

# SERVICE-LEARNING SUPPLEMENT

*A Guide for Planning and Implementing  
Effective Service Projects as part of F.I.L.M.*



*Photograph courtesy of Youth Service America*



# DEAR GROUP FACILITATOR:

One of F.I.L.M.'s main objectives is for youth to take the initiative and give back to their communities by doing a service project, one of the three steps of completion for each F.I.L.M. program. The service project component is an opportunity for youth to develop and demonstrate their leadership capabilities and take action. As youth participate in meaningful service to the community, it is important that they use a service-learning model. Not only do youth engage in a volunteer activity, but they spend time learning about the needs in their communities and addressing those needs through preparation, action, reflection, and celebration.

F.I.L.M. is excited to partner with **Youth Service America (YSA)** to create this service-learning project resource for organizations that participate in F.I.L.M. YSA envisions a global culture of engaged youth, ages 5-25, who are committed to a lifetime of service, leadership, and achievement. YSA aims to expand the impact of the youth service movement with communities, schools, corporations, and governments. YSA works towards that mission through four core strategies: Organizing Public Policy and Awareness Campaigns, Convening the Field, Offering Incentives and Recognition, and Providing Information and Educational Tools.

**National & Global Youth Service Day (NYSD)**, the largest service event in the world, mobilizes youth to identify and address the needs of their communities through service, recruits the next generation of volunteers, and educates the public about the year-round contributions of young people as community leaders. National Youth Service Day is the U.S. celebration of Global Youth Service Day, which takes place concurrently in more than 100 countries. For F.I.L.M. programs that coincide with National Youth Service Day each April, F.I.L.M. and YSA have created a separate NYSD supplement. Youth should use this as they plan their service-learning project around National Youth Service Day.

## **The National Youth Leadership Council (NYLC)**

For more than two decades, NYLC has been a leader in the service-learning movement, linking youths, educators, and communities in redefining the roles of young people in society. Each year, thousands of practitioners attend NYLC trainings and receive technical assistance. Annually, The National Service-Learning Conference draws nearly 2,900 attendees from around the world for three intensive days of speakers, workshops, and networking. Organizations that participate in F.I.L.M. are encouraged to attend the conference and network with other local organizations who are participating in F.I.L.M.

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# HOW TO USE THIS GUIDE

Welcome to the Service-Learning Supplement, a resource of YSA and F.I.L.M., devoted to highlighting the educational aspects of planning and managing service projects with and by youth. Use this guide if you are a facilitator, youth worker, or a young person leading other youth in a service project relating to F.I.L.M.

Young people are seldomly thought of as “project managers,” however youth are able to take on many more social roles than they are often given credit for. F.I.L.M. encourages youth to take the lead and develop a service project. Project management is about following a clear roadmap to identify needs and assets, delegate responsibilities, communicate clearly with everyone involved, develop timelines and budgets, and meet goals. Framed within a service-learning model, this curriculum offers tools for facilitators and youth to teach the basics of project management as applied to community service. Service provides youth with the opportunity to practice skills and develop their capacity to be leaders in their schools, organizations, communities, and beyond.

As a project management tool, the goal of this guide is to provide project planners with a structured framework to support the design, preparation, and implementation of their service project. Each lesson plan addresses a specific step in the planning process, and focuses on particular skills to acquire in the development of each stage. The lesson plans are written so that they can be used by either youth or adult facilitators. Each lesson lists measurable outcomes, materials needed, notes for the facilitator, as well as suggestions to adapt the lessons for younger youth. The Appendices offer additional tools such as service-learning project ideas according to the different themes of the F.I.L.M. programs. YSA also offers issue-based service-learning modules to help youth plan service-learning projects related to the following issues: hunger/homeless, the environment, younger children, and senior citizens. These online modules link you to curricula, project ideas, statistics, recommended reading, and ongoing initiatives to make your project a success. Access these modules at **[www.YSA.org/nysd](http://www.YSA.org/nysd)**.

Youth voice and civic engagement are key components of service. Through informed voting and youth-led advocacy and civic education efforts, youth maximize the impact of their service and make the service-learning model come alive. Youth Service America is pleased to announce a new civic engagement resource, which you can access on their website, **[www.ysa.org](http://www.ysa.org)**, by clicking on Advocate for Youth Service Now! There, you can input your zip code, find out who your officials are at the local, state, and federal levels, as well as members of the media, candidates for election, and you can send personalized invitations to any of them, as well as taking action on various issues highlighted in the alerts sections.

# MORE THAN A SERVICE PROJECT

## *An Introduction to Service-Learning*

Service-learning is a teaching method that combines meaningful service with curriculum or program-based learning. Schools and organizations use service-learning as a tool to help youth build stronger academic skills, foster civic responsibility, and develop leadership skills.

The following example from the National Youth Leadership Council (NYLC) can be very useful:

## *What is service-learning?*

Picking up trash by a riverbank is *service*. Studying water samples under a microscope is *learning*. When students collect and analyze water samples and the local pollution control agency uses the findings to clean up a river... that is *service-learning*.

Service-learning projects typically follow four steps: preparation, action, reflection, and celebration. This curriculum guide applies the service-learning philosophy – learning by doing – to planning a project as part of F.I.L.M.

## *Incorporating Youth Voice*

Youth Voice refers to the engagement of young people as leaders and decision makers in projects, programs, and organizations. In the context of service-learning, youth voice is the input young people provide in developing and implementing projects, plans, and policies to guide service-learning efforts. Incorporation of youth voice, which is essential from the initiation of the project, gives young people a sense of ownership, cultivates pride, and ensures equality amongst adult counterparts – essential ingredients when looking to thoroughly engage the involvement of youth in service. Youth voice also has a tremendous impact on F.I.L.M. program participation, community involvement, and civic engagement.

## *Civic Engagement: Linking Service to Sustainable Change*

While volunteer service is one way to create healthy and dynamic communities, volunteers need to question – and act on – the relationship between their community service and long-term sustainable change. Only by getting involved in the political and policy process can youth volunteers be sure they are not cleaning the same dirty river or tutoring in the same sub-standard schools year after year. Civic engagement activities include not just voting, but also advocating for solutions influencing the decision-making process by organizing debates, forums, etc., and writing letters to elected officials to express your opinions. These are just a few examples of what it means to be a citizen. Young people have the opportunity through the political process to make a dramatic impact on the issues that are important to them.

# ADULTS AND YOUTH WORKING TOGETHER

## *Advice for Youth Working With Adults*

1. Schedule Time Thoroughly: Time is essential because adults work on different timelines than youth do. Make sure you get commitments from adults on when they will do things. Also make commitments for when you will finish your tasks. Hold adults and youth equally responsible for their tasks!
2. Create Structure – Make sure you have the plan you need to get the job done. Do you feel you should have more say in what goes on? Are your ideas taken seriously? Let adults know when decision-making or instructions are not working for you.
3. Foster Learning – Let adults learn from the process as well. Most adults have never planned a project like this, so most of them will be learning too. Listen to them when they talk. Learn from them and let them learn from you.
4. Keep the Lines of Communication Open! – A common source of challenges in event planning occurs when people think they are on the same page, but they really aren't. Be as clear as possible about expectations, responsibilities, and deadlines, and continually check in with facilitators.

## *Advice for Adults Working with Youth*

1. Schedule Time Thoughtfully – Plan ahead and start early (the first time you plan something it will take longer). Set generous timelines. Asking and answering questions take time. Utilize all participating youth's intellectual and physical capacities. Once invested in their service project they will likely become actively engaged. If youth work to their capacity, the results will far surpass expectations.

When working with youth, ask them questions: What do they like? What do they know how to do and what do they like to do? How are they involved in the community? How do they want to be involved in the community? What do they want to learn to do or experience? What would they like to change or improve in their community? Allow all people to talk freely. Be attentive to their interests and responsive to new ideas.

### 2. Create Structure

- Write out guidelines and instructions
- Suggest ideas on where to go for help
- Discuss tasks involved in project
- Discuss and visualize results
- Clearly define what decisions will be made by young people and what decisions will be made by adults.
- Give specific expectations and parameters of a project and follow through! Do not say, "design it yourself," if you might turn down the idea later. Say, "here is an example to look at," etc...
- To create a structure that supports initiative and decision-making:
  - Be clear about expectations and limitations
  - Hold youth accountable – do not do the work because it is not getting done quickly enough or to your satisfaction. Express to them that people rely on them, etc.
- Continually review decisions and ideas to make sure everyone is on the same page.



# ENGAGING YOUTH VOLUNTEERS WITH DISABILITIES

Dr. Martin Luther King, Jr.'s words, "Everybody can be great because everybody can serve" are still true today. Inclusion and diversity are the cornerstones of the service ethic. In this spirit, F.I.L.M. encourages and challenges you to consider ways to involve participants with disabilities in your service projects. It is important to view youth and adults with disabilities as valuable individuals who can serve others, rather than people who only receive services.

The Effective Practices Guide to Creating Inclusive and Accessible Days of Service, written in collaboration by City Cares, Points of Light Foundation, and Youth Service America with support from the Bubel/Aiken Foundation and the Corporation for National and Community Service, is available at [www.YSA.org/nysd](http://www.YSA.org/nysd). It will help you address the most common challenges to engaging persons with disabilities in volunteering, such as:

- 1. Assessing Organizational Readiness** – Sometimes the most difficult obstacles to surmount involve attitudes such as prejudice and stereotyping. Get a sense of your group's sensitivity to and knowledge about persons with disabilities. Assessing organizational readiness will help your group engage in conversation about where you are and where you would like to be in this area of volunteer management.
- 2. Making Your Meetings and Project Spaces Accessible** – While it may seem difficult, small changes can make a big difference in allowing persons with disabilities to participate. Consider if your meeting spot is wheelchair accessible, if there is a need for a sign language interpreter, etc.
- 3. Interacting with Persons with Disabilities** – The key to ensuring a successful service project experience for everyone is PUTTING PEOPLE FIRST. Volunteers with disabilities are no different. Like all volunteers, they want to give their time and energy to improve their community. An individual's disability should only be considered to determine what accommodations are necessary to allow that individual to participate fully.
- 4. Partnering with Organizations that Reach Persons with Disabilities** – Persons with disabilities can be found in the same places as able-bodied persons – in schools, community organizations, workplaces, etc. But there are many organizations that exist specifically to help persons with disabilities integrate into everyday life. These groups can help you recruit persons with disabilities and involve them more effectively.
- 5. Creating Promotional Materials in Alternative Forms** - You will want to make sure that your message is accessible to persons with disabilities. Learn alternative formats to make websites, print material, and spoken messages easier for people with disabilities to use.
- 6. Creating an Inclusive Event** - The primary step in creating an inclusive event is to assess and understand what skills and tasks will be involved for each activity. Most activities can be adapted to make them accessible for all volunteers to participate.

Visit these organizations' websites for more information on how to engage youth with disabilities:

- Best Buddies, International [www.bestbuddies.org](http://www.bestbuddies.org)
- National Organization on Disability [www.nod.org](http://www.nod.org)
- March of Dimes [www.modimes.org](http://www.modimes.org)
- United Cerebral Palsy [www.ucp.org](http://www.ucp.org)
- AmeriCorps Program Directors Resource Guide to Disability Inclusion [www.nationalservicerresources.org/filemanager/download/593/disabilguid.pdf](http://www.nationalservicerresources.org/filemanager/download/593/disabilguid.pdf)
- American Foundation for the Blind (AFB) [www.afb.org](http://www.afb.org)

# LESSON ONE

## *Exploring Your Skills*

**Measurable Outcomes:** Youth will identify personal skills and strengths, and how they can apply those assets in everyday activities and service projects

### **Materials**

- Pen and Paper for each participant
- Blackboard and chalk or large piece of paper and markers

### *Notes for Facilitator*

1. Each youth participant writes down on a sheet of paper a skill or strength they are particularly proud of. Strengths of any type are valid, from “good soccer player” to “I remember to call every friend on their birthday”, and from “very organized” to “great with numbers.” They do not write their name on the paper.
2. Participants fold their papers and throw them into a box in the center of the room or they can throw them across the room for others to pick up.
3. Participants pick a folded paper and one at a time read it for the group to guess whom it describes. The facilitator writes down **assets** and names on the board.
4. Participants review the assets listed and discuss what it means to have a group with those strengths. Possible questions for discussion:
  - What do these assets tell us about our group?
  - How have participants used these skills in the past?
  - What did we learn about each other that we didn’t know before?
  - What makes us proud about our group?

### *Adapting the Activity for Younger Youth*

Have the youth call out the talents and skills they are proud of while you write them up on the board. These can include anything from “drawing” and “singing,” to “caring for pets” and “jumping rope.” Review what the children have listed as their strengths and facilitate a discussion as indicated above. The activity will help children identify their individual contributions and appreciate the richness of talents pooled together as a whole.

### *Key Words & Ideas*

**Asset :** a useful or valuable quality, person, or thing; an advantage or resource



# LESSON TWO

## *Understanding Service-Learning*

**Measurable Outcomes:** Youth will understand the concepts of service and service-learning. Youth will reflect on their roles as participants and planners of service events.

### *Notes for Facilitator*

The lessons in this curriculum guide adapt a service-learning model to learning a specific skill – Project Management – and *applying that skill in service to the community* through the organization of youth-led service projects.

A service-learning approach includes four specific activity phases: Preparation, Action, Reflection, and Celebration. While the remaining lessons focus on Action (steps for project implementation), Reflection and Celebration, lesson two is specifically focused on Preparation – laying the foundation through discussion, research, and collective reflection about the concepts of service, service-learning, and on the meaning and purpose of public awareness campaigns.

Generate a conversation in your group about the concept of service by asking questions such as:

- What experiences have participants had with community service?
- Were these positive or negative experiences? Why?
- What personal strengths did you contribute? How did you feel?
- What does a meaningful and successful service experience look like?
- Is service a choice or a responsibility?
- What do we know about the history of service in this country? And other countries?

Introduce the concept of service-learning: We repeat the following example from the National Youth Leadership Council, which can be very useful:

### *What is service-learning?*

Picking up trash by a riverbank is *service*.

Studying water samples under a microscope is *learning*.

When youth collect and analyze water samples and the local pollution control agency uses the findings to clean up a river... that is *service-learning*.

Continue the discussion with the following questions:

- What other examples of service-learning are you familiar with?
- In your own words, how would you explain the difference between service and service-learning? What is the potential impact of each?

Wrap up this part of the discussion by highlighting key elements of service-learning such as connection to an academic subject or F.I.L.M. theme, addressing a community need, and youth voice

### *Adapting the Activity for Younger Youth*

Reinforce the connections between youth's assets and potential contributions to the community by having them play skits where they apply their talents to solving a community problem. Conclude by explaining the service project component of F.I.L.M., in which they will be going out into their neighborhoods and communities to help those in need.

# LESSON THREE

## *Mapping Your Community*

**Measurable Outcomes:** Youth will be able to identify their community's assets and needs. They will define a service project to work on to meet a need.

### **Materials**

- Pen and paper for each pair of participants
- Large piece of paper divided into two columns – one titled *Community Assets* and the other titled *Community Needs*

### *Notes for Facilitator*

This activity may need to be split into two different sessions, one for the neighborhood walk and one for the discussion

1. Agree upon what your group will identify as their community or neighborhood (e.g. the youth center and area within X, Y, and Z streets).
2. Walking in pairs, conduct a tour of the selected area and identify key places, organizations, and institutions in the community. Questions to consider: Where do people congregate? What are the most important businesses in the area? What recreation facilities, parks, schools, associations, congregations, and other neighborhood institutions exist? Consider also social assets such as different cultures, ethnicities, and age groups. These will be identified as community assets – the good things the community has to offer.
3. As the group walks around, participants will also observe and write down what they consider to be needs or problems in the community. Try to focus on the themes of the F.I.L.M. program you are working with. Do they encounter homeless people on the streets? Are there safe, productive, and fun places for children to spend their free time? Are there any tensions among neighbors? Do neighborhood facilities accommodate people with disabilities? What other problems or issues do they find? These will be identified as community needs – what the community is lacking and the problems it faces.
4. Come back as a group (the same day or on a different day) to share what you found, both as assets and as needs. A facilitator uses a large piece of paper and writes down participants' observations under the Assets column and the Needs column.

Discussion: What are common themes among participants' observations? What are ones that stand out?

5. Broaden the discussion by asking the group what items they would add to the lists, i.e. other assets and needs that participants are aware of but may not have observed directly during their walk (e.g., a well known neighbor who is very active in the community and a youth-friendly store manager are assets; hunger is a need and so is the fact that elderly residents feel lonely.)
6. Have participants come up and place a check mark next to the Need they would like to address for their project. It is up to you whether the youth will engage in individual service projects or complete one as an entire group. If the latter is chosen – planning and implementing a service project as part of a group – then count the check

# LESSON THREE

## *Mapping Your Community*

marks as votes: What needs does the group identify as a priority? The need with the most check marks is the one the group feels most strongly about addressing with their service-learning project. If there is more than one item checked several times, discuss whether it is feasible for your group to organize more than one project, or select one issue to address now and the other later with a new F.I.L.M. program.

7. Research how your congressional representative is voting on any of the issues you marked as needs. Contact him or her to express your opinion on their voting record on this issue. Visit [www.youthpolicyactioncenter.org](http://www.youthpolicyactioncenter.org) to advocate on the issue.

### *Adapting the Activity for Younger Youth*

**Option A:** Define an area for the children to walk around that is manageable depending on their age (e.g., the community center building, the block around it). Divide them into small groups, each one with an adult who helps them observe the positive things they find as well as what they think needs improvement.

**Option B:** Replace the walk with a group discussion where youth list the positive things their community has and those they consider need improvement. Ask questions that help them focus their observations such as: “Describe your neighborhood”; “What do you like about it?”; “What do you see on your way to school?”; “What would you like to change?”; List the “assets” and “needs” on two different columns.

Have the youth vote on the community issue they would like to work on. Help them identify a problem that is feasible to focus on for their service-learning project so they will feel a sense of accomplishment when the project is completed. Discuss with the youth the meaning of the word “service”. Have them explain how they will be helping their community by addressing the problem they have identified.

# TOOL

## *Generating Project Ideas*

**Walk through the youth center yard or neighborhood** with youth, having them record (with a clipboard or camera) ideas for improvement. They can do a more thorough landscape survey by assessing the site history, microclimate, soil and plant life, land uses, and boundaries.

**Use your own town as text, conducting a community tour** (by bus or foot) planned in conjunction with community leaders. Discuss current issues and needs, and then brainstorm possible projects.

**Create a community map**, identifying both positive and negative features, to help in brainstorming potential projects.

**Organize a community fair**, inviting agencies and organizations to bring displays. Youth can practice their interviewing techniques, asking staff questions that may generate project ideas.

**Invite a guest speaker or panel** of presenters who may be working on relevant community issues.

**Visit with youth** who are working on a service-learning project in another youth group or afterschool center to learn more about the process.

Have **youth interview local officials** about challenges facing the community and how youth might address those needs.

Invite youth to **undertake a community survey or needs assessment** involving citizens and/or local business owners.

**Use a creative writing activity** to brainstorm project ideas.

**Follow up on a compelling newspaper story.** Sometimes a crisis – in the school or the community – can inspire action.

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# LESSON FOUR

## Define Your Project and Determine Responsibilities

**Measurable Outcomes:** Youth will set specific goals for their service-learning project. If they are developing individual projects, they will determine their own responsibilities and those of other volunteers. If they are developing a group project, they will assign roles and responsibilities to group members.

### Materials

- Pen and paper to record answers to questions. It is recommended that participants keep their papers in a binder or use a project notebook, since from this point on, all information will be part of their project management documents and will serve as reference throughout the process. This notebook can also serve as a journal for participants to write down their reflection, questions, concerns, and discoveries throughout the project.
- List of **assets** identified in Lesson One

### Notes for Facilitator

#### Step 1: Introduction

Explain that project planning requires structure to help organizers define their goals, strategies, and timeline. It is also important to outline leadership roles and responsibilities in each step of the process. By writing down their answers to the following questions, participants will be able to plan their project from beginning to end. **Project Plan-It!** ([www.YSA.org/planit](http://www.YSA.org/planit)) is a very helpful interactive tool that anyone can use to develop their complete project plan.

#### Step 2: Set Goals

Facilitate a discussion around the following questions:

- What do you want to accomplish? Look for specifics, and make your goals quantifiable, if possible: “By the end of the day we will have read 20 residents in the senior center a chapter in the book, *Because of Winn Dixie*.”
- What do you want to learn from this experience?
- How do you think this activity will help others?
- Will this be a one-day event or the beginning of an ongoing effort? If it is a one-day event, how can it have a long-term impact? If it is an ongoing project, how will you establish consistency in attendance and effectiveness?
- Do the target organization or beneficiaries *really* need the proposed project? Important: Design the project in consultation with the beneficiary to ensure that the project will indeed meet their needs!

#### Step 3: Tasks required

Facilitate a discussion on what is needed to organize the group service project or individual service projects such as:

- Overall leadership and coordination of the project, including setting a meeting/communication schedule, project timeline, progress reports, etc.
- communication with the agency or organization where the service-learning project will take place
- engaging community partners – F.I.L.M. strongly encourages partnerships
- securing funds and in-kind donations
- participant recruitment and management
- a possible kick-off event
- invitations to government officials to either inspire participants at a kick-off or to participate in the project
- communications with the media
- post-event celebrations
- thanking everyone who was involved in or supported the project

# LESSON FOUR

## *Define Your Project and Determine Responsibilities*

### **Step 4: Task assignments**

- If doing a group project review the list of group assets identified in Lesson One; what skills do your team members have?
- If doing an individual service project, have youth reflect upon their skills and think about which tasks they can take care of and which need to be delegated to other volunteers, or adult helpers. For example, “Ben might need to figure out transportation to and from the animal shelter where he volunteers each week.”
- Match up participants’ skills and interests with tasks required for the project. For example, “Kya is a people person and likes talking and staying in touch – she can be in charge of contacting community partners and engaging them in the project.”
- If doing a group project, create a table with the list of task assignments; make sure everyone agrees with and accepts their role and responsibility and make any necessary changes. Most tasks are better carried out by two participants or small teams.
- Have youth write out work plans – lists of things to do and when they will do them

### *Adapting the Activity for Younger Youth*

For this lesson, help youth review the problem they want to work on, and help them identify what they will need to do to implement it. For example, if they want to spend time with senior citizens, they will need to organize a trip to a local senior citizen home. Help them review their personal assets from Lesson One and encourage the youth to discuss how they could put their talents to use on behalf of their service-learning project. For example, youth who are outgoing and like to talk to people could interview senior citizens, asking them about their lives and different events in history of which they were a part. Youth who like to play outside could create a nursing home garden, while studying the ecosystem. Youth who are interested in computers could show older adults how to use a computer while improving their own skills.



# LESSON FIVE

## *Secure Funds and Resources through Community Partnerships*

**Measurable Outcomes:** Youth will identify community partners that can assist with and sponsor their service-learning project(s).

### **Materials**

List of community assets identified in Lesson Three and Task Assignments from Lesson Four.

### *Notes for Facilitator*

1. Review the list of community assets from Lesson Three, identifying people and organizations that can provide items, resources, knowledge, and experience necessary for the project.
2. Have youth divide a sheet of paper into four columns and adapt the following template to their needs, writing down tasks and resources needed, who will be responsible for each and the date that task needs to be completed. If a group project is being developed, everyone in the group can work on this task sheet collectively.

<b>Task</b>	<b>Possible Source (see Community Assets list)</b>	<b>Person Responsible (see Task Assignments)</b>	<b>Deadline</b>
Raise \$500 for supplies, flyers, t-shirts	Local businesses Foundations Neighbors Fundraising event	Carla, Mark, and Theresa	March 15
Secure in-kind food donations	Youth-friendly store manager at ABC supermarket	Joseph	March 15
Contact Media (See Module 6)	Local TV reporter who came to previous event local radio station	Rachel and Charlie (they have great public speaking and writing skills)	April 1
Invite Mayor to participate (see Module 6)	Ms. Wells (very active in the community, many connections)	Kya will call Ms. wells for her help in contacting Mayor	March 1

# LESSON FIVE

## *Secure Funds and Resources through Community Partnerships*

3. Get to work! If doing a group project, the overall project coordinator should call periodic meetings of the whole group to check on progress. If doing an individual project, make sure each youth has an advisor or facilitator with whom he/she can check in with.

- F.I.L.M. urges organizations and youth to apply for grants that will assist in their service projects. For grant listings please visit the “Service Projects” page of the F.I.L.M. website, **[www.youthFILMproject.org](http://www.youthFILMproject.org)**
- For other grant listings visit the RFP Bulletin of the Foundation Centers website, **<http://fdncenter.org/pnd/rfp/index.jhtml>**

### *Adapting the Activity for Younger Youth*

Start a discussion about who should be invited to participate in their project(s). For the visit with senior citizens example in the previous lesson who should they tell about their project? Help the youth be as broad and creative as possible, including relatives and neighbors as well as local store owners who could be approached for donations. Have the children write letters and pictures to request donations or to invite participants to a special event they are creating.

# LESSON SIX

## *Engaging Media and Public Officials*

**Measurable Outcomes:** Youth will identify ways to publicize their projects and to involve public officials.

### **Materials**

- Sample print, TV and radio ads, flyers, newspaper stories
- List of print, TV and radio outlets (local and national)
- List of public officials you could contact (local, state, national)

### *Notes for Facilitator*

1. Read with your group different announcements, articles, and advertisements for events in your community
2. Discuss which ones are the most effective in attracting the public's attention by asking questions such as:
  - Is there a story being told? What makes it newsworthy?
  - Where is the advertisement or article placed? (time slot on TV, newspaper section, size, community bulletin board, banner across the street, signs in stores)
  - Are there pictures of any kind or text only?
  - Describe a commercial or print announcement that attracted your attention and you remember well. Why do you remember it?
3. Review your service-learning project plans, and think about how you will explain your project to the media in a way that is brief, clear, and enthusiastic. Remember to describe how it relates to the F.I.L.M. project (one of the three steps of program completion) and explain the learning part of your service-learning project (many members of the media, and the general public as a whole, are still new to the concept of service-learning). List the possible methods available to publicize your project(s). Select the methods that are most feasible for youth in your group and have them figure out how they will go about completing all of the tasks as agreed in Lesson Three. If it is a group project then have the youth decide who will design a poster, who will write a press release and contact reporters, who will write a story about the project for the paper, etc. For youth leading individual or partner projects, these tasks may require more time, thought and planning since there are less people to divvy out the tasks.

### *Engaging Public Officials*

1. Review the list of elected and agency officials you could contact. Visit [www.YSA.org](http://www.YSA.org) and click on the "Advocate for Youth Service Now!" button. This site will enable you to find the names and contact information for all of your public officials. Go beyond the local level and consider approaching state and national officers as well!
2. Decide what role you would like the public officials to play at your service-learning project(s). Please keep in mind that engaging public officials may be more relevant to one-day service projects. Ongoing projects that do not have a kick-off event may not need the visibility of a public official. Write an editorial about your service-learning project(s) and youth's contributions, address participants at the opening event (if applicable), hand out awards during the closing celebration, and participate in your service-learning project.
3. Assign tasks to participants in charge of contacting public officials.

# LESSON SIX

## *Engaging Media and Public Officials*

### *Possible Follow-up Actions*

- Research your elected officials' voting records and policies for your community. Call or write to them to share your opinion about their actions on behalf of your community.
- Volunteer to work on a campaign or for an official that supports an issue you care about

### *Adapting the Activity for Younger Youth*

It is important that media representatives and public officials be made aware of the youth's project(s). Ensure that the invitations the youth prepare are also sent out to these groups; follow up with media releases.

# LESSON SEVEN

## *Completing Preparations for Your Service-Learning Project*

**Measurable Outcomes:** Youth will review project details and create an agenda. If it is a one-day event, they will create an agenda for the day. If it is an ongoing project, they can create a typical agenda for each day, week, month, etc.

### **Materials**

A long sheet of paper with a breakdown of the time frame for the day (a timeline poster); list of activities; markers or pens

### *Notes for Facilitator*

1. Review your project plans and brainstorm all the possible things that need to get done during either the one-day project or each day of the ongoing project to implement your service-learning project. List them all on separate sheets of paper or on the board. Be as detailed as possible, including everything from bringing cameras and taking pictures, to working with officials and participants, to cleaning up after the day/each day.
2. Either individually or as a group, put these events in order; put a number next to them to indicate order.
3. Establish a time in which each of these activities will need to happen and write that down next to each one.
4. Once the order and time of each activity has been figured out, transfer this information to the timeline poster. If it is a group project, create a collective timeline. If there are individual projects, each youth can create his or her own.
5. Each participant writes down in their project management notebook the times of each of their assignments.
6. Youth begin keeping track of their service hours in their project journals – they may qualify for the President's Volunteer Service Award.

# LESSON SEVEN

## *Completing Preparations for Your Service-Learning Project*

### *Example of Timeline*

<b>Time</b>	<b>Activity</b>	<b>Resources Needed</b>	<b>Location</b>	<b>Person(s) Responsible</b>	<b>Contact</b>
8:00-8:30	Greet Participants	T-shirts, snacks, materials, assignments	Front Lobby	Ken	walkie-talkie
8:00-8:30	Greet Media	Media packets with project goals, partners, sponsors, participants	Front Lobby	Rachel and Charlie	Rachel's cell phone #
8:30-9:00	Opening Ceremony by Mayor and Youth Representative	Speaking points for Mayor; T-shirts Microphone	Gym	Kya and Ms. Wells (Kya to test sound system)	Kya's cell phone #
9:00-12:00	Monitor toxins in a local water source	Plastic boots, buckets, measuring equipment	Park	Ken and Maya oversee project	Ken's walkie-talkie
12:00-1:00	Lunch	Sandwiches, salad, drinks, plates, forks, napkins	Cafeteria	Joseph	Joseph's walkie-talkie
1:00-3:00	Closing Celebration	Microphones, music, certificates, prizes	Gym	Ken and Maya	Ken's walkie-talkie
3:00-4:00	Project evaluation discussion	Pen/paper	Gym	All	



# LESSON SEVEN

## *Completing Preparations for Your Service-Learning Project*

### *Reflection*

- Youth can write or discuss answers to the following:
  - How will I know if the project was successful?
  - What long-term effects do I expect from this project?
  - What do I expect to learn or gain from the project? (e.g., skills, friends, information)
  - What have I learned already? (e.g., about yourself, about the community, your peers, an issue)
  - How does this project connect with the F.I.L.M. program I am doing?
- Discuss your answers with other group members. What similarities and differences do you find?

### *Adapting the Activity for Younger Youth*

Review the agenda for the day and ensure that each youth knows what his or her responsibility is. Discuss the meaning of key words such as **cooperation** and **responsibility**. Have the youth talk about the importance of these concepts, and how they relate to their project(s).

### *Key Words & Ideas*

**Cooperation:** the act of working or acting together toward a common end or purpose  
**Responsibility:** something for which one is accountable; a duty, obligation, or burden

# LESSON EIGHT

## *Reflect and Celebrate*

**Measurable Outcomes:** Youth will recognize the contributions of everyone involved in their project(s). Youth will identify what they have learned and contributed to the community.

### **Materials**

Card stock, paper, pens/markers for thank you cards; list of people who helped implement the project; results from Reflection in Lesson Seven

### *Notes for Facilitator*

1. As a group, review your answers to the Reflection questions in Lesson Seven. Write down key phrases that address what you learned, what your project(s) contributed to the community, what you appreciated about people's participation, and the long-term effects expected. If your project is ongoing, write about what you want to improve upon.
2. Create thank you cards and write letters to sponsors, public officials, facilitators, community partners, etc.
3. Develop a list of awards you would like to present to participants and community members who you want to recognize in a special way. Use art supplies to create the awards and present them at an awards ceremony.
4. Send a media advisory to let reporters know the details of the awards, especially if you will be recognizing a public official.
5. Make sure you and your team members keep track of your participant hours. You may qualify for the President's Volunteer Service Award. F.I.L.M. is a certifying organization and can give their own "President's Volunteer Service Awards" to those youth and/or organizations who log enough hours to qualify.  
For more information on logging hours, visit the service projects page of the F.I.L.M. website - **<http://www.youthFILMproject.org/film/sprojects.htm>**
6. Tell F.I.L.M. about the project you complete. F.I.L.M. will feature your story on the F.I.L.M. website and in the F.I.L.M. newsletter, *Behind the Scenes!*

# LESSON EIGHT

## *Reflect and Celebrate*

### *Reflection*

- Write in your journal how you feel about having completed this service project. What were your original expectations? What do you think now? What obstacles did you overcome?
- What skills and knowledge did you learn from the project? How did the project expand your knowledge of F.I.L.M. program themes (like the animal-human bond, reading to adults, social justice)?
- Write down quotes or reactions from community members regarding your project.
- Discuss with a partner one thing you would do differently next time.
- Contact a partner organization with which you would like to get involved with and volunteer
- Make a scrapbook with photos from the service-learning project to share with others.
- Plan a follow-up service-learning project or extend the project you just completed.
- Launch a letter-writing campaign to your Congressional Representative or Senators in support of national service, service-learning or other issues important to you.
- Send information to your local officials about the success of your project.
- Work with local officials to increase funding for youth activities in your community
- Join a local board or youth commission that deals with issues you care about.

### *Adapting the Activity for Younger Youth*

The general directions for this lesson can easily be adapted for use with younger youth. The goal is to help the youth evaluate their project(s) and understand their contribution to the community. Facilitate discussions to identify how the community benefited from the youth's service-learning project(s) and what the youth themselves gained from their participation. For example, have the youth sit in a circle and stand up one at a time to complete phrases like: "What I enjoyed most was..." "I learned that..." "Helping others makes me feel..."

### *Final Activities*

- Have the youth create and send thank you cards to all who were involved
- Have the youth stand in a circle and then give the child in front of them "a pat on the back" for a job well done.
- Lead them in a special song that wraps up the project and recognizes the good work they've done.
- Serve refreshments

### *Remember.....*

When youth complete all 3 steps of the F.I.L.M. program – participating in the activities from the activity guide, seeing the movie and reading the book, and completing a service project – they can receive a certificate of completion signed by the author of the book or actor in the movie! Contact Liza at [liza@nassemble.org](mailto:liza@nassemble.org) if any youth in your organization have completed a F.I.L.M. program and you would like to receive certificates. You may also wish to request a certificate to honor your organization as a whole.

# SAMPLE “THANK YOU” LETTER

April 27, 2006

Margaret Jones, Director  
Oak Grove Senior Citizen's Center  
100 Grand Concourse, 8th Floor  
Bronx, NY 10009

Dear Ms. Jones:

We would like to thank you for participating in our service-learning project as part of the F.I.L.M. project on April 23, 2006.

It was so kind of you to donate your time and resources to the project. We had a great time working with the senior citizens to replant their community garden and paint the window boxes. We hope they had a good time, too!

The event was covered in the local newspapers and in our organization's newsletter, *Youth Action*. In addition, the cable access television station interviewed our group during the event. We will send you a copy of the articles when they are published.

We are having an awards ceremony to celebrate our success and would like to invite you and others from the Oak Grove Center. The event will be held on Saturday, May 11th at 10:00 a.m. in the auditorium at our community center. We hope to see you there!

Again, thank you for making our service-learning project a success!

Sincerely,

The Youth at Bronx Community Center

# APPENDIX A:

## *Additional Service-Learning Resources*

### *Organizations*

#### **National Service-Learning Exchange**

Supported by the State Farm Companies Foundation and operated by the National Youth Leadership Council, the Exchange operates a national network of volunteer educators with experience and expertise in service-learning. Their technical assistance is provided free of charge. Call toll-free for more information: 877-572-3924 or visit [www.nslexchange.org](http://www.nslexchange.org).

#### **National Service-Learning Clearinghouse**

Supported by the Corporation for National & Community Service, the Clearinghouse is the largest repository of written information about service-learning available today. Please call or visit the National Learn and Serve America Service-Learning Clearinghouse at 800-808-7378 or visit their website at [www.servicelarning.org](http://www.servicelarning.org).

#### **National Service-Learning Partnership**

Founded in 2001, the National Service-Learning Partnership is a national advocacy network through which its members educate, organize, and mobilize for strategic leadership that promotes and strengthens the practice of service-learning. The Partnership is dedicated to advancing service-learning as a core element of the educational experience of every elementary, middle, and secondary school student in the United States. The Partnership concentrates on strengthening the impact of service-learning on young people's learning and development, especially their academic and civic preparation. Membership includes over 8,000 organizational and individual members including teachers, administrators, educational leaders, community organization staff, researchers, policymakers, parents, young people, professors, and "influentials" in business and other sectors in all 50 states. For more information, visit [www.service-learningpartnership.org](http://www.service-learningpartnership.org).

#### **Service-Learning United**

Service-Learning United is a growing alliance of state and national organizations that represent K-12 schools, tribes, community-based organizations, colleges, and universities. This alliance is committed to a coordinated effort to increase the resources and recognition across all streams of service-learning through public engagement and policy strategies. For more information, visit [www.service-learningunited.org](http://www.service-learningunited.org).

### *Service-Learning Curricula and Programs*

#### **National Service-Learning Conference**

This annual conference promotes service-learning as a way of teaching and learning that builds academic and citizenship skills while renewing communities. It is the only major education conference that provides professional development to a diverse audience of K-H educators, administrators, pre-service teacher education staff and faculty, researchers, youth leaders, parents, program coordinators, AmeriCorps members, community-based organizations, and corporate and foundation officers. F.I.L.M. exhibits at this conference and encourages all participating organizations to attend. Learn more online at: [www.nylc.org](http://www.nylc.org).

# APPENDIX A:

## *Additional Service-Learning Resources*

### **Students In Service to America**

This guidebook, developed by the The Corporation for National and Community Service, in partnership with the U.S. Department of Education, the Points of Light Foundation, and the USA Freedom Corps, was announced by President Bush August 31, 2002 during his weekly radio address. It focuses on ways to teach young people the importance of service to our nation and develop in them the habit of community service. The guidebook includes tips on bringing service to the classroom, a list of the hallmarks of effective service programs for youth, and examples of such programs in action. To download the report, visit [www.learnandserve.org/resources](http://www.learnandserve.org/resources).

### **Learn and Serve America Grants Program**

Through service-learning programs supported by Learn and Serve America, over 1.5 million participants from kindergarten through higher education apply academic skills to solve real community needs in over 3,000 local communities. In community organizations, schools, and colleges, young people and participants of all ages improve their studies, develop problem solving skills, and incorporate the habits of good citizenship while improving their communities. New Learn and Serve America national applications are available at: [www.learnandserve.org/resources/index.html](http://www.learnandserve.org/resources/index.html)

### *President's Volunteer Service Award*

The President's Volunteer Service Award was created to recognize the tens of millions of Americans who have made a sustained commitment to volunteer service. The Award is given to individuals, businesses, faith-based, and other organizations that have demonstrated outstanding volunteer service and civic participation over the course of a one-year period. For more information visit [www.presidentialserviceawards.gov](http://www.presidentialserviceawards.gov)

F.I.L.M. is a "certifying" organization and is able to give their own "President's Volunteer Service Awards" to those youth and/or organizations who log enough hours to qualify.

Have youth follow the steps below to start logging service hours:

1. Go to [www.presidentialserviceawards.gov](http://www.presidentialserviceawards.gov)
2. Create a volunteer account (Click under the "Not Yet Registered" tab to the right)
3. Under the "Profile" tab, fill in "**TBZ-16075**" in the "Your Certifying Organization" space

When youth log onto President's Volunteer Service Award website, they can track and add service hours when needed. There is also the option of creating a group account, in which your youths' hours can be tracked under one account. The F.I.L.M. project will keep track of all volunteers and their hours. Awards will be given to those individuals and organizations with enough hours to qualify!

### **Youth Ages 14 and Under**

For a bronze award, individuals should set a goal of 50-74 hours!

For a silver award, individuals should set a goal of 75-99 hours!

For a gold award, individuals should set a goal of 100+ hours!



# APPENDIX A:

## *Additional Service-Learning Resources*

### **Young Adults Ages 15-25**

For a bronze award, individuals should set a goal of 100-174 hours!

For a silver award, individuals should set a goal of 175-249 hours!

For a gold award, individuals should set a goal of 250+ hours!

### **Groups/Organizations**

For a bronze award, groups should set a goal of 200-499 hours!

For a silver award, groups should set a goal of 500-999 hours!

For a gold award, groups should set a goal of 1,000+ hours!

What are the benefits of youth logging their service hours?

- Logging hours looks impressive on college applications
- Youth can fulfill community service requirements
- Youth gain organizational skills
- The President's Volunteer Service Award is a prestigious national honor
- Youth develop a commitment to volunteerism at a young age
- Youth learn how to take little steps to strive for a larger goal

Award winners will receive a personalized certificate of achievement, a signed letter of congratulations by the President's Council on Service and Civic Participation, and an official President's Award pin. Award winners will also be listed on the President's Volunteer Service Award website.

### **Roots and Shoots**

**<http://rootsandshoots.org/in-schools/lesson-plans/default.asp>**

Founded by Dr. Jane Goodall, the Roots & Shoots program inspires youth of all ages to make a difference by becoming involved in their communities. Each Roots & Shoots group plans and implements service-learning projects that promote care and concern for animals, the environment, and the human community. You can use these lesson plans to bring Roots & Shoots into your classroom, after-school club, or home-school network.

### **Iowa Department of Education**

**<http://www.state.ia.us/educate/ecese/cfcs/sl/curriculum/html>**

This site contains ideas for connecting service and learning, and service-learning with school improvement.

# APPENDIX A:

## *Additional Service-Learning Resources*

### **César E. Chávez. Foundation –**

**<http://www.chavezfoundation.org/Default.aspx?pi=141>**

Information provided on these Web pages is a standards-based model curriculum on the life and work of César E. Chávez. The curriculum is provided for grades Kindergarten through 12, with biographies, pictures, and other resources provided to help teachers prepare lessons for César Chávez Day. (It would also be useful for any service event in any state.)

### **United States Fund for UNICEF –**

**<http://www.unicefusa.org/site/pp.asp?c=duLRI8O0H&b=132700>**

The U.S. Fund for UNICEF supports child survival, protection, and development world wide through education, advocacy, and fundraising. TeachUNICEF.org is a new online resource created to help teachers engage students as active global citizens in learning about UNICEF's efforts worldwide.

### **Y-Rise: The Service-Learning and HIV/AIDS Initiative**

**[http://www.nylc.org/inaction\\_init.cfm?oid=3696](http://www.nylc.org/inaction_init.cfm?oid=3696)**

Y-RISE – Youths Replicating Innovative Strategies and Excellence in HIV/AIDS prevention – is NYLC's multifaceted service-learning initiative for mobilizing young people in the fight against AIDS. Launched in April 2003, it combines research, tool development, training, and program implementation to bridge the gap between academic knowledge and direct service. Y-RISE is: Convening global experts to compile data and identify best practices for fighting the pandemic; Developing and field testing innovative service-learning tolls and curricula; Building a network of service-learning professionals to train educators in the use of service-learning and Y-RISE curricula; and Training a network of youth peer educators and empowering youths to work among their peers.

# APPENDIX B

## *Service-Learning Project Ideas by Subject Area*

Youth should complete service projects that relate to the central themes of the F.I.L.M. program they are working with. For example, the *Dreamer* program focuses on themes such as attaining one's goals and the animal-human bond. Youth who start a service project as part of the *Dreamer* program should think about these messages and develop a service project that might help animals or inspire other to go after their dreams. Each activity guide for the F.I.L.M. programs provides some ideas for starting projects relating to the central messages of the book/movie. Below you will find service-learning project ideas according to various academic subject areas. Youth should be encouraged to design a project that is best suited to their talents and strengths.

### **ARTS**

- study the concept of sculpture gardens, then create sculptures and donate them
- create original ceramic items to sell to the public; profits support a local charity or agency working with children's issues
- design notepads, rubber stamps, bumper stickers, and t-shirts with environmental messages to sell; use funds to purchase trees for planting on youth center grounds or in community parks
- join together to create a community mural
- create an artistic and audio display of various cultures represented in the local area
- make pottery with peers who have disabilities
- paint over a graffiti-covered wall; urge local artists to work with the youth and give on-site lessons in form, composition, color, etc.
- design and paint public murals around community themes
- make table decorations for a shelter such as placemats or flower centerpieces to cheer the hungry or homeless
- provide artwork to beautify local hospitals, community centers, and retirement homes
- design playgrounds, parks, or gardens; work with the local community government, or park system to implement the designs
- create artwork such as paintings or sculptures to present to homebound or institutionalized senior citizens, the physically handicapped, etc.
- decorate the school, youth center, or public library with works of art
- create a map-mural for display in the youth center or local library to represent an area of study or historic significance
- create brochures and booklets about local history; house the finished projects in local museums or libraries
- make decorations for holiday parties for younger youth and children attending day care
- design posters for non-profit organizations or for public information
- use collaborative art projects to facilitate service-learning among groups of different ages or cultures
- make backdrops for youth plays, awards ceremonies, and youth center presentations
- conduct folk life research by mapping neighborhoods, interviewing shopkeepers, drawing interiors of building, inventorying produce at local markets, and collecting artifacts/curios from the neighborhood; research can be housed in local libraries or hospitals or other public buildings.
- compare cultural cooking, clothing, family displays, customs, etc.
- sponsor after-school art programs for latchkey youth
- photograph children from poor or homeless families and make mini-albums to give to the children's families (permission needed to take pictures)
- make holiday crafts to give to homeless children and their families
- teach art to younger youth or to adults
- research, prepare, and give mini-lectures to peers or younger youth on art styles, influences, history, etc.
- prepare and present a tour of a significant museum exhibit for peers or younger youth

# APPENDIX B

## *Service-Learning Project Ideas by Subject Area*

### **FOREIGN LANGUAGES**

- spend time with ESL students of all ages, tutoring them in English and teaching them about American culture
- teach residents in retirement homes Spanish or other languages so residents can communicate with employees who make speak other languages
- decorate a local cultural community with cultural posters and decorations displaying the community's language
- tutor English-speaking youth in a foreign language
- host a Cultural Fiesta featuring aspects of foreign life
- translate a museum's signs into Spanish and lead tours for Latino/Hispanic youth to help them become familiar with leading Spanish/Latino painters
- translate soccer rules and training manuals from other countries for the local or school soccer club
- provide translations of consumer information to people in the community who do not know English
- become pen pals with the patients in a veteran's hospital who are fluent in other languages
- organize cultural fairs at or near your school or youth center with exhibits, arts, crafts, food, and entertainment
- translate government documents for local residents who cannot speak English
- interview immigrants at the local community center about their lives, then transcribe the stories; create books for each immigrant, in their language, based on his/her personal story
- tutor younger youth in foreign languages; the tutors design lesson plans using creative methods of instruction, get approval for the lesson plan from their language teacher, then lead the group of younger youth in the instructional activity
- visit residents of a convalescent hospital; improve their language skills as they learn about cultures and history for classes at school
- provide interpreter services to local agencies and centers
- assist and get to know Jewish immigrants from the former Soviet Union in the U.S. under the federal Refugee Program (or other current issues/programs)

### **HEALTH AND PHYSICAL EDUCATION**

- mentor at-risk youth from youth organizations or elementary schools on health issues
- develop a smoking cessation workshop for youth; create a smoking awareness survey for the youth organization and prepare a statistical analysis
- produce videotape on smoking; present it to the youth organization with a follow-up survey that measures awareness on the part of the youth
- assemble a first aid kit and deliver it to a neighborhood home
- make/display "Mr. Yuck" posters at local schools and youth/community centers
- serve as coaches and activity leaders at your organization/club
- present information on dental hygiene to younger youth
- participate in pet therapy projects and accompany the dogs during their interaction with the nursing home and hospital patients
- provide telephone numbers and research local medical information (including first aid skills and how to handle a medical emergency), then design, produce, and distribute medical emergency telephone cards to local businesses and residents
- collect materials for first-aid kits and distribute them to area places of worship
- make and display informational posters about different health conditions and diseases

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## *Service-Learning Project Ideas by Subject Area*

- provide services such as patient care, pet care, and companionship for nursing home residents
- participate in Special Olympics programs
- help organize walk-, run- and bike-a-thons to raise money for community needs
- invite youth with disabilities and young adults to participate in physical education classes
- raise funds to support a local community mental health need
- participate in disaster relief efforts or blood drives
- lead summer exercise classes at senior citizen centers; train in gerontology, first aid, exercise, nutrition, and the sociology of aging
- sponsor a day-long intergenerational sporting event featuring demonstrations in exercising, dancing, roller-skating, and track events
- partner with local hospitals to learn about organ donation and transplantation; educate other students or adults on what they have learned
- make posters or information fliers about organ donation and transplantation for the local drivers license bureau
- put on an AIDS Awareness Fair for peers and the community
- organize multicultural games and sporting events
- teach recreational skills to youth with mental disabilities
- organize recreational after-school programs for younger youth
- develop and distribute educational materials on food dietary habits to clinics
- design and construct exercise trails and provide security and maintenance for them
- study first aid techniques and then demonstrate them to younger youth
- study the prevalence of preventable diseases, gather information on the needs for vaccinations; produce a guide for new parents
- study nutritional needs/eating habits of people in low-income communities, make suggestions for low-cost nutritional food supplements or diet changes
- study and then teach basic home emergency skills to youth
- assist school and community agencies in health screening and information for preschool children
- study the effects of eating disorders such as anorexia and bulimia and then present the information in educational workshops for peers or younger youth
- research childhood obesity and start a campaign to introduce more nutritional food to local schools and youth centers
- partner with a local jogging club and organize a 5K race to raise funds for Special Olympics or a cancer organization
- assist crime or accident victims with their recovery
- volunteer with lung cancer patients at the local hospitals as the service portion of a campaign on quitting smoking
- organize games and physical education lessons for younger youth
- compare the use of medications for youth and the elderly
- set up sports clinics for community sporting efforts
- invite residents of shelters to participate in gymnastics, swimming, dancing, tennis, and other activities

### **LANGUAGE ARTS**

- write about a local citizen; interview people who knew the individual, collect photographs/memorabilia, and separate facts from lore
- adopt a class at a nearby elementary school; read to the children, perform scenes from short stories and re-write classics into simpler terms

# APPENDIX B

## *Service-Learning Project Ideas by Subject Area*

- work with youth on writing and publishing a newsletter about life in the community, news stories, a gossip column, a comic strip and other information of interest
- work with nearby retirement home residents to write about their childhood memories and then get together to compare their experiences and discuss the changes that have occurred over the years; document the information/summary for the local library archives
- record favorite children's stories (or original stories on tape) and donate the tapes to local day-care centers
- record the F.I.L.M. books on tape and donate them to organizations that serve people with visual impairments
- analyze the ways in which television commercials try to sell products to young people and then write a youth's guide to advertising
- research important topics and write stories about them to convey information to peers or to the community
- document the state of a service-learning project, compile information, and donate copies to organizations involved, and others planning similar projects
- write poetry about service-learning experiences
- write letters to editors, city officials, businesses, the President, etc. describing a need in the community and what should be done about it
- organize book-collection drives and establish informal libraries in low-income neighborhoods
- record and interpret service experiences through journals, reports, news stories, poems, stories, or essays
- write encouraging/ thank you letters and send to troops overseas
- participate in the Groundhog Job Shadow Day program; write a resume to take to employers and thank you letters after the visit
- practice penmanship, language arts, and drawing skills by preparing and presenting messages of encouragement for hospital patients
- volunteer to design and create display boards for organizations that work with youth (including your own)
- help break down stereotypes held by others through pen pals (rural-urban, city-country, etc)
- study books that deal with homelessness and war; follow up by working with the homeless
- research, write, edit, and publish a local hero's book on people who are making a positive difference in the community
- put together a booklet listing local organizations that agree to involve youth in meaningful service projects
- create/act out myths for peers, younger youth, or hospitalized children; the collection of myths and legends can be presented to a library
- produce guides to parks, recreational areas, and other local attractions
- collaborate with government agencies to produce citizen information brochures
- check books out of the library for members of the community who are not mobile enough to go themselves
- volunteer at the local library and lead story hours for young children
- help people with disabilities write letters and business correspondences
- write essays about the implications of historical information learned from senior citizens
- read to the blind through radio broadcasts
- work with local officials to make forms and other documents more attractive and readable
- publish a newsletter for a local food bank
- test and expand reading skills by tutoring younger youth
- write a book on service-learning experiences as a resource guide for future F.I.L.M. participants
- train to lead writing workshops in community centers; each workshop produces a book/magazine with writing from all participants



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## *Service-Learning Project Ideas by Subject Area*

### **MATHEMATICS**

- visit homeless shelters and then calculate quantities of food and other supplies that would be needed to prepare meals for the homeless
- make a quilt as part of a study on measurement and geometric figures, and then donate the quilt to a local charity
- calculate the amount of aluminum discarded in the community and the income that might be derived from recycling
- create a math board game for younger youth
- interview local business people about the ways they use math in their daily work and publish the results in a booklet for a community or school career center; problems or cases could be included that would show practical application for a range of math concepts
- raise and keep records of funds/ expenditures for a local cause such as replacing park equipment or increasing the number of a library's books
- manage the budgets of your organization's grants
- develop budgets and spreadsheets for service activities
- inventory species of animals or measure/ count trees and other plant life for the Departments of Agriculture, Environmental Affairs, or Parks
- discuss with senior citizens changes in the cost of living over the last two generations; calculate and graph price increases for specific items
- practice budgeting in simulation exercises that reflect the financial plight of the poor
- prepare math lessons on percentages, statistics, etc; present lessons to appropriate age groups
- help city or town officials with bookkeeping or accounting on small or specific projects
- measure materials for construction projects such as installing wheelchair ramps
- visit homes in poor neighborhoods and develop plans to make the homes more energy-efficient
- help senior citizens, the poor, or the disabled with home budgeting, shopping, and filling out forms
- help individuals set up and run personal bookkeeping systems
- work with local food co-op to develop or enhance its accounting or bookkeeping system
- help charities and nonprofit groups with bookkeeping, conference planning and registration, mailings, etc.
- perform statistical analysis for service organizations
- make graphs to depict activities for government agencies
- build a model of your youth center/ organization using architectural blueprints
- use geometric shapes and patterns to design holiday and birthday cards; present cards to local nursing home residents
- write word problems for younger youth using the youths' names in the problems; teach the math concepts to the younger youth
- work with neighborhood leadership/ advisory boards to put on workshops for low-income area residents on household finances, budgeting, etc.

### **SCIENCES**

- develop a curriculum in science at a nearby environmental area; teach the units, including youth-led tours of the site, to younger youth
- organize a food drive, and present food with a menu of well-balanced meals to serve to the homeless
- reduce pollution in the city by organizing neighborhood clean-up days
- make bar soap and send it to military troops or donate it to homeless shelters
- organize an "anti-odor" campaign to reduce industrial odors in community neighborhoods and work for reduction in emissions

# APPENDIX B

## *Service-Learning Project Ideas by Subject Area*

- build a model sand dune at the community center; study the effects of erosion and soil loss over time, design/ implement restoration projects using native vegetation planted on real sand dunes at the coast
- construct aquifer models and teach lessons to other youth
- create a traveling Watershed Program with supplies to construct stream tables, aquifer models, and other models
- establish a district-wide environmental library; complete the library with field guides, resources, developed materials, established materials, etc
- research problems such as the introduction of non-native species of plants and animals; evaluate the extent of the problems, generate possible solutions, and conduct service projects to address the problems
- develop a butterfly garden for your youth center/ organization and teach lessons on the development of the butterfly
- create a xeriscape garden at a community center or park
- provide the local media with natural science lore through a regular news column
- teach about ingredients in and make “Gak” or “Playdough” with peers and younger youth
- serve as aides, helpers, and animal handlers at local nature centers or zoos
- work with local parks on maintenance, trail establishment, and gathering appropriate information materials
- adopt a zoo animal or species by sponsoring fund-raising recycling drives; use the money to enhance zoo facilities
- establish a youth center/ organization rainforest; sell youth-constructed products (such as clay model poison dart frogs) or t-shirts depicting rainforest dwellers, and buy a piece of the rainforest (through Organizations such as the Earth Foundation)
- establish a youth center/ organization solar system museum; take younger youth on a guided tour, complete with appropriate costumes
- work with local humane societies, zoos, or nature centers to care for injured and healthy animals
- work with the local humane society to transport animals to hospitals, retirement homes, and schools for educational and therapeutic purposes
- study an endangered species; build a birdhouse or other animal habitat for the animal and donate it to a wildlife refuge
- provide tutoring to younger youth in science
- monitor toxins in aquatic life in a local water source; learn sampling/ measuring techniques
- create an outdoor classroom for science study and invite other youth groups/ organizations for demonstrations and lessons
- study weather systems and the damage they can cause; hold a clothing/food drive to help hurricane, earthquake or tornado victims
- help solve local issues or problems, like wetlands and rainwater drainage
- produce a videotape, book, play, or puppet show for younger youth on the care of pets and other animals
- adopt a nearby lake, river, or stream, for research and pollution testing; determine the condition of the water and develop solutions such as trash pickups, waste disposal, public regulations for boat use; inform users of positive actions they can take
- conduct research on environmental effects of development; follow up with landscaping/ restoration projects to restore native plant species
- develop botanical guides to local flora and fauna, or a field guide to local parks; make them available to the public
- use telescopes to hold “astronomy tours” for people who are unable to visit a planetarium
- collect and properly dispose of batteries; share information in the community about battery safety
- research local resource use and environmental issues and convey the information and recommendations to policymakers
- “adopt” a nearby day-care center and take the children on field trips to a science museum, a nature center, etc.

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## *Service-Learning Project Ideas by Subject Area*

- partner with a local water management district and collect field data, co-manage land, develop trails, and establish picnic areas
- keep records of rainfall totals, including information about pollutants in water and the effects on the environment, report findings to the local community with recommendations for action
- monitor the effectiveness of a new fresh water pond in bringing back migratory birds and endangered species lost
- write stories on the life of selected animals for younger youth
- plant and maintain flowerbeds around the youth center or around local community buildings
- develop/ present workshops on “greening” homes, apartments, etc; teach installation of low-flow water heads, composting, strategic tree planning, etc.
- create a botanical zoo for people with visual impairment or disabilities; accompany visitors through touch and feel stations and explain items

### **SOCIAL STUDIES**

- partner with local law enforcement and juvenile agencies to establish a Teen Court, where peers help judge and sentence peers
- become pen pals with youth from former communist countries, many of whom understand English
- survey youth about their needs and opinions and convey this information to policymakers
- read about/ discuss current events; prepare friendship boxes for children in disaster areas around the world; the local Red Cross can provide lists of appropriate items to include in the boxes
- develop plans for reducing hunger in the community
- produce neighborhood videos; study immigrant groups around the community, construct oral histories with long-time residents, and study urban renewal
- create a mini-town of historical homes in the community using HO train model houses adapted in color/ construction to match real homes; display the village in a local museum or library with small write-ups about the history of each home
- organize a concert at the youth/ community center and raise money for issues such as Cambodian relief
- identify a community need that could address a theme in one of the F.I.L.M. programs
- develop and write proposals, then lobby for inclusion of service-learning in all schools’ improvement plans and curriculums
- develop, write, and lobby for passage of a bill giving high school credit for service-learning and/or community service
- track and publish the voting records of local officials
- volunteer to work for political candidates of your choice
- sponsor debates between candidates for local elections
- research statistics cited by candidates for office
- study issues and educate the public about them from a non-partisan perspective
- work with local institutions to help solve problems such as graffiti, shoplifting, drug use, etc.
- serve as conflict mediators in your youth center/ organization and community
- write foreign governments to ask for improved treatment of prisoners
- research current events and present the information to peers or younger youth
- produce maps and guides for local parks, libraries, and organizations
- organize a night or weekend trip to help local immigrants study for and pass citizenship exams
- organize a conference on drunk driving; feature skits and question-and-answer sessions

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## *Service-Learning Project Ideas by Subject Area*

- research area needs, discuss problems observed, brainstorm solutions, design service activities to address the problems; organize a Family Day at a local park, volunteer at a voter's registration drive, etc
- work with community/ school agencies to start a breakfast program at a school drawing from the lowest socioeconomic area of the district
- help register voters or provide free transportation to polling places; compile thoughts on apathy/ involvement/ attitudes of the public, and prepare a list of ideas to deal with these issues to present to local political party offices, etc.
- organize, with the help of the League of Women Voters, voter registration of all 18-year-olds at their high schools
- help staff a day-care center near polling places
- identify historic landmarks in the town; research the need for additional landmarks, and follow required steps to establish new landmarks
- design a book about local landmarks; house the book in the local library
- study the history of Memorial Day; meet with/ interview veterans, organize special performances/ services for veterans and their families
- study the history of Veteran's Day; interview veterans, provide special performances/ services/ recognition for veterans and their families.
- research and provide tours of local historic sites or buildings
- visit a local cemetery, select a name off an old headstone, go through the public library/ court record to reestablish the history of the individual; compile all histories into a book for a local library
- create a community service history laboratory; collect artifacts, write reports, and interview senior citizens on recollections of local history; historians, curators, and local business people can be asked for assistance
- conduct research on local property issues or other community history for community planning projects
- interview older citizens about their lives and experiences, then compile a community history book or video
- develop self-guided walking tours for historic neighborhoods
- host a Senior Prom for senior citizens; interview senior citizens and make yearbooks to be give out at the dance/ party
- read a F.I.L.M. book and/ or screen a F.I.L.M. movie for the residents of a senior center
- make presentations on historical events to peers or younger youth

*Reprinted with permission from Promoting Academics in Action, written by the Service-Learning Youth Action Board at Bryan High School in Bryan, Texas*

# APPENDIX C

## *Youth Voice Resources*

The following organizations are recommended for their outstanding incorporation of youth voice:

**Activism 2000**

[www.youthactivism.com](http://www.youthactivism.com) | 800-KID-POWER

**Arsalyn Foundation**

[www.arsalyn.org](http://www.arsalyn.org) | 626-914-5404

**California Center for Civic Participation and Youth Development**

[www.californiacenter.org](http://www.californiacenter.org) | 916-443-2229

**Changemakers**

[www.changemakers.org](http://www.changemakers.org) | 415-551-2363

**Community Partnerships with Youth, Inc.**

[www.cpyinc.org](http://www.cpyinc.org) | 317-875-5756

**DoSomething**

[www.dosomething.org](http://www.dosomething.org) | 212-523-1175

**Free the Children**

[www.freethechildren.org](http://www.freethechildren.org) | 800-203-9091

**Global Kids**

[www.globalkids.org](http://www.globalkids.org) | 212-226-0130

**Global Youth Connect**

[www.globalyouthconnect.org](http://www.globalyouthconnect.org) | 845-657-2884

**High/Scope Educational Research Foundation – Adolescent Programs**

[www.highscope.org/educationalprograms/adolescent/homepage.htm](http://www.highscope.org/educationalprograms/adolescent/homepage.htm) | 734-485-2000

**International Education and Resource Network**

[www.iearn.org](http://www.iearn.org) | 212-870-2693

**Kids as Self-Advocates**

[www.fvkasa.org](http://www.fvkasa.org) | 773-338-5541

**Michigan Community Foundations Youth Project**

[www.mcfyp.org](http://www.mcfyp.org) | 616-842-7080

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## *Youth Voice Resources*

**Oxfam International Youth Parliament Australia**

[www.iyp.oxfam.org](http://www.iyp.oxfam.org) | +61-2-8204-3900

**TakingITGlobal**

[www.takingITglobal.org](http://www.takingITglobal.org) | 416-977-9363

**The Freechild Project**

[www.freechild.org](http://www.freechild.org) | 360-753-2686

**What Kids Can Do**

[www.whatkidscando.org](http://www.whatkidscando.org) | 401-247-7665

**Youth Action Net**

[www.youthactionnet.org](http://www.youthactionnet.org) | 410-951-1500

**Youth in Action and Global Youth Action Network**

[www.youthlink.org](http://www.youthlink.org) | 212-661-6111

**Youth Leadership Institute**

[www.yli.org](http://www.yli.org) | 415-836-9160

**Youth Noise**

[www.youthnoise.com](http://www.youthnoise.com) | 202-408-0271

**Youth Policy Action Center**

[www.youthpolicyactioncenter.org](http://www.youthpolicyactioncenter.org)

**Youth on Board**

[www.youthonboard.org](http://www.youthonboard.org) | 617-623-9900x1242

**Youth Service America**

[www.ysa.org/yvi/index.cfm](http://www.ysa.org/yvi/index.cfm) | 202-296-2992

**Youth Venture**

[www.youthventure.org](http://www.youthventure.org) | 703-527-4126

# APPENDIX D

## *Project Management Resources for Youth*

The following resources are available to help youth develop project management skills – such as fundraising, budgeting, communicating, and running effective meetings – that are important for planning quality service projects. By providing youth with the opportunity to practice these skills, service develops their capacity to be engaged citizens and community assets. The list represents just a few of the fantastic resources available to youth. If you have a favorite resource that is not on this list please let F.I.L.M. know!

### *Fundraising*

#### **YouthActionNet Toolkit**

**[www.youthactionnet.org/toolkit](http://www.youthactionnet.org/toolkit)**

This online Toolkit covers topics such as hosting fundraising events, generating local resources, and writing fundraising proposals. It also has a listing of current grant opportunities.

#### **The Foundation Center's Youth in Philanthropy site**

**<http://youth.fdncenter.org/>**

The Foundation Center's mission is to support and improve philanthropy by promoting public understanding of the field and helping grant seekers succeed. The Youth in Philanthropy site includes a discussion of what philanthropy is all about, descriptions of youth celebrity philanthropists and links to other philanthropy resources.

### *Budgeting*

#### **Service, Leadership, and Money: Financial Management Guide for Youth Decision-Makers**

**[www.ysa.org/yvi/index.cfm](http://www.ysa.org/yvi/index.cfm)**

This guide, prepared by Youth Service America and the National Endowment for Financial Education and sponsored by the State Farm Companies Foundation, is an educational tool that teaches young people about financial responsibility and familiarizes young board members with organizational finances.

#### **Microsoft Excel Tutorial**

Learthat.com offers this free Microsoft Excel tutorial to help you understand how to use Excel and what functionality you can use for your personal and professional life.

[http://www.learnthat.com/computers/learn-420-free\\_microsoft\\_excel\\_tutorial.htm](http://www.learnthat.com/computers/learn-420-free_microsoft_excel_tutorial.htm)

### *Running Effective Meetings*

#### **Santa Clara University Center for Student Leadership**

**[www.scu.edu/csl/eleader/meetings.cfm](http://www.scu.edu/csl/eleader/meetings.cfm)**

This site includes topics such as as 10 characteristics of effective meetings, preparing for different kinds of meetings, and handling disruptive behavior, and includes sample meeting agendas.

#### **Youth Give Back**

This website is sponsored by the Youth Philanthropy Project of The Community Foundation Serving Richmond & Central Virginia, and contains a variety of leadership resources produced by and for young people.

<http://www.youthgiveback.org/page19404.cfm>

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## *Project Management Resources for Youth*

### *Communications – Making Effective Presentations, Writing Press Releases, and More*

#### **Toastmasters**

**[www.toastmasters.org](http://www.toastmasters.org)**

Through its member Clubs, Toastmasters International helps men and women learn the arts of speaking, listening and thinking – vital skills that promote self-actualization, enhance leadership, foster human understanding, and contribute to the betterment of mankind. The site includes 10 Tips for Successful Public Speaking, and enables you to find a club in your area, or start your own club.

#### **Michigan 4-H – The Communications Toolkit**

**<http://webl.msue.msu.edu/cyf/youth/toolkit.html>**

The Communications Toolkit is designed for individuals who work with young people aged 12 and up and who want fun, easy and meaningful communication activities to use with clubs, classrooms, camps, afterschool programs and other settings where kids come together. In the toolkit you will find background information for group leaders, skill sheets with tips and basic information, group icebreakers, hands-on activities, handouts and other resources that will help kids build on their skills in several key areas.

#### **Houghton Mifflin’s Communication Resource Center for Students**

**[www.college.hmco.com/communication/resources/students/speech.html](http://www.college.hmco.com/communication/resources/students/speech.html)**

This site contains resources to help youth prepare speeches, gain confidence in public speaking, and speak more effectively.

#### **Microsoft PowerPoint Tutorial**

**<http://actdent.com/pp>**

Students of all ages can create multimedia presentations using Microsoft PowerPoint. Teach them how using this fun-filled, online tutorial.