

PULL UP. LISTEN. FEED. BUILD.

At The People's Table Community Engagement Curriculum

Community Field Action Model

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The field is the classroom. One curriculum. Multiple participant pathways. One standard: show up, serve with dignity, listen, learn, and build from what the community teaches us.

1. PROGRAM PURPOSE

Pull Up. Listen. Feed. Build. is At The People's Table's experiential community-engagement curriculum. Participants learn through direct action: entering real communities, serving people, working alongside others, having natural conversations, observing what is happening around them, reflecting on what they experience, and following through.

The core philosophy is simple: We pull up. We listen. We feed. We build.

The curriculum is designed to work across participant groups - including youth and young adults, volunteers, nonprofit teams, faith communities, company service teams, students, neighborhood leaders, and community organizations - while keeping the same field-action model and standards.

2. WHAT MAKES THIS DIFFERENT

This is not primarily an interview curriculum, a social-media curriculum, or a volunteer-hours program. The field itself is the classroom. Interviews, video, Community Voices, and social media may support the work, but they are not the purpose of the work.

Participants learn through direct service, community presence, conversation, observation, teamwork, problem-solving, reflection, leadership, and follow-through.

3. THE FIELD-ACTION PRINCIPLE

Every participant enters the field with three responsibilities: Serve Somebody. Talk With Somebody. Notice

Something.

Those three actions are the foundation of every field experience.

FIELD TOOL — THE A.W.A.R.E. METHOD

A.W.A.R.E. is the quick field reminder that sits underneath Pull Up. Listen. Feed. Build. It does not replace the curriculum; it gives participants a simple mental checklist they can carry into real community settings.

A.W.A.R.E. Field Method — Created by Richard Chiu, Director of Community Growth & Partnerships, At The People's Table. Integrated into the Pull Up. Listen. Feed. Build. curriculum by Markus Moss.

A — ARRIVE AWARE

Where am I? Who is here? What is happening? Enter the space before trying to change the space.

W — WATCH & LISTEN

Notice people, needs, strengths, surroundings, body language, and what is actually being said. Listen before assuming.

A — APPROACH WITH DIGNITY

Talk with people, not at people. Ask before acting. Respect boundaries. Protect dignity.

R — RESPOND & SERVE

Help where you can. Adapt to what is actually needed. Do not assume. Do not overpromise.

E — EVALUATE & BUILD

What did I see? What did I hear? What did I learn? What needs follow-up? What can we build from this?

Before leaving the field, every participant should be able to say: SERVE SOMEBODY. TALK WITH SOMEBODY. NOTICE SOMETHING.

PULL UP → LISTEN → FEED → BUILD → REPEAT

4. PROGRAM DESIGN

The model is built around approximately 70% field experience, 20% reflection and debrief, and 10% preparation and communication skills. These percentages are guidelines, not rigid requirements. The

principle is experience first.

One curriculum serves multiple participant pathways. The core cycle, learning outcomes, field expectations, reflection process, safety standards, and assessment stay consistent. Facilitation, supervision, responsibilities, and examples may be adapted to the participant group and setting.

Youth and young adults participate through the same Pull Up. Listen. Feed. Build. framework. Their application places added developmental emphasis on communication, responsibility, teamwork, community awareness, confidence, leadership, problem-solving, and service - with age-appropriate supervision, consent, and safeguards.

This approach allows ATPT to serve youth meaningfully without reducing the organization or the curriculum to a youth-only program.

5. LEARNING OUTCOMES

By completion, participants should show growth in community presence, human connection, active listening, direct service, observation, teamwork, adaptability, reflection, follow-through, and leadership.

Participants should become increasingly able to enter unfamiliar environments respectfully, communicate naturally with people from different backgrounds, recognize both needs and strengths, serve with dignity, make responsible decisions in the field, and identify realistic next steps after outreach.

For youth and young adults, facilitators may also document growth in communication confidence, responsibility, teamwork, leadership behaviors, community awareness, and the ability to reflect on how individual actions affect other people.

6. ORIENTATION - WHY WE SHOW UP

Before entering the field, participants discuss what it means to help someone, what dignity looks like during service, how serving with someone differs from doing something to someone, and what a community can teach us that we cannot learn sitting in a room.

Core ATPT belief: We do not enter communities believing we possess all the answers. People already possess experience, knowledge, skills, relationships, ideas, stories, resources, solutions, and perspective. Our role begins by showing up ready to contribute and ready to learn.

7. MODULE ONE - PULL UP

Purpose: Go where the people are. Community engagement begins with presence.

Participants learn to arrive prepared, understand the purpose of the outreach, observe their surroundings, recognize community dynamics, introduce themselves naturally, approach people respectfully, respect boundaries, work as part of a team, and adapt to changing conditions.

Before outreach, participants should know where they are going, why they are going, what resources are available, what resources are not available, who they are serving, the safety expectations, and each team member's role.

Field principle: Do not arrive acting like you own the room. Enter respectfully.

AT THE PEOPLE'S TABLE | Pull Up. Listen. Feed. Build.

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COMMUNITY FIELD ACTION MODEL

8. FIELD EXPERIENCE ONE - SHOW UP & SERVE

Participants join an existing ATPT handout or community-service activity. They are not required to

interview anyone or create content. They are required to help, speak, and observe.

Participants may assist with carrying or organizing supplies, greeting community members, distributing resources, speaking naturally with people, observing what people ask for, noticing what runs out, and helping the team.

Immediate debrief: What did you see? What did you hear? What did you do? What surprised you? **9.**

MODULE TWO - LISTEN

Purpose: Talk with people, not at people. Listening does not require a microphone. Some of the strongest information comes during ordinary conversation while serving.

Participants practice active listening, natural follow-up questions, allowing silence, recognizing emotion, respecting disagreement, and knowing when to stop asking.

Formal prompts remain optional tools. Examples include: What does community mean to you? What is something you wish people cared about more? What makes someone feel like they belong? What would you bring to the Table? What does this community need more of?

Creative engagement tools such as Pass the Question, Finish the Sentence, the \$100 Challenge, Turn the Mic Around, Rapid Fire, and Question for the City may be used when appropriate. They are tools, not the curriculum.

10. FIELD EXPERIENCE TWO - SERVE & CONNECT

During the second field experience, each participant should serve at least one person directly, have at least one meaningful conversation, and notice at least one need or community strength. There is no minimum interview count and no video quota.

Reflection: Who did I connect with? What made the conversation feel natural? What did I hear that I would have missed if I had only been handing out supplies? What did I learn from somebody today?

11. MODULE THREE - FEED

Purpose: Direct action is the heart of the model. Feed includes food, water, clothing, hygiene items, sleeping supplies, information, referrals, encouragement, and human connection.

Feed does not mean saviorism. We are not entering communities as heroes. We may have resources today; someone else may have knowledge, experience, information, relationships, or resources tomorrow. Community works both ways.

Participants learn dignity-centered service: greet people before handing something over, ask rather than assume, offer choices when possible, respect refusal, avoid talking down to people, protect privacy, and serve consistently.

12. FIELD EXPERIENCE THREE - DIRECT ACTION DAY

This should be the strongest learning experience in the curriculum. Participants take active responsibility during an ATPT handout or community-service activity, including packing, loading, setup, distribution, greeting, resource explanation, conversation, inventory, cleanup, documentation, and team coordination as appropriate.

Field assignment: Serve Somebody. Talk With Somebody. Notice Something.

13. MODULE FOUR - BUILD

Purpose: The work does not end when the supplies are gone. After outreach, the team comes back together so service becomes learning and learning becomes building.

The standard BUILD Circle asks four questions: What did we see? What did we hear? What did we do? What do we do next?

The team also considers what people asked for, what ran out, what people appreciated, what surprised the team, what recurring needs or strengths appeared, who expects follow-up, whether a new partner emerged, and what should change next time.

Build does not always mean launching a new program. It can mean changing supplies, adjusting a location, following up with one person, introducing two people, inviting someone to volunteer, improving logistics, or creating a new partnership.

14. THE FIELD CYCLE

Before: Prepare. Pull Up: Enter the community. Listen: Connect naturally. Feed: Take direct action. Build: Reflect and follow through. Then pull up again.

15. COMMUNITY VOICES & MEDIA

Community Voices is a supporting documentation and storytelling component. It may capture a community answer, a story someone chooses to share, a participant reflection, a video conversation, a recurring question, a community concern, or a community strength.

Community Voices should document community engagement; it should not drive community engagement. Media is optional. A participant can successfully complete the curriculum without conducting a public video interview.

Consent standard: Talking is not automatically permission to record. Recording is not automatically permission to publish. Participants must explain who they are, that they represent At The People's Table, why they want to record, and where the material may appear. No ends the request.

When minors participate, field participation consent and media/publication consent should be handled as separate decisions. Participation in the curriculum does not require agreement to appear in public facing content.

16. FIELD SAFETY & RESPONSIBILITY

Participants should not enter unsafe environments alone, separate from the approved field group without coordination, handle confrontational situations recklessly, transport unknown individuals outside approved procedures, provide professional medical, legal, or housing advice beyond their role, promise money or services the organization cannot provide, unnecessarily share personal information, or handle serious disclosures without appropriate support.

Appropriate field leadership should be available during field experiences. When minors participate, responsible adult supervision, guardian or program consent as applicable, age-appropriate roles, and clear check-in/check-out procedures are required.

Protective Presence & Field Awareness: Field leadership includes noticing what is happening around the team while allowing the work to continue naturally. Protective presence means staying aware,

positioning yourself where you can support the group, and responding calmly without automatically turning every uncomfortable moment into a confrontation.

Participants learn to notice proximity, body language, exits, changes in the environment, and when someone may need more space. A field leader may move closer, stand between spaces, redirect the group, or quietly change positioning simply to maintain safety and awareness.

Protective presence is not intimidation. The first goal is awareness, calm positioning, and keeping the team together. If a boundary is crossed or a situation becomes unsafe, participants move toward the approved group or field leader, and leadership takes over the response.

Field scenario: During a handout, an unfamiliar person moves very close to participants. The field leader notices, adjusts position so the team remains within sight and support, continues the service activity, and monitors the situation without creating unnecessary conflict. Afterward, the team debriefs what they noticed, how positioning affected safety, and when a stronger intervention would have been appropriate.

17. FIELD TEAM ROLES

Participants may rotate through roles such as Greeter, Distributor, Supply Lead, Community Connector, Observer, Media Lead, and Follow-Up Recorder. Rotating roles allows participants to experience different sides of community action.

Roles should match the participant's experience, age, readiness, and the field environment. Responsibility should grow as judgment and consistency grow.

18. FIELD LOG

After outreach, participants complete a short field log: Pull Up - What did I notice when we arrived? Listen - What did somebody tell me? Feed - What did I personally do to serve? Build - What should we do next?

Additional reflection: What surprised me? What did I learn about myself? What would I do differently next time?

19. PARTICIPANT ASSESSMENT

Participants are evaluated primarily through field behavior in preparedness, respect, initiative, teamwork, communication, listening, dignity in service, situational awareness, protective presence, adaptability, reflection, and follow-through.

Assessment scale: 1 - Beginning, needs significant guidance. 2 - Developing, demonstrates skill with support. 3 - Field Ready, demonstrates skill consistently. 4 - Leadership Ready, can model the skill for others.

Assessment is developmental, not punitive. The goal is to show growth over time and identify the next responsibility a participant is ready to carry.

20. COMPLETION REQUIREMENTS

Completion should require orientation, core learning sessions, at least three field experiences when possible, field logs, BUILD Circle participation, safety and consent instruction, a final reflection, and one improvement, connection, or project recommendation based on field experience.

The same core completion standard applies across participant pathways, with responsibilities adapted to role, age, readiness, and setting. Completion represents demonstrated growth, not simply recorded volunteer hours.

21. FINAL CAPSTONE

Each participant completes a final reflection: What I Saw. What I Heard. What I Did. What I Would Build.

The final section asks for one realistic improvement, connection, or project that could come from the participant's field experience.

22. LEADERSHIP PATHWAY

Participants may progress from Field Participant to Community Engager to Community Builder to Field Lead to Facilitator. The objective is leadership through experience.

Progression is based on demonstrated responsibility, judgment, consistency, communication, and the ability to support others - not simply time in the program.

23. FACILITATOR RESPONSIBILITIES

Facilitators prepare participants, explain the field environment, establish safety expectations, model dignity, give people real responsibilities, avoid micromanaging every interaction, step in when necessary, lead the BUILD Circle, document follow-up, and help participants turn experience into learning.

When facilitating youth or mixed-age groups, facilitators also ensure appropriate supervision, permissions, role boundaries, transportation procedures where applicable, and separation between participation requirements and optional media activity.

24. PROGRAM MEASUREMENT

ATPT can track field experiences completed, participants trained, people served, food and supplies distributed, community conversations, resources connected, follow-ups identified and completed, partnerships discovered, volunteers recruited, community strengths and needs identified, participant skill growth, and participant-led ideas implemented.

For youth and young adult participation, ATPT may additionally track attendance, completion, leadership progression, reflection quality, communication growth, teamwork, responsibility, and participant-led service or improvement ideas. Any demographic information should be collected only when appropriate and handled responsibly.

Measurement exists to improve the work, demonstrate impact, and show what participants are learning - not to turn community members into statistics.

25. ROLE OF THE LEAD ARCHITECT

The Lead Architect designs the structure through which field experience becomes repeatable learning. Responsibilities include curriculum development, field-experience design, program improvement, participant-development strategy, partnership integration, reflection systems, evaluation, and training development.

The model is designed so community experience helps inform what gets built.

26. SIMPLE EXPLANATION

Pull Up. Listen. Feed. Build. is At The People's Table's field-based community-engagement curriculum. Participants learn by going into communities, serving people directly, building relationships, listening to what people have to say, and turning what they learn into action.

It is one curriculum that can be used with youth, adults, volunteers, organizations, faith communities, schools, service teams, and other groups doing real community work.

27. OUR STANDARD

We do not enter communities looking for content. We enter communities looking to contribute. We do not ask people questions merely so we can post their answers. We listen because their answers matter. We do not serve people from above. We stand beside them. And we do not leave the experience behind when the handout ends. We bring what we learned back to the Table. Then we build.

CLOSING PRINCIPLE

We pull up. We listen. We feed. We build.

Because everyone has a place. Everyone has a purpose. And everyone has something to bring to the Table.