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Community Service Learning Packet

Martin Kimeldorf

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Community Service Learning Packet

By
Martin Kimeldorf

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Draft #5

While I am not charging for these materials I would appreciate hearing from you and learning what you think of the packet and how you used it. You can write to me at the address listed below. Special thanks to the MED forum on America Online for making distribution of this work possible through their software libraries.

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INSTRUCTOR'S INTRODUCTION AND GUIDE

This learning packet contains a set of exercises designed to stimulate the student's thinking about their community and the value of community service. It begins with a personal definition of the word "community." From this definition, the student then gathers information about the school community. Hopefully, by attending school club meetings students will increase their sense of belonging and learn about options for volunteering at their campus. The notion that young people are selfish and hedonistic is examined in a section about stereotypes and biased news reporting. To break up the "worksheet" sequence two movie assignment guides are provided, where students view stories of compassion or caring and documentaries about youth performing volunteer service.

After establishing some understanding of altruistic acts, the students then are called upon to define the word "community service" or "volunteering." What constitutes an act of service? With this definition in mind they progress to an analysis of their community service interests. Similar to a job interest test, the Volunteer Interest Inventory not only helps students identify their interests, it also supplies them with possibilities for serving. After choosing an interest, students analyze the varied benefits of service (from a personal growth and awareness to learning new skills). Finally, the students begin to consider contributions they may wish to make, and they legacy they might want to leave behind. The culminating project is the creation of a PSA or public service announcement about a current problem which the student has selected to highlight.

In summary, these worksheets attempt to introduce the following concepts:

- Membership in a community implies benefits and responsibilities
- Negative stereotypes need not overshadow the unsung contributions of today's youth
- One can explore different talents and interests in volunteer work
- Reasons why people serve (the premise for altruism)
- Possible options for serving.

There are many options you can employ for using this packet. You might use it as an introduction to a unit on service learning and volunteering. It may be used to gather information about public service interests for a portfolio. This short packet could also be used to develop ideas for a service project in a club. As a result, you may choose to use only a few of the materials at a time and vary the sequence to fit your needs.

At times it will be useful (and more fun) to have students complete the exercises in groups or teams. Some activities, like the inventories, can only be done individually. In addition, you'll find that you can enrich the experience by inviting speakers or creating panels. Speakers can also include students who volunteer in various clubs or community groups, volunteer role models from your local RSVP (Retired Seniors Volunteer Program), VISTA (Volunteers In Service To America), and other groups promoting volunteerism as may be found in local JTPA, intern, YMCA/YWCA, scouts, churches, political parties, service clubs operated by business groups, environmental groups, etc., etc. If you're lucky enough to have transportation, then try to arrange field trips to local shelters, wildlife refuges, park restorations, nursing homes, community agencies, etc., will prove interesting.

How long will this packet take? That depends on how many exercises you use, if you provide time in class to work on them. The exercises requiring more time than a single session typically include: #2—Your School Community, #3 Stereotypes And Realities About People, #6—Making A Difference—Hero Charts, #14—Creating A PSA (Public Service Announcement) Skit, and the use of movies assignments.

Two caveats

The worst thing that can happen is that this packet simply becomes another set of worksheets completed for a grade. All exercises will benefit from some introductory discussion and

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concluding moment for de-briefing or reflecting. The second problem will occur if the program becomes “cannibalized.” If the materials are used in a haphazard way, students will find the worksheets showing up in social studies, home and family life, English, career education, etc. It will be important that the materials be used in a non-overlapping manner. This can be monitored with a simple listing of who is using the materials and for what students.

MATERIALS AND RESOURCES LIST

You may want to start a list of materials and resources to accompany this packet. The following is a beginning list:

- A listing of school clubs
- Videos about service (see Audio Visual listing shown next)
- List of local speakers and role models (teen hot lines, Peer tutors, Boosters Club, Rotary or Kiwanis, YMCA, literacy programs, colleges, DARE, public interest groups, etc., etc.)

Audio Visuals

All the Difference: Youth Service in Minnesota. This documentary film produced in 1989 depicts how high school students are working to meet the needs of other people by working in social agencies, schools, and through special projects. Available from Minnesota Dept. of Education, Youth Development Initiative, Capitol Square Bldg., 550 Cedar Street, St. Paul, MN 55101.

Everyone Can Be Great Because Everyone Can Serve. This is a great overview of the youth service movement. It is well done and covers a range of activities from school, to college, to various service corps. Youth Service America, 1319 F St., NW, Washington, DC 20004

Today's Heroes. This is one of the best short introductions. Many moving parts show what kids say about how they feel about contributing to their community. Hitachi Foundation.

Washington Service Corps (WSC). Shows how a VISTA-like organization in the state of Washington provides volunteer experiences, training and stipends. WSC, 212 Maple Park MS: KG-11, Olympia, WA 98504-5311.

Other Workbooks and References

• *Expanding Work Opportunities.* Martin Kimeldorf. This is a series of 3 mini-workbooks helping young people explore and identify their talents in 3 paid and unpaid forms of work. The second book may be of special interest *Working In Community Service— Volunteer Service* (grades 7-10). The series helps students to assess their interests, communicate their skills, and investigate local opportunities where they can use their talents. Educational Design, 47 W. 13th, New York City, New York 10011.

• *Imagine...Youth Service.* This report summarizes the best practices based on input from over 100 people in focus groups, personal interviews, and a review of existing literature. The report describes various model programs in schools, colleges, communities, and related business and labor initiatives. Some of the issues covered include school credits, mandatory programs, program design, management and staffing. The quotes, anecdotes and useful summaries will inspire and encourage development of your own programs. State Center for Voluntary Action, Department of Community Service, 9th and Columbia Building, Olympia, WA 98504.

• “Serving Your School and Community.” *Leadership*. Vol. 21, No. 3. Nov. 1992. Summarizes the benefits of community service, provides a method for identifying volunteer interests, and includes a listing of teaching resources (reports, curriculums, workbooks, etc.)

• *Kid's Guide To Social Action.* Barabara A. Lewis. Free Spirit Press. Minneapolis, MN. This books includes examples of middle school students volunteering and is filled with techniques about the tools for social involvement: phoning, letter writing, lobbying, petitioning, interviewing, speech making, fundraising

Volunteer Youth Training and Leadership Manual (VYTAL). This field-tested, comprehensive program contains ready-to-use classroom materials for both junior and senior high schools. It covers volunteering through leadership and has been used extensively in Pittsburgh schools. The materials could be used as the core curriculum in a service class. United Way of Allegheny County, P.O. Box 735, Pittsburgh, PA 15230. (summer 1989 edition.)

#1—WHAT COMMUNITIES DO YOU BELONG TO ?

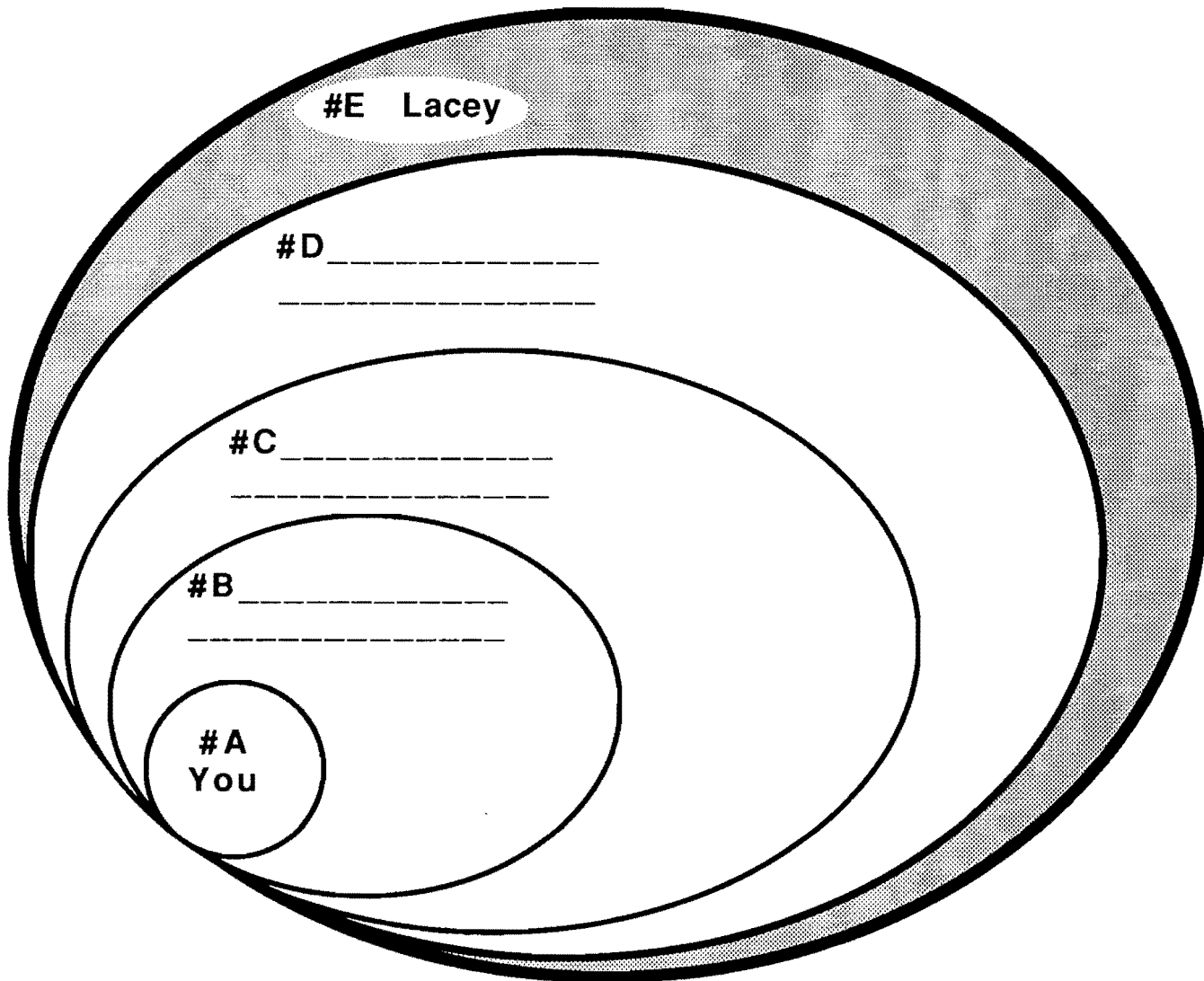
Name(s) _____ Class _____ Per. ____ Date _____

We all belong to many communities, many cultures, many groups. In this exercise you'll attempt to identify all the different communities that you belong to. In this exercise the word community refers to any group you feel a special attraction to, a group where you sense you belong. These communities include people for whom you feel a sense of responsibility. When you use the word "community" in this way, you'll find that you belong to many different kinds of communities.

MEMBERSHIP

At the smallest community is the community of one: You. This is signified in Circle #A below. Moving upward in number, what is the next larger community you feel you belong to? Is it your friends, family, neighborhood? Would the next level be a school, team, club, church???? At the most basic level, it becomes the town or city you live in. In the circle below this is the #E Circle and in the example it is called Lacey.

For each of the circles below #B through #D try to identify the community you belong to. Within each circle list the names of people or types of people who belong in that circle.



DESCRIBING MEMBERSHIP IN MY DIFFERENT COMMUNITIES

For each of the communities you belong to list three things: Benefits, Typical Problems, and Your Responsibilities. For example, if you listed a Team as a community, then the benefits might be friendship, people with similar interests, support. The typical problems might be accepting defeat, getting along, coordination on the team. Then you'd list your responsibilities to your community or team. It could be staying in shape, learning game strategies, helping others improve, sharing, etc.

Community B	
Benefits _____ _____ _____	Typical Problems _____ _____ _____
My Responsibilities _____ _____	
Community C	
Benefits _____ _____ _____	Typical Problems _____ _____ _____
My Responsibilities _____ _____	
Community D	
Benefits _____ _____ _____	Typical Problems _____ _____ _____
My Responsibilities _____ _____	

SUMMARY

Now sum up your feelings about the word community by writing a comment about each.

What is the most important community you belong to at this time?

Define what the word "community" means to you.

What does it mean to belong to a community? What does it take to belong to a community?

#2—YOUR SCHOOL COMMUNITY

Name(s) _____ Class _____ Per. ____ Date _____

There are many ways to develop skills. Besides learning in classes and on the job, you can gain valuable experience in a club. You also can make new friends in the clubs. Timberline has many different clubs. Some clubs to keep your eye on include: DO, Art, FHA, FBLA, FFA, Interact, PEP, VICA, Hiking, etc.

Assignment #1—What clubs interest me Due _____

Look in the brochure describing last year's clubs. Pick out three clubs you might want to join. You are picking at least three clubs because clubs change from year to year. Some clubs change with the members. There may be new ones this year. You will need to find out what they do, when they meet, the qualifications (some clubs require that you belong to a certain class), and where they meet. Most of this information will be in the brochure, but not all of it.

Club Name <hr/> When and Where they meet (if info is available) When _____ Where _____ Qualifications for club (if any) <hr/>	<p style="text-align: center;">What they did last year</p> <hr/> <hr/> <hr/> <hr/> <p style="text-align: center;">Why I might like this club if they still meet</p> <hr/>
---	---

Club Name <hr/> When and Where they meet When _____ Where _____ Qualifications for club (if any) <hr/>	<p style="text-align: center;">What they did last year</p> <hr/> <hr/> <hr/> <hr/> <p style="text-align: center;">Why I might like this club if they still meet</p> <hr/>
---	---

Club Name <hr/> When and Where they meet When _____ Where _____ Qualifications for club (if any) <hr/>	<p style="text-align: center;">What they did last year</p> <hr/> <hr/> <hr/> <hr/> <p style="text-align: center;">Why I might like this club if they still meet</p> <hr/>
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Assignment #2—Club Participation Tracking Form Due _____

Your assignment is to make three visits to one or more clubs. It can be three meetings in one club or three different clubs. Use this form to verify your contacts and report on what you thought of the club.

Club Visited Number 1 _____ Date _____ Signature of advisor or club official _____	Evaluation <input type="checkbox"/> I'd like to learn more <input type="checkbox"/> I'll go back. The next meeting is _____ <input type="checkbox"/> I'll try something else Other comments:
---	---

What happened
What I saw or heard or did _____

Club Visited Number 2 _____ Date _____ Signature of advisor or club official _____	Evaluation <input type="checkbox"/> I'd like to learn more <input type="checkbox"/> I'll go back. The next meeting is _____ <input type="checkbox"/> I'll try something else Other comments:
---	---

What happened
What I saw or heard or did _____

Club Visited Number 3 _____ Date _____ Signature of advisor or club official _____	Evaluation <input type="checkbox"/> I'd like to learn more <input type="checkbox"/> I'll go back. The next meeting is _____ <input type="checkbox"/> I'll try something else Other comments:
---	---

What happened
What I saw or heard or did _____

#3—STEREOTYPES AND REALITIES ABOUT YOUNG AND OLD PEOPLE

Name(s) _____ Class _____ Per. ____ Date _____

Many members of different communities feel that they are not treated fairly in the news, or that their community is represented with a negative bias. Everyone in high school has membership in the group sometimes called “teenagers” or “today’s youth.” Do you feel your age group is treated fairly? What about members of other age groups? Some people feel that both the young and the old of our society are portrayed unfairly with stereotypes in our mass media. In this exercise you’ll do some investigation to find out the common stereotypes of both the young and the old.

COLLECTING THE EVIDENCE

- 1) As a team decide how you can collect the following:
 - a) All the news stories about anything to do with youth and senior citizens across two days. Stories can be about schools or nursing homes, health or drugs, poverty or driving, abuse or gangs, crimes as well as positive things like people receiving awards, volunteering, making a difference. As long as the story is about a young or old person or has information about young and old people in it, you can collect it. Try to collect at least 10 articles from newspapers.
 - b) Samples of birthday cards that speak about aging, or being a teenager. Write down 5 messages about young and old people which you feel conveys an attitude about being young or old.
 - c) Find out what people associate with the words “Senior Citizen” and Teenager.” You can do this in a quick survey by asking people to write down in 1 minute all the words they associate with each age group. The trick is in having the person be honest. You could make a form which is sent back to you anonymously. Try to find out what 10 different people think.

ANALYZE THE RESULTS

2) Make a chart that looks like the following in order to summarize your results. Your chart will have to be larger in order to summarize your findings.

	Young People	Older People
Positive images		
Negative images and stereotypes		

- 3) Begin to form some conclusion from your findings. Write about what you found out by answering at least four of the five questions listed next.
 - a) Looking over your chart did you find the positive and negative images balanced or unbalanced?
 - b) If you were able to do a survey, did you feel people gave you honest answers? Tell why or why not.
 - c) What advice would you have for makers of birthday cards?
 - d) Editors set policy for what newspapers cover or say. If you could be the editor of the local newspaper would you change any of the policies about the coverage of young people in our area? What changes would you make?
 - e) Besides stereotypes, what other ways do young people and old people share similar problems? (For example, many people think that young and older people shouldn’t drive).
- 4) Suppose you were a foreign visitor to this country and you were on vacation in your home town. You read the newspapers, listen to the television news, shop for cards for your nephew’s birthday. What impression would you have about the youth in this country? Read the following letter and then finish off how you think the letter will end.

Dear Mikato,

America is truly a fascinating place. So much to see and do. Americans talk and eat very fast. They have so many choices when they go in the stores. Ah, you might think it was heaven here, but they have their problems too. There are homeless people on the streets, and they have problems with air and water pollution just as we do. But what is really fascinating is their young people. After listening to the news and reading the papers for one week I can report to you that American youth are best described as...

Yours, Hillel.

WHAT WOULD YOU CHANGE IF YOU WERE IN CHARGE?

5) Look over the following headlines. Tell why you think these types of headlines rarely get printed in the newspaper.

**AGRICULTURE STUDENTS
PUT UNEMPLOYED ADULTS TO
WORK**

FFA students bid clean-up jobs on logged Weyerhaeuser acreage. The contracts are then used to hire unemployed adults in their community...

**WASHINGTON SERVICE CORPS MEMBERS
STAFF LOCAL EMERGENCY TEAMS**

Unemployed and out-of-school youth working in the Washington Service Corps (an organization like VISTA) have become invaluable resources in hard-hit Washington small towns. These young people help staff local fire and emergency response teams...

**TACOMA YOUTH INITIATIVE
*Leads Graffiti White Out Campaign***

Members of Tacoma's Youth Initiative are not complaining about being bored. Instead of complaining about problems, they are busy creating solutions. The youth initiative is channeling young people's energy into service projects. Last Saturday several members went on a graffiti white-out paint spree, while others planned how to set up an after school recreation alternative for out-of-school youth, and another group rehearsed for a school assembly about Tacoma's drugs and gangs...

**WORK STUDY STUDENTS
Choosing Community Service**

An innovative program allows Work-Study college students the opportunity to work in local non-profit programs. Instead of the usual work-study jobs, enthusiastic participants speak about the difference they are making by mentoring at-risk youth, working in local health clinics, and tutoring in literacy programs...

OREGON'S YOUTH EARN COLLEGE VOUCHERS FOR COMMUNITY SERVICE

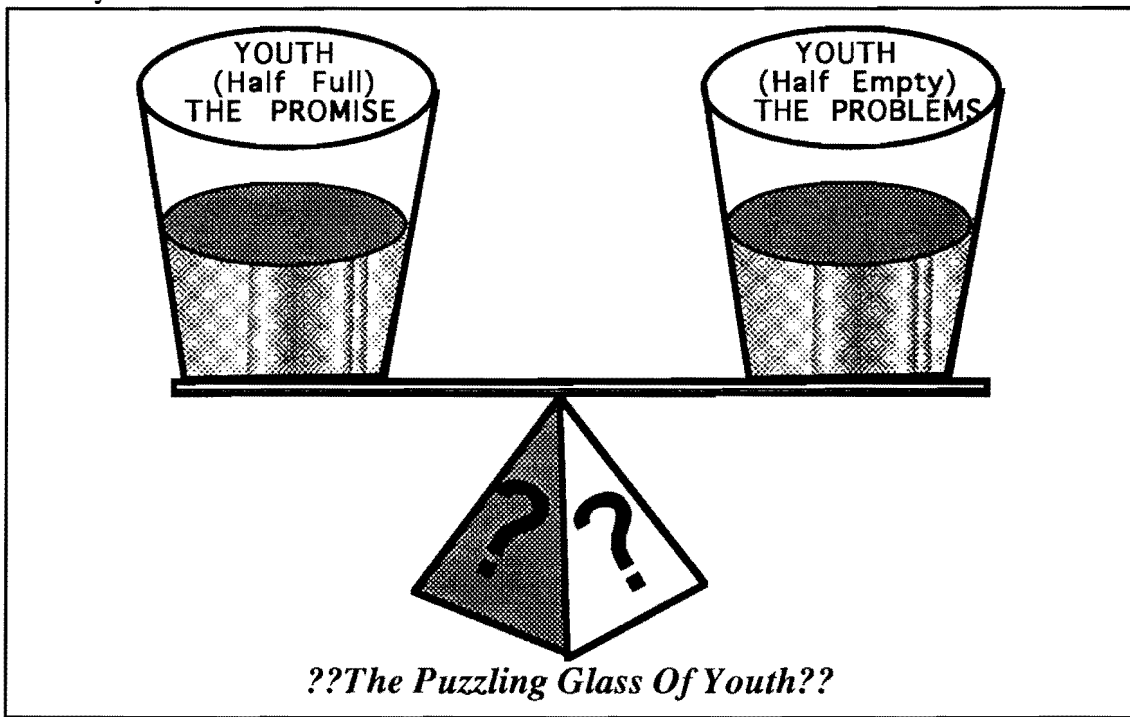
In a unique VISTO program Oregon youth (16-19) can now earn college tuition vouchers in exchange for performing community service in local agencies...

STUDENTS IN YOUR TOWN CHARTING A NEW COURSE

The community service movement sweeping the nation's youth found expression recently in a local high school. It began this Fall when several students at...

List something which you feel should have been reported about young people which never got into the newspaper. It might be something positive about an athlete, performer, or even someone you know.

6) Now see if you can sum up your feelings about the meaning of the word "Youth." What do you think is a fair, balanced, definition of the word? Below is one answer done with a computer graphics program. What does the picture mean to you?



Express what the word "youth" or "teenager" or "young adult" or "student" means to you. Choose any of the following options for your expression.

- Copy and explain the words from a song
- Write your own song or poem
- Make your own picture or collage
- Write a short journal, essay, or letter
- Make a carving or painting
- Create a comic or editorial cartoon
- Make something using technology (computer, video, tape deck, music synthesizer, multi-media, etc.)

#4—INVENTORYING YOUR INHERITANCE

Name(s) _____ Class _____ Per. ____ Date _____

What kind of world have you inherited? Think of both the problems and the opportunities. What are some examples of the chaos and conflict in the world today? Can you also recall examples of cooperation and sharing?

Below list examples which come to mind from news headlines, stories, television. Begin with the global or worldwide perspective and end with local examples.

Follow these next three steps:

- 1) Pick a recorder for your group to record your ideas. This persona may later report out to a larger group.
- 2) Brainstorm for a few minutes each of the different categories. Try to write 3 examples in each box.

Examples of Problems...<i>Chaos & Conflict</i>	Examples Opportunities...<i>Cooperation & Sharing</i>
---	--

World Wide or International Examples	

Nationally and Statewide	

Your Community, School or Neighborhood	

3) Write one or two lines that best describe the world you have inherited...

#5—MOVIE ASSIGNMENT #1 (PREPARING FOR YOUR INTERVIEW)

Name(s) _____ Class _____ Per. ____ Date _____

Watch a movie where someone makes a difference. It might be a commercial movie, a movie based on a novel, or a documentary. It should be a movie which tells a story and has characters in it.

1) After watching the movie, see if you can come up with reasons why the character made the sacrifices he or she did. Assume you played the main character, the hero who made a difference. Or assume you were one of the people interviewed in the film about volunteer service.

Further assume that you've just been invited to go on a late-night television show and tell what you feel about volunteering. You know you're going to be asked why you think it is important for people to contribute to their community, why it is important to try to make a difference. To prepare for the interview you list five benefits you believe the character received from volunteering. To help you make the list look over the following ideas (a through m) and check off any ideas which appeal to you. Then, at the end, list five benefits.

- a) Made new friends or learned to work with others different from myself.
- b) By helping others, the character got a better view of who I am and what I can do.
- c) The character got to tackle or take on major responsibilities.
- d) The character got a better perspective on his or her own life and problems by helping others.
- e) Helping to solve a social problem develops leadership skills.
- f) Serving gave the character a chance to explore his/her talents and interests. It was an opportunity to test skills and strengths.
- g) I learn the best and get the most involved when I use my skills to work on real life problems.
- h) I'll use more advanced thinking and problem-solving skills when I am challenged to work on a serious problem.
- i) This was a way to prove to others that the character was worth something and could make a valuable contribution.
- j) By learning how to help others, the character improved his or her people skills.
- k) By doing something positive, the person was less likely to get involved in trouble or anti-social acts.
- l) The person just had to help others; it was his or her nature or personality type.
- m) The character wanted to do something important and make a contribution.

2) List five benefits in your own words. Tell why it is important to serve or help others.

- n) _____
- o) _____
- p) _____
- q) _____
- r) _____

#6—MAKING A DIFFERENCE—HERO CHARTS

Name(s) _____ Class _____ Per. ____ Date _____

Some people try to make a difference; trying to make the world a better place. Some stick their necks out and take a risk, others quietly work behind the scenes, and some do their work on television (like fundraising and concerts). Some of these heroes you have read about or seen on television. Many others help out each day and go “unsung.” In this exercise we’ll try to recall some of the heroes who are making a difference.

WELL KNOWN HEROES

1) See how many names you collect within three days on this Hero Chart. You must put in the person’s name and a one-to-five-word note about what he or she did. Treat it like a BINGO card and see if you can get the names you need to make a bingo or a blackout. The people you put in must fit the definition of a hero: someone who takes a risk or uses his or her time to help others or make the world a better place. When you turn in your chart, you’ll be asked to describe the five heroes you admire most. You might be asked to share heroes from the “H” column or heroes listed on a diagonal. Ask around to get ideas for names. You’ll be surprised at what you can find out if you ask people outside of your typical group of friends. This hero chart is about any well known person you know today or from history.

H	E	R	O	!
A well known singer	A famous athlete or team	A leader in politics, military, or public service	A religious leader or organization	A rich person who has helped others
A well known scientist	A large business	A national club or helping organization	A senior citizen whose contribution is well known	A young person whose contribution is well known
A well known artists writer, playwright or author	A well known person of the opposite sex (from you)	An organization which handles emergencies	A character in a book	A well known doctor, lawyer, or philosopher, or scientists
A character in a song or character in a movie	A painter or sculpture	A well known teacher today or from the past	An animal in real life or in a movie or book	A union or union member
A well known person who belongs to an ethnic minority	A well known conservationist	A poor person whose contribution is well known	A well known woman	A well known man

COLLECTING YOUR OWN HERO STORY

Every day the newspaper, especially on Sunday, prints stories about people who try to make a difference. There are also stories on the news. Read the two stories below and then collect your own story. These are called human interest stories. They are about average people who put out an exceptional effort to help others or their community or their environment. Two sample stories are shown next. These are taken from real newspaper reports.

Art and Minnie Irvine, Volunteers of the Week, work with Shelton Services to At-Risk Seniors (STARS) program. The Irvines have been volunteers with STARS for over 1 1/2 years. They serve as host and hostess for the program, service lunches, help at bingo games. Art plays the guitar and uses humor to keep an upbeat mood for the clients.

“Art has excellent leadership qualities and can fill in anywhere. I can turn the program over to Art if I have to leave, and I know he will keep things going,” says Christie Logan, program assistant site director. “Minnie plays cribbage and communicates with clients and is especially helpful with people who have special needs. In fact, Minnie is unable to speak herself and uses her excellent non-verbal communication skills and instincts to get people up and going.

At Teaneck High Jessel Davis has two volunteer jobs. During the day Jessel volunteers helps in the reading program. He makes displays related to the books students are reading and he helps out with vocabulary sheets. Then two Saturdays each month this active student goes down to the community center to help athletes prepare for the Special Olympics.

When asked why, the smiling young hero said, “I’m just an average person in school—but when I serve I feel way above average. People depend on me, they need my help, and I get treated with a lot of respect. I will continue to volunteer as long as I’m needed. I once got help from my neighbor when I went out for soccer. She was a coach. I loved the game until my accident. I think Dr. King summed it up well when he said, ‘Everyone can be great because everyone can serve.’”

2) Have you ever read about an average person who has done something like the people in these two stories? Collect one written story about a hero. Check your newspapers, especially the Sunday paper. You’ll often find stories in the supplemental section (like *Parade* magazine). Attach the story to this exercise and then write about the following:

a) Summarize briefly what the person did that made a difference.

b) What sacrifices did the person make?

c) What did this person get out of it? How did the hero benefit? (You may have to make a guess here.)

d) What do you have in common with this person?

LOCAL HEROES CHART

3) Many times we overlook the contributions made by those around us, people from our own community. Like the people you just read about (Art, Minnie, and Jessel), these local heroes may also have stories about making a contribution. See if you can fill in a Hero Chart for local heroes in your community. How long will it take you to get a BINGO?

H	E	R	O	!
A local politician	A local athlete	A local singer or performer	A local religious leader	Someone who does a job (occupation) you admire
An older person	A neighbor	A person your age	A person younger than you	A person who graduated and is going to college or training program
A local business, employce, or service group (Rotary, Kiwanis)	A local senior citizen	Professional helpers, doctors, counselors, nurses, parole officer, social worker	A person in your school	A person related to you.
A teacher	A coach or club adviser	A principal or administrator	A secretary or office worker	A custodian, bus, or delivery person
A bus driver	Groups or people contributing time to a cause (conservation, animal, youth , elders, planning)	emergency people (crisis clinic, police, fire, 911, counselor)	someone who has helped you personally	Local service organizations Scouts, 4-H, YMCA, DARE)

WHY?

4) Interview one person from your local hero list. Find out why they volunteer to make a difference. Summarize what they tell you.

#7—DEFINING COMMUNITY SERVICE...

Name(s) _____ Class _____ Per. ____ Date _____

The word “volunteering” and “community service” are often used to mean the same thing. Yet, everyone has a different definition of what it means to volunteer or to serve their community. In this exercise you’ll try to decide on a common definition and then check to see if you have ever fit it.

WHAT DOES COMMUNITY SERVICE MEAN TO YOU?

1) Check off those that fit your definition of community or school service:

- a) A student serves as tutor in the study hall.
- b) While on the job a student gets the employer to donate to the school food drive.
- c) Student is invited to serve on a policy advisory committee with teachers. Reluctant at first, he later agrees.
- d) Students participate in Scout project rehabilitating a shelter. They earn badges for completing the project.
- e) Students in a vocational club organize a thank-you breakfast for their employers.
- f) Student monitors water quality of a stream for science project. Projects are a required part of class.
- g) Student rehearses and performs in an after-school play.
- h) Student joins a service club because it will look good on a college application.
- i) After being cut from the team, the student volunteers to be the team manager.
- j) Student donates blood in local blood drive.
- k) Student becomes an after-school aide. The credit is needed in order to graduate.
- l) A student who must work takes a day off from work to babysit the neighbor’s children. She only accepts enough for bus fare.

2) Compare your answers from the previous question with two other people and see where you mainly agree and disagree. Circle the ones you agree on and underline the ones you disagree about.

3) Try to write your definition of the words “community service” or “volunteering.” Tell what it is and what it isn’t.

4) According to my definition, I have done community service
 many times before a few times never _____

5) Compare your answer to someone else. Then see if the two of you can write a definition you both agree on.

#8—VOLUNTEER INTEREST INVENTORY

Name(s) _____ Class _____ Per. ____ Date _____

How would you like to explore your talents and interests while serving others? Put a ✓ check in any box which describes something that would strongly appeal to you.

1) Teach, counsel, coach, or care for others

- tutor, teach, train, coach, mentor others
- work with elderly, babies, children, handicapped
- work with homeless, hungry, needy
- counsel with individuals, peers, a support group
- assist in goodwill and cultural exchanges
- use hospitality or friendship skills as a guide, usher, in museum, visitors bureau, school, theater, club)
- work in institutions or local agencies
- use leadership skills to organize a service project
- work with animals or pets

2) Use my abilities with tools or equipment

- preserve or conserve the environment
- repair or build things for others
- make or fix clothes or food

3) Help with transportation or emergencies

- distribute emergency or needed supplies food, clothing, fuel, medical supplies.
- transport people, needed items, or messages
- assist in local emergencies

4) Use my artistic, athletic, or performing interests to benefit others

- perform, announce, or help at benefits, sports events, art shows, museums, fairs, malls, etc.
- entertain confined people
- decorate or beautify areas, buildings, objects
- assist in local parks, recreation, and sports events
- create a video, audio tape, poster, display, mural to help promote a cause or increase awareness

5) Use my business talents

- shopping for others, consumer advocacy
- raise funds, collect donations or needed materials, work auctions, cashier or work concessions.
- design an advertising campaign for a cause
- work on local business goals
- serve in a business organization

6) Use office and communication skills

- helping with typing, collating, mailings, filing, phoning, data entry
- use computers and related materials
- work on financial or record-keeping tasks
- use my writing skills
- work with libraries or archives

7) Use scientific, health, or safety skills

- conduct surveys, studies, observations, or research
- assist in health projects or programs
- increase public awareness about technology or science, health problems, or safety issues
- use math talents to help on projects

8) Participate through a youth, community, religious, or political organization

- join a cause, group, party, committee
- serve in a community service group, club, professional organization, religious group, or for a foundation.
- work on a project organized by a student club, class, committee, or living (residential) unit
- serve by participating in an employee group like a union or professional organization
- join a long-term, stipended service organization like VISTA, Peace Corps, Washington Service Corps.

My Top Three Choices

Looking back over the items you checked, which three are of greatest interest to you? Circle these three.

#9—MOVIE ASSIGNMENT #2 (RECOGNIZING, GRADING, AND REWARDING SERVICE)

Name(s) _____ Class _____ Per. ____ Date _____

Watch a movie where someone makes a difference. It should be a movie about volunteering like Hitachi's Today's Heroes, or a movie about an organization like VISTA or PEACE CORPS or the WASHINGTON SERVICE CORPS.

1) Assume that you were a teacher filling out a report card on one of the characters you saw in the movie. What kind of student, what kind of person do you think this character was? How would you grade him or her on the following report card?

Name _____			Year In School _____		
Period	Subjects	Grade	Work Habits & Citizenship		Grade
1	English		1. Follows directions.		
2	Math		2. Shows respect for others.		
3	Science		3. Completes work on time.		
4	P.E.		4. Accepts criticism.		
5	elective:(list a class s/he would like)		5. Comes to class prepared.		
6	elective:(list a class s/he would like)		6. Shows initiative		

2) Do you feel that this report really shows what the character can do? Is the report card missing any category you'd like to be able to grade the character on? Write your response next.

I think _____

3) Do you think students should be able to earn grades or points toward grades for performing volunteer work? Tell why or why not.

I think _____

4) Some schools are stating that each student must perform so many hours of community service as part of their graduation requirements. Do you think this is good or bad? Why?

I think _____

5) Some people in Congress think that students should be able to earn a voucher or stipend which could help pay for college in exchange for one to two years of service to their community. Is this a good idea? Why?

I think _____

#10—BENEFITS OF SERVICE

Name(s) _____ Class _____ Per. ____ Date _____

Volunteers often claim they benefit from their service experience. Below is a list of 20 benefits reported by volunteers. Which (if any) of these benefits would be most important for you? Check as many as you like.

Personal and Social Benefits

- a) I'd make new friends or learn to work with others different from myself.
- b) By helping others, I'll get a better view of who I am and what I can do.
- c) I enjoy tackling adult responsibilities and being recognized for what I can do.
- d) I feel good when I help others and I get a better perspective on my own life, my own problems.
- e) Helping to solve a social problem develops leadership skills.
- f) Working on a service project is a nice alternative to the boredom I often face in my spare time.
- g) I might enjoy adults more when I work with them or help them on a project.
- h) Serving in the community or at school would give me a chance to explore my talents and interests. I could try out new skills and jobs. This would help me make a better career choice.
- i) Serving in the community would give me valuable contacts. I'd meet people who might help me later in life to get jobs and other opportunities.
- j) Having service experience on my record would help me when I apply for jobs, college, scholarships, internships, or memberships.

Learning and School Benefits

- k) I learn the best and get the most involved when I use my skills to work on real life problems.
- l) I'll use more advanced thinking and problem solving skills when I am challenged to work on a serious problem.
- m) If I'm limited to demonstrating knowledge only in a classroom with paper and pencil I don't do well. However, give me a chance to use my other talents in a service project and I can show you more.
- n) School spirit, pride, and image improve when I and others do volunteer service.
- o) By learning how to help others, I could improve skills in listening and observing.

Community Benefits

- p) If I liked volunteering, I'd do more for my community as a future citizen and voter.
- q) When I have opportunities to do something positive, I am less likely to get involved in trouble or anti-social acts.
- r) I know that people in our community need more services than we can afford. By serving, I can help get more things done and improve our community.
- s) I will do more when asked and given an opportunity to volunteer.
- t) I want to do something important and make a contribution.
- u) Another benefit not mentioned could be:

What are the most important benefits to you?

Look back at the items you have checked off between letters a and u. Which two benefits would be the most important to you?

Which categories did these two benefits fall under?

- Personal and Social Benefits
- Learning and School Benefits
- Community Benefits

#11—BRAINSTORMING CONTRIBUTIONS YOU COULD MAKE...

Name(s) _____ Class _____ Per. ____ Date _____

On this page you'll find three exercises to help you brainstorm how you could use your talents to help make the world and your community a better place. These exercises are designed to stir your imagination and recollection about the human spirit.

EXERCISE #1...Imagine Making A Difference In Your Community

Nothing happens ... unless first a dream —Carl Sandberg

a) Suppose you were given \$1 million to spend on making a single improvement. What would you spend it on? _____

b) Suppose, instead, that you were given 1 year off with school credit to use your time to make a contribution...How would you like to spend that time? _____

c) Suppose you decided to contribute without any special money or program. List some small contribution which could make a difference _____

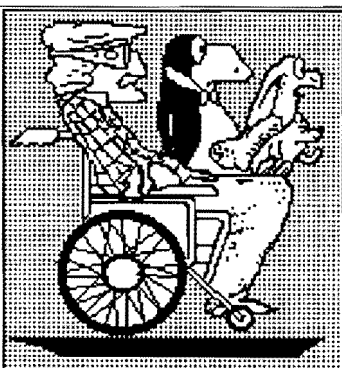


EXERCISE #2...Imagine the new News

Imagination is more important than information—Albert Einstein

d) List a problem in the USA. _____

e) Suppose a large number of people worked on this problem. How might the headlines in our newspaper change? Write a sample headline on the top of the newspaper (on the left).



EXERCISE #3...How do local heroes change our lives?

People wrapped up in their own problems make very small bundles. —unknown

f) Try to recall a news story or personal experience demonstrating how your life changed as a result of helping others, or being helped by others? Describe it next.

#12—WORDS OF WISDOM...

Name(s) _____ Class _____ Per. ____ Date _____

Suppose you were the editor of the Sunday newspaper. You have decided to do a special feature story about "Youth as Resources" to counteract all the recent negative publicity. Over the fax wires came the following ideas for stories found on this page. These are quotes from young people about their experience in community service. Which quotes would you want to investigate further for use as a possible feature story in the Sunday newspaper? Circle the quote or quotes you would follow up with for a story...

a) These men in the veterans hospital taught me more than I will ever be able to give back to them.. While we talked, this one man told me about his stories of World War I...The conversations were interesting and by the time I was supposed to leave I had learned a lot from their experiences during an important part of our history. Visiting this place allowed me to learn a little about America and myself as well. They helped me to learn another side of humility that I never knew existed.

b) My parents said they see a difference in my attitude since I've begun tutoring in the literacy program. I do have more patience. The thing is, I'm not as afraid to get out of school now. I've seen what it's like to work. As a result, I have learned more about myself, my friends, other people of the world and the world itself than in my entire previous sixteen year existence.

c) I worked in a shelter for homeless families and also worked in a student-run community service club. For me, this experience was eye-opening, stereotype breaking, and attitude changing. I really grew attached to some of the kids at the shelter and found myself wanting to return to see them again...I am a person who was initially opposed to the whole service learning thing. I have changed my attitude almost completely (which is not something I do very often)...I am becoming convinced that just a little time required in community service will yield a lifetime of dedication to help.

d) I got involved after I was required by the court to do community service. Funny thing is, I was good at it. In fact, my supervisor asked me to stay on and start a program to get other youth involved. So I stayed. They gave me a desk, phone, and a small budget. I started a phone bank where neighbors could call in to get some help with chores they were unable to do themselves. Most of the requests came from elderly people and single parents. I believe that youth can make a difference if we work together...In the end, I realized that I am not a bad person and I am capable of incredible things if I take advantage of the freedom within myself...By giving away my time and myself—I got back a whole lot.

e) Whenever my buddy (a child at the family shelter) knows that I am coming to see her she waits at a certain corner. As soon as she sees me she runs to me and gives me a huge hug. I can relate to the relationship I have with my buddy because I had no brothers or sisters and when I was young, my father traveled 70% of the year. I would have really valued a relationship similar to the one my buddy and I have. My buddy is not the only one benefiting from this program—I feel needed and appreciated.

f) Last year I joined a full-time volunteer program, like VISTA. I was assigned to work for the American Red Cross to coordinate their youth volunteers...I referred volunteers to work with battered women and children, homeless, mentally ill, and senior citizens. I also worked with groups such as high school students, college students, senior citizens and community members working on special projects to promote volunteerism...As a result of my service experience, I see my community in a whole new way. I have learned a great deal about this community and its values and therefore feel more connected with my community...The experience has opened up a lot of doors for me. I made a lot of contacts and developed marketable job skills...I feel that I have bettered myself and my community at the same time.

g) What matters to me is helping people in my community. Running a business is fine, but I want to use my entrepreneurship training in a different way. Creating a "meals on wheels" program or a day care center for old people is like starting a business, even though making a profit isn't the point.

k) I looked forward to the hospital work. It was exciting and it gave me something fun to do after school, being with other teens...You always seem to be reading in the media about negative things teens get involved with. They never write anything about the fact that a lot of teens would like to help people out and give our best for the community.

Which quote from a famous people would you add ? Circle the one you would add.

I am certain that after the dust of centuries has passed over our cities, we, too, will be remembered not for victories or defeats in battle or in politics but for our contributions to the human spirit.

—John Kennedy

We make a living by what we get, but we make a life by what we give.

—Winston Churchill

Our culture is at a critical cusp—a time that requires that we define what it means to be a citizen in a democracy. Within our nation we need to foster a greater sense of collective responsibility.

—Robert Bellah, *Habits of the Heart*

Everyone can be great because everyone can serve.

—Martin Luther King

#13—THE PERSONAL VISION EXERCISE...

Name(s) _____ Class _____ Per. ____ Date _____

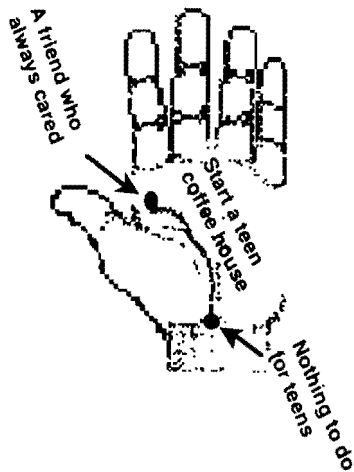
Developing a vision of who you are and what you are worth is an essential step in building your unique future. This exercise can help you develop a vision of yourself as a contributor, a resource.

Directions

- 1) In the space at the right, trace an outline of your hand. Trace your hand with the palm side up. Then sketch in your life line.
- 2) Locate the beginning point of the life line. Write down one problem you inherited. Pick a problem important to you, one you'd like to help solve.
- 3) Find the end of your lifeline and think about how you want to be remembered. What would you like on your tombstone? Write down one idea. This is your legacy.
- 4) Along the life line list one thing you could do to make the world a better place. Pick something that will give your lifeline an incredible value.

Your Hand

Example



#14—CREATING A PSA (PUBLIC SERVICE ANNOUNCEMENT) SKIT

Name(s) _____ Class _____ Per. ____ Date _____

Many young people have volunteered their time to develop a way to let the public know about an important issue that deserves attention. One way of getting attention is to produce a Public Service Announcement (PSA) about an issue they feel very strongly about. This videotape or radio spot can then be played on the local school, cable access, educational, or even commercial stations.

Suppose you were given the opportunity to develop a three-minute PSA or a short skit. What important issues, people, or organizations do you feel would benefit from increased attention through a PSA? Would you want to create a video, a radio spot, or a live skit to be performed in schools, agencies, or malls? Below do some initial brainstorming. Then take these ideas and translate them into a mini-skit which can be shared with others in your class.

1) To help you stay organized you may want to elect a director-recorder. Pick someone randomly like the person with the earliest birth date, or someone who volunteers to be the director-recorder. This person will record your ideas as you go through this exercise. This person will also try to help keep the project going forward.

Director-recorder _____

Alternate _____

2) List five or more issues, people, or problems your PSA or skit will address. Do you want to bring attention to a problem for a certain group of people or the environment (runaways, senior citizens without money for heating fuel, animals needing refuge, latch-key children, dirty streams and parks, the need for after-school leisure and recreation options, etc., etc.). You may want to pick a large global issue such as war, peace, famine, environment, human rights, trade, etc. You can also pick an issue to address at your school such as gangs, cultural diversity, programs you'd like to see started for students, ways to honor students who make a difference, etc.) Make a list of 5 or more ideas that interest you or your group.

Try to pick one which everyone feels good about. If this is difficult, eliminate ones which nobody wants. Then narrow it down to one idea to work on.

3) List the major goal. It begins this way: "After seeing the PSA/skit we want people to _____

Community Service Learning Packet

5) Create a plot or scenario for a skit by listing your best brainstorm ideas in some kind of order. Feel free to add to (or change) this order at any time. Think of a story line that has an element of surprise at the end. Or, if you use typical people, have them do unusual things. List everything in correct order. This will become your plot outline or storyboard.

<i>Story or plot outline in order</i>	<i>Visuals, Songs, Music, Sounds, Props, Special Effects</i>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
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_____	_____

Continue on another page as needed

Be creative in approaching the skit material. Go back and modify or adapt those ideas which would not be possible to do in a skit in our setting today.

- 6) Develop a list of characters and rehearse. As you rehearse consider these things:
- Adapt, change, add lines and characters.
 - Think of creative ways to use simple items as props.
 - Use movement. Avoid people standing in one position.
 - Practice keeping your voice loud and clear.
 - At the end, ask yourself if you think you achieved your goal, by reviewing items number 2 and 3 on page 23.

ADDENDUM TO THE INSTRUCTOR'S GUIDE

Important Considerations For Incorporating Community Service In School Re-structuring

People have advocated different kinds of reforms under the banner of school re-structuring. Ultimately, I feel that school which build a greater connections between learning and the community also contribute to the needed re-structuring of our society as a whole. The benefits of community service both to the provider and the recipient of volunteer efforts has been documented quantitatively and qualitatively. Common sense and experience point to the value of fostering an ethic of service in a world slowly sinking into a quagmire of social strife.

In this document I'll share with you some of my observations about community service. These observations follow from a year long study I conducted for the state of Washington on the topic of youth and community service. I hope that some of my observations will prove helpful, should you decide to address the issue of incorporating community service as part of your school re-structuring strategy at Timberline.

The Observations

If we want to include community service as an opportunity at Timberline then it is important to consider what has worked in quality programs. In my study (which involved site visits, literature reviews, and surveys) the most commonly repeated suggestion for quality programming revolved around the issue of time. Teachers and service coordinators always pointed out the need to allocate sufficient time to the development of community service programs. Students echoed this when they said that service should be incorporated into the school day as part of the learning experience. Along these lines two specific suggestions include the following:

- Support the use of volunteers in schools and student's serving in the community with a well articulated and coordinated approach to recruiting, training, and managing service experiences. One approach to managing service and learning experiences begins with the appointment of a service-coordinator. These positions are similar to coordinating cooperative education and internship programs. It could be noted that River Ridge is considering from one to four positions geared to building community-school partnerships.
- The best way to encourage student service is to provide two components: credit and time. When we establish a credit option for service we tell students that service is an important vehicle for learning. In addition, students I have interviewed felt that more students would get involved if the service experience if the opportunity to serve could be incorporated into the existing school day.

For example this might be accomplished with the creation of a class on community service. The students would first undergo an orientation and assessment. This would be followed by community visits and placements. Each week students would be asked to reflect upon their 4-5 hours of service experience via a journal and class discussion. At the end, they would demonstrate their new knowledge and values by producing a final product (awareness-video, agency brochure, report, skit etc.). Students would have the option of going to their community service site during the class period or use the period for study in exchange for doing their service outside of the school day (weekends or evenings).

The youth population has been misnamed the self-centered generation. There is a strong desire to serve others. The problem we face in America today is not a lack of willingness to serve or help others but to find the appropriate outlet for this. —George Gallup (1987)

SUPPORTING EVIDENCE

This information is extracted and summarized from the report *Imagine—Youth Service In Washington*.

The importance of granting credit

Most students interviewed at both the high school and college levels felt that credit could be an important tool in attracting and encouraging other students to participate in community service. In a survey of 150 high school students in Washington, 82 percent felt that elective credits should be awarded for service, and 71 percent recommended having the option of using these credits as alternatives to required graduation credits. One approach pairs credit with an elective course or independent study/intern assignment. Electives can appeal to a lot of people, however high school students on a college preparation track might not find time for this elective in lieu of college entrance requirements. In addition, service would have to compete with other elective courses.

Need for staffing community coordinator positions

Most agencies and school practitioners contacted felt they could do more if they received more support to develop and manage new service opportunities. In terms of specific requests, the most often repeated need was for more staff (time) to develop new service opportunities, curricula, networks, and support groups (advisory group, information network, etc.). Without increased funding for new staff, it is unclear that many new opportunities will arise in the current climate of busy schools and understaffed agencies.

Incorporate service opportunities into the school day

Schools need to make service opportunities part of the school day or course of study. This will help to change the image or mission of schools from service consumers to service providers.

POSSIBLE 3 YEAR DEVELOPMENT PLAN FOR COMMUNITY SERVICE

School-Based Community Service Development sequence

Phase 1— Planning and Small Scale Implementation

- Identify Service Coordinator or Lead Person
- Inventory school and community experiences and resources
- Explore options (credits, off-campus, independent placements, etc)
- Build consensus and work with advisory group
- Establish small scale model to experiment
- Work with school and community staff



Phase 2— Expanding and Revising

- Expand and revise early model
- Finalize policy and procedures
- Explore school-wide infusion or Service Learning
- Train teachers and community agency staff
- Begin to design evaluation and data collection method
- Continue work with school and community



Phase 3— Maintenance and Refinement

- Expand and revise early model, procedures, and policies
- Support teachers involved in Service Learning Projects
- Refine options (credits, off-campus, independent placements, etc.)
- Evaluate and report on progress
- Conduct strategic planning for the future