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Spirit of Giving Teacher Resource Guide

Volunteer Center Orange County

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SPIRIT OF GIVING

TEACHER RESOURCE GUIDE

Volunteer Center Orange County
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www.volunteercenter.org

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Mission

Volunteer Center Orange County strengthens our communities by mobilizing volunteer action and accelerating nonprofit success.

Create Change

Volunteer. Learn. Grow



INTRODUCTION: WHAT IS *SPIRIT OF GIVING*?

Spirit of Giving is a non-denominational, multi-faceted Service-Learning experience that will provide your 1st and 2nd year students with the unique opportunity of “feeling the joy and elation of receiving” that translates into the spirit of volunteerism and giving back to others. This project will enhance and support academic curriculum.

Through the *Spirit of Giving*, students will have the opportunity to learn about cultural traditions of giving and examine ways they can give back to their school or community through service. In preparation for the visit and the giving of the backpacks, teachers should discuss the value of giving using the values and vocabulary words on page 9 in this guide and then select one of the three stories of giving to read to their students. To help the students understand the story, have the children do a drawing of the story you have chosen to read.

On the scheduled day, children arrive to discover a new backpack filled with school supplies, books and other goodies at each of their chairs. Later, volunteer storytellers will make a visit to read a special story and have a brief discussion on giving with the students.

PROJECT SUMMARY

The project can be summarized in three parts: pre-service, service, and post-service activities. They include:

- **Pre-Service Activities:** The activities center on receiving backpacks and the emotions felt when receiving from others. Students discuss the *Spirit of Giving* and how their families and cultures give to others. Ask students to share a story of giving from their culture.
- **Service Activities:** The service activity is completing an age-appropriate project that meets school or community needs and reinforces the spirit of giving. Discussions on school and community needs and how one can best meet those needs are central to the *Spirit of Giving*.
- **Post-Service Activities:** The activities focus on classroom study and allow structured time for students to reflect on what they have learned and how to translate receiving into giving to others. Students may focus on potential ways of giving service to others both currently and in the future.

SERVICE-LEARNING METHODOLOGY

The *Spirit of Giving* project is based on an experiential teaching methodology called Service-Learning, which links volunteer service with the academic curriculum. This methodology gives 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 real 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 a 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.

∞ **Forty-four percent** of adults volunteer and two-thirds of these volunteers began volunteering their time when they were young.

CURRICULUM

Unit: *Spirit of Giving* and the Value of Service.

Goals: To learn the spirit of giving back to others in your home, school, and community.

Where does this curriculum fit into your classroom?

The *Spirit of Giving* project supports the following standards for 1st grade.

Language Arts

Reading Comprehension: 2.2, 2.7

Literary Response and Analysis: 3.1, 3.2

Writing: 1.2, 1.4, 1.6, 1.7 and 1.8

Listening & Speaking: 1.1, 1.2, 1.6, 1.10

TIMELINE

WEEK BEFORE SERVICE

- Spend some time in class reviewing *Spirit of Giving*. Students should talk about how they felt while receiving the backpacks, and how this represents the *Spirit of Giving* message.
- Discuss how we can all do service for people in our community (meets a need).
- Read “The Story of Ping” and have students come up with a group project. (Lesson 1)
- Identify a service project that revolves around the home, school, or community.
- Spend time learning about content, skills, or values related to the identified service.

DAY OF SERVICE

- Perform the service at home (if applicable).
- Perform the service at school (if applicable).
- Perform the service in the community, at service site (if applicable).
- If service will be performed in the community, take care of logistics such as transportation, signed permission slips to the service site, parental assistance and appropriate time frame.

WEEK AFTER SERVICE

- Reflect on the service activity.
- Have students write a thank you note to the volunteers and sponsors (Lesson 2)
- Continue the learning process.
- Celebrate all 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.

PRE-SERVICE ACTIVITIES

Choose from the following ideas or create your own:

- Discuss how you felt while receiving the backpack.
- Discuss how you will use the gifts in the backpack.
- Draw your favorite item from the backpack.
- Share an item from your backpack with a friend.
- Discuss the spirit of giving.
- Discuss what a value is.
- List a favorite way that you can give something to someone.
- Draw what you can give to someone else.
- Lesson 1 – *The Story of Ping*
- Brainstorm ways that you can give back in your home or neighborhood and with family or neighbors.
- Talk to family members on ways to give back at home.
- Create a checklist of ways to give back to your school.
- Invite the principal to discuss how you can give back to your school.
- Invite community members to discuss how they help in their community.
- Invite community organizations to discuss how they help the community and how young students can help them.

∞ Adults who began volunteering as youth are **twice as likely to volunteer** as those who did not volunteer when they were younger.

SERVICE ACTIVITIES

Choose from the following ideas or create your own:

Home and Family

- Help wash and dry the dishes.
- Fold the laundry.
- Clean up your room.
- Help dust the furniture.
- Set the table for dinner.
- Pick up your toys.
- Help to cook a meal.
- Assist in caring for pets.

School

- Pick up the trash in the school yard.
- Plant a community school garden.
- Recycle cans and plastic goods.
- Create book covers for all school textbooks.
- Help keep school classrooms clean at the end of the day.
- Help teach others when they do not understand (tutor).
- Create school safety rules.
- Bring a book and share a story with a friend.

Community

- Create get well cards for people sick and in the hospital.
- Write letters to the elderly in a nursing home.
- Design dolls for motel kids.
- Start a canned food drive.
- Pick up trash at a public park.
- Entertain with a song and dance during the holiday season.
- Make bookmarks for city libraries.
- Seek out neighborhood agencies that could use assistance.

POST-SERVICE ACTIVITIES

Choose from the following ideas or create your own:

- Write a thank you to Volunteer Center Orange County for the backpack. (Lesson 2 – *Thank You Notes*)
- Draw a picture of the service that you performed at home, school, or in the community.
- Discuss how you felt after performing the service activity.
- Talk with a family member on ways to improve the service that you performed at home.
- Make a list of additional ways to help your family at home.
- Create a story about how your school improved through your service.
- Invite a community member to the classroom to talk about how they improve the community.
- Create a class scrapbook on the *Spirit of Giving* and how it is important to give. Each person puts in a picture or sentence on how they gave.
- Create a story or fable with a moral at the end which emphasizes the importance of one of the values.
- Put together a book about your community.
- Start a calendar of events in your community and ways in which you can help. (MLK or Cesar Chavez Day).
- Declare a day “Random Acts of Kindness Day.”
- Create a poster called “Five Ways to Make a Difference,” and distribute to other classes.
- Call Volunteer Center Orange County for more ideas about how to serve as a classroom!

∞ In every income and age group, **those who volunteered as youth give and volunteer more** than those who did not.

VALUES OF *SPIRIT OF GIVING*

Directions:

There are values that students can learn by participating in *Spirit of Giving*. Your students should examine the values by understanding their meaning (definition) and applying the values to their own lives. The values are:

- Kindness - doing something nice for someone.
- Service to Others - performing an activity to benefit another person or group.
- Community – a group of people living in an area.
- Sacrifice – placing others before yourself.

VOCABULARY WORDS

Directions:

There are key vocabulary words in association with the *Spirit of Giving* project. Please review the words with your students.

- Sharing
- Home
- School
- Community
- Giving

∞ High school volunteering recently reached the **highest levels**
in the past 50 years.



STORY 1: THE LEGEND OF SAINT NICHOLAS

A long time ago in a faraway land lived a very special boy named Nicholas. Nicholas' parents were very rich. They died when Nicholas was a teenager, leaving Nicholas a great fortune.

“What should I do with all these riches?” Nicholas wondered.

Nicholas was kind and good, and he decided the best thing he could do would be to help others – but to help them secretly.

So at night, Nicholas would wrap himself in his cloak and deliver food, clothing and money to those people in his town who needed it.

Now in Nicholas' town there lived a poor family with three daughters. The girls' father wanted to be able to pay for their wedding – but he didn't have enough money.

Nicholas wanted to help the family. So when it was time for the oldest daughter to be married, Nicholas went to the man's home at night and put a bag of gold outside the door. The next morning, the girls' father discovered the gold and the family rejoiced!

Later Nicholas tossed a second bag of gold into the family's chimney for the second daughter's wedding. When it came time for the third daughter to be married, the girls' father stood watch. He wanted to find out who was giving his family these bags of gold! This time, Nicholas tossed the bag of gold through an open window. As soon as the father heard the bag of coins hit the floor, he ran outside and chased young Nicholas until he caught him.

Nicholas was embarrassed and made the father promise not to tell anyone who had helped his family. Of course, the father couldn't keep Nicholas' secret very long, and soon the whole town knew who had been doing all the good deeds.

Nicholas rewarded children who had been good throughout the year secretly leaving them presents during the month of December. Even today, we remember Saint Nicholas for his special love of children. In many countries throughout the world, children get bags filled with presents on December 6 – which is called Saint Nicholas' Day.

The End



STORY 2: A RAMADAN STORY

Azeed watched eagerly as the sun set over the Cairo skyline. From where he stood on the top of his parents' apartment building, he could see the Great Pyramid outlined by the orange-red ball.

It was the last hour of the last day of the month of Ramadan, and Azeed was very hungry because he had not eaten all day. During the month of Ramadan, good Muslims do not eat or drink while the sun is up, and Azeed's parents raised him to be a good Muslim.

As soon as the sun set, Azeed heard the call to prayer as it rang out through the city. Running back down the stairs to his home, Azeed quickly ate the date his mom gave him and prayed.

Azeed could barely stand still during prayer because today was also the first day of Eid, the last holiday of the year. Ramadan lanterns would be lighting the streets with bright, happy colors, and best of all, huge tables of food would be set out so that everyone could eat yummy food for free.

Once Azeed finished praying with his parents they let him go down to meet his friends and eat. Azeed ate until he was full, and then stuffed sweet bread in his pockets for later. He saw his friend Ahmed across the street and ran to go meet him.

"Good evening!" Azeed said.

"Good evening! How are you?" Ahmed answered, giving Azeed a high five.

"Great!" The two boys talked and laughed together as they walked, avoiding the people who were celebrating the Eid all around them. They were waiting at a stop light when Azeed saw a little girl. She was only six, but she was walking up to the stopped cars and was begging for money. Azeed watched as everyone shook their heads; only one person gave her a few coins. As the cars zoomed away, she rubbed her eyes and tried to brush the dirt from her ragged skirt. She also rubbed her belly and looked at the tables of food, which were almost empty by now.

"Wait for me," Azeed said to Ahmed as he ran across the street.

"Friend," he said to the little girl. "Are you hungry?" he asked, holding out the dessert he had taken earlier.

"Yes!" she said quickly and ate the sweet with joy. She thanked him, and Azeed ran back to his friend Ahmed.

"Why did you do that?" Ahmed asked.

"She needed it more than I did," Azeed explained. "My parents say that giving people something they need is what Eid is all about."

The End



STORY 3: QUARTERS, DIMES, NICKELS & PENNIES

David's Mom wanted him to understand the value of giving to others during the holiday time. She gave him a bright yellow can so he could start saving his change. David listened closely to the jingling sound as he dropped his first coins into his bright yellow can. His mother even gave him a few pennies to put into his can every morning.

"That way we begin each day by saving money to help people who have less than we do," she said to him.

David did not understand how the pennies in his yellow can could help less fortunate people, but he liked the way his ears tickled from the sounds the coins made as he dropped them into the can. Sometimes, when David was especially good, Daddy gave him a nickel. David would add it to the coins in his yellow can. One day Grandpa reached deep into his pocket and took out one quarter, one dime, one nickel and one penny. Then he put David on his lap and asked him to name each coin.

When David said them all correctly, Grandpa let him keep all the coins. "You must always use your money for good things," Grandpa told David. David knew that a good thing to do was to put all the coins Grandpa gave him into his yellow can. He put the coins in and listened to the jingling sounds.

One morning, as David was dropping some pennies into the can, he found that no more coins would fit! He lifted the lid to see what was wrong, and oh, my! David's yellow can was filled to the top.

On the first day of Hanukah, his Mom put the yellow can into a bag. Then she took David with her into town. "You should be proud that your can is so full," Mom said as they walked to the bus station. "Your coins will be able to help those who have less than us."

David still didn't understand how his full yellow can could help anyone. But, he was happy that his mother was proud of him. When they go off the bus, his mom walked up to a small building on the corner of a busy street. David held her hand tightly. Inside the building, David saw all kinds of people sitting and eating at long tables. On the tables were bowls of steaming hot soup, sandwiches and strawberry Jell-O. David's mom walked over to a kind looking lady who was serving the food.

David's Mom walked over to a kind lady who was serving the food. "Hello. Mrs. Goodman. My little boy has a full can for your soup kitchen," his mom said proudly.

Continued on next page...

“We could surely use that here!” Mrs. Goodman said, smiling. Then she wiped her hands on a towel and told David and his mom to follow her into the office. Mrs. Goodman opened the yellow can and emptied it onto the desk. Oh! So many coins.

David and his Mom helped Mrs. Goodman separate the coins. Quarters in one pile, dimes in another, nickels in a third pile, and of course, piles and piles of pennies. First Mrs. Goodman counted the pile of quarters. There were 16 quarters in all. Mrs. Goodman marked some numbers on a piece of paper. Then she counted the pile of dimes. There were 26 dimes in the pile. David’s mom counted 33 nickels. Mrs. Goodman, David and his Mom each counted some piles of pennies. There were 171 pennies all together.

Mrs. Goodman added all the numbers on the paper and exclaimed, “You have nine dollars and ninety six cents in your yellow can!”

She looked at a long list that was on her desk. “Let’s see now,” she said. “That will help us buy lunch for two more hungry people!”

Mrs. Goodman thanked David and handed him a new red can. “We hope you’ll come back when this one is full,” she said.

David waved goodbye. On the way home, David’s Mom gave him some pennies to put into his new red can. “This will help those less fortunate than us,” she said. Now David knew what she meant.

One by one, he dropped the pennies in and listened carefully. They jingled more noisily than ever before. “They must be feeling as good as I do,” said David

As David rode home on the bus with his Mom he knew what he was going to do with the coins he would get for Hanukah.

The End

LESSON 1 – THE STORY OF PING

| | |
|-----------------------------|---|
| Goals | Creating a project the class can do together to provide service to others. |
| Grade Level | 1 st grade |
| Standards | <p>Reading Comprehension</p> <p><i>Comprehension and Analysis</i></p> <p>2.2 Respond to who, what, where and how questions</p> <p>2.7 Retell the central ideas of simple expository or narrative</p> <p>Literary Response and Analysis</p> <p><i>Narrative Analysis of Grade-Level-Appropriate Text</i></p> <p>3.1 Identify and describe the elements of plot, setting, and character(s) in a story as well as the story’s beginning, middle and ending.</p> <p>3.2 Describe the roles of authors and illustrators and their contributions to the printed material.</p> |
| Time | 30 minutes |
| Key Terms | bridge shadow fishing boat spanked swooped |
| Teacher Instructions | <ol style="list-style-type: none"> 1. Read “The Story of Ping.” 2. Ask students questions about the story <ul style="list-style-type: none"> • Who are the main characters in this story? • Where does this story take place? • How does the story begin? • What is the main idea of the story? • Who is telling the story? • How do the pictures add to the story? • What is the problem that needs to be solved? • How did the young boy solve the problem? <p style="text-align: right;"><i>Continued on next page...</i></p> |

| | |
|-------------------------------------|---|
| | <ol style="list-style-type: none"> 3. Divide students into small groups and have them come up with two things they could do as a group to help others. 4. Have members of each group share their ideas and list ideas on the board. 5. Select one of the ideas and have students implement a service project. 6. Have students reflect on their project by asking each student to write one sentence on how they felt about helping others. |
| <p>Additional Activities</p> | <p><u>Language Arts</u> – Create a story or fable with a moral at the end which emphasizes the importance of giving.</p> |

LESSON 2 – THANK YOU NOTES

| | |
|-----------------------------|--|
| Goals | To write a note of thanks to the volunteers, letting them know what the students have learned and how they will “pay it forward.” |
| Grade Level | 1 st grade |
| Standards | <p>Written English Language Conventions</p> <p><i>Sentence Structure</i> --1.1 Write in complete, coherent sentences.</p> <p><i>Grammar</i> -- 1.2 Identify and correctly use singular and plural nouns.</p> <p><i>Punctuation</i> -- 1.4 Use period, exclamation point, or questions marks at the end of sentences.</p> <p style="padding-left: 40px;">1.6 Use knowledge of basic rules of punctuation and capitalization when writing.</p> <p><i>Capitalization</i> – 1.7 Capitalize the first word of a sentence, names of people and the pronoun “I.”</p> <p><i>Spelling</i> –1.8 Spell three-and four-letter short-vowel words and grade-level-appropriate sight words correctly.</p> |
| Time | 30 minutes |
| Key Terms | volunteer thanks giving sharing |
| Teacher Instructions | <ol style="list-style-type: none"> 1. Have students share what they learned from the <i>Spirit of Giving</i> visitors who came to their classroom 2. List on the board the things the students learned. 3. Divide students into small groups to talk about what they could to do help others – friends, family, etc. 4. Have members of each group share their ideas. Put ideas on the board. 5. Have students draw a picture showing what they will do to help others. <p style="text-align: right;"><i>Continued on next page...</i></p> |

| | |
|-------------------------------------|---|
| | <p>6. Have students write a thank you note to the volunteers. Make sure they include the following:</p> <ul style="list-style-type: none"> a. A thank you sentence at the beginning. b. A sentence about what they learned. c. A sentence about what they will do to help others. <p>7. Send thank you letters and student drawings to Volunteer Center Orange County.</p> |
| <p>Additional Activities</p> | <p><u>Language Arts</u> – Have the students create class illustrated, alphabet “big book” that illustrates ways young people can help others that they can share with other students.</p> |

WHY USE SERVICE-LEARNING?

Students receive a variety of academic and social benefits. Students will...

- Understand the relevance of what they are learning in school and apply the knowledge and skills to the world outside the school.
- Remember and use the content information and skills that they learned in class through service learning.
- Have an improved understanding of their role as citizens in a democratic society.
- Understand that every community has needs that are often unmet, and learn how to identify those needs.
- Develop an ethic of providing service to others and to their community.
- Understand that working with other people as a team is often an effective way of addressing issues and solving community problems.
- Reflect on their service experiences and on the affect those experiences will have on the lives they served and on their own lives.

∞ Those who volunteered as youth and whose parents volunteered became the **most generous adults in giving time.**

Spirit of Giving Service Learning Project Teacher Survey

Teacher Information requested

Please fill in the information

Name _____ (Optional) School _____

Number of years in teaching _____

Please rate the achievement of your students as it relates to the outcomes of this project using the following scale.

| |
|---|
| 1. 90-100% of my students did achieve this outcome |
| 2. 75-89% of my students did achieve this outcome |
| 3. 50-74% of my students did achieve this outcome |
| 4. 50-74% of my students did not achieve this outcome |
| 5. 75-89% of my students did not achieve this outcome |
| 6. 90-100% of my students did not achieve this outcome |

Student Outcome:

| |
|--|
| |
| |
| |
| |

Students will understand the 4 values of *Spirit of Giving*

Students will identify characters and plot of story that is read to them.

Students will identify ways they can give to others.

Students will learn to write a thank you note.

Service Learning

- Without formal training in service learning, what do you feel is the main purpose of this teaching methodology?

2. Based upon your participation in this experience, would you use service learning again as a methodology in your classroom?

YES NO

Comments:

The Project In Its Entirety

| Please rate the following sections of this project. | | | | |
|---|------------------|-------------|---------------------|-------------|
| | Excellent | Good | Satisfactory | Poor |
| Teacher In-service Training | | | | |
| Classroom Resource Materials | | | | |
| Day of Discovery | | | | |

RESOURCES

SERVICE & VOLUNTEERISM

www.servenet.org/content/ysa/YSA.asp - Youth Service America

www.servenet.org/content/about/index.asp - SERVENet

www.compact.org - Campus Compact

www.aips.org - American Institute for Public Service

www.aspira.org - ASPIRA

www.ccc.ca.gov - California Conservation Corps

www.closeup.org - Close Up Foundation

www.dosomething.org – Do Something

www.Impactonline.org - Impact On Line

www.invcoll.pdx.edu/ic.htm - Invisible College

www.nsee.org - National Society for Experiential Education

www.nascc.org - National Association for Service and Conservation Corps

www.nwrel.org - Northwest Regional Education Laboratory

www.unitedway.org Orange County's United Way

www.volunteercenter.org Volunteer Center Orange County

www.volunteercentersca.org Volunteer Centers of California

SERVICE-LEARNING

www.cns.gov/learn/index.html - The Corporation for National Service-Learn and Serve America

www.nicsl.coled.umn.edu - The National Service Learning Clearinghouse

www.nylc.org - National Youth Leadership Council

csf.colorado.edu/sl/index.html - Higher Education National Service Learning Clearinghouse

www.cde.ca.gov/cyfsbranch/lsp/cshome.htm - CalServe K-12 Service Learning Initiative

www.stanford.edu/group/SL2000/ - The Service Learning 2000 Center at Stanford University

www.-gse.berkeley.edu/research/slc/ServiceLearning.html - The UC Berkeley Service-Learning Research and Development Center

www.crf-usa.org - The Constitutional Rights Foundation

www.yscal.org - Youth Service California



2008 EVENTS

Martin Luther King, Jr. Day
January 21, 2007

Cesar Chavez Day
March 31, 2008

National & Global Youth Service Day
April 25-27, 2008

National Volunteer Week
April 27 – May 3, 2008

Join Hands Day
May 3, 2008

My Good Deed Day
September 11, 2008

Make a Difference Day
October 25, 2008

National Family Volunteer Day
November 22, 2008

For more information visit:
www.volunteercenter.org



VOLUNTEER SERVICE OPPORTUNITES FOR YOUTH

We encourage educators, youth advisors, students, and parent support groups, to take advantage of Volunteer Center Orange County programs and services geared to growing our next generation of volunteer leaders! Volunteer Center Orange County has a strong Youth Connection program dedicated to fostering a lifetime “ethic of service’ among youth between 5-18 years of age.

Hands On

Youth and their families can find easy ways to engage in community service, explore a variety of “youth friendly” volunteer opportunities, or find convenient locations where family, friends, and/or club members can participate in one time volunteer activities or events. Sign up on Hands On and find service opportunities on the Hands On calendar at www.volunteercenter.org . Volunteer hours can be logged and tracked on line for a permanent record of community involvement!

Martin Luther King Jr. Day of Service

On **January 21, 2008**, we celebrate the 22nd anniversary of the Martin Luther King Jr. federal holiday. Americans across the country will celebrate by honoring the life and work of Dr. Martin Luther King, Jr. Join hundreds of Orange County volunteers on January 15, 2007, to honor Dr. King by serving others. You can register and make Dr. King's Day "a day On and not a day OFF," by registering on our website at www.volunteercenter.org

Service-Learning

As one of the state leaders in Service-Learning, Volunteer Center Orange County can provide technical assistance to educators, summer programs and after school programs on the educational method that connects service to the academic curriculum.

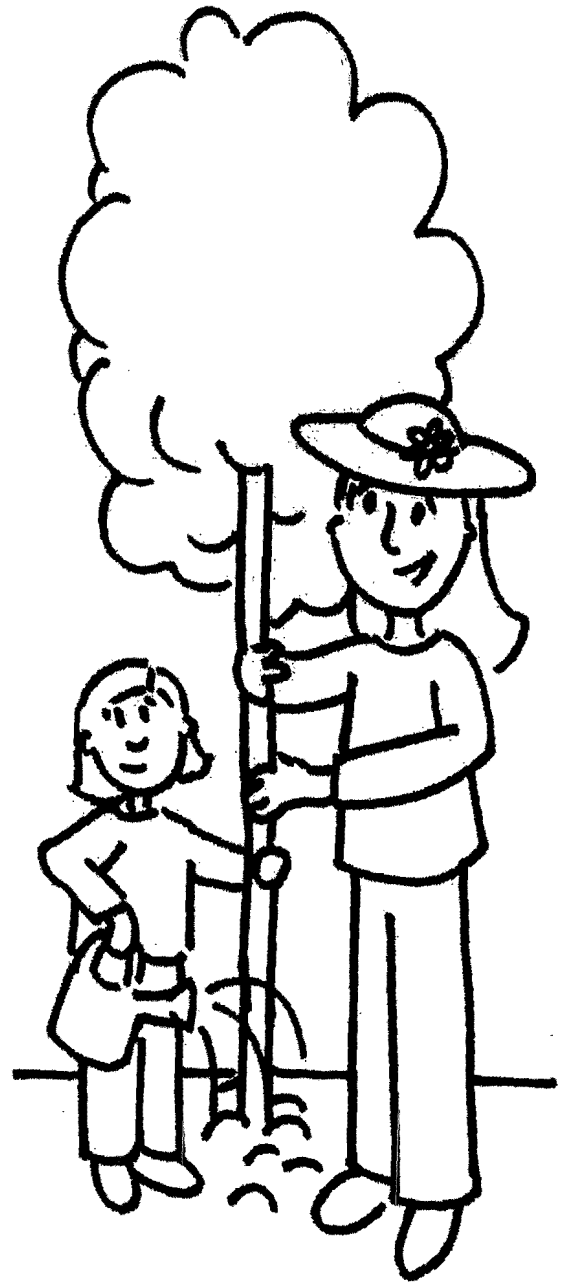
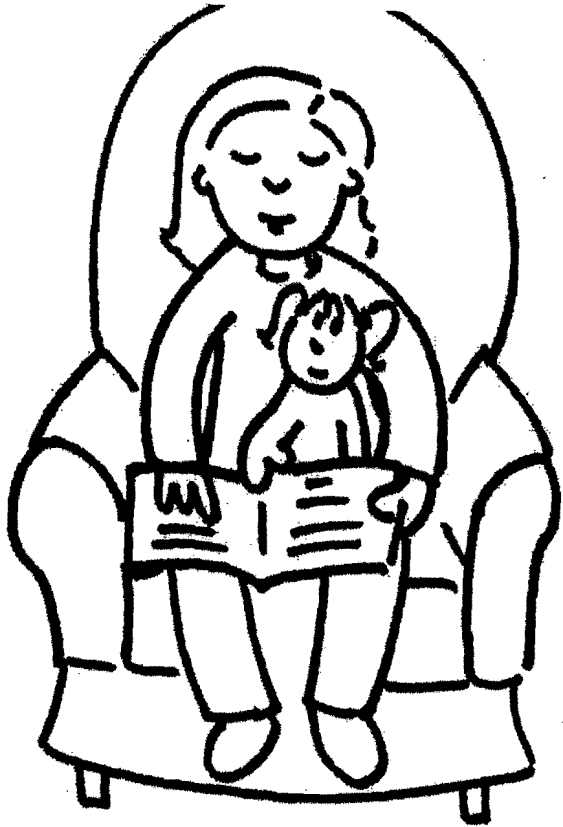
School Support

Youth Connection staff provides ongoing assistance to schools, parents and youth advisors in the development of viable community service projects and volunteer opportunities to promote volunteer awareness through speaking engagements, school volunteer fairs, of visit to classes, youth meetings and/or assemblies.

Check out:

www.volunteercenter.org

For more information on additional programs and services for students and educators, call Bette Weinberg, Director, Volunteer Services at (714) 953-5757 Ext. 135.



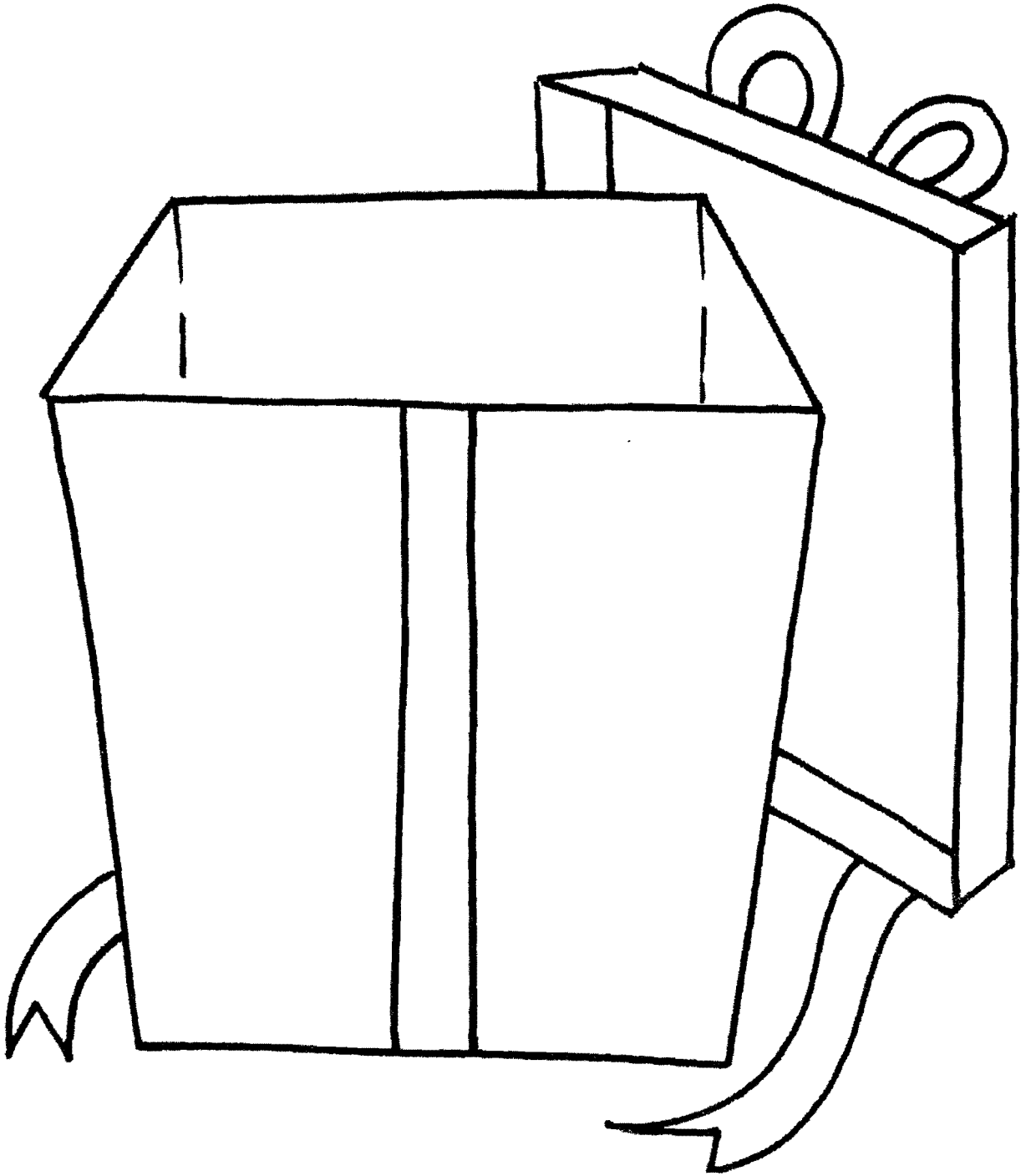
Giving is a
life long
experience.



The spirit of giving is alive and well.



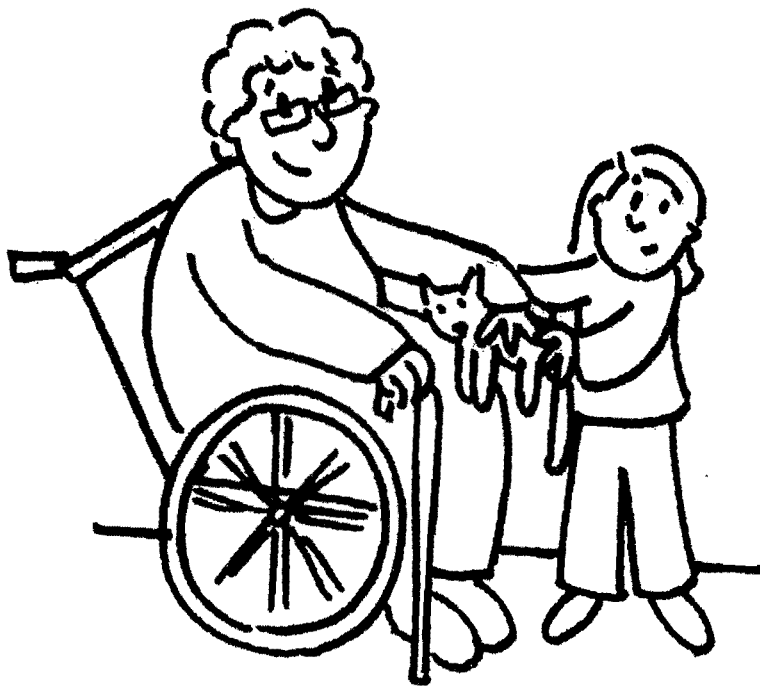
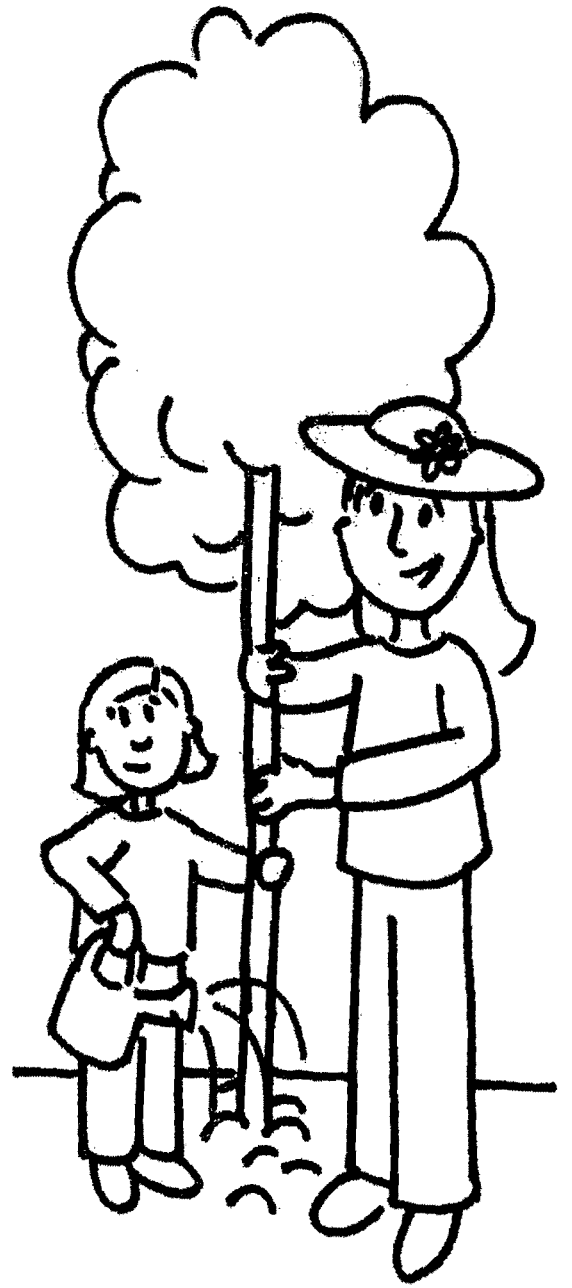
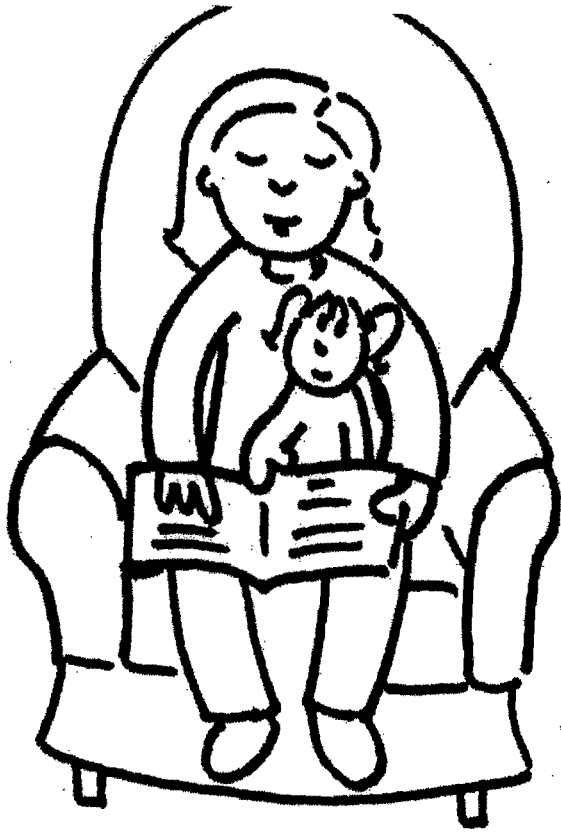
There are many ways to give back.



If you could give something
what would it be?



One of the best things about
receiving is giving



**Giving is a
life long
experience.**

**A SPECIAL THANK YOU
TO ALL WHO MADE THIS GUIDE POSSIBLE**

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We give you our thanks for your
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Principal

Date

Teacher

Date

