

2003

## Cesar Chavez: Service Fair of Values

Cesar Chavez Foundation

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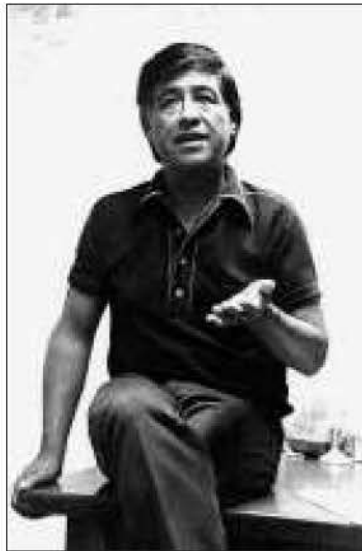
# Cesar Chavez

"Service Fair of values"

Governor's Office on Service and Volunteerism



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The



developed this project guide in 2003 in recognition of Cesar Chavez Day of Service and Learning through a grant provided by the California Governor's Office on Service and Volunteerism (GO SERV). This document is to be used as a service learning resource guide to supplement the "Service Fair of Values" program. Please feel free to use and reproduce this guide in the enhancement of non-commercial educational programs.

In partnership with



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# Introduction



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## Introduction

Cesar E. Chavez was one of the most significant and influential civil rights leaders of our time. Chavez devoted himself to social justice and improving the lives of the impoverished and oppressed. His name, like the name of Martin Luther King, Jr., speaks of character and commitment. This project is in honor of the life and work of Cesar E. Chavez.

The Cesar E. Chavez “Service Fair of Values” project is a multi-faceted experience that will provide your students with a vehicle for service learning that embodies Cesar Chavez’ values. Whether used to celebrate Cesar Chavez Day (March 31, 2003) with your class or simply as a part of regular class studies, this project guide will help enhance and support the Academic Curriculum. This experience will bring to life Cesar Chavez, his values and philosophy, and his efforts to reform conditions for migrant workers in California. Using service as the vehicle for learning, students will also gain a sense of civic responsibility and understand the importance of giving back to their communities. This project will focus on the intermediate and upper grade levels and may be modified and adopted at any grade level.

## Project Summary

The project can be summarized in three parts: Pre-Service, Service, and Post-Service Activities. The Pre-Service Classroom Activities focus on the classroom study of Cesar Chavez and the migrant workers, as well as understanding the value of service and meeting a community need. Activities center on values comprehension in association with Cesar Chavez and how these values can be incorporated into specific service projects. Students should also be encouraged to take part in the planning of the Service Fair. Students perform the actual service outside of the classroom by participating in the ten service activities designated to represent each of Cesar Chavez’ values in the **Service Fair of Values**. By doing so, students not only help to meet community needs but also are stimulated into future thinking on civic engagement. The Post-Service Activities focus once again on classroom study and should include structured time for students to reflect on what they have learned and the service that they have performed. With encouragement, students develop a notion of citizenship and learn to think of themselves and community agencies as valuable resources.

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# Methodologies

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## **Methodologies**

The Cesar Chavez project is based on an experiential teaching methodology called Service Learning which links volunteer service with the academic curriculum. This methodology allows students the opportunity to learn and develop through experience and active participation. Service Learning is characterized by the following elements:

- **Academic Learning-** The service performed enhances values, skills, and/or knowledge.
- **Civic Responsibility-** The service helps meet a need in the community, as defined by the community.
- **Collaboration-** Teachers and students work with community members or outside agencies in the planning, implementation, and evaluation of the project.
- **Youth Voice-** Students are given ample opportunity to express their thoughts and play an active role in the learning process and project planning.
- **Reflection-** Thoughtful reflection is incorporated into activities before (to prepare), during (to trouble-shoot), and after (to process) the project.
- **Evaluation-** Information is collected and analyzed on the effectiveness of the project.

Research has shown that Service Learning leads to greater mutual respect of teachers and students, as well as an improved overall school climate (Weiler 1999). It often improves students' self-confidence, sense of purpose, and personal values. It gives youth a chance to develop leadership skills and practice teamwork. It also presents an opportunity to utilize critical thinking and problem solving skills for the betterment of the community.

Delaine Easton, former State Superintendent of Public Instruction, established the goal that, "by the year 2004, 50 percent of California school districts should offer all students at least one service-learning opportunity at each grade span" (CDE 1996).



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Set-Up

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# **Set-Up**

## **Gain Support For The Project**

Whether you are a teacher or administrator, it is vital that you first gain the support of all parties involved in the project. This should not be a difficult task. Most educators are very enthusiastic about this project because they understand that students only retain 10 percent of what they read in the classroom and even less of what they hear; however, 75 percent of that same knowledge can be retained if they learn by doing. Though there are always those who are a little more reluctant than others to utilize the experiential approach to learning, more often than not you will find advocates for service-learning, not adversaries. Generally, any hesitation is the result of one of two things.

First, teachers may feel overworked and under pressure to focus on State Standards. Initially, they feel that this project will somehow divert them from normal classroom activities and put them behind in their goals. However, this is not the case. The Cesar Chavez “Service Fair of Values” Project was intentionally designed to help teachers enhance the curriculum that they are already teaching in the classroom and to aid them in meeting State Standards.

The second cause for hesitation may have to do with logistical issues, such as the amount of time it takes to set up the project, time spent away from school, risk and liability, lack of funding for transportation, etc. These concerns, which are addressed in the following sections, can be minimized with the use of this guide.

## **Set A Service Date and Place**

After you have gained the support of all participants, set a time, place and date for the actual service fair. Generally, the service fair is recommended to take place over a three-hour period. Thoughtful care is needed when selecting a location for the service fair. If you are using a school site or park area, remember to provide ample room for students to participate. Spatial considerations for the service fair itself should also be made for ease of student “flow” as they move from one project to the next.

## **Make Arrangements**

The crucial arrangement besides setting a time, place, and date is the organization and planning of the actual service fair. Care is needed when selecting appropriate service activities to honor each of Cesar Chavez’ values. Each service activity must meet a community need, be age appropriate, and be easy to perform within a given period of time. Factors such as safety, resources, and manageability of a service project are key criteria in service activity selection. Organization and planning can be either teacher or student-led, but should include youth voice. Once the service activities are selected, community agencies must be contacted that can help students perform the services.

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Community agencies need to be contacted at least two months in advanced of the service fair. Community agencies should be asked to arrive at least forty five minutes in advance of the service fair to set up their specific service project and each agency will need at least thirty minutes for clean-up afterwards.

A list of national organizations that are involved in providing services that represent one or more of Cesar Chavez' ten values have been included in the Resource section of this guide. Organizations will be listed by topics for possible linkage to a particular value. There may also be local organizations that serve your area which are not listed here. A good way to check and see if there is an organization serving your area is by contacting your local Volunteer Center and asking them about service opportunities reflecting a Cesar Chavez value. You can find your local Volunteer Center through the following web-page [www.volunteercenter.org](http://www.volunteercenter.org).

### Consider Liability

Although risk factors are low, it's a good idea to plan ahead in case of an emergency. Responsibility for damage or injury must be addressed in two ways. **1) By the school.** Teachers must send home the standard school permission slip, which describes important project information, requests emergency contacts, and most importantly, the waiver of school liability. The school should explore an additional rider clause if the service fair will be held at the school site. **2) By the agency.** The organization that will lead the service project at the service fair might require a permission slip that you will need to have signed by parents. These permission slips must be brought with you on the day of the service fair and given to a representative of the agency. When working with non-English speaking parents, please remember to request permission slips in their native language. It is also advisable to require the participating agencies to sign a Memo of Understanding detailing the requirements for their participation.

### Conducting Post-Reflection

Reflection is a very important component of this project. Students will need time before, during, and after the service experience to think about what they have learned and why this is important to their lives. This can be done through small group discussions, journal entries, artwork, etc. The post-reflection is especially critical for the students, because it serves to tie the various components of the project together for them. To enhance this aspect of the project, it is suggested that you bring in a guest speaker to address your class as to the importance of what they have been studying. Due to the large legacy that Cesar Chavez has left in California, it is generally not too hard to find someone who knew him, worked with him, or was associated with him in some way.

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# Implementation



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# Implementation

**Unit: Cesar Chavez and the Value of Service**

**Goals:**

- Examine Cesar Chavez' life and values and how he made a difference in the life of others, especially the migrant farm workers.
- Encourage students to incorporate Cesar Chavez' values in their own lives.
- Help students develop an ethic of civic responsibility/citizenship and understand the value of service.

**Where does this curriculum fit into your classroom?**

This Cesar Chavez project supports the following standards for intermediate and upper elementary grades.

**Social Studies**

4.4, 4.49  
8.12, 11.104  
11.115, 11.116  
12.24

**Language Arts**

**Reading:** 1.1,  
2.0, 2.1  
2.4, 2.5  
**Writing:** 1.2, 1.8,  
2.1  
2.3, 2.4  
**Listening:** 1.1,  
1.2, 1.6  
1.10, 2.1, 2.4

**Science**

6C

**In addition, students learn social skills (working together, exploring, creating, communicating) and organizational/leadership skills for career development.**



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# Teacher Timeline

## Two Weeks Before Service:

- Spend some class time learning about Cesar Chavez, his values, and how his actions helped migrant workers make a difference in the lives of others. \*
- Examine the values of Cesar Chavez in depth. Brainstorm how each value can be associated through a service activity and incorporated into ones own life. \*
- Select one service activity to represent each of Cesar Chavez's values with your students. \*
- Organize a service fair by contacting and selecting one community agency that can organize a service project based on the value. (service fair organization can be teacher or student led) \*
- Select a site to hold the service fair. \*
- Develop a committee to discuss rules and organization for the service fair. \*
- Discuss the value of service to the providers and the recipients with your students.
- Spend class time learning about the role of community resources to foster civic responsibility and citizenship.
- Send home liability forms from agencies home with your students.

**Note: \* items denotes starting 2 months prior to event**

## Day of Service:

- Have students participate in the service fair of values.
- Make sure that each community agency checks in to the fair and is given a table, resources or space for their service activity.
- Provide water and refreshments for the community agencies (during set-up).
- Bring a camera to document the event.
- Make sure that the event starts and ends on time.
- Have a sign in sheet for students at each community agency.
- Share the service results of each project at the service fair. (Optional)
- Reflect on the impact of each of the service project. (Optional)

## Week After Service:

- Reflect on the service activity. (Results and impact)
- Continue the learning process.
- Celebrate the things that you have learned. Pass out certificates to acknowledge the accomplishments of your students.
- Evaluate the project with your students and determine whether it worked for your classroom or not.
- Fill out the project response form in the back of this guide booklet and return to GO SERV.

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# Service Learning Menu

## Pre-Service Activities

- Read a story about the life and work of Cesar Chavez.
- Define the ten values in association with Cesar Chavez.
- Define key vocabulary words centering on community agencies such as mission, purpose, service provider, service recipient, results, impact, etc.
- Define vocabulary words such as strike, boycott, union, etc.
- Create a timeline of significant events in the life of Cesar Chavez.
- Discuss some of the influences of Cesar Chavez's life that affected his work.
- Discuss what a value is.
- Using a dictionary, look up the definition to each of the 10 values associated with Chavez.
- Using the Chavez biography, identify values with specific Chavez actions throughout his life.
- Write a story of an incident in your life using Cesar Chavez values.
- Create a collage centering on each of Cesar Chavez's values.
- Bring in newspaper articles illustrating Cesar Chavez values.
- Compare the life and work of Chavez to another historical figure. Compare and identify values of each.
- Brainstorm potential service projects that demonstrate Cesar Chavez' values.
- Keep a weekly log of your daily activities that demonstrate Cesar's values.
- Invite guest speakers from community agencies to talk about the service they provide in connection with a Cesar Chavez value.
- Invite the Volunteer Center to show how they solicit agencies and volunteers to work in the area of service.
- Identify potential agencies that can provide a service activity under each value.
- Form a committee that will organize the logistics of the resource fair. (See below)
- Organize a resource fair including rules, procedures and potential community contacts. (Class discussion exercise or committee form)
- Draw a grid for service assessment once community agencies and service projects are identified. The grid can be filled in on possible results and impact.
- Study how a community agency works. Find out which agencies are most effective in meeting their missions.



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## **Service Learning Menu**

### **Pre-Service Activities (cont'd):**

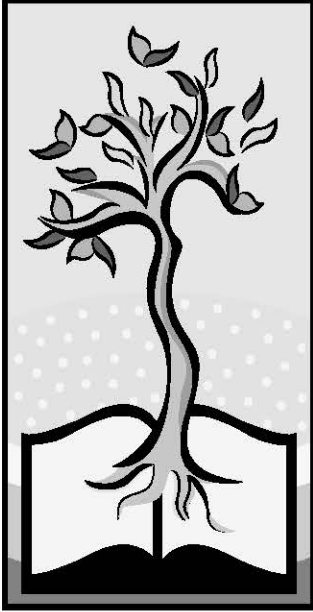
- Identify several communities in which you participate (school, family, friends). What roles do you play in each one?
- Discuss ways that values can be demonstrated through service on an ongoing basis.
- Discuss ways in which your school can make a difference after the service fair in your community.
- Brainstorm a list of your needs, and how they are met. Then ask yourself, what if? What if these needs were no longer being met, what would I do? (This is a good way to introduce a community need.)
- Take a community needs assessment? What needs are not met through Cesar Chavez's values? (Students can create their own community needs assessment)
- Invite the press to the service fair.



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## Service Learning Menu

### Post-Service Activities:



- Write a report on the strengths and weaknesses of the service fair.
- Create a newspaper article on the service fair and send to the press.
- Work in small groups and analyze the results and impact of each service project.
- Explore ways to communicate with the service recipient of your service work? How can you continue to become involved?
- Keep a journal of your experiences. Share with the class.
- Invite a community agency representative to give a follow up report on the service recipients.
- Explore how to mobilize community resources (in kind donations) to help a community agency.
- Create a directory of community agencies based on your service fair. Pass out the directory to elementary schools and other youth groups.
- Create a story on what would happen if your service activity did not exist. Who would be hurt?
- Analyze the amount of time that you spent on the service project. Could your time have been better spent? Calculate what you could do in

terms of results if you put in 40 hours at the service site.

- Create posters to solicit volunteers for the community agencies that participated in the service fair.
- Role-play how each service project was organized at the fair. Was there a leader? Were the resources adequate?
- Create a class archive or scrapbook about what you have learned about Cesar Chavez and each of the values. Each student must contribute something. Be sure to include pictures from the service fair experience.
- Create a vigil in your classroom on March 31<sup>st</sup>. You can include candles, a picture of Chavez, and objects that might represent his life, work, and the values he stood for.
- Create a short story /fable with a moral at the end which emphasizes the importance of one of the values.
- Come up with your own definition or standard of what it means to be “in need”.
- Keep a journal of various needs you see in the community (dangerous street crossings, stray animals, etc.) You can keep an “Opportunity List” of all of these needs up on a class wall; perhaps you’ll find yourself doing something about it.
- Put together a book about your community. For example, graph the population growth, include statistics about ethnic or linguistic makeup, the history of street or city names, interviews about how the community has changed over the years, result from the community needs assessment, etc. (check out your city’s web-page). This can be used as a reference guide for your “Opportunity List.”

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## **Service Learning Menu**

### **Post-Service Activities (cont'd):**

- Review the “Seasons of Service” offered at the Volunteer Center. Brainstorm ways that your class can continue exemplifying Cesar’s values through service.
- Declare every Wednesday “Random Acts of Kindness Day”.
- Create a poster called, “Five Ways to Make a Difference,” and distribute to other classes.
- Start an ongoing service project at your school such as a recycling program or a community garden.
- Create a program for elementary students on how they can participate in service projects based on values.
- Start a calendar of events for your classroom that includes “National Hunger and Homeless Awareness Week, Child Abuse Prevention Week, Red Ribbon Week, Earth Day, etc. Mark down any community service projects that are tied to these events.
- Start a Youth Council that will advise your local community on issues related to youth.
- Start a letter writing campaign on issues that are important. Explore this vehicle as a way for individual action, civic responsibility and good citizenship.
- Invite the Constitutional Rights Foundation to the class to explore ways that you can promote citizenship.



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## The Values of Cesar Chavez

<b>Service to Others:</b>	Through empowerment, not charity
<b>Sacrifice:</b>	Placing others before yourself
<b>Preference:</b>	Helping those with the most need
<b>Determination:</b>	Never give up, "Si se puede"
<b>Non-Violence:</b>	A bold, pro-active way to change the world
<b>Respect for Life:</b>	Appreciation of the environment and all living creatures
<b>Celebrating Community:</b>	Working together
<b>Knowledge:</b>	A life-long learning process
<b>Innovation:</b>	Originality, creativity, imagination
<b>Tolerance:</b>	Respect for differing beliefs

## Vocabulary Words

<b>Boycott:</b>	A peaceful way of protesting by asking people not to buy a certain thing.
<b>Exploitation:</b>	Using others to your advantage and to their harm.
<b>Non-violence:</b>	A method of resolving conflict in which communication and negotiation are used instead of physical violence.
<b>Negotiate:</b>	To resolve difference through discussion and compromise.
<b>Strike:</b>	When a group of people stops working to protest unfair conditions in their jobs.
<b>Vigil:</b>	A period of prayer and silent demonstration of faith.
<b>CBO:</b>	A community based organization to meet a community need.
<b>Mission:</b>	The overall purpose of a community organization.
<b>Resources:</b>	What one brings to the table to help a need or cause.
<b>Results:</b>	What happened because the service was performed. (usually in number form)
<b>Impact:</b>	Answers the question, "So what?"
<b>Citizenship:</b>	Ways to be a good citizen.
<b>Civic Responsibility:</b>	Responsibilities of a citizen.
<b>Individual Action:</b>	The ways that one person can become involved on an issue.
<b>Values Clarification:</b>	Analysis of your own values in relation to service.

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# Student Booklet

## Values Linkage to Service Example

<b>Chavez Value</b>	<b>Chavez Event</b>	<b>Community Agency</b>	<b>Service</b>
<b>Tolerance</b>	Childhood	UCLA Bruin Corps	Knitting caps for children with cancer.
<b>Non-Violence</b>	Migration	Ready to Read	Peace Making Cards
<b>Preference</b>	WWII and Marriage	CSU, Northridge	Food Collection Barrel Painting
<b>Service to Others</b>	Latino Rights	Occidental College	Bookmaking bookmark making
<b>Innovation</b>	Forming Partnerships	Kidspace Children's Museum	Eco Arts Festival
<b>Respect for Life</b>	Fast #1 - 1968	Tree People	Planting Seeds for the Future
<b>Determination</b>	Fast #2 - 1972	American Red Cross	Disaster Puppets
<b>Celebrating Community</b>	Fast #3 - 1988	Hathaway Family Services	UFW Flags Family Literacy
<b>Knowledge</b>	Worker Gains	Tutors Today, Teachers Tomorrow	Friendship Bracelets for Children's Shelter
<b>Sacrifice</b>	Death	U.S. Veterans Initiative	Cards for servicemen overseas.

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# Cesar Chavez

## and the Value of Service

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3.



4.



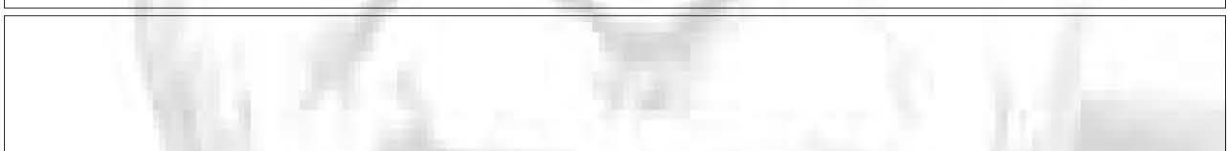
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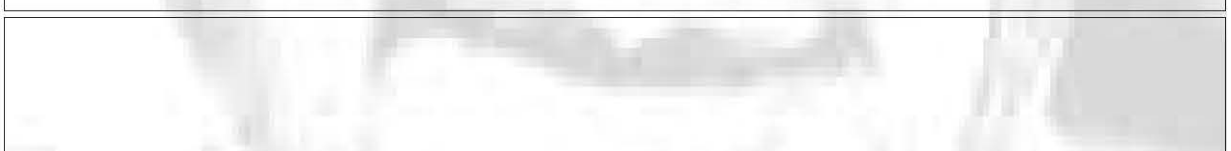
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7.



8.



9.



10.





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## **Cesar Chavez Biography**

Cesar Estrada Chavez was born in an apartment above his father's grocery store near Yuma, Arizona on March 31, 1927. He was the second out of six children born to Librado and Juana Chavez.

Cesar began school at age 7, but found it difficult because his family only spoke Spanish at home. Learning English was not an easy task, and his teachers became angry whenever he spoke Spanish at school. Fortunately, Cesar was taught many things at home. His aunts and uncles would often read to him, while his mother taught him important lessons about service and sacrifice. She was a compassionate woman and taught her children to help the poor. Many times she would send Cesar and his brother out to bring less fortunate people home for dinner.

Cesar grew up during a difficult time. The whole country was suffering from the Great Depression, and it was difficult for people to find work. Although Cesar's father owned his own business, many of his customers were poor and could not afford to pay him for the food that they needed. Cesar's father felt bad for them and would let them have the food anyway. Eventually it became impossible for the Chavez family to pay their bills, and they were forced to sell the store.

The rest of Cesar's family wasn't doing very well either. Cesar's grandfather owned over 100 acres of farmland where he raised animals and grew crops. Unfortunately, there was not enough rain one year to make the crops grow. Once again, the family was unable to pay the bills and, in 1939, were forced to sell the family farm as well.

When Cesar was 10 years old, his family packed their belongings and headed to California in search of work. In California, the Chavez family became part of the migrant community, traveling from farm to farm to pick fruits and vegetables during the harvest. They lived in many different migrant camps and were often forced to sleep in their car because they could not afford housing. During this time, Cesar attended over thirty different schools, where he often faced great difficulties with teachers who didn't like the fact that he was Mexican-American and came from a migrant family.

Once Cesar completed the eighth grade, he quit school and began working full-time as a migrant worker to help support his family. He worked long hours under the hot sun without any water to drink. And although he worked very hard, he never made more than five thousand dollars in his whole life. In 1946, when Cesar was only seventeen years old, he joined the navy and served in the Western Pacific during World War II.

Two years later, Cesar returned to California, where he eventually married Helen Fabela in 1948. They soon moved to a place in the Central Valley. Once again, Cesar began to work in the fields, but this time he started to fight for change. Like Mahatma Gandhi and Dr. Martin Luther King, Jr., Cesar believed that the best way to fight a battle was through non-violent tactics such as strikes, boycotts, fasts, and marches. That same year, Cesar took part in his first strike to increase



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## **Cesar Chavez Biography** (cont.)

wages and improve working conditions for the migrant workers. The strike didn't last long. Within several days, the workers were defeated and forced back to the fields.

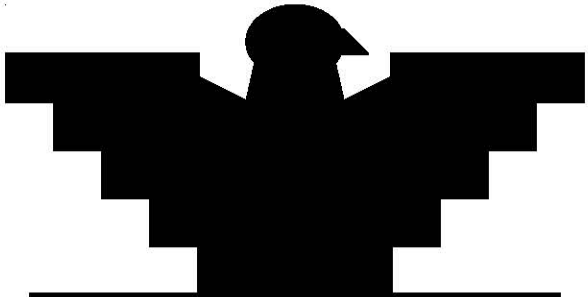
In 1952, Cesar was working in apricot orchards near San Jose and living in a community called "Sal Si Puedes" - "Get out if you can" - when he became involved with a group called the Community Service Organization (CSO). He soon began urging Mexican-Americans to register and vote. He learned that people have the power to vote for candidates who understand their problems and will help them do something about it. When people work together for a common cause, there's nothing they can't accomplish! As a result, Cesar began traveling throughout California and making speeches in support of workers' rights. In 1958, he became the director of the Community Service Organization.

Four years later, Cesar decided to form his own organization, which would focus on improving the lives of migrant workers. It was originally called the National Farm Workers Association (NFWA), but was later renamed the United Farm Workers (UFW). The UFW not only brought together Mexican-Americans, but for the first time, it united farm workers of all nationalities. In 1965, Cesar and the United Farm Workers led a strike of California grape-pickers to demand higher wages. In addition to the strike, they encouraged all Americans to boycott table grapes as a show of support. The strike and boycott lasted for five years and attracted national attention.

In 1968, Cesar began a 25-day fast to recommit himself and the migrant workers' cause to non-violence. Cesar's fast increased national awareness of the migrant workers' cause. Finally, in 1970, the United Farm Workers signed union contracts with most California grape growers. Through the union, Cesar was able to help the migrant workers receive fair wages, medical coverage, decent living conditions, as well as the respect that they deserve.

Although the migrant worker's situation had improved greatly, there were still many serious problems that needed to be addressed. One of the most dangerous was the use of pesticides on crops which were being picked by migrant workers. Many workers were becoming ill as a result of their contact with these poisons. In 1988, when Cesar was 61 years old, he began another fast which lasted for 36 days to protest the use of toxic pesticides on fruits and vegetables.

Cesar Chavez continued to work for better conditions for the migrant workers until he died in his sleep at the age of 66 on April 23, 1993. He touched so many lives that more than 30,000 people attended his funeral. Many thought that without Cesar, the union would not continue. But, they were wrong...his work does continue...



**Cesar Chavez**

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## **Cesar Chavez Events Reflect Values**

**Directions: Choose one of the three events below and write a one to three page essay. The essay should include: 1) the identification of the Cesar Chavez value in association with the event; 2) why the event was significant for farm workers; 3) how the value can apply to your personal life.**

### **Cesar Chavez Events**

- In 1962, Cesar Chavez organized the United Farm Workers to unite workers of all nationalities to improve decent living conditions.
- In 1965, Cesar Chavez boycotted grapes for five years to fight for higher worker wages.
- In 1988, Cesar Chavez protested the use of toxic pesticides by fasting. The concept of accomplishment through empowerment was important.

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# Values / Service / Agency

Use this worksheet as a tool to help brainstorm possible service activities and potential nonprofit agencies to work with relating to each of Cesar Chavez's values.

## Cesar Chavez's Values

Service to Others  
Sacrifice  
Preference to help the most needy  
Determination  
Non-Violence

Respect for Life  
Celebrating Community  
Knowledge  
Innovation  
Tolerance

Value: \_\_\_\_\_

Service Ideas:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Possible Agency Partnerships:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Notes/Ideas: \_\_\_\_\_

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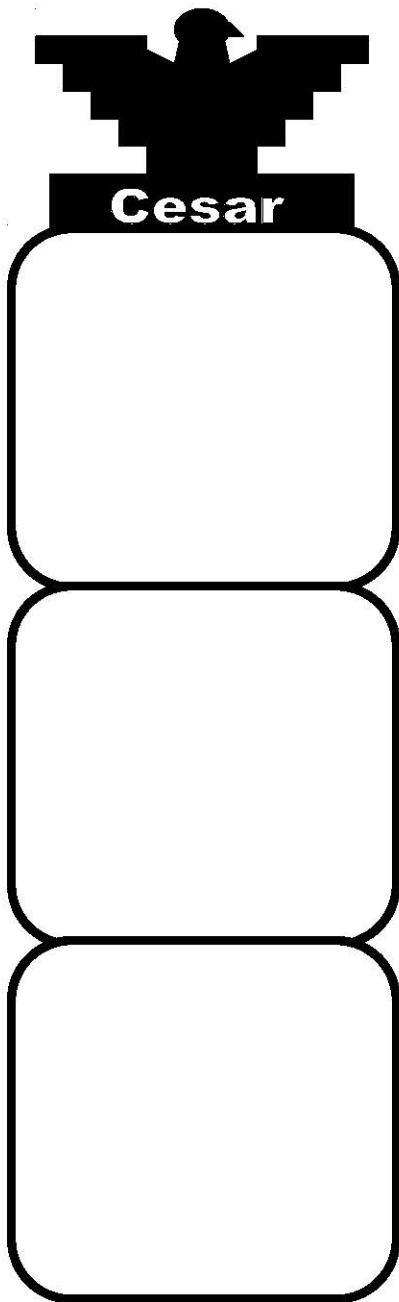






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# Teacher Booklet



## Aztec Symbols

The same year that Cesar Chavez formed the United Farm Workers he asked his cousin, Manuel, to design a flag to represent the union. Manuel sketched a drawing of an eagle on a piece of brown wrapping paper, then squared off the wing edges so that the eagle would be easier for union members to draw. Cesar chose black and red for the colors and made reference to the flag by stating, "A symbol is an important thing. That is why we chose an Aztec eagle. It gives pride...When people see it, they know it means dignity."

The Aztecs were the most powerful group of people living in Mexico from 1325 AD to 1519.

The Aztecs had great respect for animals. They compared the way animals act to the way people act. If someone was strong, he or she was compared to an animal that was strong.

The eagle (*el águila*), the hummingbird (*el colibri*), the jaguar (*el jaguar*), the monkey (*el mono*), and the frog (*la rana*) were important symbols to the Aztecs. They believed that the eagle flew into the sky with presents for the sun in the morning and flew back down to earth every evening. The hummingbird and jaguar were the symbols of the warrior. The monkey, was the symbol of quickness and movement and often associated with the wind. The frog was associated with rain, and thus, the planting and growing of crops.

**Directions:** On the left totem pole, draw pictures which symbolize the life, work, and values of Cesar Chavez. On the right totem pole, draw pictures which symbolize your own life or another historical figure you have learned about recently. Be sure to use lots of color; there should be no white space when you are finished.

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## **Cesar Chavez Reflection Activities**

Either after or during the service fair of values, students may be assembled in small groups for a 15 minute reflection. The following is an outline of the discussion which should take place and some questions which should be asked of the students.

- I. Performing service at the service fair of values (7 minutes)**
  - ? Tell me about the service that you performed..... what was it like? What did you like best....least?
  - ? What was the community need that you met?
  - ? What were the results of the service performed with the community agency?
  - ? What was the impact of the service performed with the community agency?
  - ? What resources did you use to enhance the service project?
  
- II. What values did Cesar Chavez exemplify (represent) throughout his life? (3 minutes)**
  - ? What value did you demonstrate through the service that you performed?
  - ? Which of the Cesar Chavez values can you personally identify with?
  - ? In the future, which values are going to play an important role in service that you perform?
  
- III. Community As Resources ( 3-5 minutes)**
  - ? What have you learned about civic responsibility and citizenship through the gathering of community agencies?
  - ? What skills did you learn in working with a community agency?
  - ? What partnerships beside community agencies will assist in meeting Cesar Chavez's values through service? (Use of college students, businesses, etc.)



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## Personal Stories

**Directions: Create personal stories or events in your life that illustrate 3 of Cesar Chavez's values. The first event should focus on something from your past, the second event in the present and the third event on a future story or "a dream".**

**Event 1: Choose an event from your PAST and pick a value that best represents this event.**

Value:

Story:

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**Event 2: Choose an event from the PRESENT and pick a value that best represents this event.**

Value:

Story:

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**Event 3: Choose a FUTURE event and pick a value that best represents this event. (Use your imagination!!!)**

Value:

Story:

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## **Planning a Service Fair of Values “Things To Do” List**

### **PRE- EVENT**

<b>TASK</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
1.		
2.		
3.		
4.		

### **DAY OF THE EVENT**

<b>TASK</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
1.		
2.		
3.		
4.		

### **AFTER THE EVENT**

<b>TASK</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>
1.		
2.		
3.		

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## **Community Agency Profile**

1. Name of Agency: Coordinator:
  
2. Mission:
  
3. Service Provided:
  
4. Resources:
  
5. Service Recipient:
  
6. Impact:
  
7. Cost for Service Project:
  
8. Values Covered:

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# Super Service

This certificate is presented to

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In honor of all your hard work in the  
Cesar Chavez Day of Service & Learning Project  
on the date of \_\_\_\_\_,  
we would like to give you our thanks for your service  
to the people of our community.

Presented by

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Principal

Teacher



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# RESOURCES

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## Websites/Publications

### Cesar Chavez

[www.chavezfoundation.org](http://www.chavezfoundation.org)-Cesar E. Chavez Foundation  
[www.chavezday.ca.gov/history.html](http://www.chavezday.ca.gov/history.html)- GOSERV  
[www.incwell.com/Biographies/Chavez.html](http://www.incwell.com/Biographies/Chavez.html)- Spectrum Home & School Magazine  
[rims.k12ca.us/score\\_lessons/chavez-RMS](http://rims.k12ca.us/score_lessons/chavez-RMS)  
[www.paradigmproductions.org](http://www.paradigmproductions.org)- The Fight In The Fields classroom curriculum

### Migrant Workers

[Cfwr.tripod.com](http://Cfwr.tripod.com)-Center for Farm Worker's Rights  
[www.ufw.org](http://www.ufw.org)- Farm Workers Homepage  
[www.ncfh.org/](http://www.ncfh.org/)- National Center for Farm Worker Health

### Service and Volunteerism

[www.servenet.org/content/ysa/YSA.asp](http://www.servenet.org/content/ysa/YSA.asp)- Youth Serve America  
[www.servenet.org/content/about/index.asp](http://www.servenet.org/content/about/index.asp)- SERVENet  
[www.compact.org](http://www.compact.org)- Campus Compact  
[www.cips.org](http://www.cips.org)- American Institute for Public Service  
[www.aspira.org](http://www.aspira.org)- ASPIRA  
[www.ccc.ca.gov](http://www.ccc.ca.gov)- California Conservation Corps  
[www.closeup.org](http://www.closeup.org)- Close Up Foundation  
[www.dosomething.org-Do](http://www.dosomething.org-Do) Something  
[www.impactonline.org](http://www.impactonline.org)- Impact On Line  
[www.invcoll.pdx.edu/ichtm-Invisible](http://www.invcoll.pdx.edu/ichtm-Invisible) College  
[www.ncea.com-National](http://www.ncea.com-National) Community Education Association  
[www.nccusa.org-National](http://www.nccusa.org-National) Council of Churches  
[www.dropoutprevention.org-National](http://www.dropoutprevention.org-National) Drop Out Prevention Center  
[www.nsee.org-National](http://www.nsee.org-National) Society for Experiential Education  
[www.nascc.org-National](http://www.nascc.org-National) Association for Service and Conservation Corps  
[www.nwrel.org-Northwest](http://www.nwrel.org-Northwest) Regional Education Laboratory  
[www.unitedway.org](http://www.unitedway.org)- Orange County's United Way  
[www.volunteercenter.org](http://www.volunteercenter.org)- Volunteer Center Orange County  
[www.volunteercentersca.org-Volunteer](http://www.volunteercentersca.org-Volunteer) Centers of California

### Service Learning

[www.cns.gov/learn/index.html](http://www.cns.gov/learn/index.html)- The Corporation for National Service- Learn and Serve America  
[www.nicsl.coled.umn.edu/](http://www.nicsl.coled.umn.edu/)- The National Service Learning Clearinghouse  
[nylc.org/](http://nylc.org/)-National Youth Leadership Council  
[csf.colorado.edu/sl/index.html](http://csf.colorado.edu/sl/index.html)-Higher Education National Service Learning Clearinghouse  
[www.cde.ca.gov/cyfsbranch/lsp/cshome.htm-CalServe](http://www.cde.ca.gov/cyfsbranch/lsp/cshome.htm-CalServe) K-12 Service Learning Initiative  
[www.gse.berkeley.edu/research/slc/Service](http://www.gse.berkeley.edu/research/slc/Service) Learning.html- The UC Berkeley Service Learning Research and Development Center  
[www.crf-usa.org/-The](http://www.crf-usa.org/-The) Constitutional Rights Foundation  
[www.rmcdenver.com-RMC](http://www.rmcdenver.com-RMC) Research-Denver  
[www.yscal.org/-Youth](http://www.yscal.org/-Youth) Service California

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**Volunteer Center Orange County**  
Shaun Hirschl, Director, Youth Connection  
Sarah Perko, Coordinator, Youth Connection  
Joy Hoyer, Administrative Assistant

**Glendale Community College**  
Kim Bryant, Director- Tell Me A Story

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## Project Response Form

Please let us know how your school or class is honoring Cesar Chavez and his role in California History by filling out the following information and faxing back to the Volunteer Center Orange County at (714) 834-0585 or by mailing to 1901 East Fourth Street, Suite 100, Santa Ana, CA 92705.

Name of School and District: \_\_\_\_\_

Name of Teacher: \_\_\_\_\_

E-mail: \_\_\_\_\_ Phone: \_\_\_\_\_

Grade: \_\_\_\_\_ # of Students: \_\_\_\_\_

Hours of Instruction Prior to Service: \_\_\_\_\_ after service \_\_\_\_\_ ?

Please rate your classes response to the Cesar Chavez Project:

1	2	3	4	5
Poor		Fair		Excellent

Please rate your response to the Cesar Chavez Project:

1	2	3	4	5
Poor		Fair		Excellent

Comments/Suggestions/Highlights:

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For project questions or personal assistance, please contact the Volunteer Center Orange County at [youth@volunteercenter.org](mailto:youth@volunteercenter.org).



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Governor's Office on Service and Volunteerism



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