

seasons of service

ENGAGING YOUTH IN SERVICE-LEARNING THROUGHOUT THE YEAR



By Susan Ragsdale and Ann Saylor
YMCA Center for Asset Development



SEASONS OF SERVICE

ENGAGING YOUTH IN SERVICE THROUGHOUT THE YEAR

By Susan Ragsdale and Ann Saylor

Copyright © 2012 by Susan Ragsdale and Ann Saylor, YMCA Center for Asset Development.

All rights reserved. All materials are available for noncommercial, educational use as part of the SEASONS OF SERVICE curriculum. For additional permission, write to cad@TheAssetEdge.net.

At the time of publication, all facts and figures cited herein are the most current available; all telephone numbers, addresses, and website URLs are accurate and active; all publications, organizations, websites, and other resources exist as described in this curriculum; and all efforts have been made to verify them. The authors make no warranty or guarantee concerning the information and materials given out by organizations or content found at websites that are cited herein, and we are not responsible for any changes that occur after this book's publication. If you find an error or believe that a resource listed herein is not as described, please email cad@TheAssetEdge.net.

YMCA Center for Asset Development

1000 Church Street

Nashville, TN 37146

www.TheAssetEdge.net

Blog: <http://theassetedge.net/blog/>

615-262-9676

Twitter [@TheAssetEdge](https://twitter.com/TheAssetEdge)

LinkedIn with Ann Saylor or Susan Ragsdale

Editor: Crystal Zinkiewicz

Design and Production: [Mighty Media](#)

HOW TO USE This Document

The Contents of this document are listed on pages 4–5.

This document is organized into 5 pages of front matter followed by 7 individual sections, most of which have their own section Contents pages.

Clicking on the “go to section contents” button at the lower right of any page will take you to the Contents page for the section you’re currently browsing, which is labelled in bold type on the bottom of every page.

All other hotlinks in this document are displayed in underlined, blue-colored type. Clicking on a hotlink will take you to a new page in this PDF, a page in your default web browser if the hotlink is a URL, or a new mail message in your default e-mail application if the hotlink is an e-mail address.

Visit our blog at <http://theassetedge.net/blog/> to find more resources for service-learning and youth development, and read how other people are using the SEASONS OF SERVICE (SOS) curriculum.

Share your story and your favorite service-learning projects! We'd like to feature your service-learning stories on our blog. Tell us how you are using the SOS curriculum to inspire youth to serve. Send a press release and picture to cad@TheAssetEdge.net.

About the YMCA Center for Asset Development

Our mission is to empower youth and adults to live authentic lives of character, service, and leadership. Find out more at www.TheAssetEdge.net.

Licensing and Copyright

The individual activities in SEASONS OF SERVICE curriculum may be copied as needed. For each copy, please respect the following guidelines: Do not remove, alter, or obscure the credit and copyright information on any page. Clearly differentiate any material you add for local distribution from material in the curriculum. Do not alter the curriculum material in content or meaning. Do not resell copies of the curriculum for profit. Include the specific activity name in the following attribution when you use the same information in other formats for promotional or educational purposes:

[Activity name] is reprinted with permission from *Seasons of Service*, by Susan Ragsdale and Ann Saylor. Copyright © 2011 by Susan Ragsdale and Ann Saylor, YMCA Center for Asset Development, Nashville, TN, 615-262-9676, www.TheAssetEdge.net. All rights reserved.

The content of this curriculum has been reviewed by a number of educators and youth professionals. Every effort has been made to provide sound direction for each activity described herein. The authors and reviewers take no responsibility for the use or misuse of any materials or methods described in this curriculum and will not be held liable for any injuries caused by participating in activities and games from this curriculum. Please use prudent judgment and take appropriate safety precautions when participating in all activities and games.

This material is based upon work supported by the Corporation for National and Community Service under Learn and Serve America Grant No. 09KCSTN001. Opinions or points of view expressed in this document are those of the authors and do not necessarily reflect the official position of the Corporation or the Learn and Serve America Program.

This project is funded under an agreement with the Department of Finance and Administration, Volunteer Tennessee

CONTENTS

[Section 1 Page 6](#)

SEASONS OF SERVICE—AN OVERVIEW

This section introduces the three asset-based curriculum resources, plus the journal, to use to engage middle and high school youth in making a difference in the world. *To print this section, enter page numbers from 6 to 8 in the print command field.*

[Section 2 Page 9](#)

ABOUT SERVICE-LEARNING AND ASSETS

Service-learning and Developmental Assets® are the foundational blocks undergirding the three curriculum pieces. Find out more about them in this section. *To print this section, enter page numbers from 9 to 35 in the print command field.*

[Section 3 Page 36](#)

CHANGE YOUR WORLD

This 12-session curriculum engages youth in service-learning, helps them learn its principles, and intentionally builds their leadership skills so they can continue to change their world. *To print this section, enter page numbers from 36 to 125 in the print command field.*

[Section 4 Page 126](#)

MLK DAY: A DAY ON, NOT A DAY OFF

These three half-day experiences for developing a Martin Luther King, Jr. Day event help youth engage in activism at three levels as they also explore the meaning of serving, equity, leadership, and justice through advocacy. *To print this section, enter page numbers from 126 to 166 in the print command field.*

[Section 5 Page 167](#)

SERVICE SAMPLER: FINDING YOUR PLACE TO SERVE

This sampling of 11 different three-to-four hour experiences within the community provides options with thorough instructions as well as inspiration for creating service-learning experiences that best fit your youth, your organization, and your community. *To print this section, enter page numbers from 167 to 219 in the print command field.*

[Section 6 Page 220](#)

LOOKING DEEPER: MY SERVICE JOURNEY

This reflection journal becomes the participants' personal record of their journey, deepening their learning and helping them see how they are indeed making the world around them a better place. Use this valuable tool with any or all of the three service-learning experiences. *To print this section, enter page numbers from 220 to 230 in the print command field.*

[Section 7 Page 231](#)

CREDITS AND THANKS

A resource this comprehensive is the product of the work of many creative and generous people.

SECTION 1

SEASONS OF SERVICE— AN OVERVIEW

Welcome! Within these pages are three distinct curricular pieces designed to keep your youth team inspired and actively engaged in changing the world. Use one, use them all, weave pieces of them together, or let the ideas here spark new ideas—it's your choice. The intent is to provide you with an adaptable framework that you can easily integrate into your programming schedule to more readily “bump up” youth engagement as leaders in the community through service.

What does that mean in plain English? It means that this guide holds within its pages ideas and activities to help you get started (or take your current efforts up a notch) in involving middle and high school youth in making a difference in the world. It provides the framework and tools to host a Martin Luther King, Jr. Day, run a sampling of service activities (camp, field days, volunteer days, and so forth), and train youth through the CHANGE YOUR WORLD curriculum in the skills necessary to run their own service-learning days, camps, or retreats.

It provides you with three core pieces (CHANGE YOUR WORLD, MARTIN LUTHER KING, JR. DAY: A DAY ON, NOT A DAY OFF, and SERVICE SAMPLER: FINDING YOUR PLACE TO SERVE), plus a reflection journal (LOOKING DEEPER: MY SERVICE JOURNEY), to help create what we call the SEASONS OF SERVICE boosters—elements that can boost the energy, imagination, leadership, and action of your youth group all through the year.

And as you keep your youth group focused, energized, and actively imagining the possibilities, there's no telling what solutions they may discover as they go to work!

CHANGE YOUR WORLD

The first piece, and the most comprehensive, is CHANGE YOUR WORLD. It can be offered in a retreat setting or broken down into a series of sessions used in whatever manner fits best with your youth group's schedule (once a week, once a day, bi-weekly, monthly, for example). It was intentionally designed to be flexible to meet various program settings and has been tested in multiple ways to verify its usefulness. It works.



The heart of the CHANGE YOUR WORLD curriculum is that it introduces youth to the concepts of service-learning and it intentionally builds leadership skills. Once youth go through the curriculum, then with a little coaching and encouragement, they should be able to lead the very same activities with peers or younger children, or go forth with the knowledge and skills necessary to lead a service-learning experience of their own creation.

CHANGE YOUR WORLD includes 12 sessions that walk participants from team-building through the key elements of service-learning, including identifying community needs, using team resources, planning projects, and celebrating successes.

MARTIN LUTHER KING, JR. DAY: A DAY ON, NOT A DAY OFF

This core element of the overall SEASONS OF SERVICE resource provides outlines for three half-day experiences for running an MLK Day event with your youth group. It includes:



- ▶▶▶ Three levels of activism depending on your group's level of service-learning experience: *novice, intermediate, and experienced.*
- ▶▶▶ Three four-hour outlines for a half-day experience, including the work that needs to be done prior to MLK Day and what needs to follow after MLK Day.
- ▶▶▶ Use of quotes by Dr. King for each level to frame each experience in the context of his life and vision as well as provide a platform for current issues and concerns.
- ▶▶▶ Sample outlines of what other agencies and programs have done with their groups.

The goal of this particular section is to provide you with options for introducing and engaging your youth with activist concepts by starting right where they are. The novice, intermediate, or experienced levels look at different ideas within each level and allow youth to explore the meaning of serving, equity, leadership, and justice through advocacy.

SERVICE SAMPLER: FINDING YOUR PLACE TO SERVE

This curricular section offers ideas and examples of 11 different service-learning experiences based on broad community categorical issues such as *caring for animals*, *promoting peace*, or *caring for children*. Each outlined experience only takes three to four hours. The topical areas are there to inspire and to prompt thoughts on what best fits *your* youth, *your* organization, and *your* community. Each experience outlines activities for the entire service-learning cycle: from preparation to action to reflection to celebration to demonstration.

This section of curriculum offers flexibility in use as well. A weeklong summer camp can be thoughtfully designed to first expose youth to a variety of issues before delving more deeply into what they believe are the important concerns and issues that need to be addressed through service-action they plan and carry out. Or, monthly excursions into the community can be done topic by topic to offer an abundance of experiences. A regular and ongoing basis could allow more time for youth to explore and reflect on the nature of each challenge and also to consider possible solutions that make the world better.



LOOKING DEEPER: MY SERVICE JOURNEY

At the end of this resource is a reflection journal that can be copied and distributed to the youth and adults in your group. Use it with any of the three approaches to service-learning. Its questions prompt the youth to reflect on what they have done and what they have thought about as they seek to implement action and solve issues. It can serve as their personal record of their journey into action and what they're trying to do to make the world around them a better place. They can record both the moments that worked and the plans that didn't go so well.



As they keep track, they will begin to see that with commitment, time, persistence, and hope, they can indeed make changes. They may not solve issues all in a day (odds are that they won't). But over time, perhaps they'll realize that their efforts *are* making a difference and that, if they keep at it, they may even change a problem's nature entirely.

SECTION 2

ABOUT SERVICE-LEARNING AND ASSETS

WHAT IS SERVICE-LEARNING?

Volunteering is giving your time, talent, and resources to help others in need. Service-learning is more than volunteering—it's taking time to learn and grow individually and as a team while you strengthen the community around you.

Service-learning splits its emphasis evenly between service that meets community needs and what individuals learn throughout the experience. Meeting community needs might be empowering low-income families, preparing healthy meals for people who do not have access to proper nourishment, beautifying a park, or helping neighbors who have recently immigrated. The learning might be about leadership, culture, community change, or even academics. Service-learning takes the traditional volunteer project to the next level.

For example, a group might be planning a service project, such as planting trees in the park. To make it a service-learning project, they would need to add a learning component by including a discussion of the importance of city green space or instruction on proper tree planting and care. Serving dinner at a shelter for people who are homeless can become a meaningful service-learning project when youth study housing issues, learn about nutrition, or have a conversation with persons living at the shelter to discover commonalities.

“Service-Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.”

Learn and Serve America



TYPES OF SERVICE-LEARNING

Direct Service: Working *face-to-face* to help people or communities.

Examples: tutoring, visiting the elderly, planting trees, removing graffiti, building a wheelchair ramp

Indirect Service: Working *behind the scenes* to strengthen the community.

Examples: making educational posters, filming a play, testing water quality, creating a website for someone

Advocacy: Creating *awareness* and challenging people to act. Examples:

writing newsletters or online articles, petitioning, lobbying, speaking, drafting legislation, creating a website to challenge others

CRITICAL ELEMENTS OF SERVICE-LEARNING

The SEASONS OF SERVICE curriculum outlines more than just a volunteer experience for your youth—it includes the critical elements of service-learning. Below we describe each of the phases of service-learning. Also included within each phase is an example of youth voice within that stage.

An important quality of service-learning is assuring youth voice in every step. High on the list of anyone leading a service-learning experience is making sure that youth are engaged in every aspect as active leaders and decision-makers. The highest level of engagement has youth involved as the primary drivers from planning and implementing an idea to reflecting, celebrating, and then demonstrating to others what they learned and did. They “own” the project from inception to completion and gain a deep understanding of the issue in the process.

How do you start? Let go. Let youth speak up. Include them in the conversations on planning and implementation. Involve them as leaders in the development of the project idea. Give them tasks. Watch for the informal and formal leadership opportunities that emerge. Look throughout each stage for opportunities for youth to give input, make decisions, and lead. Trust them to do their part. Hold them accountable. Support them. Most importantly, help them find their voice, try skills, test interests, and find their sweet spots. Celebrate their growth and point out where they succeed and where they are evolving. Praise progress, not just success.



Youth Voice

Look throughout each stage for opportunities for youth to give input, make decisions, and lead.

1. INVESTIGATING THE ISSUES

Investigation is a critical component of service-learning that is the true first step: What are the issues and why are they issues? For the SERVICE SAMPLER, the two- to four-hour time commitment over a week does not allow enough time for youth to do true investigative work other than what they learn while dialoguing with agencies in the preparation stage. However, it does let them practice asking questions one-on-one with the agency staff, and they do get to “investigate” the particular issues already chosen. So, in the two- to four-hour daily format for a week, youth voice shows up in the questions they ask and the ideas they generate for how they might further address an issue.

To truly make the most of the Investigation stage, look at the various tools provided in CHANGE YOUR WORLD.

In the Investigation stage, youth voice shows up in various ways. It shows up in the group discovering their own strengths and skills as individuals and as a group. It shows up in the selection of issues to explore. It shows up in youth calling agencies to determine what needs they have. It shows up in their doing research on various community partners and identifying the ones they want to work with, then in the list of questions they create to learn more about the potential partners and/or issues. It shows up as they debate the various issues and decide which one to select.

2. PLANNING AND PREPARING FOR YOUR PROJECT

Each MLK Day and SERVICE SAMPLER project contains a preparation component, during which time you can help your group prepare mentally, emotionally, and physically for the service-learning experience. This pre-reflection is a good time to address preconceptions or stereotypes, as well as to outline tasks and expectations, to discuss safety concerns, and to make sure everyone feels comfortable with the project at hand.



An example of youth voice in the Planning stage is found in youth setting the learning goals for the project and planning all its details, addressing who will do what to make the event or project happen, including collecting supplies, making phone calls to coordinate schedules, and so forth.

3. TAKING ACTION TO make YOUR COMMUNITY a BETTER PLACE

In the SERVICE SAMPLER, there are outlined sample projects for you to consider using or adapting during your time of service-learning. In CHANGE YOUR WORLD and in MARTIN LUTHER KING, JR. DAY, youth determine the projects they will do. Specific details will vary based on your community's needs and your group's strengths and interests. Whatever action focus you choose, your job as a facilitator is to help ensure that everyone has a meaningful role throughout the project and to handle any concerns that arise during the project: Is someone not comfortable with her task? Are members fully engaging in the project? Has an unsafe situation arisen that needs to be addressed? As facilitator, your job is to make sure that everyone is on task, encourage each person in his or her work, and check in with participants to ensure that the best experience possible is taking place for them and the agency you're working with.



Youth voice and choice happen in the Action stage by allowing youth to select the roles they play during service or in changing the roles they play when things go differently than what is anticipated. Youth ask questions on site about the issue to determine more about its cause. They lead. They take on assignments and discover more about the issue's importance.

4. REFLECTING ON WHAT YOU ACCOMPLISHED AND LEARNED

This element is often overlooked due to time constraints, but it's where the most learning and change surface that can be captured and maximized.

Reflection can be as simple as a conversation or as complex as putting together a scrapbook. There are numerous ways to conduct reflection. As part of the SERVICE SAMPLER, there is a downloadable reflection journal, LOOKING DEEPER: MY SERVICE JOURNEY. Additionally there are helps for [how to lead reflection](#), its importance, and the benefits. It is wise to vary the methods to fully engage youth using the various ways in which they learn (through words, reasoning, music, body, and so on). For more about these multiple intelligences, visit http://www.thomasarmstrong.com/multiple_intelligences.php.



With each project in the SERVICE SAMPLER, you will find scripted reflection activities and/or questions to demonstrate how to help your group consider how they made a difference during their service project, what they learned, and how they have been changed through the process. These reflection activities model conversation points focused on one of the 40 Developmental Assets® that relates directly to the service experience. This addition deepens the service experience by framing it within a context of healthy development that helps youth thrive and keeps the conversation focused on what's relevant and real.

The Reflection stage is a fun place for youth voice to come alive. Youth can direct the reflection experience and lead the discussions on what happened, what was learned and valued, and so on. Ask for volunteers; give them time to figure out what activity they are going to use or lead, and let them have time to prepare—then let them go at it!

5. CELEBRATING YOUR WORK AND YOUR GROWTH

After your group gives their time, talents, and energy, it's important to celebrate your achievements. In this curriculum, we have often woven reflection time together with celebration time, but you can add additional

celebratory components throughout as you wish, or add more time into the day to celebrate further. Some quick celebratory activities for youth include high-fives, words of praise, sharing bubble gum, handing out stickers, or giving hand stamps. However you celebrate, be sincere and sensitive to the various ways your group *enjoys* celebrating. If you, for example, are the *only* one who likes to go to the park for a cookout, then that may not be the best way to throw a party for your group. For [more celebration ideas](#), see page 20.

Youth are wonderful leaders in the Celebration stage. Many are naturally wired to have fun and a good time and can pull off a great moment in your group's life. Let their personalities come out as they select and plan the celebration of their efforts.

6. DEMONSTRATING TO OTHERS WHAT YOU LEARNED AND CHALLENGING THEM TO MAKE A DIFFERENCE

The service-learning experience doesn't stop at the end of the day. You want your participants to keep talking about the experience and what they've learned. You want your youth to educate others about how they can make a difference. Providing time and space for your group to process and show what they've learned increases their confidence in the knowledge and skills they've developed, and helps them further process and retain what's happened. Half-day projects don't allow very much time for demonstration, but we have included [simple demonstration ideas](#) to help youth carry forward the concepts they have learned.

In the Demonstration stage, encourage youth to come up with a list of things they want others to know about their experience and project. From that list, brainstorm various means that they can use to tell others their story. Do they want to post a blog? Make a video? Create a painting? Once youth determine their method, stand back and let them go as they take what they've learned and become teachers that pass it on.



Reflection and Demonstration are phases where deep learning occurs. Don't leave these steps out!

REFLECTION, CELEBRATION, and DEMONSTRATION

STRUCTURED REFLECTION

Like a video, reflection allows us to frame or focus on an experience as it takes place, remember it, and talk about it afterwards. There are a wide variety of techniques to draw from: discussion, drawing, music, dance, theatre, and presentations to name a few. Carefully choose the types of reflection that will allow your group to ponder their work and grow from the experience.

GETTING READY FOR THE PROJECT

Talk candidly about everyone's expectations, roles, attitudes

What are we going to do? Why? Are we prepared? Does everyone know what is expected of him? Are we all on the same page? What ideas do I have about the community or group with which I will be working?

IN THE MIDDLE OF THE PROJECT

Reflect on responsibility, teamwork, meaningful service, challenges

Are we still learning and growing? Are we doing what we set out to do? If not, is it okay? What are some of our frustrations? Can we do anything about them?

STEPPING BACK AFTER THE PROJECT

What did we do? How did we make a difference?

What did we learn? Who did we help? Did it meet their needs? Could we do it better next time? Are there other things that we can do now to address the need? How do I view my community differently because of my involvement in this experience?

BENEFITS OF REFLECTION

DEPTH OF KNOWLEDGE

Reflection:

- ▶ Connects the experience to everyday life
- ▶ Becomes a reality check, guarding against reinforcing inaccurate perceptions and biases
- ▶ Encourages higher level thinking, as participants look for root causes of complex issues
- ▶ Recognizes nonprofit limitations and opportunities
- ▶ Fosters a broader perspective

Team-BUILDING

Reflection:

- ▶ Provides an opportunity to establish expectations (both individually and with a team)
- ▶ Improves quality and quantity of service
- ▶ Builds community among the participants
- ▶ Strengthens communication and teamwork through group problem solving
- ▶ Re-energizes and renews commitment to service
- ▶ Relieves tension from emotionally challenging situations
- ▶ Allows for closure after a project, a long service period, or an emotional experience

PERSONAL GROWTH

Reflection:

- ▶ Builds self-confidence
- ▶ Creates sense of accomplishment
- ▶ Leads to integration of service into the rest of one's life
- ▶ Facilitates learning from both positive and negative experiences
- ▶ Clarifies values
- ▶ Provides practice clarifying goals and making choices to accomplish goals



**“Reading
(or serving)
without
reflecting is
like eating
without
digesting.”**

Edmund Burke

THE CYCLE OF REFLECTION

WHAT? SO WHAT? NOW WHAT?

WHAT?

What are facts about the project?

- ▶▶▶ What did we do?
- ▶▶▶ What was my role?
- ▶▶▶ How did we make a difference?
- ▶▶▶ What was the best part?
- ▶▶▶ What was the hardest part?
- ▶▶▶ What has changed?

SO WHAT?

How has the experience shaped us?

- ▶▶▶ How did the project impact the place or the people?
- ▶▶▶ How did the project impact me? Our team?
- ▶▶▶ Did any thoughts, opinions or feelings change throughout the experience?
- ▶▶▶ What did you learn about yourself? The team?
The community?

NOW WHAT?

What will you do as a result of this project?

- ▶▶▶ Did you solve the issue, or is there more work to be done?
- ▶▶▶ Did you find that the issue you focused on was actually a symptom of a deeper issue that needs to be explored?
- ▶▶▶ What might that deeper issue be, and how could you help address it?
- ▶▶▶ What will you do with your new thoughts, attitudes, and ideas from today?
- ▶▶▶ How will you choose to make a difference in the community this year?



MORE IDEAS FOR REFLECTION

- ▶▶▶ Draw with paint, crayons, markers, finger paint, or sidewalk chalk to reflect their feelings and thoughts.
- ▶▶▶ All on the Wall: Put a large piece of paper up on one wall. Participants write or draw their feelings/thoughts/learnings on the paper. The facilitator leads a discussion based on the writings and drawings.
- ▶▶▶ Before the project, ask participants to share what they expect to hear, smell, see, touch, and taste. Then follow up afterwards to learn what the participants actually sensed.
- ▶▶▶ Take digital pictures of participants in action, and then e-mail them to the participants.
- ▶▶▶ Draw a variety of pictures that depict the different learnings and ideas that participants gained from the project, place, or people they helped. What did they think and feel at first? During the project? What do they now think or feel differently?
- ▶▶▶ Create and perform a dance, skit, or song that reflects their experience with service work.



- ▶▶▶ Make a face, sound, or movement that captures how they felt about the service project.
- ▶▶▶ Object share: Put a group of random objects or stuffed animals on the floor in the middle of the group. In turn, let all the participants each pick one of the items to represent their feelings about the day and share why they chose the object they did.
- ▶▶▶ Role-play something that happened at the site that they did not know how to handle, and then brainstorm potential solutions.
- ▶▶▶ Sharing web: One person holds the end of a ball of yarn. After answering a reflection question, she tosses the ball to a team member across the circle. He holds the yarn and, after answering, tosses the ball to another person. As each person answers and then tosses the yarn to someone else, they create a web made up of everyone's sharing.
- ▶▶▶ Turn to a neighbor and share one touching story from the day.
- ▶▶▶ Have a group discussion about what they learned, what they liked and disliked, and how they felt about the program and their project.
- ▶▶▶ Identify a problem at the work site and devise a solution.
- ▶▶▶ Hang a big piece of paper, and invite each participant to write one way they made a difference and one thing they learned.
- ▶▶▶ Count quick statistics: We read ___ books, or painted ___ feet, or served ___ meals, or assembled ___ kits, for example.
- ▶▶▶ Connect the service-learning experience to a larger issue at the state or national level through a national day of service or an organization like www.dosomething.org.
- ▶▶▶ Word/Sentence Reflection: Decide whether you want the group to use words or sentences in their reflections. Examples of word reflections are "fun" or "enlightening." Examples of sentence reflections are "I learned a lot about _____." or "I found out I really like working with _____." Going clockwise in a circle, have each person share a word or sentence related to the project.

CELEBRATION IDEAS

- ▶▶▶▶ Balloons
- ▶▶▶▶ Starbursts
- ▶▶▶▶ Kudos® bars
- ▶▶▶▶ “We Are the Champions” music
- ▶▶▶▶ Service medals
- ▶▶▶▶ Create a trophy/plaque/certificate
- ▶▶▶▶ Toast for change—making toasts with juice
- ▶▶▶▶ Affirmation circle
- ▶▶▶▶ Wheaties® box with volunteer pictures
- ▶▶▶▶ 8 x 10 pictures from color printer
- ▶▶▶▶ 100 Grand® candy bar
- ▶▶▶▶ Hershey Hugs®
- ▶▶▶▶ Pats on the Back (see Change Your World, page 105)
- ▶▶▶▶ Arrange for discounts
- ▶▶▶▶ Pizza or ice cream party
- ▶▶▶▶ Off-campus lunch
- ▶▶▶▶ Attend a sports event
- ▶▶▶▶ Bake a thank-you cake
- ▶▶▶▶ Coffeehouse for volunteers
- ▶▶▶▶ Give service stripes
- ▶▶▶▶ Have a picnic
- ▶▶▶▶ Host a potluck lunch
- ▶▶▶▶ Music CDs
- ▶▶▶▶ Gift certificates
- ▶▶▶▶ Reimburse volunteer-related expenses
- ▶▶▶▶ Send a birthday card or valentine
- ▶▶▶▶ Write thank-you notes
- ▶▶▶▶ Nomination for local and national awards and scholarships.
- ▶▶▶▶ Provide leadership opportunities in your program for young people
- ▶▶▶▶ President’s Volunteer Service Award
- ▶▶▶▶ Flowers for hours
- ▶▶▶▶ Give them credit for their work



Tips for Celebrating Volunteers

- ▶ Personalize your celebrations! Recognize the whole group's contributions, but take time to recognize individuals for their specific contributions.
- ▶ Consider the personalities of your volunteers. Would they rather be recognized publicly or privately? Would they rather receive a heartfelt note or a silly gift or a certificate?
- ▶ Celebrate your volunteers in a way that will motivate them to volunteer more. Do they like the competitive element of winning a competition for the most volunteer hours? Do they like the reward element of receiving a gift certificate? Do they like the validation of receiving a title such as board member, committee chairperson, or project leader?
- ▶ Reflect upon what type of recognition has encouraged or motivated you the most. How can you use that experience to help you shape celebration efforts for your volunteer team?



SIMPLE IDEAS FOR DEMONSTRATION

- ▶▶▶ Create a puppet show related to the project, and perform it for a younger audience.
- ▶▶▶ Design a sculpture with play dough or nature artifacts. Use the sculptures as props to tell others about their experience.
- ▶▶▶ Call their congressional representative about an important issue.
- ▶▶▶ Make a video about their vision for the world at telavision.tv.
- ▶▶▶ Design a web page or bulletin board with pictures and educational bullets. Have group members conduct a survey related to the work they did. Then publish the results.
- ▶▶▶ Document the whole service-learning project using pictures, video, essays, and displays.
- ▶▶▶ Film a video about their project and/or issue.
- ▶▶▶ Invite a guest speaker to give a talk about the issue.
- ▶▶▶ Create a mock newscast or actual newsletter in which participants report on what took place at their project.
- ▶▶▶ Make a YouTube video that encourages people to volunteer at their site.
- ▶▶▶ Put together a scrapbook, quote book, or memory box. Share it with people they care about.
- ▶▶▶ Draw cartoons or comics related to the project. Post them on the wall to educate others.
- ▶▶▶ Recognize outstanding community volunteers.
- ▶▶▶ Give a report on an activist who supports their cause.
- ▶▶▶ Send thank-you notes to activists and everyday heroes in their life.
- ▶▶▶ Speak or host an exhibit at other civic clubs, schools, or businesses.
- ▶▶▶ Start a petition about an important issue.
- ▶▶▶ Write a bill for National 4-H Congress or YMCA Youth in Legislature that pertains to their service-learning experience.
- ▶▶▶ Write a press release, take pictures, and contact the media about their project.
- ▶▶▶ Write an article for the school or community newspaper highlighting their accomplishments.
- ▶▶▶ Write an editorial letter to the newspaper about stereotypes or community perceptions.

SERVICE-LEARNING QUALITY STANDARDS

The Standards for Quality Practice (SQPs) are:

Meaningful Service

Service-learning actively engages participants in meaningful and personally relevant service activities.

Link to Curriculum

Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.

Reflection

Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.

Diversity

Service-learning promotes understanding of diversity and mutual respect among all participants.

Youth Voice

Service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.

Partnerships

Service-learning partnerships are collaborative and mutually beneficial and address community needs.

Progress Monitoring

Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses the results for improvement and sustainability.

Duration and Intensity

Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.

LEVELS OF SERVICE-LEARNING PROJECTS

When evaluating possible projects, it's wise to start simple, build on your success, and pace your group with a variety of different types of projects. You can categorize projects as "crawl," "walk," or "run"—a concept adapted from the YMCA Earth Service Corps program. Crawl projects are great for a group that will be together only for a short while or for a new group. Walk and run projects involve more planning and coordination and should be done when your group is ready for a bigger challenge or a long-term project.

Crawl projects

Crawl projects are projects that can be done quickly and easily and show immediate results. They can be done in one day and require some planning and organization, but not much. Basically, people should be able to easily show up and participate in a crawl project and be able to contribute. Crawl projects are excellent motivators and are a great way to recruit new participants. The most common type of crawl project is the cleanup of a park, school grounds, a beach, and so on.

Cleanups can involve a large group of people and definitely leave a visible impact on an area. Crawl projects should be fun and should really make folks feel like they've made a difference.



Walk projects

Walk projects are more complex but still have clear, visible outcomes. Walk projects might take a few days to actually complete and require more leadership, planning, and evaluation. These projects tend to require more involvement on the part of a group and that a larger number of participants take on leadership roles. Examples of successful walk projects include organizing a safety presentation for an elementary school, planning a canned-food drive and competition, or working with local artists to create park benches with mosaics on them.



Run projects

Run projects involve a great deal of organization, collaboration, follow-up, and evaluation along the way so that people can see progress. Run projects might take weeks to organize and often involve a long-term commitment. It's important to remember that run projects will take a lot of a group's energy, time and resources. The outcome you are trying to reach is important but remember to focus on the process: How well are you working together as a group? Does everyone have a role and a way to contribute? Is the goal clear? These are the types of questions you'll need to ask as you take on a run project. Starting a program that refurbishes used bicycles and donates them to low-income neighbors in combination with bike safety lessons is a run project.



Adapted by permission from *Introduction to Service-Learning (training)* © 2004 by YMCA of the USA, Chicago. All rights reserved.

Seasons of Service: Engaging Youth in Service-Learning Throughout the Year
Copyright © 2012 by Susan Ragsdale and Ann Saylor, YMCA Center for Asset Development.

BUILDING ASSETS IN YOUTH

Search Institute's Developmental Assets® are the building blocks that have proven over time to have a positive impact on healthy youth development. Youth with a lot of assets in their lives are more likely to exhibit thriving behaviors, such as leadership and service to the community, key aspects of service-learning. Research also bears out that the more assets a young person has in his life, the less likely he or she is to engage in dangerous, risky situations, such as participation in gangs or drinking.

Well-designed service-learning efforts can do a lot to build Developmental Assets®, which, in turn, contribute powerfully to positive life outcomes (Scales & Roehlkepartain, 2004). For example, one study found that low-income students who did service and had lengthier participation in service-learning had more Commitment to Learning assets and better school attendance and grades than low-income students who did not participate, significantly reducing the achievement gap between affluent and low-income students (Scales, Roehlkepartain, Neal, Kielsmeier, & Benson, 2006).



Longitudinal research suggests that students who serve an average of at least one hour per week are more than 3.6 times more likely than non-volunteers to have high asset levels (31 to 40 assets) three years later (Scales & Roehlkepartain, 2004). The strongest relationships, developmentally speaking, are between service to others and the following assets: positive adult role models; time spent in creative activities; time spent in youth programs; time spent in a religious community; reading for pleasure; valuing caring; valuing equality and social justice; and interpersonal competence (Scales & Roehlkepartain, 2004).

SEASONS OF SERVICE takes advantage of the best that both service-learning and assets offer to positive youth development by intentionally focusing on specific assets in each of the topical areas within the reflection stage.

Asset development is an important aspect of the overall SEASONS OF SERVICE project. The curriculum deliberately includes Search Institute's Developmental Assets® as the underlying base of positive youth development to which service-learning and youth engagement can contribute if done deliberately and intentionally:

- ➡ In CHANGE YOUR WORLD, each session's planning box gives the Asset Intent and a listing of Assets.
- ➡ Although not specifically identified in the MLK DAY curriculum, the assets are integral.
- ➡ In the SERVICE SAMPLER, each Reflection deliberately makes a connection to the assets.
- ➡ Asset-Based Service-Learning Project Ideas provided in both [this section](#) and in the [SERVICE SAMPLER](#) give another view of how the assets are woven into service-learning experiences.

The list of the 40 Developmental Assets for Youth® is on the next page. For more information on the assets, go to www.search-institute.org.

40 DEVELOPMENTAL ASSETS FOR YOUTH



Search Institute has identified the following building blocks of healthy development—known as Developmental Assets®—that help young children grow up to be healthy, caring, and responsible.

This particular list is intended for adolescents (ages 12–18). If you'd like to see the lists for other age groups, you can find them on the [Developmental Assets Lists](#) page.

For more information on the assets and the research behind them, see the [Developmental Assets](#) or [Developmental Assets Research](#) page.



This list is an educational tool. It is not intended to be nor is it appropriate as a scientific measure of the developmental assets of individuals.

Copyright © 1997, 2007 by Search Institute. All rights reserved. This chart may be reproduced for educational, noncommercial use only (with this copyright line). No other use is permitted without prior permission from Search Institute, 615 First Avenue N.E., Suite 125, Minneapolis, MN 55413; 800-888-7828. See Search Institute's Permissions Guidelines and Request Form. The following are registered trademarks of Search Institute: Search Institute®, Developmental Assets® and Healthy Communities • Healthy Youth®.

EXTERNAL ASSETS

SUPPORT

1. **Family Support** | Family life provides high levels of love and support.
2. **Positive Family Communication** | Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
3. **Other Adult Relationships** | Young person receives support from three or more nonparent adults.
4. **Caring Neighborhood** | Young person experiences caring neighbors.
5. **Caring School Climate** | School provides a caring, encouraging environment.
6. **Parent Involvement in Schooling** | Parent(s) are actively involved in helping the child succeed in school.



EMPOWERMENT

7. **Community Values Youth** | Young person perceives that adults in the community value youth.
8. **Youth as Resources** | Young people are given useful roles in the community.
9. **Service to Others** | Young person serves in the community one hour or more per week.
10. **Safety** | Young person feels safe at home, school, and in the neighborhood.



BOUNDARIES AND EXPECTATIONS

11. **Family Boundaries** | Family has clear rules and consequences and monitors the young person's whereabouts.
12. **School Boundaries** | School provides clear rules and consequences.
13. **Neighborhood Boundaries** | Neighbors take responsibility for monitoring young people's behavior.
14. **Adult Role Models** | Parent(s) and other adults model positive, responsible behavior.
15. **Positive Peer Influence** | Young person's best friends model responsible behavior.
16. **High Expectations** | Both parent(s) and teachers encourage the young person to do well.



CONSTRUCTIVE USE OF TIME

17. **Creative Activities** | Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
18. **Youth Programs** | Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.
19. **Religious Community** | Young person spends one hour or more per week in activities in a religious institution.
20. **Time at Home** | Young person is out with friends "with nothing special to do" two or fewer nights per week.



INTERNAL ASSETS

COMMITMENT TO LEARNING

21. **Achievement Motivation** | Young person is motivated to do well in school.
22. **School Engagement** | Young person is actively engaged in learning.
23. **Homework** | Young person reports doing at least one hour of homework every school day.
24. **Bonding to School** | Young person cares about her or his school.
25. **Reading for Pleasure** | Young person reads for pleasure three or more hours per week.



POSITIVE VALUES

26. **Caring** | Young Person places high value on helping other people.
27. **Equality and Social Justice** | Young person places high value on promoting equality and reducing hunger and poverty.
28. **Integrity** | Young person acts on convictions and stands up for her or his beliefs.
29. **Honesty** | Young person “tells the truth even when it is not easy.”
30. **Responsibility** | Young person accepts and takes personal responsibility.
31. **Restraint** | Young person believes it is important not to be sexually active or to use alcohol or other drugs.



SOCIAL COMPETENCIES

32. **Planning and Decision Making** | Young person knows how to plan ahead and make choices.
33. **Interpersonal Competence** | Young person has empathy, sensitivity, and friendship skills.
34. **Cultural Competence** | Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
35. **Resistance Skills** | Young person can resist negative peer pressure and dangerous situations.
36. **Peaceful Conflict Resolution** | Young person seeks to resolve conflict nonviolently.



POSITIVE IDENTITY

37. **Personal Power** | Young person feels he or she has control over “things that happen to me.”
38. **Self-Esteem** | Young person reports having a high self-esteem.
39. **Sense of Purpose** | Young person reports that “my life has a purpose.”
40. **Positive View of Personal Future** | Young person is optimistic about her or his personal future.



ASSET-BASED SERVICE-LEARNING PROJECT IDEAS

Commitment to Learning—Service-learning allows you to take your love of learning and apply your knowledge to real-world issues.

**Achievement
Motivation**

Tutor other children, and show them why learning is important to you. Set up a speaker's bureau of high-achieving youth and adults.

**School
Engagement**

Plan service-learning projects that truly relate to life, such as water-quality testing, building wheelchair ramps, cooking for homeless shelters, and translating documents for refugees.

Homework

Be a homework helper, or host a homework hotline. Design and build a neighborhood study center.

**Bonding to
School**

Join a welcome committee for new students. Advocate for school art programs. Plan a school spirit or faculty appreciation week.

**Reading for
Pleasure**

Start a book club. Read to younger children. Play word games, such as Boggle® and Scrabble®, with children to encouraging literacy skills. Have a book drive for a needy community.



Positive Values—Service-learning invites you to internalize and express your values.

Caring	Make craft kits for children in the hospital, make sack lunches for a homeless shelter, knit a hat for a child with AIDS or cancer, write a letter to a veteran or senior citizen.
Equality and Social Justice	Write a letter for Amnesty International, help with a political campaign, host a voter registration or blood drive, write editorial letters to support social causes.
Integrity and Honesty	Read character-building stories to children, decorate a character bulletin board for children, start a “good stories” column in your school newsletter to highlight leaders with integrity.
Responsibility	Lead role-playing and discussion sessions for peers or children. Lead a campaign that asks the media to promote responsible teen actions. Help with a community clean-up.
Restraint	Join SADD, host lunchtime chats about healthy living, promote drug-free youth leaders.

Social Competencies—Service-learning gives you the power to plan projects, build relationships, and make a difference in the community.

Planning and Decision Making	Plan a neighborhood event or carnival. Volunteer as the youth representative on a non-profit board.
Interpersonal Competence	Build a relationship with someone from a different culture, someone with a disability, or someone a generation older than you.
Cultural Competence	Be a pen pal with someone in another country. Welcome refugees to town, and show them your favorite family activities. Host a heritage festival. Teach someone to speak English.
Resistance Skills	Role-play. Talk to children about your journey with resisting drugs, alcohol, or sex. Help children with a positive arts day.
Peaceful Conflict Resolution	Teach conflict resolution skills to children, volunteer as a peer mediator, lead a volunteer project on Martin Luther King, Jr. Day.

Positive Identity—Service-learning helps you find your skills and talents, and use them in meaningful ways.

- Personal Power** Mentor a child, and watch how much they look up to you.
- Self-esteem** Encourage others. Build relationships with children.
- Sense of Purpose** Find a passion and use it—if you like sports, teach a sports camp for inner-city children. If you like games, start a game night for the elderly.
- Positive View of Personal Future** Find a project or organization that’s important to you. Then invest your time, talent, and energy to strengthen the agency’s community impact.

Find more project ideas listed by topical area in the book *Ready-to-Go Service Projects* or at www.servicelearning.org.

Find [more project ideas](#) listed in SERVICE SAMPLER.



WEBSITES AND OTHER RESOURCES

- ▶▶▶ Do Something! www.dosomething.org. This is a nationwide network of youth making a difference in their communities.
- ▶▶▶ GenerationOn, www.generationon.org. They provide tools, ideas, and grants to help children and youth get involved in service.
- ▶▶▶ National Service-Learning Partnership. www.service-learningpartnership.org. The Partnership brings together practitioners, administrators, policy makers, researchers, and community leaders to support service-learning.
- ▶▶▶ National Youth Leadership Council, www.nylc.org. They empower young people to do service-learning in schools and community organizations. They also host a national service-learning conference for youth and adults.
- ▶▶▶ Points of Light Institute. www.pointsoflight.org. This group engages and mobilizes volunteers to help solve serious social problems. They host a national conference on volunteering and service.
- ▶▶▶ Sparks, www.at15.org. This online resource helps youth discover, live, and serve from their sparks. Great inventory for youth!
- ▶▶▶ The National Service-Learning Clearinghouse. www.servicelearning.org. This website offers a compilation of curricula, funding sources, and toolkits for service-learning practitioners.
- ▶▶▶ The President's Volunteer Service Awards, www.presidential-serviceawards.gov. Students who give 50 hours of service to the community are eligible for the award. Students may be certified by their school, college, or a community organization.
- ▶▶▶ YMCA Center for Asset Development, www.theassetedge.net. They offer workshops, curriculum, resources, and consulting related to best practices in healthy youth development, including service-learning, character, Developmental Assets, and team-building.
- ▶▶▶ YMCA Youth Serving Their Communities, <http://ymca.net/service-learning-resources>. This web page has various tools to help youth explore their interests, passions and skills in service.

SECTION 3

CHANGE YOUR WORLD



This service-learning curriculum engages youth in finding their group's powers, treasures, and possibilities and using them to make good things happen in their communities and around the world.

By Susan Ragsdale and Ann Saylor

YMCA Center for Asset Development



CHANGE YOUR WORLD

CHANGE YOUR WORLD is a resource within SEASONS OF SERVICE:
ENGAGING YOUTH IN SERVICE THROUGHOUT THE YEAR

By Susan Ragsdale and Ann Saylor

Copyright © 2012 by Susan Ragsdale and Ann Saylor, YMCA Center for Asset Development.

All rights reserved. All materials are available for noncommercial, educational use as part of the SEASONS OF SERVICE curriculum. For additional permission, write to cad@TheAssetEdge.net.

At the time of publication, all facts and figures cited herein are the most current available; all telephone numbers, addresses, and website URLs are accurate and active; all publications, organizations, websites, and other resources exist as described in this curriculum; and all efforts have been made to verify them. The authors make no warranty or guarantee concerning the information and materials given out by organizations or content found at websites that are cited herein, and we are not responsible for any changes that occur after this book's publication. If you find an error or believe that a resource listed herein is not as described, please email cad@TheAssetEdge.net.

YMCA Center for Asset Development

1000 Church Street

Nashville, TN 37146

www.TheAssetEdge.net

Blog: <http://theassetedge.net/blog/>

615-262-9676

Twitter [@TheAssetEdge](https://twitter.com/TheAssetEdge)

LinkedIn with Ann Saylor or Susan Ragsdale

Editor: Crystal Zinkiewicz

Design and Production: [Mighty Media](#)

Visit our blog at <http://theassetedge.net/blog/> to find more resources for service-learning and youth development, and read how other people are using the SEASONS OF SERVICE (SOS) curriculum.

Share your story and your favorite service-learning projects! We'd like to feature your service-learning stories on our blog. Tell us how you are using the SOS curriculum to inspire youth to serve. Send a press release and picture to cad@TheAssetEdge.net.

About the YMCA Center for Asset Development

Our mission is to empower youth and adults to live authentic lives of character, service, and leadership. Find out more at www.TheAssetEdge.net.

Licensing and Copyright

The individual activities in SEASONS OF SERVICE curriculum may be copied as needed. For each copy, please respect the following guidelines: Do not remove, alter, or obscure the credit and copyright information on any page. Clearly differentiate any material you add for local distribution from material in the curriculum. Do not alter the curriculum material in content or meaning. Do not resell copies of the curriculum for profit. Include the specific activity name in the following attribution when you use the same information in other formats for promotional or educational purposes:

[Activity name] is reprinted with permission from *Seasons of Service*, by Susan Ragsdale and Ann Saylor. Copyright © 2011 by Susan Ragsdale and Ann Saylor, YMCA Center for Asset Development, Nashville, TN, 615-262-9676, www.TheAssetEdge.net. All rights reserved.

The content of this curriculum has been reviewed by a number of educators and youth professionals. Every effort has been made to provide sound direction for each activity described herein. The authors and reviewers take no responsibility for the use or misuse of any materials or methods described in this curriculum and will not be held liable for any injuries caused by participating in activities and games from this curriculum. Please use prudent judgment and take appropriate safety precautions when participating in all activities and games.

This material is based upon work supported by the Corporation for National and Community Service under Learn and Serve America Grant No. 09KCSTN001. Opinions or points of view expressed in this document are those of the authors and do not necessarily reflect the official position of the Corporation or the Learn and Serve America Program.

This project is funded under an agreement with the Department of Finance and Administration, Volunteer Tennessee.

CHANGE YOUR WORLD

HOW TO USE CHANGE YOUR WORLD

[Session 1: Getting Started](#)

[Session 2: Building Our Team](#)

[Session 3: Jumping In](#)

[Session 4: Making Connections](#)

[Session 5: Identifying Gifts for Service](#)

[Session 6: Investigating the Scene](#)

[Session 7: Sniffing Out the Facts](#)

[Session 8: Mapping Out a Vision](#)

[Session 9: Making a Plan](#)

[Session 10: Taking Action](#)

[Session 11: Reflecting and Celebrating](#)

[Session 12: Demonstration—Educating and Inspiring Others](#)



HANDOUTS FOR YOUTH PARTICIPANTS

- ▶▶▶ [Service-Learning Cycle](#)
- ▶▶▶ [A Look at You](#)
- ▶▶▶ [You at Your Best](#)
- ▶▶▶ [Tapping Power](#)
- ▶▶▶ [Exploring Your Piece of the World](#)
- ▶▶▶ [Trading Cards](#)
- ▶▶▶ [Interviews](#)
- ▶▶▶ [I Spy](#)
- ▶▶▶ [Picking Our First Project](#)
- ▶▶▶ [Picturing Our Project](#)
- ▶▶▶ [Project Details](#)

PLANNING AND LEADING HELPS

- ▶▶▶ [Sample Schedule for a Two-Night Retreat](#)
- ▶▶▶ [Sample Schedule for One Day](#)
- ▶▶▶ [Instructions for Leading “A Look at You” and “You at Your Best”](#)
- ▶▶▶ [YMCA “ENGAGING TEENS with Their Community: A Service Learning Resource” Guide](#)
- ▶▶▶ [YMCA Survey/Personal Profile Expanded Version for Leaders](#)

HOW TO USE CHANGE YOUR WORLD

The 12 sessions of the CHANGE YOUR WORLD curriculum can be covered one lesson at a time, during your program time with young people or strung together and fitted into a retreat setting, be that one day or longer. (See the [one-day](#) and [retreat-setting](#) outlines below.)

Each session is roughly one-hour. Sessions 6 and 7, especially, may benefit from adding some extra time. Of course, the project itself (Session 10) will likely take longer than an hour.

If you have a new group, you may want to lengthen the time you spend in the beginning on team building and getting to know your team into two sessions. The benefit of more time applies to any of the core content. If your group is really getting into discovering community needs or needs extra time to process what they're finding out, then add in an extra half session or whole session to bring out the richness of what is going on in the group. Simply prepare for the extra time allotted as you desire (adding in complementary games, updates, and so on). Adding in extra time might also be essential for certain age groups or if you are working with very large groups.

The content sessions provided here are a *framework* for getting in core principles and activities and to keep things moving and focused to get your group through the whole service-learning cycle in a fun, engaging, and asset-based way. This tried and true methodology is simply this:

1. Develop community
2. Develop an understanding of service-learning
3. Tap into interests
4. Explore issues
5. Move into action—pick an issue, try to understand it, plan your action for impacting the issue, then do it!
6. Reflect and celebrate, and finally
7. Pass it on—share what you did and what you learned or, better yet, step up and take charge to lead others in exploring new solutions or new issues.



“Provide ample time to unify and become a team. The more team-building and trust exercises the students can do the better service-learning.”

Andrew
Taylor-Peck,
Bridges

These sessions move you from teambuilding to learning about [service-learning](#) to intentional discovery of your group's gifts and skills. Then, it dives into exploring the problems and concerns of the community from an appreciative point of view: What would the world look like if hunger weren't an issue? What can we imagine for our world? What do we hope it looks like at its best?



Once youth grapple with possibilities and some of the problems they see that are in the way, they then turn their attention towards finding out facts about the issue—what they know and what others know. After they've done their fact gathering, they begin to sift through their various concerns to hone in on a service-action idea they can carry out, which they then plan, determining tasks, roles, and deadlines.

From there, time will need to be added to continue planning and implementing the project if you are using this curriculum as part of an ongoing program instead of in a retreat setting. Once the project has been pulled off, pick up with Session 11 to let youth reflect and celebrate and then in Session 12 hash through everything they learned and put together some sort of presentation piece that shares with others all they now know.

Educating others is an important aspect of the service-learning cycle. Teaching others, demonstrating knowledge, is one of the highest methods of retention and a valuable part of self-development. After educating others on findings and what has been learned, complete the service-learning cycle by celebrating all the work done on the project! Sample celebration techniques are offered for the last session to make it meaningful, but most likely your youth group will have no problem coming up with how they want to celebrate.

See the section, [About Service-Learning and Assets](#), for more ideas for [Reflection, Celebration, and Demonstration](#).

Format

The activities included within this curriculum were designed to fit groups of 10–40 people. Times denoted for each activity work well with that group size. Depending on your group size or the maturity of your group, you may need to adjust the length spent on each activity. If your group is smaller, things may go faster than the times suggested; or if your group is chatty, you might need to add room for deeper and longer discussions. If you have a larger group, add in extra time to take into account how long a sizable group needs to move from one activity to the next. You may also want to consider additional leadership to help facilitate small-group activities within the larger group.

Within each session plan, you will find what you need to know to successfully lead each game, activity, or process. (Some sections may include leader tips or comments with advice from those in the field who have tested the activities and needed to adapt something for the particular maturity, age, or situation of the group they work with.) The information you need includes:

- ▶▶▶ Name of the activity
- ▶▶▶ Supplies needed, if any
- ▶▶▶ Preparation to be done for the activity
- ▶▶▶ Time—length it takes to lead the activity; some have a range that takes into account the differences in groups
- ▶▶▶ Directions—for leading the activity, including any introductory remarks or comments that need to be made
- ▶▶▶ Variations or options—alternative ways to lead an activity or process
- ▶▶▶ [Asset](#) connections—the broad categories of Developmental Assets® that directly link to what you are doing with the youth. These will be identified as **Asset Intent** and **Assets**:

The **Asset Intent** details what the curriculum is trying to accomplish with the particular session’s activities. This designation lets you as the facilitator keep in mind what the actual purposes are for what’s being done. As you get more and more comfortable with leading the curriculum and with its components, over time, you may start to use your own favorite activities or games within the curriculum to keep it fresh. **In order to keep the process true, just be sure that what you exchange has the same Asset Intent as what’s included in this curriculum.**

The **Assets** notations throughout the curriculum simply identify the broad categories of assets that are being built during a particular session or activity. They are noted to help you sharpen the connections in the debriefing times together.

Taking Pictures

In Sessions 11 and 12 the group will have opportunities to celebrate and to demonstrate what they have learned. One way to prepare for those times is to take pictures during most or all of the various sessions. Encourage youth and adults to take the role of photographers during the various sessions and especially for the service project itself. These photos can be put on Facebook, mounted on a display board, or incorporated into a computer slideshow for a demonstration or simply as a fun way to reflect and celebrate.



SESSION 1: GETTING STARTED

Introduce the youth to the possibility of changing the world. Through service-learning they can engage in service, solve community problems, discover more about their own strengths and talents, and learn how to be effective leaders in the community.

Prep: On tables put supplies and instructions for making name tags. On table tents list ice-breaker questions. Post quotation on the wall. View and select the YouTube clip you want to use.

Supplies: Markers, name tags, list of questions, chart paper, tape, YouTube clip, computer to show it on and/or projector, screen

Name Tags Time (5–8 minutes)

Welcome Activity (10 minutes)

Our Purpose (15–20 minutes)

Expectations and Norms (10 minutes)

Game (5–10 minutes)

Asset Intent: To create an inviting, engaging setting that helps everyone feel welcome and generates a sense of safety. This is done by intentionally establishing the leaders as approachable and available and by covering what's allowable and what isn't. Youth are deliberately engaged through activities and by soliciting their input and opinions.

Assets: *Support, Empowerment, Constructive Use of Time, Social Competencies, Boundaries and Expectations, Positive Identity, Positive Values*



If your group hasn't worked together before or you're adding new members to your group, use this activity:

Name TAGS TIME (5–8 minutes)

Greet and interact with participants. Point them towards creating and decorating name tags that they can wear. Have a set of instructions on each table that tells youth to include on their name tags: 1) their name—slanted towards a detective theme like “Detective Sally” or “Super Sleuth Sally” and 2) “Name of Group” Detective Agency. Or, ask them to link an adjective to their first name that describes their personality and starts with the same letter. Have a few icebreaker questions posted on the tables for them to answer out loud with each other as they work on their name tags.

Sample questions to post on table tents: Favorite way to spend the weekend, a song or music group you like, a movie that made you laugh, a favorite animal story.



WELCOME ACTIVITY (10 minutes)

Introduce the leadership team, and orient the group to the facilities. Invite the group to mingle and find one other person who is wearing a similar color and to sit down to play the game Twenty Questions to determine what that person likes to do in his or her spare time. (The questioner asks up to 20 yes/no questions to try to determine the correct answer. If 20 questions are asked without a correct guess, then the answerer has stumped the questioner and reveals the answer. In this case, everyone is working from the same subject matter—what a person likes to do in her or his spare time. The first questioner in a pair might ask, “Does it involve the arts, such as dance, painting, music or writing? With a yes, she can narrow down questions. With a no, she has eliminated several related possibilities.)

Gather the group again and ask each person to introduce her partner to the rest of the group and what he likes to do in his spare time.



OUR PURPOSE (15–20 minutes)

Welcome everyone to the team; let the group know that they'll have lots of time to get to know one another.

Re-introduce yourself. Give brief information that will help you connect with the group: your name, why you want to be here and why you want to be part of the CHANGE YOUR WORLD experience, favorite hobby, something unique about you.

Refer youth to the posted quote and ask for someone to read it aloud:

“Inside each of us there are powers so strong, treasures so rich, possibilities so endless, that to command them all to action would change the history of the world.”

*H. Jackson Brown Jr., Author of *Life's Little Instruction Book**



- ▶ Ask for reactions: What words jump out at you from the quotation and why?

Note that the quotation sums up what the CHANGE YOUR WORLD experience is all about. The group will be detectives, super sleuths, “hot on the case” towards finding the powers, treasures, and possibilities within us and using them to make good things happen in our communities and around the world.

Tell the youth: We'll be having a lot of fun together, but we'll also be learning about ourselves and the others, listening to one another, and mapping out a plan for how we can serve the community.

- ▶ Ask the group what they think when they hear the phrase “Change Your World.” What images come to mind? Is it doable? Where would they begin?



If you have the capacity, show a short clip from the movie *Pay it Forward*. Focus on the one where the boy presents to the class his idea of how he could pay forward three really big acts of kindness and they simply have to help three others do something they couldn't do alone as payment. Three by three, he could change the world. Find these videos and more at the CHANGE YOUR WORLD YouTube channel (<http://www.youtube.com/playlist?list=PL438F1311C8211FE7>).

- ▶ After viewing the clip, ask the youth how they would have responded if they had been in the class and asked to do the assignment. Where do they feel they have power to change the world? What could they see themselves doing? What would they like to change?

State that the ultimate goal of participating in CHANGE YOUR WORLD is for all the members of the youth team to be actively engaged in service, solving community problems, discovering more about their own strengths and talents, and learning how to be effective leaders in the community.

Briefly give an overview of the highlights of the schedule and answer questions.

EXPECTATIONS AND NORMS (10 minutes)

Point out anything the group needs to know about the layout of the facilities—bathrooms, water fountains, off-limit areas, hang time areas, and so forth.

Solicit input on setting rules and norms that they can live up to and uphold. Write these where all can see them. Be sure to include these, if the youth do not mention them:

- ▶ Follow rules about cell phone policies: no texting, cell phones on vibrate in pockets.
- ▶ Be fully active in the group conversations and activities.
- ▶ Be respectful of yourself, your peers, and the adult leaders.
- ▶ Be safe.
- ▶ Be willing to try new things, even if something is a little uncomfortable. (You're asking them to stretch, but not asking them to break.)

THE GAME (5–10 minutes)

Play a favorite to close the session.

SESSION 2: BUILDING OUR TEAM

Change the gathering of individuals into a team. These games will help participants feel comfortable, learn names and correct pronunciations, mingle, and start to build a sense of group identity around the purpose.

Prep: Post the quotation from the previous session on the wall, if it is not already there.

Supplies: Roll of tickets, bubble gum or small candy treats or snacks; for each small group large sheets of construction paper, crayons or markers, masking tape or stick pins to post items on the walls

Names in Action (10–20 minutes)

Ticket Talk (15–20 minutes)

Bumper Sticker Company (15–30 minutes)

Options: If your group is new, you might want to add more team builders, name games, and getting-to-know-one-another activities to further develop a sense of group bonding during this time. You can find lots of ideas for asset-connected games in the book, *Great Group Games*, by Susan Ragsdale and Ann Saylor.

Asset Intent: To facilitate time and space for youth to build relationships, make connections, and practice friendship making and conversation skills. The session will help the youth start building a group identity that reflects their current sense of the group and its purpose: How would they describe the group? What is the purpose of the group? Who are they as a group?

Assets: *Support, Empowerment, Constructive Use of Time, Social Competencies, Positive Identity*



Names in ACTION* (10–20 minutes)

The Game: Ask players to introduce themselves to the group, one by one, by pairing each syllable of their name with a fun motion as they say their name out loud. (For example, Crystal has two syllables in her name, so she puts her hands on her hips when she says *Crys* and nods her head with *tal*.) The group responds to each person by repeating the name with the same action to affirm the person and to learn more readily that person’s name. As each new person introduces herself or himself, ask the group to also repeat each previous person’s name and action.

Variation (for the brave, the bold, and those who want to have fun!): After everyone has introduced themselves to the group, play a dance music compilation and call out names of group members at random. Everyone can dance to the motions of each name as you call it out.

TICKET TALK* (15–20 minutes)

The Game: Pass around a roll of tickets, and tell the group, “You’re going to need some tickets this weekend (or today), so take at least three off the ticket roll. You may take as many as you like.”



After everyone has taken tickets, ask each person to tell the group something about herself for each ticket she took. If you have an especially large group, you might limit the sharing to 5–6 tickets. Let players redeem their tickets for candy prizes or bubble gum.

If the group has a hard time thinking of things to tell about themselves, give them categories such as things they do for fun, favorite books or movies, the best day ever, something they’re good at doing, and so forth to prompt them. If the group steals from each other (for example, three people all say sports), challenge them further: “What sport in particular do you like?” or “We’ve had three people say sports—let’s try for other things to share about ourselves.”

Going Deeper

- ➡ Did you surprise yourself by sharing something you hadn’t talked about before?
- ➡ What did you enjoy learning about others in your group?

Variation: You can also incorporate this game into snack time. Instead of tickets, give each person a paper cup and pass around a healthy snack such as Chex Mix® or trail mix. Then for each piece of the mix they have, they share something different about themselves based on the number of items

or based on shapes. Have the questions match the different shapes. For example, for pretzels share something about your family; for peanuts, tell something you enjoy doing; for raisins, share something silly that you like to do.

BUMPER STICKER COMPANY (15–30 minutes)

The Game: Tell the group, “The Big Bumper Sticker Company has offered to make free bumper stickers to advertise our group. We’re excited about the opportunity, because we can plaster our stickers over car bumpers, lockers, folders . . . *and* get more young people excited about our group.”

Divide into teams of 3–5 people, and ask each small group to design a bumper sticker representing our group. Each bumper sticker should include a title or slogan and a picture that tells other people who we are and what is important to our group. Refer the group to the quotation from the previous session as a reminder of their CHANGE YOUR WORLD purpose.

After 10 minutes, let each group share their bumper sticker and post it on the wall to refer to during the sessions to come.

**“WE MUST BE THE CHANGE
WE WISH TO SEE IN THE WORLD”
—MAHATMA GANDHI**

**TOGETHER WE CAN
CHANGE THE WORLD**

GIVE PEACE A CHANCE

**GET INVOLVED!
THE WORLD IS RUN
BY THOSE WHO SHOW UP**

BARK LESS. WAG MORE.

Going Deeper

- ▶▶▶ Are there any general themes reflected from each of the bumper stickers? Where are there similar ideas about who we are as a group? What are they?
- ▶▶▶ What did you enjoy learning about others in your group as you worked on this project?
- ▶▶▶ Is there something else you hope this group will be known for that hasn't been mentioned?

Note: Make certain that you save these bumper stickers (on the wall if possible). You will refer to them later in Session 5.

SESSION 3: JUMPING IN

Explore with the youth the concepts of service and service-learning; help participants dig into what they think, know, and believe at this point. Far more than simply fun and games, this series of activities will set the stage for further work by unearthing perceptions and beliefs currently held by the group. It will give you a snapshot of where your youth are before they experience service-learning.

Prep: Post the new quotation (“Everyone can serve . . .”) where it can be seen. Make copies of the [Service-Learning Cycle](#) handout.

Supplies: Sheets of paper in large and larger sizes, markers, tape, timer, handouts

Favorites (8 minutes)

Neighbor Chat (20 minutes)

Speedy Conversations (20 minutes)

Summary (8 minutes)

Option: You may choose to allot more time in Neighbor Chat for the discussion on media portrayal of youth and the real story of what youth are about and doing.

Asset Intent: To help youth connect with their own sense of values and beliefs. To help youth ponder and reflect upon ways in which they have contributed and been resource, the ways in which they have helped to make a difference in the community.

Assets: *Empowerment, Positive Values, Positive Identity, Social Competencies, Commitment to Learning, Constructive Use of Time, Boundaries and Expectations*





FAVORITES* (8 minutes)

The Game: Ask the large group to quickly get into smaller groups based on their favorites in the various categories you call. For example, you might call out “favorite soft drink” and then participants would start yelling out their favorite soft drinks and find others who like that same drink to form a group. After each small group is formed, ask them a question related to service-learning:

- ➡ Get into groups based on your favorite candy bar.

Introduce yourself, then answer this question: “Who can serve others or the world around you: anyone or just people who are rich? Why?”

- ➡ Get into groups based on your favorite movie genre (comedy, action, romance . . .).

Introduce yourself, then answer this question: “Who can serve others or the world around you: adults only, youth only or anyone regardless of age?”

- ➡ Get into groups based on your favorite sport.

Introduce yourself, then answer this question: “What is the real essence of serving: doing *for* others or doing *with* others?”

This activity is a great indicator of how the youth view service, and you can use the information to address perceptions about serving others. Be sure to add time if you want to push your group deeper on the conversation instead of simply getting a quick snapshot of perceptions.

NEIGHBOR CHAT** (20 minutes)

Refer to the quotation:

“Everyone can be great because everyone can serve.”

▶▶▶ Do you know who said that? (Answer: Martin Luther King, Jr.)

Tell the youth: Partner with someone next to you, and talk about whether you agree with that statement? Why or why not?

As a big group, debrief:

- ▶▶▶ How do the media (TV, radio, newspapers, newsmagazines, movies, Internet) define or portray greatness?
- ▶▶▶ How do we usually define greatness among our friends?
- ▶▶▶ Why do we often limit ourselves to thinking greatness simply relates to athletics, grades, and being cool? (or whatever other things your group mentioned)
- ▶▶▶ How should we define greatness for ourselves? When should we feel really great about ourselves?
- ▶▶▶ Let’s look at little further at how the media define things and whether or not the portrayal is accurate. What images of youth do we get from the media? (Write the group’s answers on a sheet of paper.)

Point out that the media highlight things considered newsworthy whether they are really good or really bad. How the thing or event is portrayed is one angle, but it is often an incomplete picture of what is really happening.

Invite discussion:

- ▶▶▶ You too may have different perspectives on youth today. What is the real story about youth? What do you see? What do you know?
- ▶▶▶ What are examples of good things youth are doing in the community? (Write the group’s answers on a *bigger* sheet of paper.)

Continue to prompt the conversation in order to ensure that the youth see themselves as combatants to the generalized image portrayed by the media. Explore ways in which the participants can address the media’s portrayal of youth in their daily lives on how they conduct themselves, and how they chose to care.

- ▶▶▶ How can we make the real stories of youth more accessible? How can we celebrate and uplift the *greatness* that youth do?



(After brainstorming, tape the big sheet of paper over top of the smaller sheet of paper, symbolizing our efforts to cover up the media's incomplete story about youth by showing the community the real face of youth today along with all the good works youth are doing.)

Wrap Up for The Youth

Change happens when we look things in the face squarely, measure the good and bad and then set about to use our power and voice to make a difference where we can.

Dr. King thinks we can all be great because we can all help out. We all have the power to do good. We can make a difference.

Keep in mind as we go through this curriculum that the goal is for you to figure out how and where you are going to be great, how and where you are going to serve and make a difference, how and where *your* voice is going to help shape the change you want to see.



Serving helps make everyone great because it's one of the best practices for building a large number of assets.

SPEEDY CONVERSATIONS (20 minutes)

The Game: Ask the group to line up in two long lines facing one another. Form partners going down the line, so person #1 in the first line is partnered with person #1 in the second line. Both people in second position are paired with one another, and so on, all the way down the line. If you have an odd number of people, have one of your adult volunteers step in or out of the game to make the partners pair evenly.

Once everyone is in place, throw out the first topic for pairs to respond to: "Why I think we should strive to make the community better." Give partners only one minute during which both partners should speak. Instruct them to switch after 30 seconds.

Then tell line one to remain in their place, and ask line two to rotate left one person, so each person joins with a new person. Continue in this fashion, using as many of the questions below as you want to use:

- ▶▶▶ One wish or hope for our world
- ▶▶▶ My favorite way to show others I care
- ▶▶▶ Something that motivates me to serve others
- ▶▶▶ What the world needs more of
- ▶▶▶ What the world needs less of
- ▶▶▶ Best memory from a service project

- ▶▶▶ First service project I remember doing (or first time I remember helping another person)
- ▶▶▶ Something I learned from helping someone else
- ▶▶▶ What the leaders around us (church, school, community, government) say (and show) about service

For the final rotation, ask partners:

- ▶▶▶ Of all the conversations you just had, what is something you want to remember?

OR

- ▶▶▶ What is something you learned about yourself?

Ask if any individuals would like to share some of these responses with the larger group.



.....

This fast-paced game provides fun, energy, and quick, timed conversations that diminish awkwardness and push people to talk. As a facilitator you will hear very little of what is being shared in these simultaneous conversations unless you walk around and eavesdrop. Don't worry about not getting all the nuggets. Many of these questions will resurface in a different way throughout other activities. For example, "what motivates me" reappears within Session 5, Identifying Gifts for Service; "what the world needs more of" and someone's "hope for the world" reappear during Session 6, Investigating the Scene.

.....



summary (8 minutes)

- ▶ Solicit responses: Service involves helping others. Thinking about all the conversations and activities we've done, what do you think service-learning means? How would you define it?

Tell the youth that service-learning is about helping others in meeting real needs *and* noting what we learn along the way. It's equal emphasis on doing and learning.

The official definition of service-learning

"Service-Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities."

Learn and Serve America



Distribute the Service-Learning Cycle handout and challenge small teams of three to four to unscramble the words and match each word to its correct step within two minutes. Go over the answers as a way to summarize the steps of the service-learning cycle:

To do service-learning right, first you must:

- ▶ KNOW how you are uniquely wired to make a difference in the community—what the gifts, talents, skills, and passions you have that you can use.

How many of you can name some of the skills and talents you have?
Ask for raise of hands or nods of heads.

After you can identify key things about yourself, then you must:

➡ **INVESTIGATE:** Explore your community to see what's needed, what's going in the world, and where help is needed.

How many of you know some issues in the community that concern you already? Just raise your hand for now—we'll talk about the issues later.

➡ **PLAN:** Make a plan of action to address one of the key issues.

Plan and prepare—will you do direct service? indirect? or be an advocate? There are many ways to carry out your plan.

➡ **ACT** to make your community a better place—follow through on your plan. Take action and make things happen.

How many of you are willing and able to use your abilities to make the world better?

➡ **REFLECT** on what you did, accomplished and learned.

➡ **CELEBRATE** your work and what you learned.

How many of you like to celebrate?

➡ and finally, **DEMONSTRATE:** Share with others what you learned and teach them how they can make a difference. (Pass it on!)

You can use the acronym I-PARCD to remember the order. (Think *I parked the car*, but “parked” is spelled wrong:

Investigate, **P**lan, **A**ct, **R**eflect, **C**elebrate, **D**emonstrate.)

Note: Keep the paper with I-PARCD; you will use it again in Session 9.



SESSION 4: MAKING CONNECTIONS

Challenge the youth to look at both what they will learn and gain from doing service-learning and at what is needed for making social change happen, including observation and analysis skills. This session also introduces the community aspect and encourages youth to find common ground with others they may be serving or with whom they will be working.

Prep: Select appropriate music (optional).

Supplies: CD of soft music and CD player (optional).

Connections (15 minutes)

The Private Investigator's Nose for Details (6 minutes)

Do You Know Your Neighbor? (15 minutes)

Behind Every Name (8–10 minutes)

Option: In a time crunch, you can choose to use just one of the previous two games instead of both (if need be). The general point of each is to connect with others on a deeper level, though the depth of each is a little different.

Asset Intent: To help youth begin to explore some of the skills needed to connect with others and to examine key aspects of what they can contribute to service (how they are resources) as well as how they can be positive influences by nature of their passions and the simple act of getting to know others.

Assets: *Empowerment, Social Competencies, Support, Boundaries and Expectations, Positive Identity*





connections** (15 minutes)

The Game: Give the following instructions to the group; call time for each round after two minutes. If possible, add soft music to play as the youth go through this exercise. If the group is small, continue to have them find new partners as best they can. Also, be prepared for the activity to finish more quickly.

- ▶▶▶ **Round 1:** Find 1–2 partners and determine a connecting point that you have in common (both are vegetarians, like to run track, play an instrument, for example).
- ▶▶▶ **Round 2:** Find 1–2 new partners and identify a skill you bring to the group (first aid training, a passion for planning projects, ability to draw well).
- ▶▶▶ **Round 3:** Find 1–2 new partners and share something that gives your life meaning and purpose (family, faith, belief that everyone should be loved, teaching others to read).
- ▶▶▶ **Round 4:** Find 1–2 new partners and talk about what you would change about the world to make it a better place.

Invite discussion from the whole group:

- ▶▶▶ This game is about connections.
Why are connections important?

- ➡ Round 1 was about commonalities: When we spend time and get to know others, we often find we have some sort of common bond.

What impact will our commonalities have on the way we choose to serve in the community?
- ➡ Round 2 was about skills and talents: Our skills and talents often fill in gaps (since we don't all have the same skills and talents); our differences and our commonalities provide links for how we can work together and help each other.

What did we discover about what we have in common and the skills and talents this group has?
- ➡ Round 3 was about purpose and meaning: Our heart for what makes life meaningful is a connection that often encourages others to seek their own inner purpose for life and what is meaningful to them.

What did your friends say gave their life a sense of meaning and purpose?
- ➡ Round 4 was about vision: Our vision for how we want to change the world and the difference we want to make unites like-minded people and provides the "oomph" that can help people work together towards a common cause; it can provide the glue for holding the various talents, skills, and passions of people together as a whole even though each person is different.

What difference did you hear people say they wanted to make in the community?

What visions did you hear that were somewhat similar to your vision?

THE PRIVATE INVESTIGATOR'S NOSE FOR DETAILS (6 minutes)

The Game: Ask players to find a partner and determine which person is going to be the Private Investigator and which one is going to be the Scene of Details. Each player will have an opportunity to play each role. Have partners take a careful look at one another, then turn around to stand back-to-back. Tell the person representing the Scene of Details to change three things about herself without saying anything or letting her partner see her changes. (For example, she might take off her glasses, switch her shirt to being untucked versus being tucked, and roll up her sleeve). On the Game Leader's cue, the Private Investigators and Scene of Details should turn around to face each other. The Private Investigators will try to guess what was changed. Once done, have partners switch roles and repeat the process.





Invite discussion from the whole group. Ask what connections they see between this game and service-learning.

Make these points, if they do not come up with them:

- ▶ Service-learning is about change—the change we want to make and the changes we make as we learn about new things and try out new skills. It is also about changes that will happen as we serve others, and changes we will likely see in ourselves (knowledge, skills, perceptions, for example).
- ▶ And, as the game is named, it's also about details—paying attention to what's going on around us and paying attention to what we're doing so that we do a good job.

DO YOU KNOW YOUR NEIGHBOR?

(15 minutes)

The Game: Put the chairs in a large circle with the participants seated, facing toward the center of the circle. Take away one person's chair and ask that person to stand in the middle. He or she will say, "I love my neighbors who . . .," filling in the blank with any characteristic that is true for himself or herself. For instance, "I love my neighbors who have a dog"; then everyone who has a dog (including the person in the center) must get up and find another chair that is a least two chairs apart from their original chair. The person who is left without a chair, then takes the place in the center and calls out a new phrase, such as "I love my neighbors who love chocolate ice cream."

Invite discussion from the whole group:

When getting out into the community, we spend time learning more about our neighbors—whoever they are: a homeless dog, the person next to us in school, or a neighbor down the street. Serving allows us to learn more

about others and at the same time be a source of hope and help with needs in the community. Knowing our neighbors, knowing our community, better arms us with important information to make good decisions about what kind of projects we want to offer to make a difference.

When we do get out there and interact with a lot of different people and agencies, we want to conduct ourselves well and feel comfortable interacting with others.

- ➡ What attitudes should we strive to have as we work with others, both those who are easy to get along with and those who may be quite different from us?
- ➡ What skills do we need to have to interact comfortably with others?
- ➡ What do you do to make sure you leave with others a good impression of who you are?

BEHIND EVERY NAME* (8–10 minutes)

The Game: Have groups break into triads. Each should take turns, one minute each, telling a little bit about their name.

- ➡ What is your name? Are you named for a particular person or reason? Do you like or dislike your name? Explain why or tell what you'd like to be called.

Invite discussion from the whole group:

- ➡ What did you discover about others in the group? Any cool stories you'd like to share about what you learned about someone else?
- ➡ Did you discover any thing you have in common with others that you didn't realize before? Explain.
- ➡ How does our family heritage enrich our lives?

In the first game, we learned about our neighbors and found connections. In this game we learned even *more* about each other. We asked a question we probably haven't asked before of each other. Service-learning takes us to places where we learn more about an issue, another person or culture, and their story because we keep digging. It's like detective work. We keep digging to find out more facts.

- ➡ What is a skill needed to learn more about others? (ask questions, listen)
- ➡ What is a way we can learn more about the community? Where can we find out more about what's going on and where our help is needed?



If the group is young or doesn't interact much with others outside their peers, consider spending time through games and activities on making eye contact, speaking clearly and directly, giving firm handshakes, asking curious questions, and other basic communication skills to further prepare and equip them.

SESSION 5: IDENTIFYING GIFTS FOR SERVICE

Help the youth identify the particular gifts they bring to the task of changing the world. As youth explore who they are —their interests, talents, motivations, and resources, as well as the community aspects they're most interested in—they will begin to identify the skills they possess as individuals and as a group that they can use together in service.

Prep:

Well before leading this session:

Visit the YMCA of the USA website at <http://ymca.net/service-learning-resources>.

- ▶▶▶ Click on the “Engaging Teens with Their Community: A Service Learning Resource” link under Guide to familiarize yourself with ways to facilitate and assist youth in finding community service learning opportunities that match their personality traits and skills to specific opportunities. The Guide offers a complete overview with instructions for use of the Personal Profile both with group and one-on-one situations. The web page also includes:
- ▶▶▶ The downloadable Survey/Personal Profile (<http://ymca.net/service-learning-resources/survey.pdf>) to use with youth by clicking on “Survey” link under the Guide on the website page. This Personal Profile tool provides an uncomplicated way for you to guide



Adapted by permission from The YMCA Engaging Teens with Their Community: A Service Learning Resource, © 2008 by YMCA of the USA, Chicago. All rights reserved.

Seasons of Service: Engaging Youth in Service-Learning Throughout the Year

Copyright © 2012 by Susan Ragsdale and Ann Saylor, YMCA Center for Asset Development.

young people to an awareness of who they are, including their passions and interests, which can be used for changing the world.

- ▶▶▶ Resources on how to post a YouTube video reflection after your service experience.

If you prefer to create a social media experience for your group or individual consider these additional resources:

- ▶▶▶ Spark.A.Vision, a powerful online tool for youth to create individual statements of who they would like to be in the world (available August 2012). <http://telavision.tv/sparkavision/>
- ▶▶▶ SparksFinder, <https://www.at15.com/sparks/sparkfinder>. To get an idea of what your sparks might be, use the SparkFinder from @15! You can sign up for free, and explore the rest of the site to find more good information about sparks and other things.

Look at the survey yourself so you are familiar with its flow. Doing so will also help you identify any words that you might need to explain to assist your group.

Before the session:

- ▶▶▶ Print a copy of the Survey/Personal Profile for yourself (a good reference to have on hand).
- ▶▶▶ Print copies of the [Tapping Power](#) handouts.
- ▶▶▶ Tape together 3–4 large sheets of paper to make a Skills Wall.
- ▶▶▶ Print copies of the Survey/Personal Profile worksheet for youth.

Supplies: Profile worksheets, pens or pencils, masking tape, markers, 3–4 sheets of chart paper, Tapping Power handouts

Option: If your group is younger and you need to spend more time building their own skills vocabulary and understanding of the talents they have, consider using [A Look at You](#) and [You at Your Best](#) activities as a needed supplement to the process. Leader instructions for the handout are in the [Planning and Leading Helps](#). Allow an extra 15 minutes to complete.

YMCA PROFILE (15–20 minutes)

Walk About (15–20 minutes)

Tapping Power (20 minutes)

Asset Intent: To lead youth through a self-discovery process that helps them identify their likes, interests, and skills as well as what is meaningful to them in the community. The process helps youth explore their own value as well as what they *like* doing and what they are *good* at doing.

Assets: *Positive Identity, Social Competencies, Empowerment, Constructive Use of Time, Positive Values, Support, Boundaries and Expectations*

YMCA PROFILE (15–20 minutes)

Introduce: “A skill is the ability to do something well; like a technique. It is a developed talent or ability like public speaking, drawing, or writing. Knowing and naming our skills and interests isn’t always easy. Sometimes we haven’t thought about where we’re strong. We’re going to do a quick web-based survey that will help us think through who we are, how we like to spend our time, what we’re good at, what we’re interested in, and what motivates us.”

Lead youth through the YMCA Survey/Personal Profile using the [YMCA Survey/Personal Profile Expanded Version for Leaders](#). As you facilitate this activity, you may want to read examples for each of the categories or at least ask people if they see any categories that they want more information or ideas about. We suggest you do this section by section to keep the whole group going at the same pace.



Adapted by permission from The YMCA Engaging Teens with Their Community: A Service Learning Resource, © 2008 by YMCA of the USA, Chicago. All rights reserved.

Seasons of Service: Engaging Youth in Service-Learning Throughout the Year

Copyright © 2012 by Susan Ragsdale and Ann Saylor, YMCA Center for Asset Development.

Change Your World

Page 67

go to
section contents

Debrief as a big group:

- ▶▶▶ How *do* you spend your time? (Solicit answers.)
- ▶▶▶ Why did you choose some of the areas as your favorite ways of spending your time? Why are these areas important to you? What do you value about them?

Turn to a partner and share:

- ▶▶▶ What issues do you care about? Which did you pick and what interests you most about it?
- ▶▶▶ With this issue, what are some things you have done or have thought about doing to make things better?

WALK ABOUT (15–20 minutes)

Introduce: “We just looked at who we are, what we’re interested in doing, and an area of the community that we care about—individually. Let’s look at what we have to contribute to the work we want to do—as a group. Let’s look at the skills and talents we have as a group to see how resourceful we are.”

Mark a continuum on the floor with masking tape or simply designate one end of the room as 1, the opposite as 3, and the middle as 2. Using the list of skills and talents from the YMCA Survey/Personal Profile (descriptors below), read each one aloud one at a time and ask youth to reflect whether the particular skill is really them (1), not really them (3) or somewhere in-between (2). Is this a primary skill they have or not? If somewhere in-between, they can stand in the middle on the continuum. This exercise is simply a vote with their feet so youth can see all the different skills that each person in the group has.

For example, begin with Leadership: “For which of you is Leadership one of your primary skills? Leadership includes things like Influencing, Promoting and Motivating. It’s something you really like doing and part of who you are. Then move to the designated area (1). If that is not a skill for you, move to the designated area (3). If you feel you have some of those skills, but they are not primary for you, move to some place in the middle (2).”

Primary Skills Continuum:

- **Leadership.** That would include things like Influencing, Promoting and Motivating
- **Creative.** That would include things like Creating, Performing, Inventing
- **Active and Sports.** That would include things like Sports, Outside Work, Hiking
- **Constructing.** That would include things like Building, Making, Fixing
- **Communicating.** That would include things like Speaking (that might be talking with others or doing public speaking), Relationships, Teaching
- **Collaborating.** That would include things like Working with People, Team Building, Partnership (such as working with others on projects, connecting people with resources)
- **Literacy.** That would include things like Reading, Writing, Book Clubs
- **Problem Solving.** That would include things like Research, Evaluate, Analyze
- **Technology.** That would include things like Computers, Video Games, Engineering (this might mean either creating technology or using it)

Discuss as a big group:

- What do you think about all the skills we have in our group?
- How do you feel when you look around the room at the various gifts we all bring?

We're going to see what other skills we have and think about where we best serve from our skills.

Have the group sit down.

TAPPING POWER⁺ (20 minutes)

Introduce: "Here's one way we can approach how we look at improving our world: by knowing what we're good at and what part of the community we're most interested in *first*. We have a sense of what we're interested in. Let's spend a little more time in identifying what we know best about ourselves. Let's hone in on some more of our skills."



Adapted by permission from The YMCA Engaging Teens with Their Community: A Service Learning Resource, © 2008 by YMCA of the USA, Chicago. All rights reserved.

Seasons of Service: Engaging Youth in Service-Learning Throughout the Year

Copyright © 2012 by Susan Ragsdale and Ann Saylor, YMCA Center for Asset Development.

Change Your World

Page 69

go to
section contents

Instruct the youth to get with a partner. Give them each a Tapping Power handout to fill out.

Take a few minutes to briefly introduce how quadrants work. Whatever the students write in a quadrant has to match *both* criteria. Have them focus first on just Quadrants 1 and 4. These will be relatively easy for them to fill in:

➡ **Quadrant 1** is things I like to do *and* things I'm good at doing.

I enjoy organizing, and I'm good at it.

➡ **Quadrant 4** is for things I don't do well *and* I don't like doing them.

*I'm not good at public speaking and I don't enjoy doing it.
Please let someone else speak in front of people!*

Give the pairs six to seven minutes to generate ideas for their skills for these two quadrants. Invite them to build off of the skills they identified in the Profile.

Next, invite them to think also about one or two skills they would like to strengthen or make more a part of their lives. These answers would go in Quadrant 3, the "like to do but not very good at" quadrant. Have them share with their partner why this skill appeals to them and why they want to further develop it.

➡ **Quadrant 3** includes things I like to do, but I don't think I'm very good at them. This is the "stretch" area, skills I want to try.

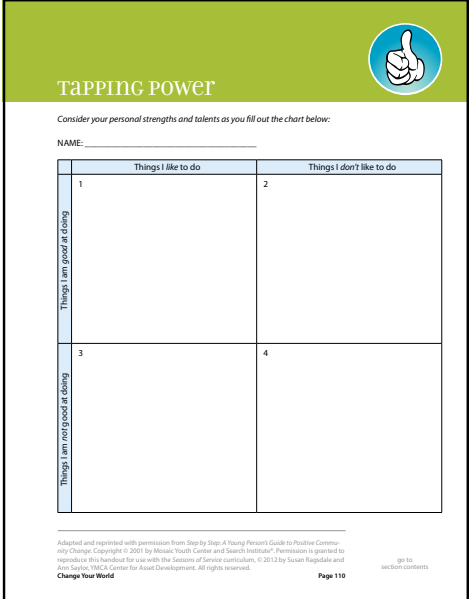
I would really like to paint, but I know I'm not very good at it yet. I'd like to try painting more.

Finally, finish the sheet by filling in Quadrant 2, which lists things they are good at doing but don't like to do. What do they get asked to do because other people think they're good at and they are but they don't enjoy doing it?

➡ **Quadrant 2** is for things I'm good at, but I don't really like doing them. I could do them "in a pinch."

I know I'm good at numbers, but I don't like planning budgets. I'd rather not do budgets unless our group gets "in a pinch."

While the youth are working, hang up the Skills Wall and write "We've Got Skills" at the top, leaving most of the paper's space for the youth to write. See sample below:



The image shows a handout titled "TAPPING POWER" with a thumbs-up icon in the top right corner. Below the title, it says "Consider your personal strengths and talents as you fill out the chart below:". There is a line for "NAME:". The main part of the handout is a 2x2 grid. The top-left quadrant is labeled "1" and "Things I like to do". The top-right quadrant is labeled "2" and "Things I don't like to do". The bottom-left quadrant is labeled "3" and "Things I am not good at doing". The bottom-right quadrant is labeled "4". On the left side of the grid, there are vertical labels: "Things I am good at doing" for the top row and "Things I am not good at doing" for the bottom row. At the bottom of the page, there is small text: "Adapted and reprinted with permission from Step by Step: A Young Person's Guide to Positive Community Change. Copyright © 2001 by Moral Youth Center and Search Institute. Permission is granted to reproduce this handout for use with the Seasons of Service curriculum. © 2012 by Susan Ragsdale and Ann Saylor, YMCA Center for Asset Development. All rights reserved." and "Page 110".

After allowing a minute for people to fill in the Quadrant 2, ask everyone to each pick one or two skills listed in Quadrant 1, their good-at/like-to-do “sweet spot” and write them somewhere on the “We’ve Got Skills” paper wall. They should write their skills/ talents in big letters and note their names next to their skills in small print.

Call out the power strengths of the group from the wall to illustrate the various skills of the individuals in the group, which can be used towards the project they will ultimately select.

Discuss:

- ➡ Was it easy to think of things to put in each of the four categories?
- ➡ Did your list of skills grow as you talked with your friends?
- ➡ Did you think of new things that you’re good at doing? new things you like to do?

It’s important to think about your strengths that fit in the various quadrants—where you are good and love to do things and where you shouldn’t spend time. Have everyone put a star in Quadrant 1, their “sweet spot.” Working here is where they will shine. Have them put an X through Quadrant 4; they will do better to avoid choosing roles that draw from this area—it’s not their best leadership role. The other two quadrants are where they can contribute and grow—both are good.

Think back to what everyone said about their group in the Bumper Sticker Company exercise in Session 2: the group purpose, what they are about. Note the skills that each person brings that can be used to advance the group’s mission and to address whatever community issue the group decides to tackle. We have a lot of resources to work with just in this room, and those resources will give us a lot of strength to make a difference in the community. Everyone should keep in mind the strengths and abilities of the group when it comes time to pick our service project. The intersection of our skills and our interests *should* help us choose what we do and how we implement our action plan.



SESSION 6: INVESTIGATING THE SCENE

Focus the attention of the youth on possibilities. In this session youth begin to think about the community and envision what an ideal world might look like. Then they dig into community issues from the standpoint of what could be, contrasting the ideal with what they know of the real world. The gaps become clearer.

Prep:

- ▶▶▶ Make copies of the [Exploring Your Piece of the World handout](#).
- ▶▶▶ Draw a large circle on the enlarged paper and outline 7–10 puzzle pieces. If your group is has fewer than 6 people, use fewer puzzle pieces. See the illustration for an example.
- ▶▶▶ Tape 2–4 pieces of flip chart paper together to make a larger sheet.

Supplies: Chart paper, tape, and markers; beach ball; handouts

Picturing the World (45 minutes)

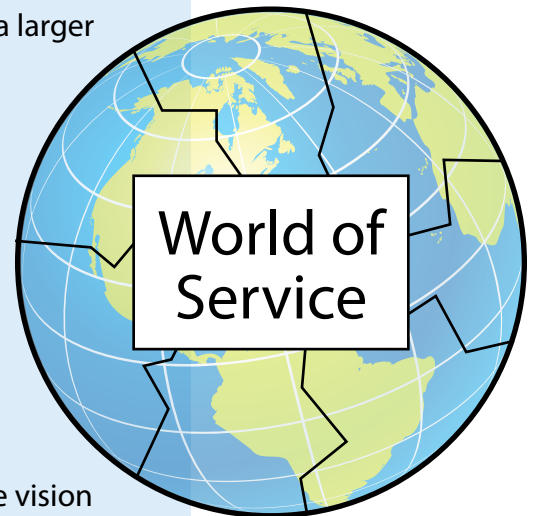
Ball Toss Discussion (10 minutes)

Narrowing the Focus of the Investigation (15 minutes)

Opposite Ends (5 minutes)

Asset Intent: To actively engage youth as resources in the vision process for a world they would like to see keeping in mind where their concerns are. Engagement includes tapping into their knowledge, values, experiences and passions as well as providing them space to learn from each other and work together towards a shared vision.

Assets: *Boundaries and Expectations, Empowerment, Positive Identity, Social Competencies, Positive Values*



PICTURING THE WORLD (45 minutes)

Title the Pieces

Title each puzzle piece along the outside perimeter according to the community issue that you'd like to focus on, leaving plenty of room for youth to draw.

In labeling each puzzle piece, be sure to focus on the positive goal of the change. For example, the issue of violence might become "Peaceville," which is what is to be written on the puzzle piece as the title. Other examples include: nohungerland, ecoland, literacyland, drugfreesboro, diversityville. To be deliberate about youth voice with an older group, ask youth to come up with the titles for each piece.

Begin the Process

Cut out the puzzle pieces and shuffle them. Randomly divide the youth into small groups to work on each of the community puzzle pieces. Assign them a puzzle-piece category but don't distribute the puzzle pieces yet.

We want to build on the knowledge you gathered about yourself through doing the YMCA Survey/Personal Profile. The next step is for everyone to further share hopes and dreams for a great world. That will be our launching point for developing a vision for what can be. After that, we'll spend the rest of our time building a plan of action for changing the world. We'll be using a step-by-step process called Picturing the World.

THINK APPRECIATIVELY

Communities grow in the direction you think about them. We want to come up with the image of the best possible future that we want to see happen and can work towards making real. To capture that image, think about the following two questions and write down some thoughts to answer them on their *Exploring Your Piece of the World* handout.



The question they want to investigate and then determine a plan for is: "How can we as a group work together to create a better community for everyone?"

- ➡ What are 2 things you love about your piece of the community puzzle? (For example, what do you love about nature, about the environment? What about the environment appeals to you or means something to you?)
- ➡ What are 2 things that would be a part of your puzzle piece if you were living in an ideal world? (What would be in place? What would be happening? What would this aspect of the world look like, be like?)

Invite groups to chat about their thoughts on these two questions with regards to their puzzle piece. (Take 2–4 minutes.)

VISUALIZE WHAT COULD BE

Next, give each group a handful of markers and their puzzle piece. Ask them to work together to draw out their ideal community (stress pictures vs. words) with pictures that capture the ideal world in regards to their puzzle piece. Tell them to be sure to think about their wishes and hopes for this part of the community. Encourage everyone to be a part of the drawing (even stick figure style). Give them 10–15 minutes to prepare their puzzle pieces. Encourage group members to further share their ideas as they are drawing.

CREATE POWER STATEMENTS

You've thought about what's possible. You've crafted images. Now, take those images, the ideal in your vision, and the things you appreciate about your community and use them to create a power statement to articulate what can be. Finish this sentence:

- ➡ Our community is a place where . . . (*X happens*)

Give them two to three minutes to craft a statement that says what they want to see happen. Here are some examples:

- ➡ Our environment is a place where alternative resources fuel our cars.
- ➡ Our community is a place where everyone has access to healthy food choices.
- ➡ Our community is a place where kids have access to exercise at school.
- ➡ Our community is a place where homeless dogs have enough food and shelter for their care.



Picturing the World

Think Appreciatively.

Visualize What Could Be.

Create Power Statements.

Report and Build Together.

REPORT AND BUILD TOGETHER

Have a reporter from each group tell the large group about their puzzle piece, including the power statement. Watch for key points and ask clarifying questions. After the report, let the reporter tape her puzzle piece and power statement on the wall. With each report, have the representatives work together to form a “world of service” out of all their puzzle pieces.

Ask the group to gather around the world and look at all the possibilities:

- ▶▶▶ What images need to be added?
- ▶▶▶ What else would they want to add to the power statements?

Take five to eight minutes to let people give additional input on the various puzzle pieces. Record new images or power statements (Our community is a place where *X happens*).

Leave the world up on the wall for the remainder of the session. It’s a great spark for building creativity and remembering our ultimate goal: youth in service, solving community problems, and learning to be effective leaders in the community.

BALL TOSS DISCUSSION (10 minutes)

Make a heading on a piece of chart paper: “Community Issues Impact.” Draw a vertical line five inches from the left side of the flipchart paper. (You will later use the space on the left-hand side of the vertical line to let participants vote on the issues that most interest them.)

Using the power statements as a starting point, talk together about the difference between the ideal and reality:

- ▶▶▶ How does your ideal world, the scene you can picture of what CAN be, compare to the real world around you?
- ▶▶▶ What will it take for us to help bring our vision of what could be to life? What do we need to do?



Invite the group to gather in a circle. Toss the ball randomly around the group and have each participant answer one of the two statements listed below. Be sure to write answers on the chart under “Community Issues Impact.”

Tell the youth: We can agree that we have work to do to make our world better. Think about the opportunities you see that might come from the power statements. We want to target an opportunity to make our community move towards our ideal. Keeping in mind all the power statements we just created, answer one of these questions as you catch the ball:

- ▶▶▶ I spy an opportunity to do X to make our community better.
(For example, I spy an opportunity to help more children learn how to read to make Literacyland more ideal.)
- ▶▶▶ I hear people saying X is an issue that needs to be addressed.
(For example, I hear people saying trash in the park is an issue that needs to be addressed in Ecoland.)

NARROWING THE FOCUS OF THE INVESTIGATION (15 minutes)

After everyone has shared and answers are charted, ask the group to think about which idea or issue area most interests them:

- ▶▶▶ Where are you most interested in investing your time? Where are you most concerned? Which issue is something you would *want* to do something about?

Remind them that their voice counts, and that they should think about the areas or issues they feel strongly about for voting on a community issue for the group to focus on.

Tell them that it’s time to narrow down our list to one issue, and we’re going to do that by marker-dot voting. Each person will get three votes. You can cast all three votes on one project that really captivates you, or you can spread your votes across three different issues—you get to choose. To vote, you will simply make a dot with a colored marker in the space to the left of the community issue that you want to vote for.

Remind them to choose their votes for the issue they *want* to spend their time on. Give participants time to vote.



Tally the votes. Announce the issue impact area with the most votes. Write the big issue on a separate flip chart paper to refer to later. Connect the issue to any relevant power statements that match by writing them down beneath the issue. Note: if you have veered away from the original power statements, feel free to quickly craft another one if needed

OPPOSITE ENDS*** (5 minutes)

Invite youth to vote with their feet by standing on either side of the room depending on their perspective of how they would complete these statements. Assure them there is no right or wrong answer. Once the youth have moved, ask for a few people from each side to share why they choose to stand where they did.

My experience of learning today was like . . .

➡ An action film (motion to the left side of the room)

OR

➡ A sci-fi or fantasy movie (motion to the right side of the room)

I think doing this type of service area is going to be . . .

➡ A walk in the park (motion to the left side of the room)

OR

➡ A rollercoaster ride (motion to the right side of the room)



SESSION 7: SNIFFING OUT THE FACTS

Turn the youth loose to investigate the issue they want to tackle. By looking at it from different angles and gathering information from the community, youth will gain new perspectives that will sharpen their understanding and help them as they consider ways to address the problem.

Prep:

- ▶▶▶ Make arrangements for access to community resources.
- ▶▶▶ Copy and cut apart the [Trading Cards sheet](#), making enough sets of four cards for each youth.
- ▶▶▶ Make copies of the [Interviews](#) or the [I Spy handouts](#) (See Sleuthing Out the Truth and the sidebar on page 82 to determine which.)
- ▶▶▶ Post a copy of the chart paper with the issue written on it.

Supplies: Chart paper, tape, markers, set of four trading cards for each youth, pens or pencils, Internet, computers, phones, newspapers, magazines, scissors, handouts, masking tape, 10 pieces of cardboard or sheets of construction paper (about 8.5 x 11 inches) for each team of up to 20 people

Trading Cards (10–15 minutes)

Sleuthing Out the Truth (30 or more minutes)

Investigators' Findings Meeting (10–15 minutes)

Resource Game (20 minutes)

Variation: Sleuthing Out the Truth may require additional time for research in the community.

Asset Intent: To instill a commitment to learning more about the issue and introduce youth to some of the skills needed to find out more about a particular issue and the resources within the community; to connect youth as both resources and as learners with the broader community, as well.

Assets: *Empowerment, Support, Positive Identity, Social Competencies, Commitment to Learning*

TRADING CARDS (10–15 minutes)

Distribute one set of the four Trading Cards to each person, along with a pen or pencil.

Remind the youth of the issue they selected to tackle; refer to their issue written on the chart paper. Note that some of the group might know more about the subject than others. Some have had good experiences in this area. Some may not have thought about it very much.

Invite them to think silently about the issue chosen and make notes on their cards as they consider each question:

- ➡ What part of the issue is most important to you?
- ➡ *Why* is it an important issue to you?
- ➡ What do you know about this issue?
- ➡ Who do you know that might know a lot about this issue?

Give them a few minutes to jot down notes on their cards.

Instruct the group to mill around the room. Their goal is to visit with at least four different people, share an idea from one of their cards, and listen to the partner's idea. Then the partners trade the idea cards they just talked about. They have 10 minutes to mingle, share ideas, and exchange cards.

Gather in a circle on the floor and place the cards face-up in the middle of the floor for everyone to see.

Debrief:

- ➡ How many of you learned something new from listening and talking to others?
- ➡ What are some of the things you heard and learned?
- ➡ How do we determine if something is a fact or an opinion?
- ➡ How many of you have a new respect for this issue and think it is an important issue?
- ➡ What kinds of things do you think we would learn if we had with us someone who is an expert in this area, who works with this issue every day?

Remind the youth: To truly understand our focus issue, we need the knowledge and expertise of our group members, community members, and community experts. If you don't share what you know, we can't be as successful in making community changes. So please remember to speak up and share what you know. We value your opinions and knowledge.

A rectangular card template with a thin black border. At the top, the text reads "What part of the issue is most important to you?". At the bottom left, there is a label "Name:" followed by a horizontal line for writing.

A rectangular card template with a thin black border. At the top, the text reads "What do you know about this issue?". At the bottom left, there is a label "Name:" followed by a horizontal line for writing.



SLEUTHING OUT THE TRUTH (30 or more minutes)

.....

Researching what is going on in the community with regards to this issue might take more time than what’s allotted here. If you have access to computer labs or can take a field trip to the library or an agency, then plan how long you want to spend accordingly. If you do schedule more time, we recommend that you note who is doing what to keep track and hold youth accountable.



Remember that it’s important to let the youth know that they are engaged in a process, and that each individual has a role in effectively ensuring that this project comes together. They are also giving the community a good story to share about youth using their influence and energy to make positive community changes.

.....

Introduce the activity: Remember when we talked early on about “serving *for* others” vs. “serving *with* others?” Well, it’s time to practice some detective work. We need to see what clues we can gather from others about our issue. We need to listen to community input and find out more. We want to practice how to sleuth out facts, find the truth, and gain insights into the reality of the issue; *and* at the same time we want to start building community partnerships so we are able to serve *with* the community and make a difference. We need to find out all we can—gather all the basic intel—before we start thinking about a service-learning project to do together.

Refer to the group to the Interviews handout as a starting point.

Ask:

- ➡ What else do we need to find out?
- ➡ How else can we expand our understanding of the issue?
- ➡ What other questions do we need to ask to find out what others think or know about this issue and what they think needs to be done?

Record their ideas on the flipchart. If not mentioned, you might include:

- ➡ Whom does the issue affect?
- ➡ Who's already working on the issue in our community? in other communities?
- ➡ Where is a place you can go to learn more about the issue?
- ➡ Who is someone you know who might or does know something about this issue?
- ➡ What's something that you've learned about this issue from your own experience that you want to share with others?
- ➡ How might we find the answers to these questions? Where can we look or go?

Record those answers on the flipchart. If they don't mention the following strategies, add them to the list:

- ➡ Read/scan newspapers or magazines
- ➡ Interview people
- ➡ Call experts or other knowledgeable community members
- ➡ Search for information on the Internet
- ➡ Walk around and make observations with their own eyes, ears, and experiences

Now, it's time to be detectives. Break into detective teams of two to four people. Explain that the group challenge is to find out as much as they can about this issue. They can use strategies that we just mentioned or they can come up with new ideas to get the information. Give the teams two minutes to determine which sleuthing method they're going to use.



INTERVIEWS

SLEUTHING FOR MORE INFO ABOUT OUR COMMUNITY ISSUE

Detective job questions. They figure out what's happening around the issue they're looking into. Who does what? What's most important? They need to find out the same. Start the interview by introducing yourself. Explain that your group is finding out more about community issues in order to do a service project. They ask if they would answer a few questions for you.

Name and contact information of the person (and agency) you interview:

Name: _____

Organization/Agency: _____

Address: _____

Phone: _____ Email: _____

Job Title: _____

What are two things you like about _____ in your community?

1. _____

2. _____

Seasons of Service: Engaging Youth in Service-Learning Throughout the Year
Copyright © 2012 by Susan Ragsdale and Ann Saylor, YMCA Center for Asset Development.
Reproduction is allowed to reproduce this handout for use with the business of your organization.
All rights reserved.
Change Your World Page 113

What are two wishes you have for _____ in this community?

1. _____

2. _____

What do you think should be done to make your wishes come true? What could be done to address the areas/issues that are most important to you?

Do you know of anyone who is already working on this issue in our community? Do you know the contact info for the person/agency you mentioned? What is it?

Seasons of Service: Engaging Youth in Service-Learning Throughout the Year
Copyright © 2012 by Susan Ragsdale and Ann Saylor, YMCA Center for Asset Development.
Change Your World Page 114



Have each group state which method they will use out loud (so you as the facilitator will know where all your teams will be during this activity). If youth are using phones or computers and the Internet, emphasize the fact that they are to be used for the project at hand—not for personal calls or for playing games. If you are concerned about improper use, then have an adult advisor on hand at the computer station and one monitoring the use of phones.

Detective teams will have 15 minutes to do their sleuthing and record as much information as they can. Then everyone should report back to see what the entire group has learned.

.....

If using this curriculum as part of a weekend retreat or if canvassing a community area, then remind the group to stay together, be smart, be safe, and to take note of places they can go later to find our more information about the issues at hand.



A walk about or drive about is a good option for groups that need to be more physically active. With this option, have youth record their observations of the issue to be addressed using the I Spy handout.

.....

INVESTIGATORS' FINDINGS MEETING

(10–15 minutes)

Have each team report their learnings and most pertinent facts that they found out about the issue. Make notes on the chart paper.

After the reports, discuss:

- ▶▶▶ What did you learn?
- ▶▶▶ What new understanding do you now have about the issue?
- ▶▶▶ Why do you think our identified issue has become a problem in the community?
- ▶▶▶ Is there any more information we need to check out regarding this issue? Are there any conflicting details or things we're still not clear on?
- ▶▶▶ Why do you feel it's important to invest time and energy on this particular problem to try to change it?

RESOURCES Game** (20 minutes)

Using strips of masking tape, mark off boundary lines 20 feet apart.

Tell the youth: We saw earlier how we personally can be resources—we named our skills and talents. We were resources to one another as we shared information and stories of what we know and as we started to identify who might be other resources to help us: people or agencies who really know about the issue.

We're going to play the Resources Game. This game identifies the resources we have in order to do a service project. It also shows the importance of working together and with our resources (the people and places we know who can help us make a difference).

The Game: First, remind the group of the community issue where they are trying to make a difference. Then, have the group line up together behind one of the boundary lines. Explain that project success lies just past the far boundary. The team's mission is to fully use the resources available to make sure that everyone succeeds in their service project.

Ask them to identify what resources might help them on their service adventure. For example, if doing a fundraising meal for a charity, youth might think of parents, space at church, your family's catering friend, the local hardware store, volunteer clubs, and so forth. Ask them to consider resources they currently have or will need to help fix their chosen problem. Write each resource in large font on one of the cardboard pieces.

If your group has more than 20 people, divide into two teams for this exercise. Give each group 10 cardboard pieces and explain the scenario:

- ▶▶▶ You have ten “resources” (items to step on) you can use to help your group successfully get through the “stuff” (all the obstacles and hiccups that pop up along the way when undertaking a project—like someone is late, at the last minute some supplies don’t come through, it rains, a volunteer leader gets sick and doesn’t make it, and so on).
- ▶▶▶ You must get everyone across the stuff and to success by touching *only* the ten resources.
- ▶▶▶ You must keep in contact with the items at all times. If an item is left by itself, it disappears. (Obviously we didn’t need that resource so we let it go.)
- ▶▶▶ If someone steps off of the resources into the stuff, then the whole group must return to the starting point (the drawing board) and start over.
- ▶▶▶ It is important to take as many of the resources to the other side with your team as possible so that they can continue to be used after your success for the next time.

Ask for questions to clarify and let them go at it. Once finished, have them count the number of resources they were able to keep.

Discuss both the process and the application as a group:

Process:

- ▶▶▶ Were you successful?
- ▶▶▶ What did you do? What happened? (Invite the group to tell about their experiences.)

Application (*Choose from the following to emphasize key points that emerged*):

- ▶▶▶ How many resources were you able to use? Why do you think this activity focused on using and protecting our resources? Why was that emphasized?
- ▶▶▶ What happened when you lost a resource? How did you deal with it personally? as a group?
- ▶▶▶ Let’s make the connection from this game to real life. What resources are important for us to keep and maintain for our service efforts?
- ▶▶▶ Did knowing that success was only a few feet away motivate you? How do we keep motivated for success when we can’t see it?

- ▶ How is this game an analogy for getting work done while simultaneously nurturing relationships with our team, our partners, and the community?

Remind the group that even as they moved and worked together toward success, they needed to tend not only to the resources but also to one another. It's important to pay attention to what's going on along the way and showing care and respect to the people resources—not just using them, but giving gratitude for what and who has been provided.)



SESSION 8: MAPPING OUT a VISION

Determine together possible solutions. Youth begin to brainstorm specific project ideas, run them by a checklist of “do-ability,” and then craft a vision for what they want do. They complete the session by putting their project idea into the context of their vision as they remind themselves of the ideal they want to move towards to make the world a better place.

Prep: Preview and select video. Make copies of [Picking Our First Project](#) and [Picturing Our Project](#) handouts.

Supplies: Chart paper, markers, sticky notes; handouts, pens or pencils; puzzle piece and power statements crafted in Session 6 relating to the issue. If using the video option include screen, laptop, speakers, Internet connection

Project Pick (15 minutes)

Reality Check (15 minutes)

Video Options (5 minutes)

- ▶▶▶ “What About Now” by Chris Daughtry
OR
- ▶▶▶ “If Everyone Cared” by Nickelback
OR
- ▶▶▶ “Power of One” by Bomshel
OR
- ▶▶▶ “Power of One” (traditional)

Find these videos and more at the CHANGE YOUR WORLD YouTube channel: <http://www.youtube.com/playlist?list=PL438F1311C8211FE7>

Cast the Vision (20 minutes)

Asset Intent: To engage youth as resources, tap into their sense of personal power and values, and teach them vital planning and decision-making skills through the process of crafting a vision.

Assets: *Empowerment, Social Competencies, Positive Identity*



PROJECT PICK (15 minutes)

Introduce: “We’ve chosen our community issue. We’ve talked to others to try to understand the problem a little more. Now let’s think about specific project ideas that we could do together to try to address the problem, to make it better. What are we going to do to move towards our ideal world and bring it about?” Remind the group that there are no bad ideas. Just let the ideas for projects flow, brainstorm-style, at this point.

Record ideas on a chart paper as participants answer these questions:

- ▶▶▶ What ideas do you have for making a difference?
- ▶▶▶ What kinds of projects can we do to address (our community issue)?

Tell them that it’s time to use marker-dot voting again—this time for the project or projects they most want to do. Each person will get three votes and can cast all three on one project or spread them out to two or three. Begin voting.

REALITY CHECK (15 minutes)



Hand out copies of Picking Our First Project.

Introduce: “Before we choose one project idea to start with, we’re going to do a reality check against all three projects to help us consider the best place for us to start.”

Share a story to illustrate *why* it’s so important to do a reality check. Here is a sample story:

I heard about a youth group that wanted to do a service project, but they planned it all out *before* checking in with the community to see if their project was needed. They had looked and seen that a particular apartment complex had no playground, which they decided to build. However, it turned out that the apartments were for senior citizens. Imagine the group’s surprise!

“This group had a great idea, but they made some goofs along the way.”

- ➡ What should they have done differently?
- ➡ Who should they have talked to?
- ➡ What might be their next steps?

Keep asking questions, so the youth come up with the answers.

Do the Picking Our First Project handout together as a group against all three project ideas.

When you get to the last three questions on the handout, explain to the group the concept of the “do-ability” check and its underlying theory.

Give them an image to illustrate the point:

Think about little babies you know. As far as getting around in a room, what do you learn how to do first before you start walking? (crawl) What do you learn to do after you learn to crawl? (walk) What do you learn how to do after you walk that gets you around even faster? (run)

Service projects fall in those three categories: crawl, walk, run:

- ➡ A “crawl project” is something that is doable in a day or less (target 1–4 hours), low prep, and easy to take on.

Remember to keep the conversation focused on issues that youth are realistically able to address.

PICKING OUR FIRST PROJECT

List each of your top 3 project ideas. Then consider each of the following questions, answering with Y for yes or N for no.

Project Idea #1: _____

Project Idea #2: _____

Project Idea #3: _____

Questions to Consider	Top 3 Project Ideas		
	1.	2.	3.
Is this project in line with what our group thinks is important?			
Does this project tap into in our own hearts and our passions?			
If not an exact hot button for your own passion, can you find a way to connect your passion with this issue that the group has chosen? Can you make it work?			
Can we use our skills in this project?			
Is the project doable?			
From what we know so far, is the project idea in line with what the community thinks is an important concern?			
Do we know enough about the issue to choose one of these projects without first doing more research?			
Is this a crawl or walk level project?			
Is the project doable in a day or less?			
Does the project require very little preparation (money, supplies, permissions...)?			

Looking at your answers above, which project do you think would be the best one for your group to start with? Discuss with the group and choose your starting project.

Seasons of Service: Engaging Youth in Service-Learning Throughout the Year
 Copyright © 2012 by Susan Ragsdale and Ann Saylor, YMCA Center for Asset Development.
 Permission is granted to reproduce this handout for use with the Seasons of Service curriculum.
 All rights reserved. go to section contents

Change Your World Page 117

- ▶▶▶ A “walk project” requires a little more work, a little more coordination, and a little more prep. A whole day of time—6–8 hours.
- ▶▶▶ A “run project” requires a lot more time, stamina, energy and so forth.

Here’s an example: The YMCA Earth Service Corps Club in Chattanooga was interested in water pollution and wanted to stencil signs on all the drains in the city to educate citizens on the connection between dumping and water pollution.

Is drawing a stencil on a storm drain doable in a day or less? (yes!)

In that sense, this project is a crawl project. You can grab paints, go out, and draw a picture in very little time.

However, the club wanted to do *all* the storm drains in the city—all 5,000 of them! That made this a run project. They had to get permission from the Mayor’s Office, which meant they had to prepare their proposal on paper to be submitted for review and await the decision before getting started. To do their project took 1) learning how the city government worked, 2) stating their case on paper, 3) researching facts, 4) getting enough paint supplies for all 5,000 drains donated or raising the money for it. Definitely, a run project. (For more information, read more about [Crawl, Walk, and Run projects](#).)



Since this is our first project, we want it to be a crawl project (it’s doable; it let’s work together as a team, and we can be successful); then we can grow ourselves into bigger projects as we go.

Look at these projects and let’s rate them for those last three questions.

The goal is to find a project that gets a ‘yes’ for each of these questions. If it does, continue planning. If it doesn’t, you have two choices:

- ▶▶▶ If their project is more of a walk or run project, accepting it is okay as long as they understand the commitment needed and are willing to put in the time and effort.
- ▶▶▶ If none of the choices pass the reality check and the group isn’t ready for a walk or run project, look at the list of ideas again to scan for other possibilities or think about how the current project ideas can be adapted to be more doable for the group.

Have the group choose their top idea.

Verbalize the project idea that is selected.

Adapted by permission from *Introduction to Service-Learning (training)* © 2004 by YMCA of the USA, Chicago. All rights reserved.

Seasons of Service: Engaging Youth in Service-Learning Throughout the Year

Copyright © 2012 by Susan Ragsdale and Ann Saylor, YMCA Center for Asset Development.

SHOW VIDEO (5 minutes)

Show one of the videos from the list above, and remind the group that we need to keep our picture of what we want to happen in the forefront as we plan what we'll do. Holding onto a vision helps us stay focused and remember *why* we're doing what we're going to do.

CAST THE VISION (20 minutes)

Introduce: "When you think about a project, you need to think through what the experience will be like— you need to cast the vision, so everyone can see it clearly—just like the video we watched did. The clearer your picture of the ideal event and the impact you want to make, the more likely you are to meet your goals. We're going to demonstrate that truth by crafting a sample vision together of a birthday party. Then we'll work on our actual project idea."

Ask:

- ▶▶▶ Who's involved in the party? Who will help host the birthday party?
- ▶▶▶ What will you do?
- ▶▶▶ Where will you do it?
- ▶▶▶ When will the party take place?
- ▶▶▶ Why are you doing this party?
- ▶▶▶ How do you want the party to impact the participants? What do you hope they take away from it?

"Now, let's craft the vision for our service-learning project and set some goals. Look back at our work. (Show power statements and ideal world piece relating to the issue that was selected.)"



- ▶▶▶ What's our ideal look like with regards to this issue? What are the power statements we made about this part of the community?
- ▶▶▶ How is our project going to help close the gap between reality and our ideal of what the world can be? How will it move us closer to the possibilities?

Divide the group into teams of four and invite them to fill in thoughts on what we need to do next on their handout, *Picturing Our Project*.

Have each group share. After each report prompt further thinking in key areas, as needed. For example, you may need to ask more questions around these topics:

- ▶▶▶ Who else should be involved (once they share who's already involved).
- ▶▶▶ How they will know if they've been successful.
- ▶▶▶ What they hope to get from the experience and what they hope to accomplish.
- ▶▶▶ Why they are doing this project. (Encourage youth to keep in mind the heart piece, the vision element, the importance of what they are doing and being able to articulate that to others.)

As a group, think about everyone's ideas and set some goals for what they want to do and what they want to gain/learn from doing this. Ask:

- ▶▶▶ What is the difference we want to make by doing this project? What do we hope to do?
- ▶▶▶ What will we learn by doing this project?
- ▶▶▶ Which skills will we further develop or use? (Prompt memories of what they filled out on the Tapping Power exercise and the YMCA Survey/Personal Profile in Session 5.)
- ▶▶▶ What do we want to gain from being involved in this?

Check In

Do a quick check-in with group to see how they are doing and feeling about the process so far.

SESSION 9: MAKING a PLAN

Dig into all the details that go with planning. Encourage the youth to think of everything possible that needs to be done in order to carry out an effective service project. The youth can then map out the details for putting their plan into action and determine roles, duties, accountabilities, and deadlines.

Prep:

- ▶ Draw simple pictures on separate pieces of paper (snowman, smiley face, hat, house, and so forth).
- ▶ Make copies of the [Project Details](#) form.
- ▶ Post the chart paper with I-PARCD spelled out on it (from Session 3).
- ▶ Use two sheets of chart paper; draw a large arrow pointing to the group goal—the birthday party on the first, and your group’s project on the second. (See sample below in the second activity.)
- ▶ Pull out the Skills Wall list (from Session 5) and post it for the second activity also.
- ▶ Look at the example of the Shuffle, Shuffle activity on the CHANGE YOUR WORLD YouTube channel: <http://www.youtube.com/playlist?list=PLC38C4BB754D30099>

Supplies: A pencil and paper for each team, pre-drawn simple pictures (described in prep section); two pieces of flipchart paper, marker, large sticky notes

Back-to-Back Art (10 minutes)

Project-Planning Arrow (30 minutes)

Wrap Up (5–10 minutes)

Shuffle, Shuffle (10 minutes)

Asset Intent: To build youth’s skills in planning and decision-making as well as to increase their sense of ownership and commitment to action.

Assets: *Social Competencies, Empowerment, Positive Identity, Commitment to Learning, Support, Boundaries and Expectations, Empowerment*



BACK-TO-BACK ART***—an ARTSY VERSION OF THE “GOSSIP” Game (10 minutes)

The Game: Divide the group into teams of 5–12 people each. Have teams stand in straight lines with the members facing the back of the person in front of them. Give a pencil and scrap paper to the person at the front of each line. Show the last person in each line one of the simple pictures. Instruct that person to use her finger to draw the picture on the back of the person in front of her.

The next person is to draw on the back of the next person what he felt. The “drawing” passes up the line, finger to back, to the person at the front, who then draws on paper what she thinks the picture is.

Once all the lines have drawn their pictures on paper, have them show the group their pictures and compare them to the original.

Ask the groups how they did and if they think they can do better.

Switch up who is in front and who is in back, and repeat the game with new picture.

Rules: No talking—communication is done through drawing. (However, you might want to allow players to ask for a repeat of the drawing—but just once per person.)

Debrief:

- ▶▶▶ What was this game about? (communication)
- ▶▶▶ What was key to success in this game?
- ▶▶▶ When did you do your best work?
- ▶▶▶ How did you communicate with each other to ensure the best possible clarity in sending your message through your group?



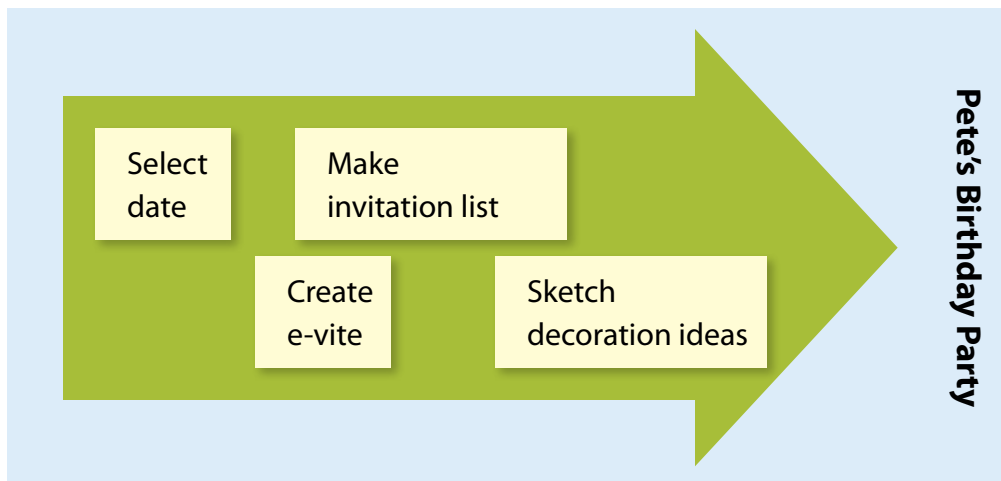
- ▶ This fun game illustrates the importance of communication and being clear. Did anyone turn around and draw on the back of the person who sent you the “message” to see if you were getting it right?

As we turn towards planning our project, we want to make sure we have clear communication. We need to be clear in what our roles are, in what is expected of each of us in our jobs, and in what we are going to do in the community.

- ▶ What will help us have clear communication? (*Tips: Listen to each other; ask if you aren't sure about something; repeat back instructions to make sure you understand them; determine how to communicate—e-mails, tweets, Facebook, phone calls.*)

PROJECT-PLANNING ARROW** (30 minutes)

The project-planning arrow is great for planning large group projects. It's easy to see, to make changes, and to see progress towards the group goal.

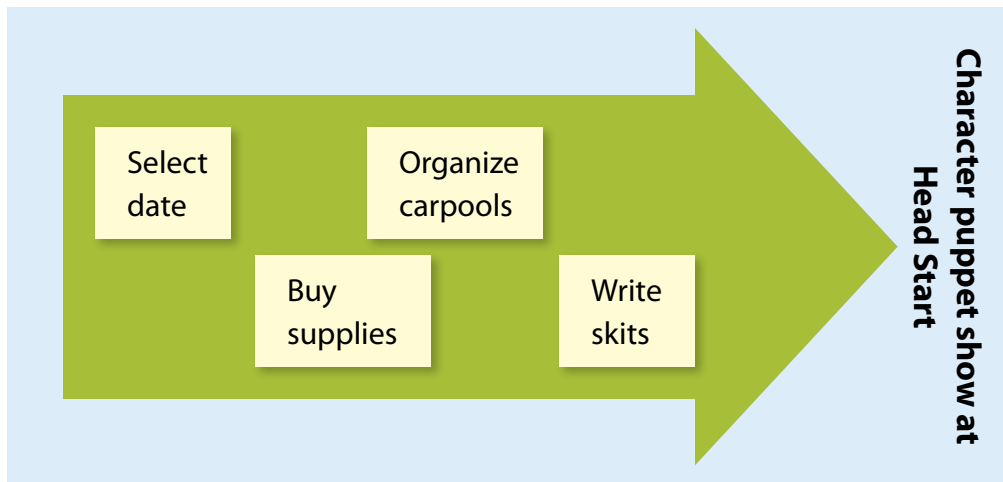


Introduce: “I’m going to teach you an interactive way to plan group activities. In a few minutes we’ll plan our service project, but we’re first going to practice by planning a birthday party. Who has a birthday coming up soon? Great, we’ll plan your birthday party dinner. Think about all the steps that you will need to have a great birthday party dinner and call them out.”

1. Write each step on its own sticky note and put it on the arrow in random order. List very specific tasks on the sticky notes: Instead of just writing “food,” push the group to break the task down to also include “make menu,” “get a headcount of attendees,” or “go shopping,” for example.
2. Ask the group to place the sticky notes in order of what needs to be done first, second, and so on. Put them in the order the group calls

out. Note: Additional items may crop up as you put things in order and people realize there are other tasks that need to be included. Simply add new sticky notes with the tasks as needed.

3. For this demonstration, simply assign tasks to various youth by putting their initials on the sticky notes. (Note: In the real planning, you will ask youth which tasks they want to take on.)
4. Put deadlines on each sticky (due by X date) so each person knows what he committed to and when he is supposed to have it done by.
5. Note that the next step would be to type up a master list of tasks and roles and give a copy to everyone in the group. Demonstrate to the group (by pulling off a few stickies and tossing them in the air) that as they complete tasks, they can take down the stickies. This visually shows how they are moving closer to their goal.



.....

Pull out the wall of skills list and post for this activity. Remind youth of all the skills they've self-identified that they have, the things they are good at doing. Point out on the arrow the specific skills needed for each task and note the skills youth possess. Note the link between what they are able to do and what is needed.



Continue to point out the skills of youth that are needed throughout the planning process or while doing a service-learning project. The needs will vary; things will pop up and it's a great opportunity to reinforce the gifts they have to help out and to help them self-identify their own skills and talents.

.....

Use the same process to plan the group's service project. Write your service-learning project title on the far right hand side of the paper, if you have not already done so. Then, lead the group through the following steps to complete their project-planning arrow:

1. Think about all the steps that you will need to accomplish to make your project successful. Write each step on one sticky note and put it on the arrow in random order. List very specific tasks on the sticky notes.
 2. Put the sticky notes in order of what needs to be done first, second, and so on. Additional items may crop up as you put things in order and people realize there are other tasks that need to be included. Simply add in the tasks as needed to new sticky notes.
 3. Ask youth to choose specific tasks they want to take on and put their initials on the sticky notes.
 4. Put deadlines on each sticky so persons know what they have committed to and when they are supposed to have it done by.
 5. Make sure you have discussed and noted on the arrow the following logistics:
 - ▶▶▶ Details for time and place of the next planning meeting or activity
 - ▶▶▶ Who is going to make sure we stay on task
 - ▶▶▶ Form of communication beyond today—e-mail, phone tree, blog, Facebook . . .
 6. After the details are all written on the arrow, ask for a volunteer to make a master list of tasks and roles to give to each participant. The Project Details form is one way of listing them.
 7. Place the project-planning arrow in a common space, where the group will see it often.
 8. Each time a task is completed, take down the appropriate sticky note.* This deliberate act lets the group see themselves getting closer and closer to the goal, so there is a natural celebration process and accountability structure built into this planning style.
- * *Note:* You can either throw the sticky note away or save it to bring out again as part of your Celebration or Demonstration times in Session 11 or 12. Seeing the stack is a good visual reminder of all that the group did in order to accomplish their goal of service.

WRAP UP (5–10 minutes)

Lead the group in conversation, reflecting on what they have done so far and looking ahead to what's next:

Let's take a moment to summarize where we've been on our journey. First, we did some INVESTIGATIVE work to find out more about our own skills and interests and what we want to do in the community to make a difference.

- ▶▶▶ Do we now know those things? Give me some examples of things you can do (skills you have)?
- ▶▶▶ What is it you want to do in the community to make a difference?

We also learned about exploring the community to see what's needed. We explored the world a little to bit to talk about some of the issues we know about and think about what's going on and where can we help.

Look at how what we've done fits the "official" critical elements of service-learning that we talked about earlier (point out on chart paper, I-PARCD), and look at what we've discovered about ourselves and our community:

We've PREPARED AND PLANNED by considering our individual strengths, our group passions, and our community's needs.


We looked at various ACTIONS we could take to make the world better. We came up with a plan. We identified one possible action we can take to make the community better.

- ▶▶▶ What are we going to do?
- ▶▶▶ Who has a role to make this project happen? (Pause for them to hopefully all say that each of them does!)
- ▶▶▶ Tell me some of the leadership tasks you're taking on?

The next critical element is REFLECTION. We'll look at what we accomplished, did, and learned after the project. We've also been reflecting during our sessions.

- ▶▶▶ What is something you've learned about yourself during our times together? a strength you have? something you care about? something you've gained from our time together?

All of those things you just said our worth CELEBRATING. It's important that we celebrate both our work and what we learn along the way. We're going to do some specific celebrating soon over what we've learned and accomplished so far.



I-PARCD

Finally, when we're done we are going to DEMONSTRATE what we've done and learned. We will educate others and teach them how they can make a difference too. We'll pass it on.

- ▶▶▶ Based on these key elements of service-learning, do we need to add anything else to our vision and plan? Did we leave anything out?
- ▶▶▶ Any questions on what we've done so far?

SHUFFLE, SHUFFLE*** (10 minutes)

The Game: Gather the players into a circle and have them stand with their arms around the shoulders of the person to either side of them. Tell them that you will give the group a shuffling direction to follow. Once the group is going in that direction, any player can yell "stop" to stop the group shuffle. Once the group stops, then the player who yelled "stop" must share her answer to the reflection question, "What is one thing you are excited about with regards to our upcoming project?"

After she has shared her answer, she will then direct the group as to what direction they will shuffle next. For example, she might want the group to now shuffle left or to shuffle "in" (meaning all the players move in towards the center and get really tight), or shuffle "out" (meaning the group shuffles their feet backwards, which will make the circle large and stretch everyone's arms out) or she may want to continue shuffling in the direction they were already going. Or she might get creative and offer up some kind of shuffle off the top of her head (for example, shuffle in and shuffle out or shuffle down).

At the individual's direction, the group will shuffle until the next player signals a stop. Repeat the process—shuffle, stop, answer, give a new shuffle direction, stop, answer, and so on until everyone has had a chance to share.



SESSION 10: TAKING ACTION

Cheerlead your youth as they carry out their service project; they are putting all that hard work into action! Congratulations! Enjoy. Look for teachable moments. Uplift. Do good together, and celebrate the work done.

Tips for the big event:

- ▶ Take pictures
- ▶ Keep youth safe
- ▶ Make sure all youth have meaningful roles and are engaged
- ▶ Ask youth to come to the next session with some games in mind to play.
- ▶ If you are using the reflection journal, [LOOKING DEEPER](#), remind the youth to fill it out.



SESSION 11: REFLECTING— and CELEBRATING

Invite your group to reflect on all that has happened—the successes, the oopsies, the funny times, the hard-to-handle moments, the lessons learned. Youth will create motivational artwork to encourage and inspire one another and also spend time in celebration of their efforts, their results, and themselves.

We've included one reflection and one celebration technique below. You can find more ideas for reflection and celebration in [About Service-Learning and Assets](#).

Prep: For the Puzzle Relay, place all pieces of each puzzle face down. Put away the box tops so teams cannot refer to the picture of the completed puzzle. Leave space between puzzles for elbowroom. Mark a starting line across the room from the tables.

Supplies: 24-piece puzzles, one per team, masking tape; markers, canvas fabric or scrapbook paper cut into 2" x10" strips

Games and Play (10–15 minutes)

Puzzle Relay (15–20 minutes)

Canvas Art (15 minutes)

Look Ahead (5–10 minutes)

Asset Intent: To encourage the youth to be positive peer influences for each other and support one another through a creative activity that allows them to express support and encouragement in a way that is meaningful to them.

Assets: *Support, Constructive Use of Time, Commitment to Learning, Positive Identity, Positive Values, Empowerment, Social Competencies*

Games and Play (10–15 minutes)

Let the youth choose and lead some of their favorite games.



PUZZLE RELAY* (10–20 minutes)

The Game: Divide players into teams of 4–10 players and have them line up at one end of a playing area behind the tape. At the signal, the first player in each team will run to the table, turn over all puzzle pieces in one puzzle, and join together two pieces. After making the connection, the first player will run back and tag the next person in line. The next person will link two more puzzle pieces and return to tag the third person in line. Play continues until one team completes a puzzle and is declared the winner.



Going Deeper

- ▶▶▶ We put together a puzzle. We each had a role; we each had a piece. What roles did you enjoy doing in our CHANGE YOUR WORLD project?
- ▶▶▶ In this project we had to piece together information to learn more about the issue. What stood out to you? What did you learn?
- ▶▶▶ We also learned about what we have to offer others and how our talents and skills come together to make a whole. Each piece is needed. What piece do you offer? What skills or talents did you use?
- ▶▶▶ What pieces did others contribute to the group that you really appreciated?
- ▶▶▶ What excites you about how our group has come together?
- ▶▶▶ What excites you most about what we accomplished?

CELEBRATION** (15 minutes)

Ask each person to think of a quote, word, saying, or picture that inspires them to serve.

OR

Have them finish this thought: *The best part of exploring this issue for me was* ...

1. Let each one use a permanent marker to write and decorate their inspirational thoughts on a strip of canvas (or scrapbook paper if using it).
2. Collect all the strips in a basket, and then pass the basket around the circle, inviting each person to pick a random strip of canvas.
3. Ask each person to read out loud the one they chose, then close the activity by inviting everyone to take their new inspiration home to keep in a special place that they can look at each day to inspire them to greatness and service.

LOOK AHEAD (5–10 minutes)

The next session gives the youth the opportunity to prepare demonstration activities to use to educate others or inspire them to take action. Using the list below as a starting point, brainstorm the methods they want to use to teach others. Remind the group to choose a demonstration option that best matches their skills and talents and invite them to keep in mind their spheres of influence—where they can and will share their experiences.

Choose 1–3 options so that you can gather supplies and be ready for the next session.

- ▶▶▶ Create educational posters about your project in pairs.
- ▶▶▶ Make playdough creations to use as props for telling others about the project.
- ▶▶▶ Invite a journalist to come interview the group and take a picture of them—to capture what they’ve learned and what they’re planning to do.
- ▶▶▶ Write reflection or demonstration paragraphs for your agency’s website or newsletter
- ▶▶▶ Use a social media campaign to spread the word through Facebook, a blog, or Twitter.
- ▶▶▶ Create a group Facebook page where you can chronicle your project through statistics, photos, and event notices.
- ▶▶▶ Create a group Flickr account or a photo wall in your building. Include images that document community needs, agencies addressing the issues, youth and adults working to make change, project opportunities. . . .
- ▶▶▶ Make a photobook or scrapbook to celebrate your work and share it with others



If you want to share journal entries at your next gathering, be sure to ask youth to bring their journals with them.



SESSION 12: DEMONSTRATION— EDUCATING AND INSPIRING OTHERS

Facilitate opportunities for the youth to prepare demonstration activities to use in educating or inspiring others to take action. In turning their experience into a presentation piece through which they can educate others, they are more able to retain new understandings and grapple with what they might want to do next or do differently.

Prep: Review the options identified from the last meeting.

Supplies: Materials needed depend on the demonstration and the celebration activities you choose.

Demonstration (35–50 minutes)

Celebration (10–20 minutes)

Asset Intent: To allow youth to act as resources, to plan and determine how to do their presentation, to utilize personal power in their choices, to work together, to be creative and to build key skills during this activity.

Assets: *Boundaries and Expectations, Support, Empowerment, Social Competencies, Positive Identity, Constructive Use of Time, Positive Values, Commitment to Learning*



If the youth have been using the reflection journal, [LOOKING DEEPER: MY SERVICE JOURNEY](#), this would be a good time for them to review the notes in their journals.

DEMONSTRATION (35–40 minutes)

Lead the group in reflecting on their whole service experience, from investigation to celebration, as you prepare them for the next step—creating their demonstrations to inspire and educate others.

We want to capture what you've learned, and share it with others. This is the point where you become leaders and teachers to pass on your experience, knowledge, and understanding to help others with the hope of increasing their awareness of the issue and challenging them to take action.

Here are some questions to get you started as you think back on all the serving and learning we have done together:

- ▶▶ Who do you wish understood your community issue more thoroughly?
- ▶▶ When you consider the community issue you have been addressing, what are the key facts that other people need to understand?
- ▶▶ What is one thing you hope people will do when they understand the facts?
- ▶▶ How can you educate them and invite them to take action?

Remind them of the ideas they came up with last time, point out the supplies on hand and invite them to think about the discussion just had and go to work on their demonstration idea.

Give them 20–30 minutes to create their demonstration project. Depending upon what they choose, they may need to finish up in a next meeting.

When time is up, have each grouping (pairs, groups of 3–4, or however you divided them up), share their demonstration with the others.

At the end, if time, allow for questions or note similarities of how each group chose to impact others, or note any new insights that emerged from each presentation.

CELEBRATION

(10–20 minutes)

Choose one of these. If your group is very large, divide into smaller groups.

Musical Chairs Affirmations*** (10–20 minutes)

Supplies: Chairs (one per participant), music, music player, masking tape

Prep: Use masking tape to mark 2 chairs with an X on the seat.

The Game: Have players sit on chairs. When the music starts, players rotate around the chairs and sit when the music stops. The two players who land on the seats marked by tape are to stand and name one thing about the group they're grateful for, or one way they have felt especially supported by the group. After sharing, continue on, starting and stopping the music the music at will. If someone who has already shared lands again on the X, they can chose another person to share. Play 6-10 rounds or until the group's energy wanes.

OR

Pats on the Back*** (10–20 minutes)

Supplies: Construction paper, fine-tip washable markers, masking tape

The Game: Ask each participant to tape a piece of construction paper to his or her upper back. Then tell the youth to mingle and write a positive affirmation on each person's paper. (They might write, "Thank you for encouraging me" or "Thank you for always working so hard on our tasks" or "Thanks for taking time to get to know me.") Leaders should also participate in this exercise. Writers can choose whether to sign their names or give an anonymous encouragement. When most people have had a chance to write something for everyone else, ask everyone to fold their papers without looking at them, and stick them in their pockets to read later that day.

After taking time to celebrate, close with your own personal words of thanks and appreciation for the group and take care of any further business or next steps for the group overall.



HANDOUTS FOR YOUTH PARTICIPANTS



SERVICE-LEARNING CYCLE



Unscramble the words and match each to the correct step of the service-learning cycle.

tnaioc
lpna
evneigistat

wkon
mnedsttare

feelrct
bceeletar

First, you should _____ how you are uniquely wired to make a difference in the community—what gifts, talents, skills, and passions you have that you can use. Finding out this information takes place in the _____ stage.

After you can identify key things about yourself, then you must:

EXPLORE your community to see what's needed: What's going in the world? Where is help needed?

Prepare! You have to have a _____ to know what you are going to do and what issue you will work on. During this phase you'll figure out things like: Will you do direct service? indirect? Or be an advocate?

Once you're ready, take _____ to make your community a better place—follow through on your plan and make things happen.

When all is done, _____ on what you did, accomplished, and learned.

_____ your work and what you learned.

And finally, _____—share with others what you learned and teach them how they can make a difference (pass it on) too!

The order of the service-learning cycle can be remembered by the acronym

I- _ _ _ _

A LOOK at YOU



Circle the traits that you think describe yourself. Identify the three traits that you think people most often associate with you. Identify the three traits that you would like to strengthen or make more a part of who you are.

- | | | | |
|---------------------|---------------------|----------------------|----------------------------|
| Active | Enthusiastic | Neat | Responsible |
| Adaptable | Fair | Open-minded | Strong |
| Adventurous | Friendly | Organized | Supportive |
| Ambitious | Funny | Patient | Thorough |
| Appreciative | Gentle | Playful | Trustworthy |
| Brave | Giving | Practical | Under-
standing |
| Calm | Hard-working | Quick Thinker | Vivacious |
| Caring | Helpful | Resourceful | Wise |
| Cheerful | Honest | Respectful | Zest |
| Clever | Hospitable | | |
| Confident | Humble | | |
| Courageous | Imaginative | | |
| Creative | Insightful | | |
| Curious | Joyful | | |
| Determined | Kind | | |
| Dreamer | Loyal | | |
| Energetic | Mature | | |



YOU at YOUR BEST



What are YOU good at? What do you enjoy doing? What do people ask you for help with? Circle the words that best describe your gifts, talents and passions.

Acting	Designing	Decisions	Selling
Bargaining	Directing	Memorizing	Sewing
Blogging	Drawing	Motivating	Singing
Building	Editing	Negotiating	Storytelling
Caring	Encouraging	Organizing	Summarizing
Collecting	Fixing things	Painting	Taking Pictures
Computer Programming	Fundraising	Persuading	Teaching
Cooking	Hosting	Playing an instrument	Team-building
Creative thinking	Influencing	Playing sports	Telling jokes
Dancing	Internet surfing	Public speaking	Thinking fast
Debating	Listening	Publicizing	Traveling
Decorating	Lobbying	Reading	Tutoring
	Making		Typing



TAPPING POWER

Consider your personal strengths and talents as you fill out the chart below:

NAME: _____

	Things I <i>like</i> to do	Things I <i>don't</i> like to do
Things I am good at doing	1	2
Things I am <i>not</i> good at doing	3	4

Adapted and reprinted with permission from *Step by Step: A Young Person's Guide to Positive Community Change*. Copyright © 2001 by Mosaic Youth Center and Search Institute®. Permission is granted to reproduce this handout for use with the *Seasons of Service* curriculum, © 2012 by Susan Ragsdale and Ann Saylor, YMCA Center for Asset Development. All rights reserved.

EXPLORING YOUR PIECE OF THE WORLD



To start thinking about our vision, we need to think about our ideal communities because communities grow in the direction that we think about them. We want to come up with the image of the best possible future that we want to see happen and can work towards making real.

Name two things you love about this part of the community. For example, if your topic is nature or the environment, what do you *appreciate* about the environment around you? What about it appeals to you?

1. _____

2. _____

Name two wishes you have for this part of the community.

1. _____

2. _____

TRADING CARDS



What part of the issue is most important to you?

Name: _____

What do you know about this issue?

Name: _____

Why is it an important issue to you?

Name: _____

Who do you know that might know a lot about this issue?

Name: _____

INTERVIEWS



SLEUTHING FOR MORE INFO ABOUT OUR COMMUNITY ISSUE

Detectives ask questions. They figure out what's happening around the issue they're looking into: Who does what? Why? How is that important? You need to find out the same. Start the interview by introducing yourself. Explain that your group is finding out more about community issues in order to do a service project. Then ask if they would answer a few questions for you.

Name and contact information of the person (and agency) you interview:

Name: _____

Organization/Agency: _____

Address: _____

Phone: _____ Email: _____

Job Title: _____

What are two things you like about _____ in your community?

1. _____

2. _____

What are two wishes you have for _____ in this community?

1. _____

2. _____

What do you think *should* be done to make your wishes come true? What could be done to address the areas/issues that are most important to you?

Do you know of anyone who is already working on this issue in our community? Do you know the contact info for the person/agency you mentioned? What is it?



SLEUTHING FOR MORE INFO ABOUT OUR COMMUNITY ISSUE

Part of being a detective is using your own senses to observe things around you. As you walk around the community, what do your eyes, ears, and nose tell you about the place? Pull out your notebook and take notes on what you observe—the good, the bad, and the downright ugly!

What do you **SEE** around you?

I spy . . . The Good

I spy . . . The Bad

Note the **SMELLS** of this place. Are there any? Are they good or bad?

I spy . . . Good Smells

I spy . . . Bad Smells

What about **NOISES**? Note the sounds. Are they calm sounds? fun sounds? scary sounds?

I spy . . . Good Sounds

I spy . . . Bad Sounds

Do you spy anything that makes you want to investigate further, to find out more? What is it? What's something else that you want to learn about this place?

Where can you go to learn more about what you observe going on in this place?



PICKING OUR FIRST PROJECT

List each of your top 3 project ideas. Then consider each of the following questions, answering with Y for yes or N for no.

Project Idea #1: _____

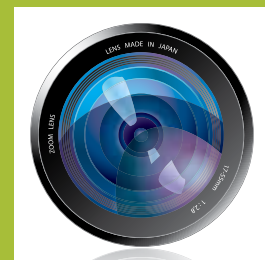
Project Idea #2: _____

Project Idea #3: _____

Questions to Consider	Top 3 Project Ideas		
	1.	2.	3.
Is this project in line with what our group thinks is important?			
Does this project tap into in our own hearts and our passions?			
If not an exact hot button for your own passion, can you find a way to connect your passion with this issue that the group has chosen? Can you make it work?			
Can we use our skills in this project?			
Is the project doable?			
From what we know so far, is the project idea in line with what the community thinks is an important concern?			
Do we know enough about the issue to choose one of these projects without first doing more research?			
Is this a crawl or walk level project?			
Is the project doable in a day or less?			
Does the project require very little preparation (money, supplies, permissions . . .)?			

Looking at your answers above, which project do you think would be the best one for your group to start with? Discuss with the group and choose your starting project.

PICTURING OUR PROJECT



What will you do?

Why this project?

Who's involved?

How do you want to learn and grow?

What's the difference you want to make?

PROJECT DETAILS



Task	Leader	Due Date

Every great happening begins with the smallest details.

PLANNING and LEADING HELPS



SAMPLE SCHEDULE FOR a TWO-NIGHT RETREAT

Friday Schedule at a Glance

6:45	Arrive and Settle in, Decorate Name Tags, Board Games
7:10	Welcome, Group Orientation (facilities, expectations, schedule),
7:20	Getting Started
8:20	Break, Snack
8:30	Building Our Team
9:40	Jumping In
10:40	Silly Games/Hang Time
11:00	Bedward Bound Lights Out

Saturday Schedule at a Glance

8:00	Breakfast and Hang Out Time
9:00	Making Connections
9:50	Identifying Gifts for Service
10:50	Break
11:00	Investigating the Scene
12:15	Lunch Break
1:00	Free Time/Games
2:00	Sniffing Out the Facts
3:10	Mapping Out a Vision
4:10	Onsite Service-Learning Project (of your choice – remember it may not necessarily be related to the issue your youth select since you're having to pre-determine this)
6:00	Get Ready for Dinner
6:15	Dinner
7:15	Making a Plan
8:15	Movie Time/Games/Free Time
10:30	Bedward Bound Lights Out

Sunday Schedule at a Glance

8:00	Breakfast and Clean Up of Rooms
8:45	Reflecting and Celebrating (of service project and/or weekend)
9:15	Demonstration – Educating and Inspiring Others (sharing what you've learned over the weekend)
10:00	Ceremonial Exchange of Canvas Motivations Art (pulled from Reflecting & Celebrating Session of CYW)
10:30	Pack Up and Finish Clean Up
11:00	Leave for Home

Seasons of Service: Engaging Youth in Service-Learning Throughout the Year

Copyright © 2012 by Susan Ragsdale and Ann Saylor, YMCA Center for Asset Development.

Permission is granted to reproduce this handout for use with the *Seasons of Service* curriculum.

All rights reserved.

Change Your World

go to
section contents

SAMPLE SCHEDULE FOR ONE DAY

Activity	Time
Session: Getting Started	25 minutes
Session: Building Our Team	30 minutes
Session: Jumping In	30 minutes
Session: Making Connections	20 minutes
Session: Identifying Gifts for Service	45 minutes
Session: Investigating the Scene	1 hour
Session: Sniffing Out the Facts	20 minutes
Session: Mapping Out a Vision	35 minutes
Session: Making A Plan	45 minutes
Session: Reflecting & Celebrating (focus on reflecting here)	20 minutes
Session: Demonstration: Educating and Inspiring Others (brainstorm what they will do to educate others after the project)	15 minutes
Session: Ceremonial Exchange of Canvas Motivations Arts (from Reflecting and Celebrating chapter)	15 minutes
	6 hours

Note: This does not allow you to complete everything in the curriculum, but it will give your group a really good taste of the service-learning process. Pick and adjust activities accordingly.

You will also need any breaks, etc. for your group.

YMCA SURVEY/PERSONAL PROFILE EXPANDED VERSION FOR LEADERS

Use the questions and prompts below in conjunction with printed blank copies of the YMCA Survey/ Personal Profile and walk the group through the survey step-by-step verbally. The blank forms can be found at <http://ymca.net/service-learning-resources/survey.pdf>.

Your personality: Which of these choices best reflects your personality style? Put an x by the ones that are “definitely me” for each of the 8 statements:

- ▶▶▶ Energetic
- ▶▶▶ Natural leader
- ▶▶▶ Problem solves
- ▶▶▶ Worried and stressed
- ▶▶▶ Happy and upbeat
- ▶▶▶ Work independently
- ▶▶▶ Relaxed and easygoing
- ▶▶▶ Care for others

How you like to spend your time: Circle the three categories that best fit you. Each general category has further words to define it:

- ▶▶▶ Literacy—reading, writing, journaling
- ▶▶▶ Academics—studying, homework, reading
- ▶▶▶ Entertainment—watching television, going to movies, reading magazines
- ▶▶▶ Internet—websites, chatting/blogging, surfing the web
- ▶▶▶ Technology—video games, programming, electronics
- ▶▶▶ Nature—hiking, paddling, being outside
- ▶▶▶ Creating—woodwork, landscaping, mechanics
- ▶▶▶ Sports—playing sports, attending events, teamwork
- ▶▶▶ Friends—with family, with friends, on the phone
- ▶▶▶ Art—creating art, visiting museums, attending shows
- ▶▶▶ Music—listening to music, performing, playing an instrument
- ▶▶▶ Theater—performing, attending, directing
- ▶▶▶ Food—cooking, baking, eating out

Adapted by permission from The YMCA Engaging Teens with Their Community: A Service Learning Resource, © 2008 by YMCA of the USA, Chicago. All rights reserved.

Seasons of Service: Engaging Youth in Service-Learning Throughout the Year

Copyright © 2012 by Susan Ragsdale and Ann Saylor, YMCA Center for Asset Development.

Your talents and skills: There are general talent/skill categories listed with three specific ideas for each category. For example, the skill of leadership encompasses influencing, promoting, and motivating. Is that you? If so, circle *leadership*. Go through and circle the three general talents and skills that best fit you:

- ▶▶▶ Leadership—influencing, promoting, motivating
- ▶▶▶ Constructing—building, making, fixing
- ▶▶▶ Literacy—reading, writing, book clubs
- ▶▶▶ Creative—creating, performing, inventing
- ▶▶▶ Communicating—speaking, relationships, teaching
- ▶▶▶ Problem-solving—research, evaluate, analyzing
- ▶▶▶ Active and sports—sports, outside work, hiking
- ▶▶▶ Collaborating—working with people, teambuilding, partnership
- ▶▶▶ Technology—computers, video games, engineering

Your service interests: Which issue do you care most about? Which one sounds most like something you would get involved with helping out? Choose one.

- ▶▶▶ Social issues—homeless shelter, helping people, tutoring, peer mentoring,
- ▶▶▶ Community activism issues—voting, human rights, advocacy, getting involved, political process
- ▶▶▶ Environmental issues—global warming, saving the earth, recycling, energy conservation, endangered species
- ▶▶▶ Health, safety, and community issues—cancer, HIV/AIDS, drug abuse, body image, healthy eating

What motivates you: Pick the one thing that motivates you to take action in your community.

- ▶▶▶ The idea appeals to me
- ▶▶▶ To help the world
- ▶▶▶ Because I have to
- ▶▶▶ My friends encourage me
- ▶▶▶ My college application
- ▶▶▶ To develop job skills
- ▶▶▶ To meet new people
- ▶▶▶ My faith inspires me
- ▶▶▶ It's the right thing to do
- ▶▶▶ Adults encourage me



Adapted by permission from The YMCA Engaging Teens with Their Community: A Service Learning Resource, © 2008 by YMCA of the USA, Chicago. All rights reserved.

Seasons of Service: Engaging Youth in Service-Learning Throughout the Year

Copyright © 2012 by Susan Ragsdale and Ann Saylor, YMCA Center for Asset Development.

INSTRUCTIONS FOR LEADING

A LOOK AT YOU & YOU AT YOUR BEST

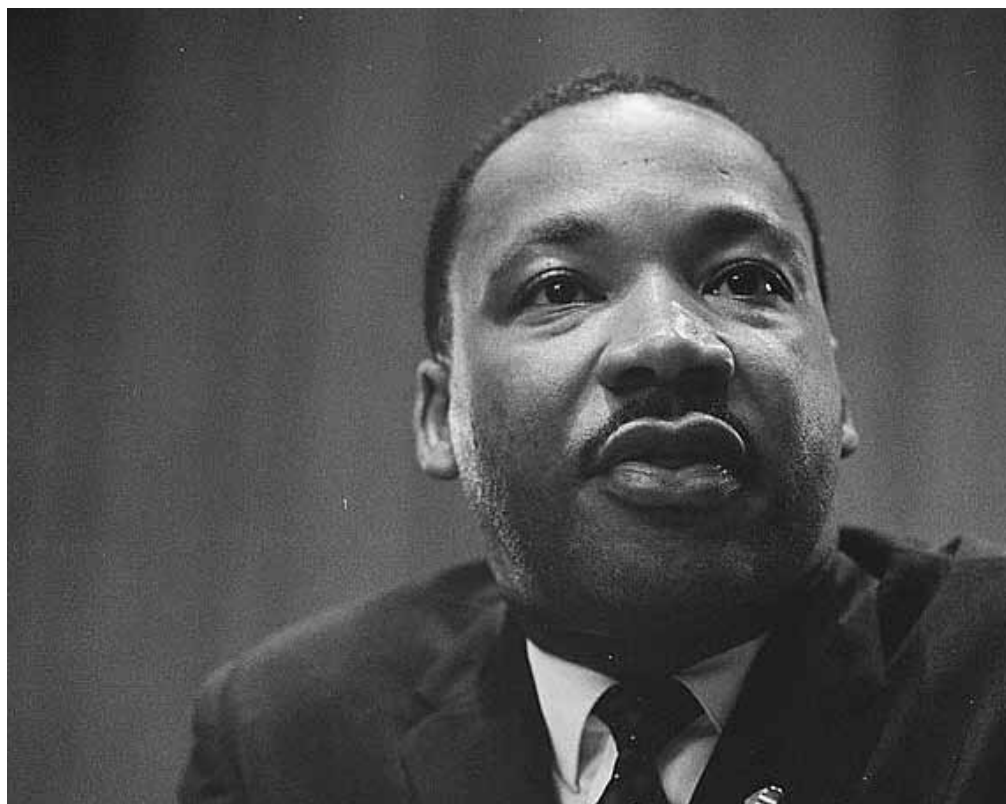
- ▶▶▶ Distribute the handouts “A Look at You” and “You at Your Best” on page 108 and page 109.
- ▶▶▶ Ask participants to complete their handouts based on the instructions on the page.
- ▶▶▶ Read the first question, then after one to two minutes of thinking, go around the group and ask participants to tell one trait they chose. Challenge youth to listen and not repeat (if possible) traits already shared aloud.
- ▶▶▶ Go to the next question (qualities other people see in you or associate with you) and repeat the process: Read question, allow one to two minutes of reflection, then share answers aloud.
- ▶▶▶ Go to the next question (traits you want to strengthen) and repeat the process: Read question, allow one to two minutes of reflection, then share answers aloud.
- ▶▶▶ Do the next handout: You at Your Best and ask youth to share with their table groups one or two things they are good at doing and/or enjoy doing.



SECTION 4

MARTIN LUTHER KING, JR. DAY

A DAY ON, NOT A DAY OFF



Martin Luther King, Jr. was a renowned American civil rights leader. He was hugely influential on American culture through his campaigns to end racial segregation and promote racial equality. To honor his legacy, the third Monday of January has been named a federal holiday. Though students are out of school and federal employees are off work, national service organizations have adopted this slogan, “A Day On, Not a Day Off,” challenging Americans to rally together in service.

By Susan Ragsdale and Ann Saylor

YMCA Center for Asset Development



MARTIN LUTHER KING, JR. DAY

A DAY ON, NOT A DAY OFF

is a resource within SEASONS OF SERVICE: ENGAGING YOUTH IN SERVICE THROUGHOUT THE YEAR

By Susan Ragsdale and Ann Saylor

Copyright © 2012 by Susan Ragsdale and Ann Saylor, YMCA Center for Asset Development.

All rights reserved. All materials are available for noncommercial, educational use as part of the SEASONS OF SERVICE curriculum. For additional permission, write to cad@TheAssetEdge.net.

At the time of publication, all facts and figures cited herein are the most current available; all telephone numbers, addresses, and website URLs are accurate and active; all publications, organizations, websites, and other resources exist as described in this curriculum; and all efforts have been made to verify them. The authors make no warranty or guarantee concerning the information and materials given out by organizations or content found at websites that are cited herein, and we are not responsible for any changes that occur after this book's publication. If you find an error or believe that a resource listed herein is not as described, please email cad@TheAssetEdge.net.

YMCA Center for Asset Development

1000 Church Street

Nashville, TN 37146

www.TheAssetEdge.net

Blog: <http://theassetedge.net/blog/>

615-262-9676

Twitter [@TheAssetEdge](https://twitter.com/TheAssetEdge)

LinkedIn with Ann Saylor or Susan Ragsdale

Editor: Crystal Zinkiewicz

Designer: [Mighty Media](#)

Visit our blog at <http://theassetedge.net/blog/> to find more resources for service-learning and youth development, and read how other people are using the SEASONS OF SERVICE (SOS) curriculum.

Share your story and your favorite service-learning projects! We'd like to feature your service-learning stories on our blog. Tell us how you are using the SOS curriculum to inspire youth to serve. Send a press release and picture to cad@TheAssetEdge.net.

About the YMCA Center for Asset Development

Our mission is to empower youth and adults to live authentic lives of character, service, and leadership. Find out more at www.TheAssetEdge.net.

Licensing and Copyright

The individual activities in SEASONS OF SERVICE curriculum may be copied as needed. For each copy, please respect the following guidelines: Do not remove, alter, or obscure the credit and copyright information on any page. Clearly differentiate any material you add for local distribution from material in the curriculum. Do not alter the curriculum material in content or meaning. Do not resell copies of the curriculum for profit. Include the specific activity name in the following attribution when you use the same information in other formats for promotional or educational purposes:

[Activity name] is reprinted with permission from *Seasons of Service*, by Susan Ragsdale and Ann Saylor. Copyright © 2011 by Susan Ragsdale and Ann Saylor, YMCA Center for Asset Development, Nashville, TN, 615-262-9676, www.TheAssetEdge.net. All rights reserved.

The content of this curriculum has been reviewed by a number of educators and youth professionals. Every effort has been made to provide sound direction for each activity described herein. The authors and reviewers take no responsibility for the use or misuse of any materials or methods described in this curriculum and will not be held liable for any injuries caused by participating in activities and games from this curriculum. Please use prudent judgment and take appropriate safety precautions when participating in all activities and games.

This material is based upon work supported by the Corporation for National and Community Service under Learn and Serve America Grant No. 09KCSTN001. Opinions or points of view expressed in this document are those of the authors and do not necessarily reflect the official position of the Corporation or the Learn and Serve America Program.

This project is funded under an agreement with the Department of Finance and Administration, Volunteer Tennessee.

MARTIN LUTHER KING, JR. DAY

A DAY ON, NOT A DAY OFF

[How to Use Martin Luther King, Jr. Day: A Day On, Not a Day Off](#)

[About Dr. King](#)

[Martin Luther King, Jr.'s Principles of Nonviolence](#)

[Dr. King's Six Steps to Nonviolent Social Change](#)

[Leading MLK Day Experiences](#)

[Intro Level: Serving](#)

[Intermediate Level: Service-Learning and Equity](#)

[Experienced Level: Leadership and Justice Through Advocacy](#)

[MLK Day Activities](#)

[Exploding the Issue: The Process](#)

[Exploding the Issue: Illustration A](#)

[Six Degrees of Separation Activity](#)

[Advocacy—Option 1: Practice Speaking Up](#)

[Advocacy—Option 2: Meet Mr. Justice](#)

[Advocacy—Option 3: Role-playing Scenarios](#)

[Cards for Role-playing Scenarios](#)

[MKL Themes for Exploration](#)

[Exploring Justice on MLK Day](#)

[Exploring Advocacy on MLK Day](#)

[Exploring Nonviolence on MLK Day](#)

[Bonus Activity: Dr. King Memory Game and Discussion](#)

HOW TO USE MARTIN LUTHER KING, JR. DAY: A DAY ON, NOT A DAY OFF

This guide outlines three half-day experiences for running an MLK Day event with your youth group. It includes:

- ▶ Three levels of activism depending on your group's level of experience with service-learning: *novice*, *intermediate*, and *experienced*.
- ▶ Three four-hour outlines for a half-day experience, including the work that needs to be done prior to MLK Day and what needs to follow after the MLK Day experience.
- ▶ Quotations from Dr. King used to frame each experience in the context of his life and vision as well as to provide a platform for current issues and concerns.
- ▶ Sample outlines of what other agencies and programs have done with their groups.

The goal of this guide is to provide you with options for engaging your middle school and/or high school youth with activist concepts by starting right where they are. Choose from *novice*, *intermediate*, or *experienced* outlines, based on the knowledge and maturity of your group.

- ▶ *Novice* is an introductory level: youth explore the concept of serving within the context of Dr. King's life and what he said or did.
- ▶ In *intermediate*, youth not only continue to explore and experience serving others but are also introduced to the concept of equity.
- ▶ Finally, in the *experienced* level, youth explore leadership and justice through advocacy.

Remember that what is offered here is simply a way to frame Dr. King's life within the context of Dr. King's values related to service-learning: serving others, equity,



Consider having the youth use the reflection journal, [LOOKING DEEPER: MY SERVICE JOURNEY](#), as they plan, carry out, and reflect on their MLK Day event.

leadership, justice, and advocacy. When it comes to planning the design of your MLK Day experience, you can broaden the experience beyond the outlines in this book to set it up in a way that works best for your program. For example, feel free to study Dr. King's thoughts and ideas **before** MLK Day. Do the prep work early on, and then do the hands-on project on MLK Day. Or, make MLK Day a whole-day experience and reflect on his life in the morning and spend the afternoon in service.

This resource is a guide to help you frame in a meaningful way key concepts and actions, in order to challenge and engage youth to develop greater understanding and compassion for the needs in the world around us and to take an active role to make a difference.



ABOUT DR. KING

Dr. King is a renowned American civil rights leader. He was hugely influential on American culture through his campaigns to end racial segregation and promote racial equality. Here are just a *few* facts on Dr. King to give you a sense of who he was and what he accomplished. Dr. King:

- ▶▶▶ Joined the bus boycott movement after the arrest of Rosa Parks;
- ▶▶▶ Formed the Southern Christian Leadership Conference to fight segregation and achieve civil rights and teach nonviolent practices;
- ▶▶▶ Led the March on Washington for Jobs and Freedom;
- ▶▶▶ Gave his support to the labor dispute raised by the City of Memphis sanitation workers;
- ▶▶▶ Helped secure voting rights in the black community, which contributed to the 1965 Voting Rights Act;
- ▶▶▶ Helped tackle poverty in America for blacks and whites;
- ▶▶▶ Has inspired generations of Americans, of all races, to work for justice in many areas and to do so nonviolently.



MARTIN LUTHER KING, JR.'S PRINCIPLES OF NONVIOLENCE

- 1. Nonviolence is not passive, but requires courage**
- 2. Nonviolence seeks reconciliation, not defeat of an adversary**
- 3. Nonviolent action is directed at eliminating evil, not destroying an evildoer**
- 4. A willingness to accept suffering for the cause, if necessary, but never to inflict it**
- 5. A rejection of hatred, animosity, or violence of the spirit, as well as refusal to commit physical violence**
- 6. Faith that justice will prevail**



Dr. King described these fundamental tenets of nonviolence in his first book, *Stride Toward Freedom: The Montgomery Story* (first published by Harper & Row in 1958).

DR. KING'S SIX STEPS TO NONVIOLENT SOCIAL CHANGE

STEP 1: GATHER INFORMATION

Learn all you can about the problems you see in your community through the media, social and civil organizations, and by talking to the people involved. Also learn what the people who disagree with you are thinking about this situation.



STEP 2: EDUCATE OTHERS

Armed with your new knowledge, help those around you, such as your neighbors, relatives, friends and coworkers, better understand the problem you are addressing. Build a team of people devoted to finding solutions, define your goals, and develop a plan of action together.



STEP 3: REMAIN COMMITTED

You will face many obstacles and challenges as you and your colleagues try to create change. Continue to encourage and inspire one another along the journey.



STEP 4: NEGOTIATE

Talk with both sides. Go to the people who are in trouble or are hurt by the problem you are trying to solve. Also go to those people who are contributing to the problem. Use intelligence and humor as you present your plan and find common ground to benefit the greater good.



STEP 5: TAKE DIRECT ACTION

This step is often used when negotiation fails to produce results, or when people need to draw broader attention to a problem. It can include many kinds of tactics including peaceful demonstrations, letter writing, boycotts, petitions, or rent strikes.



STEP 6: RECONCILE

Agree to disagree with some people's actions or some groups' policies. Show all involved the benefits of changing, not what they will give up by changing. Keep all actions and negotiations peaceful and constructive.



Adapted from Dr. Martin Luther King, Jr.'s "Letter From a Birmingham Jail" from <http://mlkwestchester.org/six-steps-to-nonviolent-social-change>. Copyright © 2009–2011 Westchester Martin Luther King, Jr. Institute for Nonviolence. All rights reserved. Used by permission.

LEADING MLK DAY EXPERIENCES



INTRO LEVEL: SERVING

Focus: To explore the concept of *servicing*.

How do you create opportunities for broad groups of young people to serve? It takes youth leaders who are willing to do the work to make service happen. That willingness and work creates two results: 1) positive community change related to your focus issue, *and* 2) increased opportunities and invitations for youth to serve in ways that are meaningful to them, let them lead and have a voice in the community.

Pre-MLK Day

Recruit and work with a core group of youth leaders who are willing to commit to and lead a service experience for others.



1. Select, coordinate, and confirm a place for the group to serve on MLK Day.
2. Research and select quotes to explore Dr. King’s philosophy about serving and service. (See sample quotes on service on the next page or find your own online.)
3. Determine roles for youth and adults who will help lead the event.
4. Determine what supplies are needed for the event and collect them.
5. Decide how the group will reflect and celebrate once the service project is done. Choose a reflection activity to lead with the group and determine a celebration activity. For ideas on reflection activities and various methods for celebration, see [Reflection, Celebration, and Demonstration](#) in the About Service-Learning and Assets section.
6. Plan the time line for your MLK day event, including time for learning, discussion, hands-on service, and reflection.
7. Note: If your group needs tips on vision and project planning, see especially Sessions 8 and 9 of the [CHANGE YOUR WORLD](#) curriculum for tools and instructions.

.....

Key Elements of Service Learning

INVESTIGATING

- ➡ Your community—to see what’s needed
- ➡ Yourself —to see your skills, talents, and passions that can make a difference in the community

PLANNING AND PREPARING for your project

Taking ACTION to make your community a better place

REFLECTING on what you accomplished and learned

CELEBRATING your work and your growth

DEMONSTRATING to others what you learned and teaching them how they can make a difference

.....



On MLK Day

Working with your youth leadership team, outline a day using the steps below as a general guide for pulling off a great MLK Day Event. Plan accordingly.

1. Let the core leadership team set the stage for the day's event, including sharing the focus issue (violence, environment, poverty . . .), why the issue is important, and how today's group will be helping to make positive community changes.
2. Look at quotes from Dr. King's life, then conduct a conversation around them: What stands out? Why? What do you think he was trying to say or do? What can we say or do?
 - a. "Everybody can be great . . . because anybody can serve. You don't have to have a college degree to serve. You don't have to make your subject and verb agree to serve. You only need a heart full of grace. A soul generated by love."
 - b. "All labor that uplifts humanity has dignity and importance and should be undertaken with painstaking excellence."
 - c. "Almost always, the creative dedicated minority has made the world better."
 - d. "Life's most persistent and urgent question is, 'What are you doing for others?'"
 - e. "Whatever your life's work is, do it well. A man should do his job so well that the living, the dead, and the unborn could do it no better."
3. Define together as a group: What is service? Why should/do we serve and help others? Why is it important for people to serve?
4. Go do something—serve in the community and address the need selected by the core youth leadership team. Reiterate again the importance of what is being done and why it is important.
5. After the project is done, reflect together on the experience and celebrate what was done and what was learned. Invite participants to identify one action step they can take toward an issue that concerns them to help make the world a better place just like Dr. King did.



Explore More

To learn more about the MLK Day of Service, visit <http://mlkday.gov/>.



INTERMEDIATE LEVEL: SERVICE-LEARNING AND EQUITY

Focus: To explore the concepts of *service-learning* and introduce the idea of *equity*.

This day is framed around change. To get to change, you first identify the issue, understand it, and develop a plan to change it; and then act on the plan. People often look at a community problem and say, “I don’t like this,” but today’s goal is to go beyond that. We are going to explode the issue, determine the root causes, and develop a targeted action plan that will inspire change.

Pre-MLK Day

Recruit and work with a core group of youth leaders.

1. Research, discuss, and select quotes to explore what Dr. King had to say about serving and equity. Find a sample quotation in #1 below, or find your own; you can visit a museum on civil rights, check out the resources and/or displays at a local library, interview community members, or look on the Internet.
2. Select and set up a place for the group to serve on MLK Day.



How to “Explode the Issue”

Learn more. The [MLK Day Activities](#) section includes both an explanation of the process and an illustration.

3. Practice exploding an issue as an exercise with the core leaders so that they are experienced and ready to help with other youth on MLK Day.
4. Determine roles of the leaders for running the event.

On MLK Day

Utilize this outline as a way to frame your MLK Day experience.

1. Look at Dr. King’s quote related to service-learning and discuss his perspective on meaningful action:

“Whatever affects one directly, affects all indirectly. I can never be what I ought to be until you are what you ought to be. This is the interrelated structure of reality.”

Make the connection from Dr. King’s quote to the fact that true service-learning requires that whatever issue is explored, whatever service is done, must be something meaningful and relevant to the community, to society. It must meet a real need in the community.

2. Define equity and have the group come up with some examples to make sure they understand the concept. Then compare and contrast those with the equity Dr. King sought so passionately, and examine the role equity plays in service and in restoring balance.

.....

Equity

Definition: The quality of being *just, impartial, and fair*

Examples: Everything from cutting cake to share with others to giving girls and boys equal opportunity to pursue sports.

.....

3. Explode the Issue.
 - a. Identify meaningful, relevant issues in the community.
 - b. Brainstorm community issues that the group believes are important for them to take action on.
 - c. Select one issue to hone in on and turn into a specific, articulate statement that is more concrete than abstract.



- d. Draw a horizontal line on a flip chart. Now, examine the symptoms (and impact) of this issue. Record them above the line.
 - e. Look deeper: examine the possible causes of this issue. Record them below the line.
 - f. Select and explore one of the root causes. Why is this cause happening?
 - g. Examine the root cause's reach across the community: How widespread is it?
 - h. Discuss how it is or is not an issue of equity.
4. Identify key resources, strengths, and assets to help address the issue's root cause.
 5. Define the project. Generate ideas for a service project based on the issue identified.
 6. Wrap up: Go back to the quote and read it again.

"Whatever affects one directly, affects all indirectly. I can never be what I ought to be until you are what you ought to be. This is the interrelated structure of reality."

Emphasize how we're all linked and connected—an issue in one part of the community can and does affect us. Ask: How is this issue connected to you? (Note: Some may experience this directly; some may not. Encourage the participants to look for the relatedness—it's *our* issue; it's not a situation of us vs. them.)

Post-MLK Day

1. Determine and gather supplies needed for the follow-up service project selected from the MLK Day experience. Determine the amount of time that youth will spend doing service. (If your group needs tips on vision and project planning, see especially Sessions 8 and 9 in the [CHANGE YOUR WORLD](#) curriculum for tools and instructions.)
2. Predetermine how the group will reflect and celebrate once the project is done using the steps below and then utilize plan as part of step 4 after doing the service project.
 - a. For ideas on reflection activities and various methods for celebration, see [Reflection, Celebration, and Demonstration](#) in the About Service-Learning and Assets section.



Above the line are the symptoms for HOMELESSNESS

Ex: people living in hiding, use of alleys as rest-rooms, frustration by downtown business owners, criminalization of the homeless

Below the line are the possible causes of HOMELESSNESS

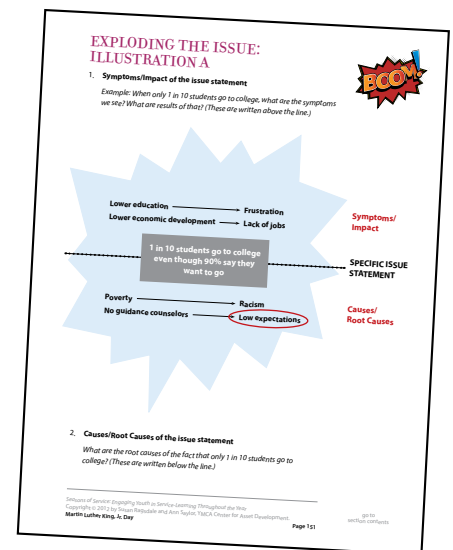
Ex: lack of affordable housing, mental illness and addiction, lack of access to treatment, lack of jobs

- b. During reflection time, consider continuing an extension of the analysis done earlier during MLK Day: What happens when leaders focus on the symptoms or impacts only and not on the root causes?
- Look at the quote again: *Whatever affects one directly, affects all indirectly. I can never be what I ought to be until you are what you ought to be. This is the interrelated structure of reality.*
 - Note that as leaders, you need to take this quote to heart. No matter where you live, the issue affects you. You need to see how it bears on you as well as others. Then move to action: Do what you can from where you are to deal with the root causes. Change happens below the line; it happens at the core of community issues.
 - Ask: What's your part? What are ways that you can carry awareness about this issue and its root causes forward? Brainstorm action ideas. See [Exploding the Issue: Illustration A](#) for sample ideas.

3. Do the service project.

4. Wrap up: Note that leadership is keeping that interconnected relationship with you—even if you don't see it, you know that it is there. Use appropriate points to illustrate the statement. Carry out the reflection and celebration plan pre-determined in step 2.

If there is time, lead the [Six Degrees of Separation Activity](#) as a way to show the interconnected relationship between issues. This exercise forces systems thinking and feeds into an understanding of how issues are interrelated and have an impact on each other.



3. **Take one of the causes and break it down.** Why does the community (including schools, parents, students themselves) have low expectations? Why is it happening?
 potential answers: poverty, racism, classism, teachers reaching to the test—frustrated, stressed

4. **Discuss:** How far do low expectations extend across the community? Is it an issue in all neighborhoods or is it an issue in some neighborhoods and not others? Is it an issue for people with certain ethnic backgrounds versus others? Why might it be that I experience high expectations for school in my family but others don't? Or, why might it be that not every young person experiences the expectation and support that college is reachable? What makes college seem unreachable? Why might it be that some schools stress higher expectations than others? What makes the difference from one school to another?

5. **Post-project:** Brainstorm ideas for how youth can put their awareness into action. Possible ideas include:

- Become an advisor—if you get concerned that others in your school may not see college as an option, host a conversation with teachers to talk about student aspirations and interests.
- Speak up on the go—if you feel strongly about everyone having an opportunity to go to college, speak up when you hear someone say things like "he'll never go. No one in his family has before."
- Ask questions—Be curious, keep your antennae up and challenge assumptions when you hear them. If you notice that there is more graffiti in a certain area of town, research to learn the reasons why, and that might lead to ways you can make change.
- Listen from the heart—Refuse to buy into stereotypical judgments made by people around you. Find the confidence and the conviction to stand up for what you believe. See how you can use your influence to change the bottom line.

Division of Career-Technical Health & Service Learning Throughout the Year
 Copyright © 2012 by Susan Ragsdale and Ann Saylor, YMCA Center for Asset Development
 Martin Luther King, Jr. Day Page 152

EXPERIENCED LEVEL: LEADERSHIP AND JUSTICE THROUGH ADVOCACY

Focus: To explore the concepts of *leadership* and *justice* through *advocacy*.

Participating in this event will encourage youth to speak up about issues that are important to them—and challenge others to take action.

Pre-MLK Day

Recruit and work with a core group of youth leaders.

1. Research and select quotes to explore what MLK had to say about justice and advocacy. (Sample quote included below in #3.) Discuss what justice and advocacy mean.
2. Determine roles of the leaders for running the event.



On MLK Day

Utilize this outline as a way to frame your MLK Day experience.

1. Talk about justice: What is justice? How does justice happen?
 - a. Sometimes we talk about justice as the formal systems of maintaining fairness and equality, such as government, courts, and so on. We'll call this kind of justice "big 'J' Justice."
 - b. Then there is little "j" justice—the justice of how I treat you.
 - c. What does a relationship based on little "j" justice look like? For example, what does justice look like between a teacher and a student in a classroom? What does justice look like between two people sitting at a table? What does justice look like in an after-school setting? In neighborhoods?
 - i. What does little "j" justice look like in everyday life?
 - ii. We can't look at *just societies* until we have *just relationships*. We have a responsibility in what justice is each day.
2. After talking about justice, translate justice into a conversation about leadership:
 - a. What does leadership look like? If you want to be a leader, what are the different levels of leadership?
 - b. Think about little "l" individual leadership: What does leadership look like at home? In school? In friendships and relationships?
 - c. What does leadership based on justice look like? If you want to be that kind of leader, you lead on an individual level (little "l" leadership), as well as on a capital "L" level of leader. Every day you can do things on a small scale while also using your power for good on a bigger scale. Judges aren't the only leaders for justice. You can be as much of a leader for justice as a judge.
 - d. Example of big "L" and little "l": Dr. King was the central figure of big "L" leadership; he led a movement and was at the forefront. But, there were tens of thousands of people doing the work behind him.
 - i. Not everybody was in the front of the line in a march. Thousands were leading with their little "l" individual leadership power because all were marching. There were also other leaders behind the scenes or working quietly towards the common vision.

- ii. Is Dr. King the greater leader—the guy behind the microphone? Or is the greater leader the mother who sacrificed and walked six miles to get her kids to school instead of breaking the bus boycott by utilizing bus transportation? Who sacrificed more?
- iii. Many unknown people whom we've never heard about showed up and marched out of their own sense of justice and leadership, as well as to honor Dr. King's leadership and sense of justice.
- iv. An investigation of the levels of leadership lifts up Dr. King in honor and honors his message, but it can also take away the super-human element we often ascribe to him. This investigation reveals that we, too, can lead and move people or events from one place to another.

3. Share this quote from Dr. King:

“Cowardice asks the question, ‘Is it safe?’ Expediency asks the question, ‘Is it politic?’ Vanity asks the question, ‘Is it popular?’ But, conscience asks the question, ‘Is it right?’ And there comes a time when one must take a position that is neither safe, nor politic, nor popular, but one must take it because one’s conscience tells one that it is right.”



What does this quote mean to you?

4. Discuss and record: what are some of the relevant justice issues that you see around you? What are the issues around you that don't seem fair? (access to education, achievement gap)
5. [Explode the Issue](#): Pick one issue and do an analysis of the symptoms and impacts and of the root causes.

Look at the issue selected and discuss:

- What is the safe thing to do in regard to this issue?
- What would be the politic thing to do?
- What would be the vain thing to do?
- What would be the right thing to do?
- What are we going to do?

Pick a project idea to flesh out at the next meeting.

6. Advocacy

One thing a just leader can do is to speak up and speak out for what is right and just and against what is unjust. Speaking up and speaking out fall under the category of advocacy. Below are some options for practicing advocacy. More detailed instructions are in MLK Day Activities section:



- a. [Practice Speaking Up](#): After identifying an issue, invite the group to name a group—their parents, peers, a Boy Scout troop, for example—to consider as their audience. Then they are to work on the specific message they want to communicate regarding this issue and how to say it so that they present an effective message.
- b. [Meet Mr. Justice](#): Ask the youth to develop their picture of one man, Mr. Justice. Then challenge them to look further into the injustices that are part of his world—and ours.
- c. [Role-playing Scenarios](#): Give small groups the [scenario cards](#) and ask them to take a stand by demonstrating what they would do if they were faced with the particular scenario of injustice on their card.

.....

Third World Banquet

Treat your youth to a banquet with a twist. The [Third World Banquet](#) simulation exercise plunges youth into economic and distribution injustice in a way they won't forget its lessons. The instructions for this option are in the SERVICE SAMPLER.



.....

7. Share a quote from Dr. King to help wrap up the closing:

“Our lives begin to end the day we become silent about things that matter.”



8. Invite youth to each identify a key issue statement or cause that they want to commit to working on for the rest of the year. Give them some sort of memento to serve as a visual reminder of their commitment. For example, give each one an unfinished key chain to serve as the visual that the work is unfinished and needs tending. Then let them choose a bead to put on the chain to represent the issue they have chosen as their focus.
9. In small groups, invite youth to come up with two actions steps they are willing to commit to and take on over the year in an effort to advance awareness of or to address the causes of that issue. Remind them of the quote you just read and that it's important to not remain silent, but to act.
10. Wrap up by noting that there is plenty of room on the key chain for further action to address the causes of their issue. Their level of action can be as big or small as they choose. A key chain is a tangible reminder of the commitment they made on this day. Encourage them to keep it with them every day and make an effort to do more actions than the two they've just committed to doing.
11. Keep the work going. Decide on a time to check in on your progress. How will you hold people accountable for the work they've promised to do? Do you want to find a way to stay connected via e-mail, Facebook, Twitter, or another social network? Pick your method for staying in touch and make sure everyone has all the essential contact information.



MLK DAY ACTIVITIES



Above the line are the symptoms for HOMELESSNESS

Ex: people living in hiding, use of alleys as rest-rooms, frustration by downtown business owners, criminalization of the homeless

Below the line are the possible causes of HOMELESSNESS

Ex: lack of affordable housing, mental illness and addiction, lack of access to treatment, lack of jobs

EXPLODING THE ISSUE: THE PROCESS

1. Identify critical issues.
 - a. Ask the group to identify meaningful, relevant issues in the community. What are the problems that need to be addressed? Have the group brainstorm ideas for the most critical issue that *they think is important*. No one can simply repeat what anyone else says; encourage everyone to contribute.

2. Select one issue and articulate it into an issue statement for further exploration.
 - a. From all the ideas generated, pick one to hone in on and turn into a statement that is *specific and articulate*. This step moves the group from recognizing homeless, for example, in the abstract as an issue, to thinking about it in a more concrete way: What do I see, know, or think about the issue? What about this issue bugs me?



For example, with “homelessness” as the important issue selected, the *issue statement that is specific and articulated* might be: “Too many people seeking a home don’t have access to housing.” Or, “Some homeless people are mentally ill and don’t have access to health care.”

3. Examine the symptoms and impact and the causes of the selected issue.
 - a. What are the *symptoms* of the issue? What is the *impact* of the issue? How does it affect you, your family, neighbors, and your community? What are the results of the symptoms we see? (For example, the issue of poverty could lead to thievery or to low test scores because children aren’t eating enough.) Be very clear. Record.
 - b. Look deeper: What are the possible *causes* of this issue? Record.
4. Investigate further one root cause of the issue.
 - a. Why is this cause happening?
 - b. How widespread is this cause? Is it a growing issue or confined to a particular area of the community? Why is this an issue in some communities and not others?

5. Explore the issue of equity.
 - a. Equity requires asking that next question: Why does something not happen to me but happens to someone else? For example, why are some people homeless? Or, why does the playground at X Middle School not look as nice as the playground at another school?

Ask questions to help youth be curious about underlying causes and the issues of equity involved in the problem they are seeking to address. Examining equity helps ensure that the discussion and learning get at the underlying issue.

6. Identify potential help. What resources and assets do we know of that can help address the issue? What are the strengths we can utilize to help address this relevant issue?

7. Define a project. Select a service project based on the issue's underlying cause that has been identified.

8. Reflect on what they've learned so far.

- a. Emphasize how we're all linked and connected. An issue in one part of the community can and does affect all of us. Sometimes it just takes awhile before we realize it.
- b. Ask: How is this issue connected to you? (Note: Some may experience this directly; some may not. Encourage them to look for the relatedness—it's our issue; it's not a situation of us vs. them.)

9. Take action.

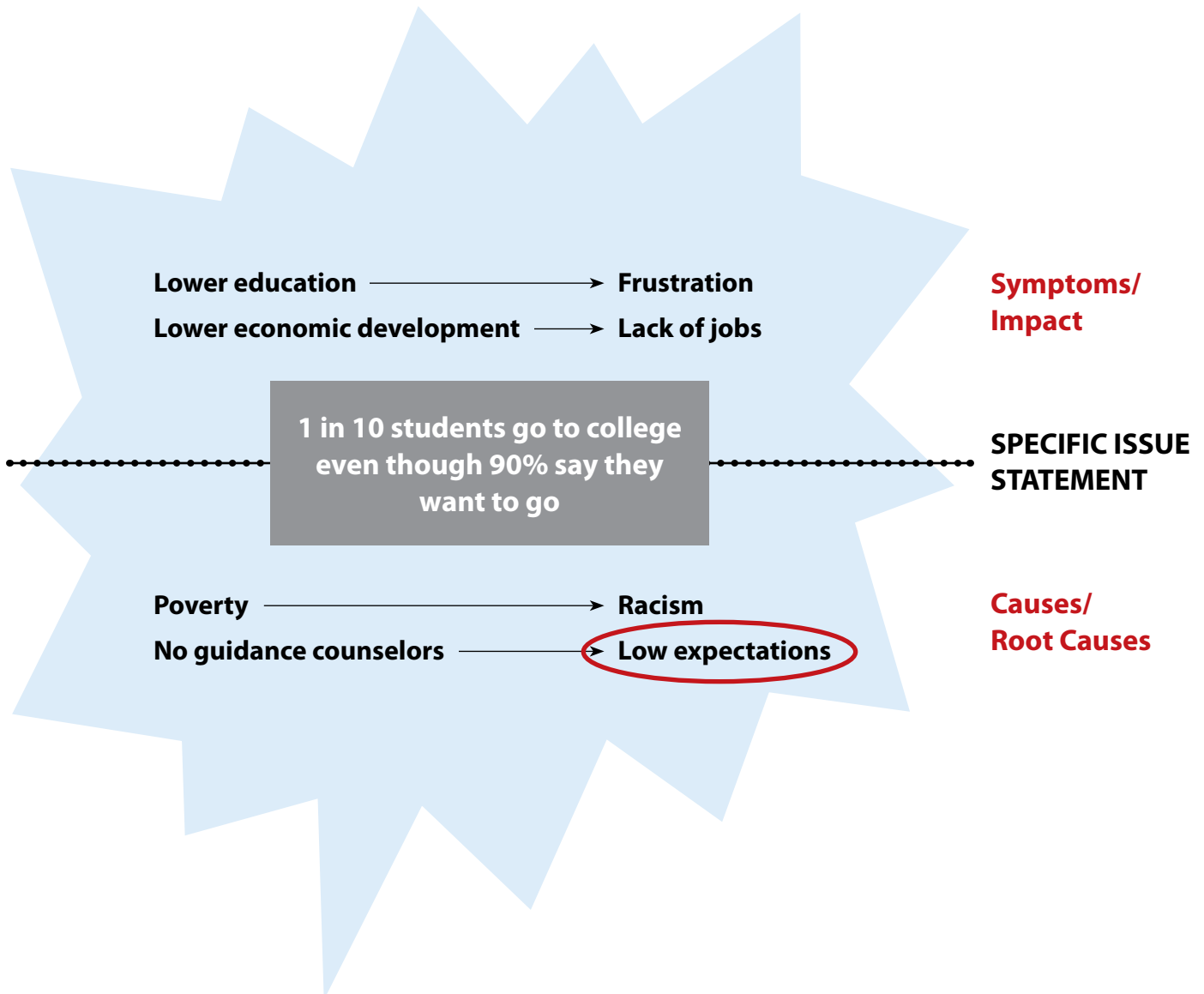


EXPLODING THE ISSUE: ILLUSTRATION A



1. Symptoms/Impact of the issue statement

Example: When only 1 in 10 students go to college, what are the symptoms we see? What are results of that? (These are written above the line.)



2. Causes/Root Causes of the issue statement

What are the root causes of the fact that only 1 in 10 students go to college? (These are written below the line.)

3. **Take one of the causes and break it down:** Why does the community (including schools, parents, students themselves) have **low expectations**? Why is it happening?

Potential answers: *poverty, racism, classism, teachers teaching to the test—frustrated, stressed*

4. **Discuss:** How far do low expectations extend across the community? Is it an issue in all neighborhoods or is it an issue in some neighborhoods and not others? Is it an issue for people with certain ethnic backgrounds versus others? Why might it be that I experience high expectations for school in my family but others don't? Or, why might it be that not every young person experiences the expectation and support that college is reachable? What makes college seem unreachable? Why might it be that some schools stress higher expectations than others? What makes the difference from one school to another?
5. **Post-project:** Brainstorm ideas for how youth can put their awareness into action. Possible ideas include:
 - a. *Become an advocate*—If you are concerned that others in your school may not see college as an option, host a conversation with teachers to talk about student aspirations and interests.
 - b. *Speak up on the spot*—If you feel strongly about everyone having an opportunity to go to college, speak up when you hear someone say things like “He’ll never go. No one in his family has before.”
 - c. *Ask questions*—Be curious, keep your antennae up and challenge assumptions when you hear them. If you notice that there is more graffiti in a certain area of town, research to learn the reasons why, and that might lead to ways you can make change.
 - d. *Listen from the heart*—Refuse to buy into stereotypical judgments made by people around you. Find the confidence and the conviction to stand up for what you believe. See how you can use your influence to change the bottom line.

SIX DEGREES OF SEPARATION ACTIVITY

The idea behind the six degrees of separation is that everyone or everything is linked by a maximum of six steps. You may not know Charlie, for example, but if you ask around you probably know someone who, within six connections, also knows Charlie. The same principle applies to community issues.

.....

Thank You, Kevin Bacon

As a fun intro activity, have youth play the Kevin Bacon game at www.oracleofbacon.org, which illustrates the point. The group names any two actors or actresses, and the computer will tell how the two people are connected via six or fewer connections. Use this as a fun icebreaker (assuming you have access to a computer and the Internet). Use it also to introduce the concept of connections among issues within a community.

.....



Have all the youth each pick an issue important to him or her and then stand in a circle with linked arms. Ask each person to go around the circle and state the issue he or she chose. Talk about the connection of the issues and how if you were to grab one issue out of the circle, the circle would re-link and still be intact. If you push on one issue, the whole circle moves. The point is that you can't plow out any one issue, such as teen pregnancy, and expect the whole system of issues to change.

Physically move the group to a different space, no longer linked by arms. Choose two of the issues the youth brought up and create a narrative to show how the two very different issues are linked.

Facilitator's Note: This activity moves from Part 1, where all youth are connected and experience visually and physically how issues are linked, to Part 2, where the narrative form demonstrates how issues are connected.

For example, take "food deserts" and "dropping out of school." Create the narrative of how the two are linked.

Johnny lives at home and doesn't always have food to eat, not real food. Fresh fruits, vegetables, and meat aren't available in his neighborhood. That's what is known as a "food desert." He eats a lot of sugar and junk food and is often tired. Sometimes he's so tired that he falls asleep in class. He fell asleep during a test and got an F for not completing it. At home, he's often sluggish with little energy. Over time, he continues to do poorly in school because he's just so tired that he can't concentrate in class. He gets farther and farther behind in his grades. He begins to think he'll never catch up and he's always tired so why even bother going to school? So Johnny drops out. He's behind anyway and he really needs a nap so he might as well stay home and get some rest . . .

And thus "food deserts" connect to "dropping out" of school.

Next, let the youth create the narrative between two issues, pulling from their own understanding, experiences, and ideas. Use ideas to springboard into the next issue to be explored. Remind the group that this time is simply for storytelling and sharing ideas—it's not a time for judgment, correcting, or debating. Just let each person tell his or her part of the story, and listen to the story the group creates.

ADVOCACY—OPTION 1: PRACTICE SPEAKING UP

After identifying an issue, invite the group to work on the specific message they want to communicate regarding this issue and how to say it so that they present an effective message.

Let the group practice speaking out by doing role-plays.

Option 1: Have one person play the role of advocate and the other person act as a citizen unaware of the issue. Encourage them to exaggerate their parts in order to make the exercise more fun.

Option 2: Break the group into groups of three: one is the advocate, one the unconcerned citizen, and one is an observer.

Instruct the advocate to tell the unconcerned citizen one clear message about the issue. For example, brushing your teeth helps prevent cavities, and you should brush them twice a day. Remind the advocates that no matter how the person responds, they should focus on simply communicating their key message. That's it. That's all they can do. They can't control how others respond. The observers' role is to note the effectiveness of messages and give feedback for improvements if needed.

Practice with role-playing.



After the role-play, ask the participants how they each think their part went:

1. Advocators: Do you think you were heard by the person you were talking to?
2. Citizens: Was the advocate persuasive? Did he or she get the intended message across effectively?
3. Observers: What did you observe? Did the advocate keep it simple? Was she or he prepared for the common arguments against the issue at hand? How did the citizen respond—judging by facial, body, and verbal expressions?
4. Everyone: What did you think of this experience? Think about all the comments you heard and what you experienced or observed. What methods are most likely to be effective to get across the message you hope people will hear and embrace? What will work?

ADVOCACY—OPTION 2: MEET MR. JUSTICE (1 hour)

Materials: flip chart and markers

Have the youth draw an outline of a human figure on the flip chart. Name the figure Mr. Justice. Draw a line down the middle of the outlined person. Label the left side to represent Justice and right side Injustice. Then relate the following:

The poster in front of you is a recently taken snapshot of Mr. Justice. Unfortunately, the people at the Photo Mart did a poor job developing the picture and all of his features did not come out. But you can help get his features back! You see, he has lived in Justiceville all of his life and has absorbed many of the characteristics of the people around him. Fill in his photo with the traits you think Mr. Justice would have. What does he look like? Who does he care about? Where does he hang out? Where does he work? Is he healthy? Is he sick? Who are his friends? How old is he? Is he a he or a she? (and so on.)



Now use pictures (whenever possible) to illustrate the justices and injustices that are a part of Mr. Justice's life. Draw justices on the left side of the poster and injustices on the right side of the poster. Don't get hung up on your own drawing skills—use stick figures and symbols to capture your thoughts.

For the side of justice, encourage youth to think about healthy and fair parts of the community. For example, to illustrate that justice is blind to a person's looks, you might draw sunglasses and a cane. You might draw pictures of volunteer projects to illustrate contributing citizens (for example, campus cleanup, donation to a food bank, tutoring, feeding the homeless, and so forth). You could draw pictures of or name organizations that contribute to justice and community wellness.

For the side of injustice, have youth think about different issues, injustices, within their community and draw images of these things. Drawing black or white skin color could represent, "Justice is often only available for black or white people." You could draw broken limbs to say, "Justice is broken." A gun in hand might illustrate that "Justice is achieved by any means necessary." You could also draw community problems such as homelessness, run-down neighborhood parks, outdated books and computers at school, stray dogs, and so on.

After the youth have drawn their pictures to describe Mr. Justice and his community, ask them to look around at everyone's pictures and to consider any possible underlying community issue[s] that their various pictures might speak to. Identify what the themes are and discuss as a group.

Service and advocacy will be important until everyone has access to all these good things. Justice isn't just giving money or serving; it's fighting for the rights of people.

There will always be a need to serve people because of this system of social injustice. We want to look beyond the service. We want to look at the root cause of the service and how we can change. Justice creates a community that refuses to let unjust issues stand. It also speaks to the things we need in order to work together to change in a collective community effort.

Debriefing Questions

- ▶▶▶ How is serving others different from advocating for justice?
- ▶▶▶ How do your interpretations of justice affect your commitment to service and advocacy?

- ▶▶▶ What are the factors hindering positive progress or allowing progress of the negative community issues you listed?
- ▶▶▶ What would help us not need to do all of the service we have listed?
- ▶▶▶ How can you help promote justice among people you know?
- ▶▶▶ What can you do to take a stand (to advocate) for people being treated unfairly, or other issues of injustice?



ADVOCACY—OPTION 3: ROLE-PLAYING SCENARIOS

Give small groups the scenario cards and ask them to “take a stand” by demonstrating what they would do if they were faced with the particular scenario of injustice on their card. Give them about 10 minutes to prepare a one to two minute response scenario that involves each group member. Then let groups demonstrate their scenarios and their responses in front of the whole group.

Use current examples from the media or create scenarios such as these:

- ▶▶▶ A girl drops her tray in the middle of the cafeteria. Everybody points and laughs at her. What do you do?

- ▶ Someone you know is being filmed without his knowledge. What do you do?
- ▶ Someone makes a racial joke to some friends. You overhear them laughing in response. What do you do?
- ▶ The smallest child on the bus is often bullied by the older children. Today it's happening in the seat right behind you. What do you do?

Printable cards for these scenarios are below.

ADVOCACY—OPTION 3: CARDS FOR ROLE-PLAYING SCENARIOS

A girl drops her tray in the middle of the cafeteria. Everybody points and laughs at her. What do you do?

Someone you know is being filmed without his knowledge. What do you do?

Someone makes a racial joke to some friends. You overhear them laughing in response. What do you do?

The smallest child on the bus is often bullied by the older children. Today it's happening in the seat right behind you. What do you do?

MLK THEMES FOR EXPLORATION

EXPLORING JUSTICE ON MLK DAY

Focus: To explore MLK's legacy and its connection to working for justice today.

Pre-MLK Day

Recruit and work with a core group of youth leaders.

1. Research, select, and set up a place for the group to serve on MLK Day related to one of the following core injustice issues: racial, economic, educational, or environmental injustices.
2. Pick the reading or scene to be done from MLK's work on issues of justice.
3. Research ideas for role-playing scenarios and research key quotes on service.
4. Determine roles of the leaders for running the event.

On MLK Day

1. Explore the questions with the group: What does justice look like? How can we be bridges for justice?
2. Examine the concept of service within the context of working toward justice. Respond to quotations about service, such as this one from Dr. King:

"Life's most persistent and urgent question is, 'What are you doing for others?'"



3. Have a local actor do a reading or one-person scene to connect the work of MLK with current work around justice.
4. Role-play current scenarios of injustice that highlight examples of racial, economic, educational, and environmental injustices. Set the stage for each scenario given out and let youth share stories or ideas of how justice can be advanced in the situations.
5. Tell the group about the agency that you are going to help and the particular injustice that they will work to right. Go serve and make things more just.
6. Reflect together on the experience and celebrate what was done and what was learned.

One possible reflection activity might be to have youth finish the statement "I am a bridge for justice when I . . ."

EXPLORING ADVOCACY ON MLK DAY

Focus: To explore the concepts of *service-learning* and *advocacy*.

Pre-MLK Day

Recruit and work with a core group of youth leaders.

1. Research information on the march from Selma to Montgomery and the sit-ins.
2. Research key quotes on service-learning and on Dr. King's take on service to use for the event.
3. Determine roles of the leaders for running the event.



On MLK Day

1. Look at the notion of [service-learning](#).
2. Read this quote and let participants respond: "Service is 'doing what you can with what you have.'"
 - a. What does the quote mean?

- b. What were some of the things that Dr. King did? What gifts or abilities did he have that he used for a greater good?
 - c. What tools of his day did he and others use to communicate the difference they wanted to see in the world?
 - d. What above all else did he want to see changed in his lifetime?
3. Brainstorm changes the participants want to see in their community. Make a list for the group to see.
 4. Give a brief overview of the sit-ins and the march from Selma to Montgomery. Frame it by giving some historical context.
 5. Discuss and chart roles for each part—the sit-ins and the march. What roles did different people take for the sit-ins? What were all the different roles needed to make the march happen?

Include, if not mentioned:

- a. For example, during the sit-ins, there were white people in the marches who didn't sit in, but who served as watchers. They watched for something bad to happen and would signal others if they saw something.
- b. During the march, roles were needed for housing, food, rides, and medical assistance. Note that there were also people behind the scenes who drove cars, who did communications with the various schools, worked phones, wrote up wills for all the young people in case they died, and that there were people on the bus who played a role in what happened. There were so many levels of involvement. The marchers weren't the only ones who served; there were many people serving the cause.

Point: In these various events, each person lived by the principle of "doing what you can with what you have." Each did what he or she could. The events were the result of many people who were all connected and contributing in the best way they could to a cause they believed in.

6. The marches and sit-ins were simply tools to communicate their message to the broader community. What tools might help you get to the end you want to achieve...? or What are the "tools" you can use to get to the end you want to achieve? (Refer to the desired changes listed earlier in Step 3.)

Note that the biggest tool for keeping things the way they are is silence.

7. [Practice speaking up](#) for what the group believes in.
 - a. Tell the group that service can be getting out there and speaking up and telling your story. It can be raising awareness of what is and isn't right.
 - b. Practice speaking up about what is important to the members of the group in groups of three.

EXPLORING NONVIOLENCE ON MLK DAY

Focus: To explore the concepts of *nonviolence* and *advocacy*.

Pre-MLK Day

Recruit and work with a core group of youth leaders.

1. Determine and set up the march.
2. Research and select quotes to explore what MLK had to say about nonviolence and his principles of nonviolence.



3. Do research on the people rarely heard about, the unsung heroes who showed up and marched out of their own sense of honor, not just in honor of Dr. King; the people who exhibited their own personal leadership by showing up and taking part even though they weren't at the forefront of the march like Dr. King was.
4. Determine roles of the leaders for running the event.

Finding Out

In our MLK Day project, participants went to the downtown library in Nashville, Tennessee, where there was a room dedicated to the sit-ins. That's where they did their research on the 81 people who were arrested in Nashville in the very first sit-ins. Giving participants the chance to learn about the unsung heroes made the march more meaningful.

Anderson Williams, Partner at Cascade Educational Consultants



On MLK Day

1. Respond to some of MLK's thoughts on nonviolence:
 - a. "At the center of nonviolence stands the principle of love."
 - b. "Have we not come to such an impasse in the modern world that we must love our enemies—or else? The chain reaction of evil—hate begetting hate, wars producing more wars—must be broken, or else we shall be plunged into the dark abyss of annihilation."
 - c. "Nonviolence is a powerful and just weapon, which cuts without wounding and ennobles the man who wields it. It is a sword that heals."
 - d. "We who in engage in nonviolent direct action are not the creators of tension. We merely bring to the surface the hidden tension that is already alive."
2. Look at [MLK's principles of nonviolence](#) and discuss them.
3. Challenge each person to rewrite the principles for himself.
4. Invite participants to sign commitments to their principles.
5. Do a march in honor of the people who participated in historic marches.

BONUS ACTIVITY: DR. KING MEMORY GAME AND DISCUSSION (30 minutes)

Goal: To further explore the connection between Dr. King's words and service-learning

Materials Needed: Write the quotes below on cards. Cut them into smaller phrases for matching into complete sets. Choose quotes from Dr. King that relate to service and justice.

- ▶▶▶ "Everybody can be great. Because anybody can serve."
- ▶▶▶ "Life's most urgent question is: What are you doing for others?"
- ▶▶▶ "There are two types of laws—there are just laws and there are unjust laws . . . What is the difference between the two? An unjust law is a man-made code that is out of harmony with the moral law."
- ▶▶▶ "A law is unjust if it is inflicted on a minority that, as a result of being denied the right to vote, had no part in enacting or devising the law. Who can say that the legislature of Alabama, which set up the state's segregation laws, was democratically elected?"
- ▶▶▶ "The first question which the priest and the Levite asked was: 'If I stop to help this man, what will happen to me?' But . . . the Good Samaritan reversed the question: 'If I do not stop to help this man, what will happen to him?'"
- ▶▶▶ "You can't lead the people if you don't love the people. You can't save the people if you don't serve the people."
- ▶▶▶ "The country is in deep trouble. We've forgotten that a rich life consists fundamentally of serving others, trying to leave the world a little better than you found it."
- ▶▶▶ "Empathy is not simply a matter of trying to imagine what others are going through, but having the will to muster enough courage to do something about it. In a way, empathy is predicated upon hope."
- ▶▶▶ "None of us alone can save the nation or world. But each of us can make a positive difference if we commit ourselves to do so."
- ▶▶▶ "Service to others is the rent you pay for your room here on earth."

Directions: Challenge participants to match the cards until they have correctly matched the majority of the quote cards. If it is a small group, they can work together as a whole team, or if a big group, then divide them

into pairs or groups of three to work on the task (and give each group their own set of cards to work with). After they have matched the majority of the cards, lead them in a discussion.

Processing the Activity

First, invite them to discuss in pairs a quote or word that stood out to them and why.

With the whole group, continue processing:

- ▶▶▶ What do all the quotes have in common?
- ▶▶▶ Who's responsible for providing service and aid to the community?
- ▶▶▶ Why is doing service in the community important?
- ▶▶▶ How does our program/agency provide service to the community?
- ▶▶▶ Are people hesitant to provide service to the community? Why or why not?
- ▶▶▶ The majority of the quotes on the cards are over 40 years old, are they still relevant to our community today? If so, how?
- ▶▶▶ What were some of the issues that Dr. King worked to make right?
- ▶▶▶ Without people like Dr. Martin Luther King, Jr., do you think we could have achieved as much success as we have on certain issues?

To wrap up, talk about the different causes that King dealt with and touched on:

- ▶▶▶ Joined the bus boycott movement after the arrest of Rosa Parks;
- ▶▶▶ Formed the Southern Christian Leadership Conference to fight segregation and achieve civil rights and teach nonviolent practices;
- ▶▶▶ Led the March on Washington for Jobs and Freedom;
- ▶▶▶ Gave his support to the labor dispute raised by the City of Memphis sanitation workers;
- ▶▶▶ Helped secure voting rights in the black community, which contributed to the 1965 Voting Rights Act;
- ▶▶▶ Helped tackle poverty in America for blacks and whites.

Ask the group if they know of any particular causes going on right now in their community where someone is trying to make a difference. What are the causes? What are people doing?

End with asking the group to name something they would like to do to help the community.

SECTION 5

service sampler

FINDING YOUR PLACE TO SERVE



This curriculum introduces volunteers to multiple service-learning opportunities in an upbeat, interactive, empowering, and exploratory fashion. You can use this framework independently or in partnership with the [CHANGE YOUR WORLD](#) curriculum.

By Susan Ragsdale and Ann Saylor
YMCA Center for Asset Development



SERVICE SAMPLER

FINDING YOUR PLACE TO SERVE

is a resource within SEASONS OF SERVICE: ENGAGING YOUTH IN SERVICE THROUGHOUT THE YEAR

By Susan Ragsdale and Ann Saylor

Copyright © 2012 by Susan Ragsdale and Ann Saylor, YMCA Center for Asset Development.

All rights reserved. All materials are available for noncommercial, educational use as part of the SEASONS OF SERVICE curriculum. For additional permission, write to cad@TheAssetEdge.net.

At the time of publication, all facts and figures cited herein are the most current available; all telephone numbers, addresses, and website URLs are accurate and active; all publications, organizations, websites, and other resources exist as described in this curriculum; and all efforts have been made to verify them. The authors make no warranty or guarantee concerning the information and materials given out by organizations or content found at websites that are cited herein, and we are not responsible for any changes that occur after this book's publication. If you find an error or believe that a resource listed herein is not as described, please email cad@TheAssetEdge.net.

YMCA Center for Asset Development

1000 Church Street

Nashville, TN 37146

www.TheAssetEdge.net

Blog: <http://theassetedge.net/blog/>

615-262-9676

Twitter [@TheAssetEdge](https://twitter.com/TheAssetEdge)

LinkedIn with Ann Saylor or Susan Ragsdale

Editor: Crystal Zinkiewicz

Designer: [Mighty Media](#)

Visit our blog at <http://theassetedge.net/blog/> to find more resources for service-learning and youth development, and read how other people are using the SEASONS OF SERVICE (SOS) curriculum.

Share your story and your favorite service-learning projects! We'd like to feature your service-learning stories on our blog. Tell us how you are using the SOS curriculum to inspire youth to serve. Send a press release and picture to cad@TheAssetEdge.net.

About the YMCA Center for Asset Development

Our mission is to empower youth and adults to live authentic lives of character, service, and leadership. Find out more at www.TheAssetEdge.net.

Licensing and Copyright

The individual activities in SEASONS OF SERVICE curriculum may be copied as needed. For each copy, please respect the following guidelines: Do not remove, alter, or obscure the credit and copyright information on any page. Clearly differentiate any material you add for local distribution from material in the curriculum. Do not alter the curriculum material in content or meaning. Do not resell copies of the curriculum for profit. Include the specific activity name in the following attribution when you use the same information in other formats for promotional or educational purposes:

[Activity name] is reprinted with permission from *Seasons of Service*, by Susan Ragsdale and Ann Saylor. Copyright © 2011 by Susan Ragsdale and Ann Saylor, YMCA Center for Asset Development, Nashville, TN, 615-262-9676, www.TheAssetEdge.net. All rights reserved.

The content of this curriculum has been reviewed by a number of educators and youth professionals. Every effort has been made to provide sound direction for each activity described herein. The authors and reviewers take no responsibility for the use or misuse of any materials or methods described in this curriculum and will not be held liable for any injuries caused by participating in activities and games from this curriculum. Please use prudent judgment and take appropriate safety precautions when participating in all activities and games.

This material is based upon work supported by the Corporation for National and Community Service under Learn and Serve America Grant No. 09KCSTN001. Opinions or points of view expressed in this document are those of the authors and do not necessarily reflect the official position of the Corporation or the Learn and Serve America Program.

This project is funded under an agreement with the Department of Finance and Administration, Volunteer Tennessee.

SERVICE SAMPLER

FINDING YOUR PLACE TO SERVE

How to Use the **SAMPLER**

Exploring Our Community Through Service-Learning

[Caring for Animals](#)

[Caring for Children](#)

[Caring for Community Gardens](#)

[Caring for People in Poverty](#)

[Caring for the Sick and Their Families](#)

[Caring for Older Adults](#)

[Promoting Peace](#)

[Caring for the Global Community](#)

[Caring About Community Health and Nutrition](#)

[Caring for People With Special Needs](#)

[Caring for the Environment by Recycling](#)

[Closing the Experience](#)

Developing Successful Projects

[Tips for Service With Youth](#)

[Asset-Based Service-Learning Project Ideas](#)

[Selecting Partners and Projects](#)

[Timeline for Planning Projects](#)

HOW TO USE THE SAMPLER

The SERVICE SAMPLER offers ideas for 11 [service-learning](#) experiences that last three to four hours each. This SAMPLER is based on broad community issues and reflects actual service experiences tested and led by various agencies with youth in summer camps and spring break settings. The topical areas are here to inspire and help prompt thoughts and conversations about what your youth see as important problems in the community.

In addition to providing quality experiences, each topical outline is further strengthened by integrating positive youth development principles and practices to further help improve developmental outcomes for youth. Specifically, the curriculum builds on the Developmental Assets® framework.

.....

Developmental Assets® is a widely used positive youth development framework, which was created by Search Institute after extensive research. Often called “building blocks of healthy youth development,” assets are the relationships, opportunities, skills, attitudes, values, and competencies that youth need to become caring, healthy, competent individuals.



Youth with lots of assets in their lives are less likely to engage in dangerous, risky situations, such as participation in gangs or drinking. Research also bears out that the more assets a young person has, the more likely he or she is to exhibit thriving behaviors, such as leadership and service to the community—key aspects of service-learning. For more information on the assets, go to www.search-institute.org or see [Building Assets in Youth](#).

.....

You can choose which of the topical areas best fits the interests and needs of your youth, your organization, and your community. Or you can choose yet another issue to explore further using the outline and format as a guide for a test-proven experience that has worked within other communities and program settings.

This curriculum is very versatile and flexible. It can be used in a variety of ways, including a weeklong focus (for camp), a monthly focus, or stretched out over the course of several weeks. It can be used alone, in combination with [CHANGE YOUR WORLD](#) and/or [MARTIN LUTHER KING, JR. DAY: A DAY ON, NOT A DAY OFF](#). The goals are to:

1. Expose youth to a variety of issues within the community
2. Get their hearts and minds thinking about the issue and what they can do to address it
3. Show that they can use their brainpower, imagination, time, and skills to change the world around them for the better every day simply by giving of themselves

As youth develop critical thinking skills and look for what they can do, they will further develop in their awareness and abilities to serve and lead change.

The partners in this grant (Bridges, 4-H, YMCA Y-CAPs in Chattanooga, Knoxville, and Nashville) tested this curriculum in the way that made sense for their programs. Likewise, you might consider the SERVICE SAMPLER for:

1. Activities in a weeklong summer camp that is thoughtfully designed to expose youth to a variety of issues in the community, increasing their awareness and understanding.
2. A combination experience between the SAMPLER'S service-learning projects and the CHANGE YOUR WORLD activities to enrich a service-learning event. Youth could practice leadership and planning skills around service-learning in the mornings and explore community issues in the afternoon. They could combine their experiences to select and plan a service-learning project that they carry out during normal programming time.
3. A multi-week period in which youth spend three or four days in learning about three issues per day (mixed in with team-building and other fun activities); debate the importance of each in a formal debate, then from the debate determine a focus of which problems to address over the course of the next three weeks. The group then spends one week per issue doing all they can to learn, help, and make a difference. The Nashville Y-CAP LSA pilot site rallied its youth at the end of the weeks of focused service to determine which need meant the most to the youth and where they felt they could make the most impact. Then



Pair these events with using the reflection journal, [LOOKING DEEPER: MY SERVICE JOURNEY](#), to create even greater learning.

in the final week of programming, they planned a service project on their own and went back to the agency to lead one final culmination project.

4. The basis of monthly excursions into the community, topic by topic (issue by issue), to offer an abundance of experiences on an on-going basis.

Any of these experiences can serve to jump-start the exploration of service and issues or the enrichment of youth understanding of community problems and strengths. In all cases, your youth group can delve more deeply into what they believe the important concerns and issues are that need to be addressed through a service action they plan as a follow-up to what they learn and discover. Spreading the service excursions out over 11 or more weeks or by offering them on a monthly basis can provide a platform that allows for more time to explore and reflect on the nature of each challenge and possible solutions to make the world better.

Format

Each experience outlines activities for the service-learning cycle: from preparation to action to reflection to celebration to demonstration. Within each reflection is a deliberate connection to the [Developmental Assets®](#) to help enrich the experience with the intentional inclusion of research-based factors that contribute to positive, healthy youth development. This inclusion helps maximize the service-learning practice by drawing out natural life lessons and connections that further develop young people's strengths and sense of self.

Woven throughout each SAMPLER session, you will find everything succinctly provided to help you successfully lead an asset-rich service-learning experience, including format and suggested time frames.

Below is a generic, sample flow for each three- to four-hour service experience. Keep the flow; keep to the format, but times spent on each can and will need to be adjusted depending on the length of time of your actual service project.

Icebreaker: 15 minutes

Preparation: 35 minutes

Service Action: 2 hours (or more)

Reflection/Celebration: 15–30 minutes

Demonstration: 20–30 minutes

DOES YOUR GROUP WANT TO DIG DEEPER?

The projects outlined in the SERVICE SAMPLER are all [“crawl” projects](#)—relatively simple, done-in-a-day projects. If your group has enjoyed the experience, and they want to invest more energy in making the world a better place (perhaps through “walk” or “run” projects), we recommend that you take them through the [CHANGE YOUR WORLD](#) curriculum. That approach will help them explore further their talent, their community passions, and their community’s needs as they look for a way to serve more deeply in the community.



EXPLORING OUR COMMUNITY THROUGH SERVICE-LEARNING



CARING FOR ANIMALS

Suggested Agency Partners: Humane Association, doggy day cares, or animal rescue agencies; and with modifications, wildlife conservation groups, aquariums, or zoos

Icebreaker: Animal Relay

Supplies: Masking tape

Prep: Use masking tape to create two lines 20–25 feet apart.

The Game: Break players into teams of five. Have teams line up behind one line. Give players one minute to decide which animal each wants to be in this race: frog, butterfly, ant, snake, or dog. Each animal needs to be represented by one player from each team. Help teams decide, if they're having a hard time resolving the issue. If teams are uneven, someone from the team with fewer people will need to be two different animals. This adaptation will make the teams even and the competition fair.



Ask all the frogs from each team to come stand behind the line. Once there, ask the players how frogs move. They jump! Each of them on their turn will jump across the room to the other line and back to tag the next player in line. Tell them to remember what they're going to do. Have the butterfly players line up next behind their team frog member. What do butterflies do? Have all the butterflies practice flapping their "wings." Point out that butterflies seem to float in the air; so when it's their turn, they should walk across the area flapping their arms as they go. Ask the ants to line up. How do ants move? They march! Have the ants take a few marching steps. On their turn all the ants will march across and back for their part of the relay. Have the dogs line up. How do dogs move? They run on all fours! Dogs on their turn will get on all fours and run across and back. Finally, have the snakes line up. How do snakes move? They slither! Snakes will get on their bellies and slither their way across and back.

After describing all the animals and lining up the teams, the game leader should start the race. When all five team members have completed the relay, they should sit down, signifying their completion of the task. Declare the winning team.

You can then have a discussion about which animals they like best, the types of pets they have, what pets they would like to have, the oddest pet they have ever had, their best advice to help different animals get along—how *can* a dog and cat get along? What can we learn from them?

Leader's note: If desired, use this relay to create volunteer pairs by connecting two frogs together, for example.

Preparation: In any service action situation, make sure the youth understand what questions were asked (or have them ask) of the community partner to understand the issue and need. Invite your agency partner to tell your group about how to interact with animals safely and how to take care of animals you'll be working with. Talk about why it's important to serve in the ways you'll be helping today and what the mission of the agency is—why it does what it does. Note: This instruction will take place on site. You will need to make the agency aware ahead of time that you want them to do this.

.....

Take advantage of what you learn from the agency dialogue to explore other possible project ideas to do beyond the current day. For example, if you learn about the importance of spaying and neutering or what to do with stray animals, the information might lead to taking advocacy and education action along with the direct time with the animals.

.....



Service Action: Play with kittens, walk dogs, make recycled animal toys (for example, braided rags make great chew toys for puppies), decorate picture frames for people who adopt orphaned animals, or make beds for kittens or puppies—whatever the agency needs you to do.

.....

Chew Toys: To make, take an old dish towel, hold it vertically, and use scissors to cut three vertical strips. Stop cutting two inches from the top. Have one friend hold the end of the towel that has not been cut. The other partner should braid the three strands almost all the way down, then tie a knot to hold the braid together.



Picture Frames: Use foam stickers or paint on simple wooden frames or glue Popsicle sticks together to make frames.

Beds: Cut old fleece blankets into 4- x 2-foot rectangles. Fold the rectangles in half to make beds for kittens or puppies.

.....

Reflection/Celebration: Have the group form a circle. Using a stuffed animal to toss around the group, focus on the key asset, *responsibility*, to guide your reflection. Ask the group one of the questions below, but tell them to raise their hands before responding. Toss the stuffed animal to someone with a raised hand. Let him or her answer and then toss the stuffed animal to the next person who wants to answer. Progress with the other questions, after a few people have answered each one.

What does “responsibility” mean? How can you show responsibility and care for animals in your home or neighborhood? In wildlife? Why is it important to care for animals around



you? If your family chooses to get a pet, how can you choose responsibly? (Possible answers might include: choose pets that fit with your family style, adopt a pet from the Humane Association . . .)

What is one thing you want to celebrate about the gift of having pets and animals around us? For example, my dogs make me smile when they play and they are always happy to see me when I come home. To be so loved makes my day.

Demonstration: Create a newspaper or blog article to educate others about animal needs: Who can you tell about the Humane Association (or wherever you served)? What will you tell them? What do you think is the most important thing for others to know about the Humane Association (or wherever you served)? What do you think are the most important things for others to know about homeless or stray animals? About being responsible with animals? What is one thing you think would help make Humane Association animals' lives easier? What would it take to make this population of our community healthier and better?

Packing List: hand sanitizer, stuffed toy, supplies needed for the project you choose, paper and markers for demonstration



CARING FOR CHILDREN



Suggested Agency Partners: Head Start centers, United Way day care centers, after-school organizations

Icebreaker: Let's Play!

Allow simple playtime with classic children's toys, such as Legos®, blocks, modeling clay, Tinkertoys®, Lincoln Logs®.

Preparation: Have the group reflect on their play experiences and then talk further about some of what they recall:

- ▶ Ask the group to close their eyes and ponder for a few minutes: What did you enjoy playing? Who did you play with? Is there an adult you loved to play alongside? Who? What? Can you recall a particular childhood memory of spending time with an adult who cared about you and with whom you played? Share one of your memories out loud with the group.

►►► Talk briefly about the [40 Developmental Assets®](#) and healthy child development. Note that the assets are simply things that, if included in everyday life, can help children be their very best and healthiest. Talk about what the agency where you're serving does and how they nurture children. Point out that part of what the agency does is build assets by paying attention to what children need to be their best and healthiest. Talk about little ways the group can help to build assets with the children they interact with today. What can each volunteer do to make the day special for the children they're going to be with?

Service Action: Assist teachers in day-care classes—read books, decorate bulletin boards, lead games, explore on the playground, play games, help children learn their colors, numbers or letters, for example.

Reflection/Celebration: Using building blocks as part of the reflection technique, focus on the key asset, *positive peer influence*, to guide your reflection.

Ask your group: How do your actions influence children around you? How can you be a positive influence on your friends? Who influences your life in good ways?

As the youth give examples in response to the three questions, have them add building blocks to the center of the table (or floor space) to help build a group tower.

Conclude: "Every time you make a choice to be a role model, you help build others up. You add to their strengths. Let's celebrate the ways we've just named that we've been role models by ____." (Choose a [celebration](#) moment, such as a group cheer or a round of high fives—line up two sides and each person runs down the middle high-fiving the hands of the people on both sides.)

Demonstration: Point out to your group that today they made a difference here, but each day they have the power to encourage and care for people around them. Have the participants each make a card to encourage a younger sibling, neighbor, or friend. Invite them to think about the strengths they admire in that person and to point that out in their card.

Packing List: hand sanitizer, toys for icebreaker, construction paper, crayons, building blocks

CARING FOR COMMUNITY GARDENS

Suggested Agency Partners: Urban garden, community garden, local farm

Icebreaker: Hear a Story

Read a story about urban gardens, such as *City Green*, by DyAnne DiSalvo.

Preparation: Have youth get into groups based on their favorites in the categories you call out. For each category, participants should yell out their favorite and find other people who share the same favorite or close to it.

Your choice is to either keep them moving into favorite groups quickly or to give them a question to discuss once they're in each grouping.

Favorites to call out: favorite vegetable, favorite fruit, favorite outdoor activity during the summer, favorite summer treat, and so forth.

Sample questions to use with each group: Where is someplace you can go to get your favorite vegetable? Have you ever picked fruit off a tree or vine yourself? Have you ever grown a vegetable or fruit from a seed? Have you ever compared the taste of a fresh fruit or vegetable to a store-bought one? If yes, which did you like better? Which do you think is healthier?

Ask your agency partner to address some of the following questions: What is an urban garden? Why are community gardens important? What is organic food, and why does it matter?

Talk about the role food plays in the community. Options:

1. You can talk about consuming local food vs. shipping food internationally. How do these choices have affect communities? How do they impact the economy? Jobs? Local development?



2. You can talk about hunger and the role that gardens play in reducing hunger. Note: gardens are a great way to provide nutritional food at low cost.
3. You can talk also about the relationship between good food and good health and how teaching people about yummy fruits and vegetables that can substitute for sugary snacks encourages them to make healthy choices.

Service Action: Work in a community garden, a local Community Supported Agriculture (CSA) farm, or a garden at a nonprofit organization, school, or senior citizens home to provide whatever is needed in the garden that day—planting, weeding, watering, composting, making markers that note what vegetable is being grown in a particular section. (Note: Take precautions against dehydration by taking frequent water breaks and resting periodically in shaded areas.)

Reflection/Celebration: Focus on the key assets, *service to others* and *youth as resources*, to guide your reflection.

Debrief: What did you learn about gardening that you didn't know before?

Tell the group: With a community garden, people are sharing resources with one another. They pitch in and share the work as well as the produce. A little goes a long way. Ask: What are some other ways that we can care for the environment and earth? (Possible answers: don't litter, recycle, start a container garden for my family, and so on.)

Encourage the group to think more broadly. Ask: How can you be a valuable resource to your family, your neighborhood, your school, and your community? How can you pitch in and help? How can your life make a difference for others? What is a way that you can serve others that might help meet a need?

Celebrate: A youth service organization, Plant the Seed, suggests these ideas:

- ▶▶▶ Enjoy a snack from various plants in the garden.
- ▶▶▶ For a refreshing drink, you might try mint, rosemary, or basil lemonade.
- ▶▶▶ For a heartier snack, try green beans with rosemary, or lettuce wraps.
- ▶▶▶ Make a bouquet of flowers from the garden,
- ▶▶▶ Take turns running through the watering hose.

Demonstration: Ask the group:

- ▶▶▶ Would you be surprised to know there is enough food in the world to feed everyone so that no one is hungry? (There is enough grain alone to provide 3300 calories to every person in the world.)
- ▶▶▶ Why is there hunger in the world then? (access and distribution issue)
- ▶▶▶ What needs to happen to make access to healthy food more just in our community? Suggestions?

Tell the group: We've spent time on the garden. Let's look at another way that we can be gentle with the earth. Have the group make recycled jewelry or art to give to their friends as they talk with them about ways they can take care of the environment.

These three websites give instructions for many crafts that use recycled materials:

<http://www.allfreecrafts.com/recycling-crafts/index.shtml>

<http://www.kinderart.com/recycle/>

<http://familycrafts.about.com/od/craftsbyproduct/a/trashcrafts.htm>

Packing List: *City Green*, by DyAnne DiSalvo, water and cups, gardening gloves, gardening tools, art supplies if decorating plant signs, hats, sunscreen, insect repellent, hand sanitizer, supplies for recycled jewelry craft project

CARING FOR PEOPLE IN POVERTY

Suggested Agency Partners: Homeless shelter, food bank, transitional living center, low-income day care center

Icebreaker: Truth or Lie?

Play the game One Truth, One Lie: have everyone write down one truth and one lie about themselves. Have them read their statements to the group one at a time. The others in the group guess which statement is the lie. After playing, take time to talk about reality vs. perception, and how there are many misperceptions (almost like lies) about people who are in poverty. The goal today is to look beyond what our own misperceptions might be to really get to know some of the *truth* about poverty.

Preparation: Ask your agency partner to talk about needy people in your community— stereotypes, realities, expectations, compassion, the need for showing everyone respect and dignity, and so on. Talk about any safety concerns or fears and how to address them.

Service Action: Prepare emergency food boxes, make children’s boxes (puzzles, coloring books, stuffed animals, small toys, for example), make sack lunches, or serve a meal

.....

Ziplock Gifts

One church fills Ziplock bags with bottles of water and 4 or 5 goodies: dried fruit, snack crackers, pop-top tin of meat (Vienna sausages or potted meat), cookies and fiber bars for its members to keep in their cars to hand out to those who are homeless as they come across them. The bags also have scriptures or promises of encouragement to brighten their day.

.....





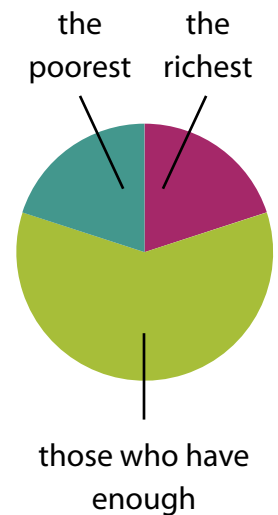
Reflection/Celebration: Hold a Third World Banquet with goldfish crackers to illustrate the importance of the assets, *equality and social justice* and *caring*. This banquet is a simulation exercise to help young people experience various income levels and navigate the journey to fairness/equity/justice.

Third World Banquet Directions: Randomly divide your group of volunteers into the subgroups. For example, if you have 10 participants, randomly select two to represent persons who are poor, two to be rich for the day, and six to represent people who have just enough money to cover their expenses.

For your own knowledge (and not yet to be shared with the youth) this translates into:

- 20% make up the poorest
- 60% make up those who have enough
- 20% make up the richest

Place the participants into each of the above groupings (they still don't know the secret behind the activity) by giving them a serving of goldfish crackers that reflects *low-income*, *middle-income*, and *high-income*. Give only one goldfish to the two participants in the low-income group to share, seven goldfish to the middle-income group, and 20 goldfish to the high-income group. Instruct them not to eat their goldfish yet.



Ask your youth how the distribution of goldfish makes them feel. Before anyone gets to eat the goldfish, ask them to solve their food unfairness. Allow time for conversations, reactions, and problem solving.

Reflection questions:

- ▶▶▶ How did this activity make you feel?
- ▶▶▶ Was it fair? (This distribution actually represents the reality in world economics—20% of people are incredibly poor, 60% have just enough resources to live, and 20% make up the richest.)
- ▶▶▶ How did you work together to make the situation better, more fair?
- ▶▶▶ This activity fits well with the asset of *equality and social justice*. What does that mean?
- ▶▶▶ How can you help promote fairness among people you know?
- ▶▶▶ What can you do to take a stand for people being treated unfairly?
- ▶▶▶ Are there times in your life when you have more than enough (toys, clothes, food, books, board games, blankets, pennies, electronics, for example)? What might you do in those situations?

.....

By using the multicolored goldfish, you can also open the door to a conversation about differences and diversity. Ask the group if anyone has broken pieces? Whole pieces? What different colors do they have?



Ask the group, if they had their choice, would they grab a whole goldfish or would they reach for the broken ones? Tell them that in your research on goldfish you have found that often a broken goldfish might not be taken until the last. You have also noticed that sometimes a particular color goldfish might be left out altogether. If someone doesn't like that color in his snack, he'll look down on the poor goldfish.

Ask if they think there is any difference in how a green fish tastes versus a blue fish?

Point out that the goldfish are exactly the same, except for the outside coloring. The coloring doesn't create a change in taste. Therefore, appearance doesn't matter. Why, then, do we sometimes assume that a person's skin color, tattoos, or clothing style changes her personality, abilities, or character?

Note that we (goldfish and people) are all the same. We may have different coloring or markings, but we are all human. And whether or not we are in small pieces or whole pieces, we still are of the same essence. Sometimes we make snap judgments without getting to know the inside of a person. We make judgments based on where someone grew up or how much money or stuff someone has; and when we do that, we are treating others unfairly.

What can we do to remember to treat others fairly and with respect?

.....

Celebrate: Ask the group to name one or two people, activities, or basic human needs (like food, shelter, bed, showers) they have in their lives for which they are grateful. Conclude by reminding the group to, “Take time to be grateful for the way you have been blessed with abundance—with more than enough—and be watchful for ways you can help others.”

Demonstration: Find a way that you can share your “extra” stuff with people in need. What do you have that you could share? With whom could you share those things? Make a plan to collect food for the homeless, clothes for victims of domestic violence, pennies to build a school in Africa, or whatever you choose. Then set a date to deliver those things to agencies that distribute goods to people in need. Note: On the front end of the project, you could ask participants to bring some of their “extra” belongings that day.

Packing List: hand sanitizer, paper, pencils, goldfish crackers



CARING FOR THE SICK AND THEIR FAMILIES

Suggested Agency Partners: Ronald McDonald House, hospital, or health clinic with a focus on children who are critically ill

Icebreaker: Feel Better Soon

Have participants draw a picture of what makes them feel better when they are sick. What are the things that caring adults or siblings or friends do for them to help them feel better? (for example, read to them, make them soup, tuck them in, give them hugs)

Preparation: Ask your agency partner to tell about ways their agency helps to care for the sick in the community. Find out what other agencies support people when they are sick.

Service Action: Decorate the agency's building for the next holiday season, clean toys, organize donations/supplies, make recycled crayons or homemade play dough for children in the hospital, or assemble craft kits for children in the hospital.



- ➡ To learn how to make recycled crayons: <http://www.makeandtakes.com/recycled-chunky-crayons>.
 - ➡ To get ideas for craft kits: http://www.projectsunshine.org/documents/CRAFTKITS_completeguide.pdf
 - ➡ Easy play dough instructions:
 - 1 cup flour
 - ¼ cup salt
 - 2 tablespoons cream of tarter
 - ½ cup water
 - 1 tablespoon vegetable oil
 - food coloring
- Mix all ingredients, except the food coloring, together in a pot then place it on the stove over medium heat. Stir the mixture constantly until

the dough becomes “globby” at the bottom of the pot. Quickly remove the pot from the heat and put the dough on a surface that has flour sprinkled on it. Wait for it to cool a little. While it is still warm, knead the dough until it is smooth. Divide the dough into four sections. Add a different color to each and knead the dough. Move quickly from one to the other or have more helpers to ensure the color gets disbursed well. Allow it to cool before playing with or storing it.

Reflection: Using paper chains as part of the reflection technique, focus on the key asset, *caring neighborhood*, to guide your reflection. Say: “Today, we provided caring support for neighbors we’ve never met.” Discuss: How can we be caring with those we know or who live near us? What are ways you can help your neighbors who are sick and hurting? How can you be a good neighbor to those around you?

Make a paper chain with each idea to show how each link of kindness grows into something that stretches out and keeps going.

Celebration: Break the group into pairs and have them share one thing each they’re grateful for regarding their own health. Give them two minutes to create a celebration motion or sound, or both! (Examples: high fives, a resounding “yes” as they jump up and down, a dance move) When time is up, tell them it’s celebration time and have everyone do their celebration motion at the same time. If time allows, ask people to share what they are grateful for with the whole group.

Demonstration: Introduce the Ronald McDonald House’s can tab fundraiser opportunity for home and school—it’s an easy one that youth can support all through the year. Find out more at <http://rmhc.org/how-you-can-help/pop-tab-collections/>. Invite youth to learn about tabs as part of their awareness of agencies that are supportive to children who are sick, and organize a can tab collection week at home, school, or with a program they are involved in.

Packing List: hand sanitizer, crayons or markers, paper, service project materials, watercolor paints, paintbrushes, cups for water, paper for cards, construction paper cut into strips with tape or staples to make the chains

Bakeries often donate their leftover goods. The Chattanooga Y-CAP program picks up the leftovers, puts them in cellophane bags, ties the bags with ribbons, and delivers the bags to residents in nursing homes. We call this a “Home Run project” because everyone enjoys it.

Joe Smith



CARING FOR OLDER ADULTS

Suggested Agency Partners: Senior citizens day care, nursing home, assisted living center, senior citizens center

Icebreaker: Popcorn Empathy

Have participants walk across a designated area on the floor with unpopped popcorn kernels in their shoes. Once each one has had a turn, have them then try to twist off the top of a water bottle or other such object with gloves on. Debrief by asking them how it felt. How did their feet feel to walk with kernels of corn under the socks? How awkward did it feel to try to twist off the top of the bottle with big gloves on? Note that as people age, it often becomes more difficult to do simple things—feet might be sensitive or one's grip may not be quite as strong. Ask participants to think about the word *empathy* and what they think it means. (The *Oxford Dictionary* defines empathy as “the ability to understand and share the feelings of another.”)

Preparation: Talk with the agency director to learn more about older adults in your chosen setting. Talk the group through the basics of interacting with older adults—manners, speaking clearly, listening carefully, moving slowly, nodding thoughtfully through any repeated stories, respecting their wisdom. As a group, come up with some questions or things the youth might want to learn from or to share with the older adults as they work together. Examples: *What was your favorite thing to do when you were my age? What do you enjoy about being your age? Do you have any hobbies?*

Action: Paint pictures together, play bingo together, host an intergenerational talent show, have a sing-along, work on a craft together, share photos and scrapbooks. Ask the activities coordinator about potential service-learning project ideas, so you can determine the best fit for your group.

Reflection/Celebration: Focus on the key asset, *interpersonal competence*, to guide your reflection.

Ask the group: What is empathy? How did you practice empathy and sensitivity today? What friendship skills did you practice? How can you be a better friend to older adults around you? What are some of the things you learned about your new friends today? What did you enjoy doing with them? What is one thing you think the older adults appreciate about their age and lifestyle?

Demonstration: Think about what else you might do to brighten the day of an older adult in your life. What ideas do you have? (Possible ideas: Create and send someone a card, give a grandparent a phone call, ask an elderly neighbor to bake cookies with them.)

Together, decorate faux stained glass windows that each youth can give to an older adult. The older friend can hang it in his or her room as a reminder of a person who cares.

For instructions on making a stained glass window with waxed paper and recycled crayons, go to: <http://www.enchantedlearning.com/crafts/butterfly/stainedglass/>

Packing List: hand sanitizer, unpopped popcorn, gloves, water bottle, materials for service project and demonstration activity



PROMOTING PEACE

Suggested Agency Partners: Local beautification committee, neighborhood association, parks and recreation department, police department, rape and sexual assault organization, domestic violence shelter

Icebreaker: Diversity Toss

- ▶▶▶ Prepare two beach balls. On one write easy, simple, fun questions such as: *Chocolate or vanilla? Movies or books? Skating or swimming?* On the second, write more serious questions such as: *Who has it harder—boys or girls? What is one thing the world needs more of? What is one way you are a good friend?*
- ▶▶▶ Toss the first ball around and have people answer the question nearest their right thumb. Let everyone have a turn. Next, toss the second ball around and have everyone answer questions. Process the difference between the two sets of questions (the first were easy, simple, quick answers; the second ones were more serious, more thought provoking).
- ▶▶▶ Ask the group if anyone was thinking about how to answer the question instead of listening to the person answering? Ask the group if they found themselves disagreeing with some answers and wanting to argue about them?
- ▶▶▶ Note that on the first set of questions, no one probably really wanted to argue over answers such as someone's favorite color. They simply accepted them. But often the more serious questions seem to matter more, and we sometimes tend to want to draw a line and argue over our opinions. Why is that?
- ▶▶▶ Lead the group into a discussion over dialogue versus debate and the importance of seeking to understand one another as a strategy for peace and conflict resolution.

Preparation: With the partner agency, ask the group to brainstorm what peace means to them and how they know it when they see it. Ask the agency to talk about what it specifically does to promote peace and to make the connection between community pride and community violence. How do one's surroundings affect his or her attitude and actions?

Ask the group to tell about any efforts they know of in their community to help keep violence out; have them name additional strategies they personally use to keep peace. What does a peaceful community look like? How do people treat each other?

Service Action: Paint over graffiti, weed community gardens, remove signs from poles, create an anti-bullying text campaign, advocate for nonviolence (make signs to post in local stores about the effects of violence on the community, or make peace necklaces to distribute as tokens of peace for people who are going through a tough time).

Make Peace Books for younger kids and leave them at a day care, hospital, homeless shelter, or library. Include images of peace, words associated with peace (*love, joy, calm, hope*, for example), and ideas for promoting peace. If desired, create word searches or crossword puzzles to include in the books using a list of words generated by the group relating to peace.

Reflection/Celebration: Focus on the key asset, *peaceful conflict resolution*, to guide your reflection.

- ▶▶▶ How did you feel about today's efforts to promote peace?
- ▶▶▶ What can you imagine other people saying/feeling/thinking in regard to those changes?
- ▶▶▶ How can you be a role model for peace?

Note to the group that there are different ways to maintain peace: personally, on the inside, and as a community. We just did work to promote peace in the community. Let's also look at personal peace. For example, for whatever reason, there are times when people get excited, afraid, angry, or upset and their heartbeat starts racing, their blood is pumping, and their adrenalin is running high. When this stress takes over, it's hard to stay calm on the inside.

- ▶▶▶ The asset, *peaceful conflict resolution*, is all about finding constructive ways to deal with things in a peaceful, calm way. What is something you

can do in challenging situations to calm down and stay more peaceful on the inside?

- ▶ How do you resolve conflict when you are hurt or angry? How can you work to resolve conflict peacefully?

Celebration: Celebrate the inner peace available within each member. Lead youth in stretching exercises, breathing techniques, or a visualization process to provide them with simple tools they can use for creating and maintaining inner peace during challenging life moments.

Demonstration: Work together to make a list of things in your community that make you proud, or create a collage of all the places in your community of which you are proud. Where are the places where people treat one another with respect? Where are the places in the community where you feel safe? What places are peaceful to you? Figure out a way to share the list with others (newsletter, blog, social media, newspaper article, YouTube, for example).

Option 2: Distribute and talk about [Dr. King's Principles of Nonviolence](#). Using the principles as a starting point, create posters, bookmarks, or booklets to share ideas for promoting peace today among real people with real issues. What does peace look like? What helps promote it? Who can help? What can each of us do?

Packing List: hand sanitizer; beach balls; for graffiti and painting: old clothes and shoes, paintbrushes, paint, paintbrush cleaner, rags, paper towels; for signs and Peace Books: paper, markers, staplers, stickers, glue sticks; for peace necklaces: beads, elastic cord, scissors; materials for your demonstration activity



Piece of Peace

One of our events was called, “Piece of Peace.” Using a large number of 4” x 4” ceramic tiles, people painted their vision of peace on the tiles with the help of local artists. The tiles were put on display in various places in the Fox Cities to promote our vision.

Paul Vidas, Fox Cities YMCA (Appleton, WI)

CARING FOR THE GLOBAL COMMUNITY

Suggested Agency Partners: Catholic Charities, Refugee Resettlement Center, World Vision, Amnesty International, Oxfam America, Free the Children

Icebreaker: Shrinking Spaces

Have the group attempt to stand on a shower curtain (or old sheet). Fold the curtain in half and have the group try to stand on it again. Keep folding the shower curtain smaller and smaller and see how small you can make it before the majority of participants can't stand on it with both feet.

After playing the game, talk about the many places in the world that have limited resources—people may not have enough food or water, or they might all be crowded and living in one place, or things are unfairly spread out so that a few people have room to stand while others don't. What are some of the things they've observed in the world where there is a lack of basic needs? Where is there limited food? Water? Limited access to a good education? Trouble getting good health care? Where do they know of injustices, where people are not provided with equal or adequate care?

Preparation: Look through magazines and newspapers to find a "good news" story and a "bad news" story from around the world. Share them with one another in order to more fully understand the state of the world around us.

Service Action: Choose whatever interests your group from these options:

➡ Prisoners of War

- **Preparation:** What are prisoners of war? Share stories of a few prisoners of war. (Get more info at www.amnesty.org.)
- **Action:** Write amnesty letters to free international prisoners of war. Find addresses and topics at www.amnesty.org.

➡ Hunger

- **Preparation:** What does it mean to not have enough food? Research agencies that help provide people with food in other countries.
- **Global Action:** Play an online game at www.freerice.org and contribute food to another country through play.
- **Local Action:** Make welcome boxes of food for an international family that has moved into your town. (Coordinate this activity with a local refugee agency.)

➡ Education

- **Preparation:** What if you lived somewhere where you couldn't go to school? How do you think that would affect your life? Now? When you're grown up?
Research the efforts of *Free the Children* to help build schools one brick at a time. Hear Craig's story and what inspired him at the age of 12 at www.freethechildren.com.
- **Action:** Fund-raise to build a school.
- **Action:** Take the *Vow of Silence* for children who can't speak for themselves.
- **Action:** Fund-raise for school supplies and desks for children in need internationally—or locally.

➡ Global Health Care

- **Preparation:** Explore global health needs in the issues library at *Free the Children* at www.freethechildren.com
- **Action:** Set up an awareness event on world health.

➡ Water

- **Preparation:** Investigate global water problems in the issues library at *Free the Children* (www.freethechildren.com).
- **Action:** Fund-raise to build water systems overseas—build a well.

Reflection/Celebration:

- ➡ One of the assets that comes to mind when dealing with global issues is *personal power*. We can do things to make a difference. What we do counts.



- ▶ We cannot solve all the world’s problems all by ourselves, but we can help shape the world and make a difference bit by bit, together and individually. How might you respond to this statement? “No act of kindness, however small, is ever wasted.” —Aesop”
- ▶ If you could solve one world problem, what would it be? Where would you put your personal power to use?
- ▶ What groups might you work with to make a difference in the problem you just named?

Celebration: Have each person create a quote of his or her own to help remember the importance of helping out wherever there is a need. Use canvas strips and markers to make the quotes. Have the participants share what they created.

Demonstration: Use your magazine clippings to prepare a display (bulletin board, YouTube video, slide show, poster wall, for example) that demonstrates stories of human kindness, compassion, or social justice regarding the global issue you focused on. Be sure to include what you learned about the issue and how other youth can make a difference.

Packing List: hand sanitizer, shower curtain (or sheet), magazines and newspapers, canvas strips, markers, and other necessary materials for demonstration method chosen

Find Out More:

- ▶ Oxfam America, www.oxfamamerica.org
- ▶ International Justice Mission, www.ijm.org
- ▶ Free the Children, www.freethechildren.com



CARING ABOUT COMMUNITY HEALTH AND NUTRITION

Suggested Agency Partners: Health department, 4-H, nutritionist, YMCA, parks and recreation department, local school or community center, Meals on Wheels

Icebreaker: Workout Rolls

Supplies: One die

Roll the die and have the group do a different physical activity for each number rolled (see below). The goal is to get the group through all six numbers.

1. Stretch up on your tiptoes and raise your hands as high as you can.
2. Stretch your neck by leaning your head to the right and then to the left.
3. Do three knee bends.
4. Shrug your shoulders up and down four times.
5. Bend over and touch your toes five times.
6. Lie on the floor and do six sit-ups.

Let's Talk:

- ▶ Why is it important to exercise?
- ▶ Why do you think exercise helps us when we feel sad, mad, or bored?
- ▶ How can you make exercise a part of each day?
- ▶ What else can you do to take care of yourself?

Preparation: Invite a health and wellness expert to speak with your group about how a person's actions affect his or her overall health. Include a conversation about youth obesity and how it effects youth physically, mentally, socially, emotionally, and economically.

Service Action: Plan and lead an hour of activities around health and nutrition for a day care or local parks center, elementary school, or community center near you. Invite a nutrition expert, dietician, or a fitness coach to talk to your group about the importance of health.

Possible activities:

- ▶▶▶ Lead fun fitness activities such as Frisbee, fitness walk, kickball, red rover, red light green light, and so forth.
- ▶▶▶ Make healthy snacks together such as parfaits with yogurt and granola layered with a variety of fruit. Layer the ingredients in transparent cups, so you can see the designs. As you prepare the snack, talk about nutrition as an integral part of healthy living.

Reflection: Focus on the key asset, *planning and decision-making*, within your reflection time.

Walking Wellness Quiz

Have the group gather together in the middle of the room, then tell them to “vote with their feet” when you ask these questions. Point to a different side of the room for each of the two answer possibilities, then let them walk to the side of the room that best fits their answer.

- ▶▶▶ Do you prefer sweet or salty foods?
- ▶▶▶ Which burns more calories—playing a video game for 45 minutes or playing a 30-minute game of dodge ball? (Answer: dodge ball)
- ▶▶▶ Which is a healthier option for dinner—spaghetti with butter and a roll, or grilled chicken with broccoli? Why? (Chicken and broccoli provide nutrients from the protein and vegetable groups, whereas the spaghetti meal only fits in the grains group.)
- ▶▶▶ Which is a smarter breakfast choice: 1 cup of raisin bran or 1 cup of frosted flakes? (The raisin bran, because it contains more fiber and less sugar)
- ▶▶▶ Which is a healthier afternoon snack—a strawberry pop tart or apple wedges with peanut butter? (The apples, a fruit, and peanut butter, a protein)
- ▶▶▶ Which food groups should represent a larger percentage of your food intake—vegetables and fruit or dairy and grains? (The USDA recommends that half of your meal plate should be filled with vegetables and fruits. The other half of your plate should have the other three critical food groups: grains, proteins, and dairy products.)



Students at Harpeth Hall School in Nashville, Tennessee, sold pink lemonade as a fund-raiser for breast cancer. Connected with education about cancer awareness, this is a great service-learning opportunity because it educated the youth and in turn they educated the community.

- ➡ Which food provides more calcium to build strong bones—bananas or milk? (Milk)
- ➡ What is a smart portion size for meat or chicken—the size of a remote control or the size of a deck of cards? (The size of a deck of cards represents 3 ounces, which is a healthy serving size for meat or chicken.)
- ➡ How much physical activity do children need every day—30 minutes or 60 minutes? (60 minutes of activity—stretching, strength-building, and endurance-building—is needed for 13–18-year-olds each day, according to www.getkidsinaction.org.)
- ➡ Who is in charge of your health—you or the adults in your life? (You! Although the adults in your life definitely have an impact on your nutritional choices, you still control what you eat, how much you eat, and how much you exercise.)
- ➡ *Planning and Decision Making* is a key asset skill that you can use to help take charge of your health and well-being. How does planning and decision-making affect your wellness?
- ➡ What is your plan for making sure you get enough exercise? Eat well? How can you incorporate these vital aspects into your daily life? Remember, we also have the asset *Personal Power* at our disposal. We can make choices for health and wellness. We have the power to do it, so what's your plan? What will you do?



Celebration: Celebrate good choices and wellness by spending 10 minutes doing a fun, physical activity together or making another yummy snack to enjoy.

Demonstration: Make a poster or a bulletin board that educates others about making healthy choices. Include choices you plan to make for your own health. Hang the poster at the center where you served, a local library, or another place of your choosing. Or, create a game that teaches children about fitness and nutrition. Then go play it with children in an after-school center.

Packing List: hand sanitizer, poster board, markers, supplies for project (things for the physical activities or to make the treats)

Find Out More: Health Rocks, go to www.healthrocks.ext.msstate.edu/

CARING FOR PEOPLE WITH SPECIAL NEEDS

Suggested Agency Partners: Special Olympics, preschool with children who have special needs, Muscular Dystrophy Association

Icebreaker: Sharing Webs

- ▶▶▶ Have the group form a circle.
- ▶▶▶ Set up the exercise by noting that *caring* is an important part of relationships. Ask the group to think about how they know others care for them. Ask, specifically: What do other people do that says they care?
- ▶▶▶ Toss a ball of yarn to one person to give his or her answer to the question. Then he or she holds the end of the yarn and tosses the ball across the circle to someone else. He or she answers and then holds onto the yarn and tosses the ball to someone else. Keep going until everyone has answered the first question.
- ▶▶▶ Then go around a second time. Ask: How do we show others that we care for them? Continue making the web as each person responds to this second question.
- ▶▶▶ When the web is done, bounce a few balloons onto the web, and challenge the group to not let any fall through the cracks. To keep the balloons afloat, everyone needs to continue to hold onto his or her pieces of the web. Note that their challenge for the day is to not let anyone fall through the cracks because they didn't hold on to their part, which is to show others they care. Just as they kept the balloons afloat, their actions of caring will bolster others.

Preparation: Watch a video to set the stage. The options include:



- ▶▶▶ A clip of a young man born blind and physically impaired and his amazing ability to play the piano and overcome odds: www.youtube.com/watch_popup?v=9xwCG0Ey2Mg
- ▶▶▶ Bonus interview clips from a DVD of the movie *The Soloist*
- ▶▶▶ These clips about the R-word—
 - John C. McGinley and the R-word <http://www.youtube.com/watch?v=x7dyueB1C88&feature=relmfu>
 - A student video created in response to the use of the R-word on the *O'Reilly Factor* which was sent to the show and solicited a public apology! <http://www.youtube.com/watch?v=Gtz2yySCcPk>
 - R-Word Campaign—Special Olympics PSA <http://www.youtube.com/watch?v=oRUOL5Rm2XY&feature=relmfu>

After watching the clip(s) of your choice, talk about what it's like to care for and/or be with someone with special needs. Talk about the various challenges the person faces with his or her particular disability. What would it be like to go through the day as that person? How might the day be different from yours?

Next talk about how much you have in common and how to make friendships that look beyond physical challenges and that are respectful of what that person deals with.

Caring is a very powerful asset that we all need in our lives. What are ways you show others that you care? Talk about being thoughtful in regard to people with special needs: responding to guide dogs, not staring, gossiping, or using hurtful words (*retarded, handicapped*), labeling people by their disability (Down syndrome kid) instead of focusing on the person rather than the condition (a child with Down syndrome).

Service Action:

- ▶▶▶ Play Common Ground. Divide participants into four smaller groups and have them stand in four different corners or areas. Ask each group to list as many things as possible that members of the group have in common. Encourage them to think creatively. Give 10 minutes for each group of 12 people or more; give 4–5 minutes if groups have fewer than 12.

When time is up, point to a group and ask them to quickly name one thing all members have in common. Continue rapidly around the room, giving each group three seconds to name another common trait. A group is out if they take longer than three seconds, repeat something another group has already said, or run out of things to say. Ask each group to count the number of items they have in common.

- ▶▶▶ Encourage youth to pair up with individuals with special needs and simply spend time together. Offer options: Take a walk, do a craft project, play games, sing songs, tell jokes, or draw pictures, for example.

Reflection/Celebration: Focus on the key asset, *caring*, within your reflection time.

Create a web of support again. Hand one end of a ball of yarn to a participant.

Remind him of the rules. Tell him that that you are going to ask him a question to answer. After he answers, he must hold on to the end of the yarn and toss the ball of yarn to someone else. That person holds on to the yarn, answers the question and tosses the yarn to someone else. Keep weaving a web with the yarn.

Remind the group that *caring* was the asset focus. Ask: What are some examples of caring that you saw throughout the day? How did caretakers show caring to the kids? How did the kids show caring?

After everyone has answered, go around a second time. Ask: Now that you know a little more about this particular need, what are other ways that we can show care? What did you learn is important?

Conclude with: "Caring for others is something we can do each day. As we build our web of support, caring is an underlying strength that helps us stay strong."

Celebrate by giving each person a red sucker as a visual representation of the heart they showed during the project.

Demonstration: Have the group create a list comparing and contrasting the issue versus the potential. Under the issue, they should include facts or observations about what is hard; and under the potential, they should record the possibilities and the giftedness they see beyond the issue of handicaps (which is where lots of people stop looking—they see only the issue and don't look further). Have them consider what gifts, talents, or

positive attitudes they saw that they appreciate in the people they were with today, what stood out that they liked about their partners for the day, and what they enjoyed about their new friends.

Invite the group to ponder what they learned today. With whom would they like to share their thoughts and feelings? Challenge them to make a point to talk today or tomorrow with their chosen persons about their experience. What will they tell them? Solicit some answers.

Packing List: hand sanitizer, ball of yarn, balloons, DVD, and DVD player, if applicable, or monitor and laptop with Internet access to show YouTube clips, red suckers

Find Out More: Specialolympics.com



CARING FOR THE ENVIRONMENT BY RECYCLING

Suggested Agency Partners: Local beautification committee, community recycling center, thrift stores

Icebreaker: Stand Up/Sit Down

Tell the group: Stand up if you've ever done any of these things, then sit down on my cue. Stand if you have ever chewed gum. Sit down. Stand if you have ever worn socks. Sit down. Stand if you have ever recycled paper. Sit down. Stand if you have ever . . . (fill in the blank with the following and ask them to sit down after each one):

- ▶▶▶ Picked up litter
- ▶▶▶ Recycled paper, cans, or glass at home
- ▶▶▶ Recycled paper at school
- ▶▶▶ Composted
- ▶▶▶ Taken trash to the trash can
- ▶▶▶ Planted a tree
- ▶▶▶ Tried to be careful about the amount of water you use
- ▶▶▶ Turned off the lights to save electricity
- ▶▶▶ Created art from recycled materials
- ▶▶▶ Closed the doors to keep AC/heat indoors

Preparation: Visit your local recycling center to learn how materials are recycled and how community members are involved in recycling. Ask your agency partner to talk about local/national environmental concerns related to waste management.

Service Action:

- ▶▶▶ Assess your organization's commitment to recycling and strategize about ways to recycle more diligently.

- ▶▶▶ How could you creatively re-use materials often trashed in your community? For example, collect recyclable materials such as boxes, tubs, canisters, and plastic bottles. Use the materials to make recycled instruments for children.
- ▶▶▶ Educate your community about recycling through an editorial letter to the newspaper, a blog, a social media campaign, or a community display.
- ▶▶▶ Research ways to help global environmental issues such as oil spills. Did you know that hair can be woven into mats to mop up the oil? What if barbers and hair salons set up containers to collect hair and send them off to help in this effort? What else can be done that is doable if we only knew?
- ▶▶▶ Get large boxes from a retail store. Decorate them with recycling messages and place them in local schools, businesses, or community organizations.
- ▶▶▶ Help out at a local Goodwill, fold clothes for the thrift store, take out recyclables.
- ▶▶▶ Pick up large boxes from an appliance store. Decorate them to be reading corners, castles, or forts for children in a community center or school.

Reflection/Celebration: Focus on the key asset, *responsibility*, within your reflection time.



First, play the **Environmental Quiz Bowl** in teams.

ENVIRONMENTAL QUIZ BOWL

Materials: Index Cards, Marker, Tape, and “prizes” (optional)

Description: Before you meet with your youth, you will need to prepare some materials. In this game there will be three categories with four questions ranging in point values from 100 to 400 in increments of 100. (Think *Jeopardy*, only you do not need to answer in the form of a question). The categories are Word Nerds, Goods, and Numbers, and the questions in each category become harder as the point values increase. Write the categories on three cards and tape them to the wall. Next make three cards of each point value, writing the number on one side of the card. Write the question and acceptable answers on the other side. Tape the cards under their respective categories in ascending order from top to bottom.

When your youth arrive, have them sit facing the wall and divide them into two or three groups. Give each group a few minutes to come up with a sound related to nature or pollution as their buzzer (thunder boom, car engine, running water, birds chirping, for example). At this point, explain the point system and that the questions get harder as the point value goes higher. Then start the game with a kick-off question. The first team to buzz-in and correctly answer the kick-off question takes control of the board and picks the first category and point value. It is up to your judgment whether or not to have a prize for the winning team.

Kick-Off Question

Q: Can styrofoam be recycled?

A: Yes! Check the item for the recycle symbol (a triangle of arrows). Not all curbside recycling accepts styrofoam, but many do!

Word Nerds

Q: True or False. “Pollution” means contamination of air, water, or soil with substances that are good for nature.

A: False. (100 points)

Q: What is a landfill?

A: A landfill is a facility where a community’s solid waste is placed in a series of compacted layers and covered daily with soil. (200 points)

Q: What does “biodegradable” mean?

A: Biodegradable materials are organic materials such as food scraps, paper, and grass clippings that are capable of being broken down by microorganisms into simple compounds such as carbon dioxide, water, or minerals. (300 points)

Q: Give three examples of electronic waste, also known as “e-waste.”

A: Computers, monitors, printers, copiers, fax machines, scanners, televisions, radios, audio and videocassette recorders, compact disk and DVD players, cell phones, and so forth (400 points)

Goods

Q: True or False. It is possible to recycle a Christmas tree.

A: True. Christmas trees are made into wood chips for mulch, compost material, and other products. (100 points)

Q: What item is the most commonly recycled type of material of them all?

A: Aluminum (200 points)

Q: How can you tell if an item is recyclable?

A: The recycle symbol (a triangle of arrows) will be on the item. (300 points)

Q: What easily recycled material is generally *not* accepted in curbside recycle bins? Why?

A: Glass. It breaks easily in the handling and sorting process and poses a danger to workers. Glass-only bins are readily available at recycling drop-off centers. (400 points)

Numbers

Q: True or False. Aluminum is a metallic element that makes up 7% of the Earth’s crust.

A: True. (100 points)

Q: True or False: It takes 50% less energy to recycle aluminum than to create new aluminum from bauxite ore.

A: False. It actually takes *95% less energy* to recycle aluminum than to create new aluminum from bauxite ore. (200 points)

Q: What percentage of material in landfills in the United States is made up of paper?

A: More than 40% (300 points)

Q: How many times can the same wood fibers in paper be recycled?

A: The same wood fibers can be recycled 5 to 7 times before they become too short and “worn out” to be made into paper again. (400 points)

Discuss: Today is about the asset *responsibility*. What is the connection between trash, recycling, and responsibility? Why is it important to be responsible with our waste?

Celebrate: Write everyone’s name on a slip of paper. Randomly distribute one name to each person. Ask each person to design a certificate of appreciation for the person whose name he was given to encourage and celebrate that person’s work in caring for the environment. Youth should deliver their certificates to the recipients when they are done.

Demonstration: Make an exhibit of art (out of recycled materials of course) to go on display at the agency they helped—or their home agency—with facts on what they learned about recycling and how people can recycle more. Possible art displays could also include designing a sculpture with play dough or nature artifacts, then using the sculptures as props to share the experience with others.

Or, find a local grocery store that bags groceries in paper bags. Ask if you can decorate some of the bags with positive messages about recycling. Use crayons or markers to decorate the bags with quotes, statistics, or challenges related to recycling. Give them back to the grocery store, so they can give out the bags to customers. Another option: create an educational flyer to include in grocery bags, reminding patrons to recycle.

Packing List: hand sanitizer, index cards, marker, tape, and “prizes” (if awarding for winning team of quiz bowl), construction paper, pens, markers, supplies for the art exhibit or for recycled jewelry



CLOSING THE EXPERIENCE

For the final day of doing your SERVICE SAMPLER, take time to reflect back on everything that's been done during the week(s). Participants need to have time to ponder where they made an impact on the community and how they themselves have been changed. Including time for that kind of reflection to take place is important. If you are doing several weeks of service, then plan on spending a half day of reflection and celebration to commemorate the whole season of service.

Here's a suggested format:

Icebreaker and Games: 30 minutes

Fun Activity: 2 hours

Food: 30 minutes

Reflection: 20 minutes

Celebration: 30 minutes



If, on the other hand, you are only having one or two weeks of service, then build in a little dedicated time and space specifically for reflection and celebration. Here's a suggested flow:

Icebreaker: 15 minutes

Fun Activity (or if the group is really ambitious, consider revisiting a favorite service event): 1½ hours

Reflection: 30 minutes

Celebration: 45 minutes

What you do within your time is your choice. Remember how your group likes to celebrate and what they like to do for fun. And be sure to include within your final reflection time questions that take in the whole spectrum of what was done. Consider these:

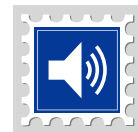
Final Reflection Time

- ▶▶ From our various ways of serving how have you most enjoyed helping in your community?
- ▶▶ What have you learned about yourself?
- ▶▶ How would you like to explore volunteering in the future?
- ▶▶ What would you like other young people to know about your community and serving others? What can you do to tell them?

.....

If the youth have been using the reflection journal, [LOOKING DEEPER: MY SERVICE JOURNEY](#), this would be a good time for them to review the notes in their journals.

.....



DEVELOPING SUCCESSFUL PROJECTS

TIPS FOR SERVICE WITH YOUTH

Here are some general tips that will help your service time go smoothly:

- ▶▶▶ Encourage your group to serve with a smile. Service-learning is not always glamorous or full of laughter, but it feels good to make a difference and to make the world a brighter place. If you model the “joy” factor in service, it will be contagious.
- ▶▶▶ Use name tags so partner agency staff can easily converse with and instruct your group members.
- ▶▶▶ Remember to allot time for each component of [service-learning](#) outlined, because the learning pieces will help your young people transcend the physical activities of service to make lasting changes in their hearts and minds.
- ▶▶▶ Look for opportunities to utilize the unique skills, talents, and passions of your youth. Assign job roles that suit the skill level, interests, and personality of individual volunteers. Don't be afraid to make adjustments during the service time if needed to switch up who's doing what. For example, when working with children or younger youth, especially, it's a good idea to swap out time spent on any given task so that they have equal opportunity to work on a variety of tasks and to try out different skills and interests. It's no fun if one small group is stuck doing all the weeding while another group spends the whole time painting planters.
- ▶▶▶ Ask questions. Ask what they think, what they are learning, what ideas they have for making the issue less of one, what they would do differently next time, what action they think should be taken to try a different way of addressing the problem. Ask if they see this issue as a problem in their neighborhood, school, or place of worship. Ask, ask, ask to help youth *think* about what they know and to look with new eyes at life around them and for opportunities they have to do good.

Asking not only elicits the important element of youth voice but also promotes and practices good reflection techniques, which can be done before, during, and after the project.

- ▶ Catch your volunteers doing good work and take time to praise their efforts. A little bit of praise goes a long way to empowering and building self-confidence in a young person.



ASSET-BASED SERVICE-LEARNING PROJECT IDEAS

Here are some two- to four-hour service-learning projects that correspond with some of the broad categories of the Developmental Assets®. If you so choose, you could have an asset theme for your weekly camp projects by focusing on the various projects under any given asset category and emphasizing the importance of that asset for the participants and for the community. Simply craft the icebreakers, reflection time, and demonstration time to focus on that particular asset theme. Don't forget to take advantage of the specific assets within each category to deepen reflection.

Commitment to Learning

- ▶ Host a wacky science class to get children excited about science.

- ▶▶▶ Analyze your school’s recycling and trash output; then present a plan for modifications.
- ▶▶▶ Mentor younger students on good study habits.
- ▶▶▶ Plan a school spirit or faculty appreciation day.
- ▶▶▶ Read to younger children.
- ▶▶▶ Play word games, such as Boggle® and Scrabble®, with children to encourage literacy skills.



Positive Values

- ▶▶▶ Make craft kits for children in the hospital.
- ▶▶▶ Make sack lunches for people in a homeless shelter.
- ▶▶▶ Write a letter to a veteran or senior citizen.
- ▶▶▶ Write a letter with Amnesty International.
- ▶▶▶ Host a voter registration or blood drive.
- ▶▶▶ Write editorial letters to support social causes.
- ▶▶▶ Read character-building stories to children.
- ▶▶▶ Decorate a character bulletin board for children.
- ▶▶▶ Help with a community cleanup.
- ▶▶▶ Join SADD (Students Against Drunk Driving).
- ▶▶▶ Host a lunchtime chat about healthy living.

More
[Asset-based](#)
[Service-Learning](#)
[Project Ideas](#)
 are provided in
About Service-
Learning and
Assets.

Social Competencies

- ▶▶▶ Plan a healthy play day for younger children.
- ▶▶▶ Spend time visiting with someone from a different culture, someone with a disability, or someone a generation older than you.
- ▶▶▶ Make welcome baskets for refugees.
- ▶▶▶ Help children with an arts day focusing on positive identity or drug-free fun.
- ▶▶▶ Present a puppet show about conflict resolution skills to children.

Other Asset categories to build projects around:

- ▶▶▶ Boundaries and Expectations
- ▶▶▶ Constructive Use of Time
- ▶▶▶ Empowerment
- ▶▶▶ Positive Identity
- ▶▶▶ Support

SELECTING PARTNERS AND PROJECTS

The success of your service-learning experiences partly depends on the strength of your volunteer partners, so take care to select your agencies carefully. Start by contacting your local volunteer center or United Way; ask them about youth volunteer opportunities in the area. Also ask youth and other youth organizations where they have had successful volunteer opportunities. Doing an online search, via a search engine or volunteer match site (such as www.volunteermatch.org), can also be helpful.



Potential script to follow when you call a potential agency partner:

I'm planning a series of volunteer opportunities for young people who want to learn more about volunteering. Specifically, they'd like to learn about the topic of _____, so we thought you might be a great place for them to learn more and to serve. Are there ways that we might be able to help your agency for _____ hours during _____ (time frame)?

If they say yes, you can talk through more details, such as number of volunteers, age of volunteers, adult supervision, potential projects, project supplies, inclement weather plans, and so forth. At some point, be sure to have a conversation about your learning goals for the visit— how you want volunteers to learn and grow through the experience.

.....

It's really important to emphasize the learning objective in the first phone call. That helps your group and the agency get on the same page as to what everyone is working toward learning and doing during their time together.



.....

If they say no, ask them where they suggest you call to find out more about volunteer opportunities around the topic of _____.

Potential script for youth who are making calls to potential agency partners:

1. *Introduce yourself, the group you are with and your purpose:* Hi, I'm Yolonda, a member of the Y-CAP program. Our club wants to do some service projects this summer. We're really interested in learning more about _____ (topic). We thought your agency might

be a great place where we might be able to serve and to learn more about _____ (topic).

2. *Ask for the right person to talk to:* Do you have a volunteer coordinator or someone I could talk to in order to find out more about what you do? Or can you tell me if there are ways that our group—we're ages _____ to _____—could help your agency for _____ hours during _____ (time frame: X hours per week or one hour this day or monthly—whatever your group is committing to doing)?
3. **If they say yes** that they have things you can help with, then talk through more details, such as number of volunteers, adult supervision, potential projects, project supplies, inclement weather plans: You can help? Great. Before you jump into telling me what's possible, let me tell you that we have _____ number of volunteers along with _____ staff members who would potentially be coming with us.

So could you tell me: What are the possible service projects that we could do with your group? What supplies would we need? And, if bad weather is a factor, what would be the game plan in that case?

NOTE: At some point, be sure to have a conversation about your learning goals for the visit: One of the things that is important to us as a group is for us to learn from the experience. We set some learning goals that include _____.

4. **If they say no** that there aren't any opportunities for your group to serve there, then ask: Where would you suggest that we call to find out more about volunteer opportunities around the topic of _____. Thank you for your time.



TIMELINE FOR PLANNING PROJECTS

7 weeks out: Gather your team of youth and adult volunteer coordinators to outline your ideal week of service. Be sure to include a conversation about age-appropriate projects, adult supervision, activity levels during volunteer projects, supply needs, transportation, and liability waivers.

6–7 weeks out: Call potential agency partners to find out if they are interested in hosting youth volunteers. Reserve your date on their volunteer calendar.

5 weeks out: Look over your agenda with your team of youth and adult volunteer coordinators to make sure the basic plan looks good. Will projects utilize the talents and energy and passions of the volunteers? Are there a good variety of projects, so participants can experience multiple facets of service? Is there enough work to do each day? Do you have the supplies needed? Does each agency partner understand your goals? What is your backup plan for a volunteer day, in case of inclement weather or unplanned events (the agency has an emergency . . .)

4 weeks out: Ask volunteers to sign up for the project(s). If your agency does not already have a participant liability waiver for volunteers, you should talk to a legal advisor about taking that safety precaution.

3 weeks out: Send an e-mail to each agency partner outlining the volunteer time frame and expectations that you have previously discussed. Documenting details will help keep everyone on track and ensure project satisfaction for the volunteers and the agency partner.

1 week out: Send a quick reminder e-mail to the group of agency partners with a bird's-eye view of your schedule and time frames.

1–2 days before: Call your agency contact. "Our group is really excited to come tomorrow. We're planning to be there at __ time. Is there anything else you need us to be ready for?" (This serves as a low-key last-minute reminder for often overworked volunteer coordinators, and it gives one more check-in about last-minute changes in plans or supplies. Don't skip this step—it's extremely awkward for everyone if the agency accidentally forgets of about coming volunteers or there is a schedule mix-up.)

SECTION 6

LOOKING DEEPER

MY SERVICE JOURNEY



This reflection journal becomes the participants' personal record of their journey, deepening their learning and helping them see how they are indeed making the world around them a better place. Use this valuable tool with any or all of the three service-learning experiences.

By Susan Ragsdale and Ann Saylor

YMCA Center for Asset Development



LOOKING DEEPER

MY SERVICE JOURNEY

By Susan Ragsdale and Ann Saylor

YMCA Center for Asset Development

Copyright © 2012 by Susan Ragsdale and Ann Saylor, YMCA Center for Asset Development.

All rights reserved. All materials are available for noncommercial, educational use as part of the SEASONS OF SERVICE curriculum. For additional permission, write to cad@TheAssetEdge.net.

This material is based upon work supported by the Corporation for National and Community Service under Learn and Serve America Grant No. 09KCSTN001. Opinions or points of view expressed in this document are those of the authors and do not necessarily reflect the official position of the Corporation or the Learn and Serve America Program.

This project is funded under an agreement with the Department of Finance and Administration, Volunteer Tennessee.

HOW TO USE THE REFLECTION JOURNAL

Journals are a great way for youth to write or draw their thoughts and feelings in response to a service experience. Included here is a journal you can print and distribute to your group to use throughout the *entire* service-learning process from the Investigation stage through Demonstration.

The journal is full of questions to prompt the youth to reflect and to consider what they are learning as they seek to implement action and solve issues. It can serve as their personal record of their journey into action and what they're trying to do to make the world around them a better place. They can record both the moments that worked and the plans that didn't go so well.

As they keep track, they will begin to see that with commitment, time, persistence, and hope, they can indeed make changes. They may not solve issues all in a day (odds are that they won't). But over time, perhaps they'll realize that their efforts are making a difference and that, if they keep at it, they may even change a problem's nature entirely.

Beyond individual reflection, you can also use the journal for group reflection or to prompt discussions within your group. Use or adapt the questions the best way you see fit to encourage reflection, artistic expression, conversations, and group effort. Here are some suggestions:

- ▶▶▶ Turn the journal into a collective-memory scrapbook. Have everyone weigh in on the questions with simple phrases and paragraphs.
- ▶▶▶ Use transportation time on a bus for youth to fill in and discuss ideas while in route.
- ▶▶▶ Create collages with pictures in response to the questions and then use the artistic expressions to prompt discussion.



Copy the following pages and give them to your youth—either as a booklet or as separate pages for each stage: Investigation, Planning, Action, Reflection, and Celebration and Demonstration ([I-PARCD](#)).

LOOKING DEEPER



MY SERVICE JOURNEY

Name _____

Service-Learning Project _____

Date _____

LOOKING AROUND



INVESTIGATION

1. What are some of the community problems or issues that most interest you? _____

2. Imagine your issue could talk. What would you ask it to better understand why it is the way it is. What would your issue tell you? _____

3. Who is someone that you admire for the way that he or she serves the community? Why do you admire him or her? _____

LOOKING AHEAD



PLANNING

4. What differences do you want to make by doing this project? What do you hope to do? _____

5. What do you expect to learn by doing this project? _____

6. Which skills will you further develop or use? _____

7. What do you want to gain from being involved in this? _____

LOOKING BACK



ACTION

8. Describe your first impressions of the first day of the project. Write about the sights, sounds, and smells that you experienced. _____

9. What has been the best part of your service experience? _____

10. What went well with the service project? What would you do again? _____

11. What was hard about your experience? What would you do differently next time to make it better? _____

12. What is your favorite memory from your service experience? _____

13. How do you know you have made a difference through your volunteer work? _____



REFLECTION

14. How has serving others and serving with others helped you to grow personally (your mind, your character, your skills . . .)? _____

15. What have you learned about your leadership style? What are your strengths and weaknesses in leadership? For example, are you a courageous leader, a behind-the-scenes get-things-done leader, an organized leader, or another kind of leader? _____

16. What is one thing about yourself that you are proud of? How might you use that strength to make the world a better place? _____

17. What do you enjoy most about serving and helping others? _____

18. What keeps you motivated to serve? _____

19. Name a problem you noticed during your service project. What is a possible way to solve that problem? _____

20. Describe a character struggle that you've had while doing service. _____

LOOKING FORWARD



CELEBRATION AND DEMONSTRATION

21. Has anything about this experience made you rethink what you know about the issue? If so, what do you now think about the issue? How might you educate others about the issue? _____

22. If you had the power to change one thing in your community, what would you change? Name one small step you could take to start the change. _____

23. What are ways that you would like to use your skills and talents to help others in the future? _____

24. What are some of the benefits youth gain from helping others? How might you get more of your friends or peers involved in service opportunities? _____

CREDITS

What Is Service-Learning?

Ann Saylor, *Service-Learning Director's Handbook*, © 2005.

Structured Reflection

Susan Ragsdale and Ann Saylor, *Reflection and the Arts*, © 2004.

Benefits of Reflection

Susan Ragsdale and Ann Saylor, *Reflection and the Arts*, © 2004.

The Cycle of Reflection

Ann Saylor, *Service-Learning Director's Handbook*, © 2005.

More Ideas for Reflection

Susan Ragsdale and Ann Saylor, *Reflection and the Arts*, © 2004.

Celebration Ideas

Susan Ragsdale and Ann Saylor, *Celebrating Service*, © 2004.

Simple Ideas for Demonstration

Susan Ragsdale and Ann Saylor, *Reflection and the Arts*, © 2004.

Service-Learning Quality Standards

National Youth Leadership Council, 2008.

Levels of Service-Learning Projects

Adapted by permission from *Introduction to Service-Learning (training)*, © 2004 by YMCA of the USA Chicago. All rights reserved.

40 Developmental Assets for Youth

Copyright © 1997, 2007 by Search Institute. All rights reserved. This chart may be reproduced for educational, noncommercial use only (with this copyright line). No other use is permitted without prior permission from Search Institute, 615 First Avenue N.E., Suite 125, Minneapolis, MN 55413; 800-888-7828; www.search-institute.org. See Search Institute's Permissions Guidelines and Request Form.

Asset-Based Service-Learning Project Ideas

Susan Ragsdale and Ann Saylor, *Assets and Service-Learning Training*, © 2003.

* All activities with one asterisk are reprinted and adapted with permission from Susan Ragsdale and Ann Saylor, *Great Group Games: 175 Boredom-Busting, Zero-Prep Team Builders for All Ages*, © 2007 by Search Institute, Minneapolis, MN, www.search-institute.org. All rights reserved. (The activity "Favorites" in Session 3 is adapted from "Scatter Categories" in *Great Group Games*. "The Private Investigator's Nose for Details" in Session 4 is based on "Last Detail.")

** All activities with two asterisks are reprinted and adapted with permission from *Ready-to-Go Service Projects*, by Susan Ragsdale and Ann Saylor. © 2008 Susan Ragsdale and Ann Saylor; published by Abingdon Press, Nashville, TN, www.abingdonpress.com. All rights reserved.

*** All activities with three asterisks are reprinted and adapted with permission from *Great Group Games for Kids*, by Susan Ragsdale and Ann Saylor. © 2010 Susan Ragsdale and Ann Saylor; published by Search Institute®, Minneapolis, MN, www.search-institute.org. All rights reserved.

A Look at You

Excerpted from *Ready-to-Go Service Projects*, by Susan Ragsdale and Ann Saylor. © 2008 by Susan Ragsdale and Ann Saylor; published by Abingdon Press, Nashville, TN, www.abingdonpress.com. All rights reserved.

Tapping Power

Adapted and reprinted with permission from *Step by Step: A Young Person's Guide to Positive Community Change*. Copyright © 2001 by Mosaic Youth Center and Search Institute®. All rights reserved. No other use is permitted without prior permission from Search Institute, 615 First Avenue NE, Minneapolis, MN 55413; 800-888-7828; www.search-institute.org.

Sample Schedule for One Day

Susan Ragsdale & Ann Saylor, *Change Your World Training*, © 2000. All rights reserved. www.TheAssetEdge.net.

YMCA Walk About, Profile Expanded Version for Leaders, Crawl, Walk, Run Theory

Adapted by permission from *YMCA Engaging Teens with Their Community Guide*; *The YMCA Guide to Service-Learning*; and *Introduction to Service-Learning (training)* © 2004 by YMCA of the USA, Chicago. All rights reserved.

Picturing the World idea was adapted by an activity created in partnership with Jeannie Henry and Katie Ashby.

The Project Planning Arrow was an activity we learned from Jen Cole.

Animal Relay

Used with permission from Susan Ragsdale and Ann Saylor, *Great Group Games: 175 Boredom-Busting, Zero-Prep Team Builders for All Ages*, © 2007 by Search Institute, Minneapolis, MN, www.search-institute.org. All rights reserved.

CARING FOR COMMUNITY GARDENS

Discussion primer for demonstration and snack ideas shared by Susannah Fotopulos at Plant the Seed, <http://planttheseednashville.wordpress.com/>

Third World Banquet

Adapted from "Hunger Education Activities That Work" from Church World Service www.churchworldservice.org. Used with permission.

Popcorn Empathy

Used with permission from *Ready-to-Go Service Projects*, by Susan Ragsdale and Ann Saylor. © 2008 by Susan Ragsdale and Ann Saylor: published by Abingdon Press, Nashville, TN, www.abingdonpress.com. All rights reserved.

Diversity Toss

Used with permission from Susan Ragsdale and Ann Saylor, *Great Group Games: 175 Boredom-Busting, Zero-Prep Team Builders for All Ages*, © 2007 by Search Institute, Minneapolis, MN, www.search-institute.org. All rights reserved.

Workout Rolls

Used with permission from *Building Character From the Start: 201 Activities to Foster Creativity, Literacy and Play in K-3*, by Susan Ragsdale and Ann Saylor. © 2009 Susan Ragsdale and Ann Saylor: published by Search Institute®, Minneapolis, MN, www.search-institute.org. All rights reserved.

CARING ABOUT COMMUNITY HEALTH AND NUTRITION

Special thanks to Corey Burton at the YMCA of Middle Tennessee for providing many of these health and wellness ideas in the SERVICE SAMPLER!

Common Ground

Used with permission from Susan Ragsdale and Ann Saylor, *Great Group Games: 175 Boredom-Busting, Zero-Prep Team Builders for All Ages*, © 2007 by Search Institute, Minneapolis, MN, www.search-institute.org. All rights reserved.

Environmental Quiz Bowl

Created by Hands on Nashville (hon.org) from information at www.epa.gov, www.lessismore.org/, www.afandpa.org/, and www.nashville.gov/recycle. Used by permission.

Timeline for Planning Projects

Used with permission from *Ready-to-Go Service Projects*, by Susan Ragsdale and Ann Saylor. © 2008 by Susan Ragsdale and Ann Saylor: published by Abingdon Press, Nashville, TN, www.abingdonpress.com. All rights reserved.

Martin Luther King, Jr.'s Principles of Nonviolence

Dr. King described these fundamental tenets of nonviolence in his first book, *Stride Toward Freedom: The Montgomery Story* (first published by Harper & Row in 1958). The King Center (www.thekingcenter.org/king-philosophy) provides a listing of the principles. Several other organizations have adapted the wording and given expanded explanations. The wording given here can be found on various websites, including www.legacyproject.org.

Dr. King's Six Steps to Nonviolent Social Change

Adapted from Dr. Martin Luther King, Jr.'s "Letter From a Birmingham Jail" by The Westchester Martin Luther King, Jr. Institute for Nonviolence (<http://mlkwestchester.org/six-steps-to-nonviolent-social-change>). Copyright © 2009–2011 Westchester Martin Luther King, Jr. Institute for Nonviolence. All rights reserved. Used by permission. This handout may be distributed only to participants in the "Martin Luther King Day: A Day On, Not a Day Off" event.

THANKS

A resource this comprehensive is the product of the work of many creative and generous people, and we are grateful for their contributions and their support. The people and agencies below all had active roles in making the Seasons of Service project vibrant and alive. It wouldn't have happened without their support, participation and commitment.

Melia Arnold at Volunteer Tennessee, for her vision of promoting service-learning across Tennessee and around the USA and for her tireless counsel and patience on this project.

Meredith Freeman and Jim Snell of Volunteer Tennessee for believing in the dream of this project, as well as J. Lawrence, who in typical fashion helped make it the dream more interesting in real life.

Bridges-PeaceJam in Memphis, Tennessee, 4-H, and the YMCA Y-CAP programs in Nashville, Chattanooga, and Knoxville for the work they do every day with youth, and for taking the next step to involve youth in service-learning. Your real-world testing, feedback, and contributions made these curriculum pieces all the stronger.

Anderson Williams, Partner at Cascade Educational Consultants, for his wise counsel throughout the process of outlining meaningful Martin Luther King Days. The content of this curriculum wouldn't have been the same without his creative ideas.

Susannah Fotopulos, from Plant the Seed, for her insights and wisdom regarding community garden projects.

Harpeth Hall (Service Sampler) and Alignment Nashville (Change Your World) for eagerly stepping in to test curricular pieces in school settings. Kimee Shideler and Anthony Johnson; their faithful testing of the curriculum and thoughtful feedback was invaluable!

The Corporation for National Service for funding this initiative as a Learn and Serve America program.

Our product team, Crys Zinkiewicz and [Mighty Media](#), for crossing T's, dotting I's and making it pretty.