winter Olympics event. Not only did she win the gold for the 500-meter in the 1988, 1992, and 1994 Games, she broke the world record in both the 1988 and 1994 races.

MILDRED "BABE" DIDRIKSON (1914-1956)

Six-time winner of the Woman Athlete of the Year award and named Woman Athlete of the Half Century in 1950, Didrikson more than earned her nickname "Babe" (after Babe Ruth). At the 1932 summer Olympics, she won two gold medals - breaking two world records - in track and field events. That same year, she played pro basketball and even pitched a pre-season baseball game. In 1949, she helped found the Ladies' Professional Golf Association (LPGA), and went on to win the 1954 U.S. Open and All American Open. She holds more medals and records in more sports than any other 20th century athlete.

GERTRUDE EDERLE (1906-2003)

In the 1920s, many people didn't believe a woman could swim the 35 miles across the English Channel. But in 1926, Ederle not only completed the swim, she broke the men's record by almost two hours. She set many other world records in swimming and won three medals in the 1924 Olympic games. She later became a swimming instructor for the deaf, as her own hearing had been permanently impaired by the famous English Channel swim.

SHORT READINGS

Famous Female Athletes

ALTHEA GIBSON (1927- 2003)

From the streets of Harlem to the courts of Wimbledon, Gibson faced many challenges on her way to becoming a tennis champion. As an African American, she was excluded from professional tournaments early in her career. But in 1950 - amidst a storm of controversy and racism - Gibson was finally permitted to play in the U.S. Nationals (today the U.S. Open). Not only was she the first African American to complete in the tournament, she won it in 1957 and 1958. She was also the first African American to win the French Open and Wimbledon. By the end of her career, she won a total of 11 Grand Slam events, breaking the color barrier for future African-American tennis players.

MIA HAMM (1972-)

She started playing soccer at the age of seven and today is considered one of the best woman athletes in the world. Hamm led the USA to two Olympic gold medals and two World Cup championships. At 15, she was the youngest player ever to play for the U.S. National Team. She has been named U.S. Female Player of the Year five times and World Cup MVP twice. By 1999, she scored more points in international competition than any other soccer player in history, man or woman.

JACKIE JOYNER-KERSEE (1962-)

Although she has struggled with asthma and allergies for years, many consider Joyner-Kersee the best all-around woman athlete in the world. She has won six Olympic medals, including three gold, in the long jump and heptathlon. She also broke the world record in the heptathlon, a two-day event that includes hurdles, high jump, shot put, long jump, javelin, a 200-meter race, and an 800-meter race.

BILLIE JEAN KING (1943-)

This tennis champion won a record 20 Wimbledon titles, including six singles titles, as well as titles in four U.S. Open singles, the French Open singles, and the Australian Open singles. But King is also known for her efforts for equality in women's tennis. In the 1973 "battle of the sexes," she defeated Bobby Riggs, who said no woman could beat a man. In addition to her outstanding tennis career, she was active in the woman's rights movement and helped found the Women's Tennis Association in 1970.

GRACIE: Goals On and Off the Field Discussion Guide

SHORT READINGS

Famous Female Athletes

LIBBY RIDDLES (1956-)

The Iditarod, a challenging 1000-mile dog sled race across Alaska, has historically been a sport dominated by men. But during the 1985 competition, champion dog sled racer Riddles did something daring. She mushed her dogs through a fierce blizzard, gaining a lead over the other racers. She reached the finish line three days later, becoming the first woman ever to win the Iditarod.

WILMA RUDOLPH (1940-1994)

As a child, Rudolph was diagnosed with polio, which left her with limited use of her left leg. She wore a steel leg brace until the age of 11, but by high school she was running track and playing basketball. She was a track star at Tennessee State University, but it was Olympics that made her famous. In the 1960 Games, she won gold medals in the 100-meter dash, the 200-meter dash, and as a member of the 4 ×100-meter relay team, becoming the first American woman to win three gold medals in a single Olympics.

Copyright © 2006 Discovery Education. All rights reserved.

Left: Carly Schroeder and Dermot Mulroney in GRACIE. Photo by K.C. Bailey. © 2007 Picturehouse.

Right: Carly Schroeder in GRACIE. Photo by K.C. Bailey. © 2007 Picturehouse.



EXTEND THE LEARNING

Activity Ideas

- Conduct some research and create a timeline of the women's rights movement. Display your timeline in a community center, library or school.
- Invite a prominent athlete in your school or community to lead a workshop or discussion on his/her sport for your group.
- Create posters that illustrate some highlights of leading a healthy lifestyle. Display them throughout your school or community center.
- Organize a community or school exhibit of student artwork and writing that raise awareness about issues that affect women throughout the world today.
- Interview women of different ages to find out about their experiences playing sports or being limited from participation. Were opportunities for athletic participation available for these women when they were in high school or college? How have things changed?
- Gracie has the opportunity to watch old home movies of her father playing soccer as a young man. Find out if anyone in your family or community has old home videos or photographs they would like to share. You may learn a lot about your past from experiencing these artifacts.

GRACIE: Goals On and Off the Field Discussion Guide

TAKE THE LEAD TO HELP OTHERS

This section allows youth to explore actions they can take as individuals and in groups to reach out to others in need of support. The activities are designed to heighten youth awareness of how they can have immediate as well as a lasting positive impact on the recipients of their generosity.

As young people develop throughout the teenage years of 13-18, they benefit greatly from experiencing their own personal power, capabilities and talents. Parents, educators, youth leaders and child development specialists know that the best way for youth to learn responsibility is to take on responsibility. This process is captured in the movie, *Gracie*, through Gracie Bowen's determination to reach her goal. Although her desire to play on a boys' soccer team is met by resistance, Gracie is undeterred.



Carly Schroeder in *GRACIE*. Photo by K.C. Bailey. © 2007 Picturehouse

TAKE THE LEAD TO HELP OTHERS

Service Projects to Promote Healthy Living

DEAR YOUNG PEOPLE

Think about a service project that your group would like to do that addresses an area of healthy living. Beginning to feel the pressure from her friends to engage in unhealthy behaviors such as drinking and smoking, Gracie decides to make a change and commit herself to athletics. Gracie's devotion to soccer improves both her physical health and her emotional health. She becomes instilled with self-confidence and happiness as a result of her participation in the sport. Think about how you can help others adopt a healthy lifestyle through exercise, healthy eating and smart choices.

Look for Ways to Work in Cooperation with Adults.

- Plan and conduct your project with the guidance and support of an adult partner.
- Read some of the tips for working well with adults below.
- Have your adult partner(s) read the tips for adults.
- Brainstorm your project ideas and plan the steps to carry it out. Use the F.I.L.M. service-learning supplement, available at www.youthfilmproject.org
- Then, get to work!!

Here are a few ideas—but, it is very important for you to organize your own ways to take the lead!

- Hold a soccer clinic for younger youth, teaching them the basics of the sport and instructing them on the value of teamwork and hard work.
- Cook with younger youth or older adults, using recipes that include healthy ingredients such as fresh fruits, veggies and whole grains.
- Clean-up and make repairs to local playgrounds, parks and sports facilities.

Visit www.youthfilmproject.org to download the free service-learning supplement!

GRACIE: Goals On and Off the Field Discussion Guide

TAKE THE LEAD TO HELP OTHERS

Advocate for Gender Equality

DEAR YOUNG PEOPLE

In addition to service projects (see the Service-Learning Supplement) – you can also be a powerful champion for change.

The Youth Policy Action Center at www.youthpolicyactioncenter.org or 1-866-MOBILIZE, provides lots of tips and information for youth who have seen something in their community or heard something on the news that they wish to change. The Center gives young people the same “tools” used by professional lobbyists to work to change laws.

With the support of her family, Gracie Bowen petitions the school board to allow her to play soccer on the high school boys’ team. With the help of Title IX, which makes sure all boys and girls are treated equally in education programs, Gracie is granted the right to try-out for the team. However, she continues to face opposition from teammates and coaches. Gracie must continuously persevere for her chance on the field and to gain the respect of others.

Women have made great strides in the world of athletics and beyond since 1978, the year in which the movie is set. Millions of girls throughout the country are now engaged in soccer leagues and have the opportunity to play at the collegiate and professional levels, too. Despite opportunities available to women today, there are still changes needed to ensure a more equal society. Some of these areas include the following:

- Reducing barriers for women to advance in the fields of math, science and technology
- College women receiving proportionate scholarships in athletics
- Women facing employment discrimination
- Women not receiving equal salaries in comparison to their male counterparts
- Sexual harassment in school and in the workplace

Visit www.titleix.com to learn more about Title IX and its impact beyond athletics. Pick an issue relating to gender equality that you feel strongly about. Use the five steps below to advocate for change!

TAKE THE LEAD TO HELP OTHERS

Five Key Steps for Being a Champion for Change

Adapted from the Youth Policy Action Center) www.youthpolicyactioncenter.org or 1-866-MOBILIZE

1) PICK AN ISSUE.

Maybe like Gracie, you will realize that if you don't take a stand, no one will. Be sure you are clear on WHAT you want to change.

2) STUDY UP

Even though studying is not everyone's idea of fun time, putting in a little time to really understand an issue and WHY it matters, is important. You want to be able to convince your friends, adults and elected officials that what you say matters.

3) FIND ALLIES

You don't have to run a campaign by yourself. Changes are there are others who are interested in the same issue – and want to help. Find them.

4) DEVELOP A STRATEGY

While most of us experience the world broadly (we like or don't like our school, we do or don't feel safe in our neighborhoods), simply saying we want to improve the schools or our neighborhoods is not enough to get an elected official to do what we want. FOCUS on what specifically you would like elected officials to do. And, FOCUS on the right officials for your cause.

5) LAUNCH A CAMPAIGN

Send messages. Public officials keep track of how many messages they receive on specific topics. WRITE, CALL and USE THE MEDIA.

GRACIE: Goals On and Off the Field Discussion Guide

POST PROGRAM EVALUATION

FACILITATORS OF THE GRACIE: GOALS ON AND OFF THE FIELD PROGRAM

Please take a few moments to answer the questions below. It should only take about 5 minutes. One you have submitted the survey you will be entered to win a copy of the DVD, book and an activity guide. Good Luck!

Organization _____ City/State: _____

Contact Name: _____ Contact Email: _____

Organization Website: _____

Approximately how many youth does your organization serve? _____

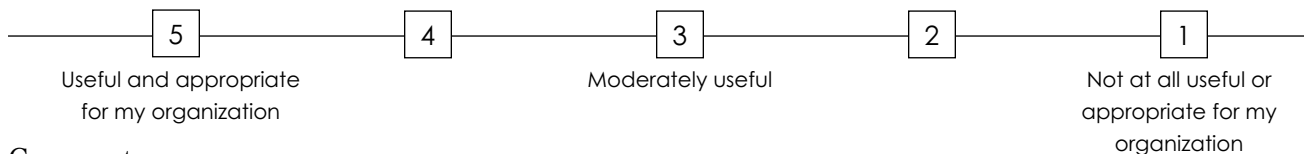
How do you classify your organization?

- | | |
|--|---|
| <input type="checkbox"/> School Based | <input type="checkbox"/> Community Based |
| <input type="checkbox"/> Library or Museum | <input type="checkbox"/> Out of School |
| <input type="checkbox"/> Faith Based | <input type="checkbox"/> Unsure |
| <input type="checkbox"/> Child Care | <input type="checkbox"/> Parks and Recreation |
| <input type="checkbox"/> After School | <input type="checkbox"/> Other (please specify) _____ |

Approximately how many youth completed one or more steps in the *Gracie* program?
Steps include: See the Movie and Read the Book, Lead Discussions from the Discussion Guide, Complete a Service Project _____

What age range participated in the program? _____

Please rate your overall impression of the activity guide.



Comments: _____

Please give us any additional feedback and/or suggestions you have to help us improve our future F.I.L.M. programs.

May we contact you for additional information? Yes No

If yes, what is the best way to contact you? _____