

## **A WORLD OF SERVICE**

### **Objectives:**

- To address the concepts and processes of service in the individual, community and national context.
- To give young, community-minded citizens a sense of what service is by examining what it is to them, their community and the nation.

2.25 hours



### **Materials**

#### **Needed:**

- Flip Charts
- Markers
- Post-its
- Handouts
- Tape

### **Participants:**

- Divided into small groups

Community service is often challenging – it is important for young people to feel connected to and supported by the larger service movement. Completing “A World of Service” and “Concentric Circles of Service” will help the participants envision their place in community service and community service in the context of a larger community.

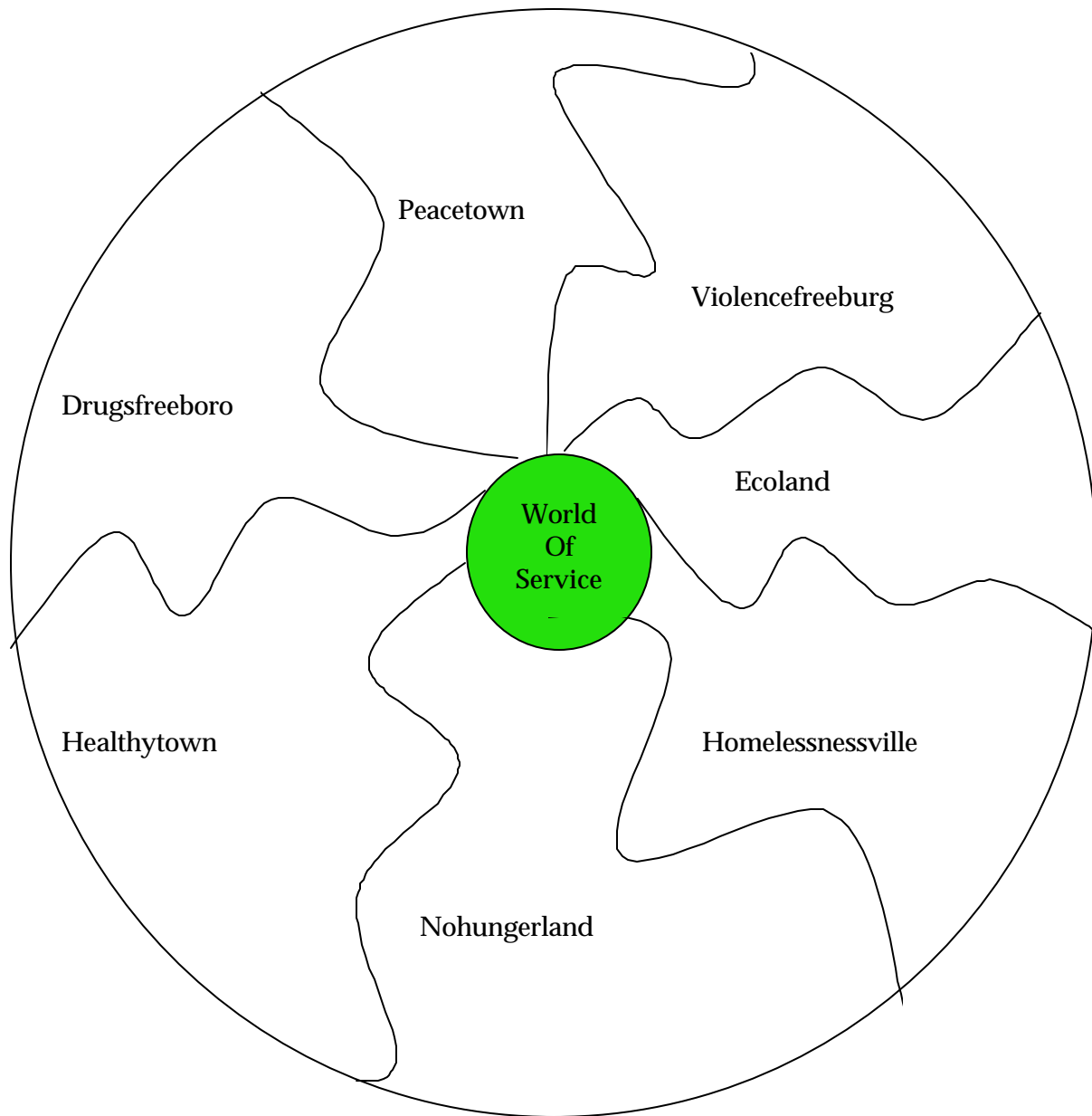
### **Exercise and Participant Instructions:**

1. Tape 2-4 pieces of flip chart paper together on both sides.
2. Draw a large circle and outline 8-12 puzzle pieces. (See visual on following page.)
3. Title each puzzle piece according to the types of service projects you would like to discuss e.g. environment, homelessness/hunger, literacy, drugfree, etc.
4. Cut out the puzzle pieces and shuffle them.
5. Divide the participants into small groups and give each group a piece of the puzzle and some markers.
6. Ask each group to think about what their ideal community would like in respect to their puzzle piece. Have them draw their ideal community (stress the importance of pictures vs. words).
7. While they are drawing, tape the middle piece of the puzzle up on a wall where there is enough space to assemble the entire puzzle.
8. After 15-20 minutes have each group share their puzzle piece and what they drew with the large group. Once they have shared what is in their community have them tape their piece on the wall to create a “world of service”. (As groups tape up their pieces some pieces may need to be moved around so they all fit correctly.)

Leave the “world” up on the wall for the remainder of the training as a visual to spark creativity and to remember the ultimate goal...to become effective leaders solving community problems.

Prudential Youth Leadership Institute

**A WORLD OF SERVICE**



## **CONCENTRIC CIRCLES OF SERVICE**

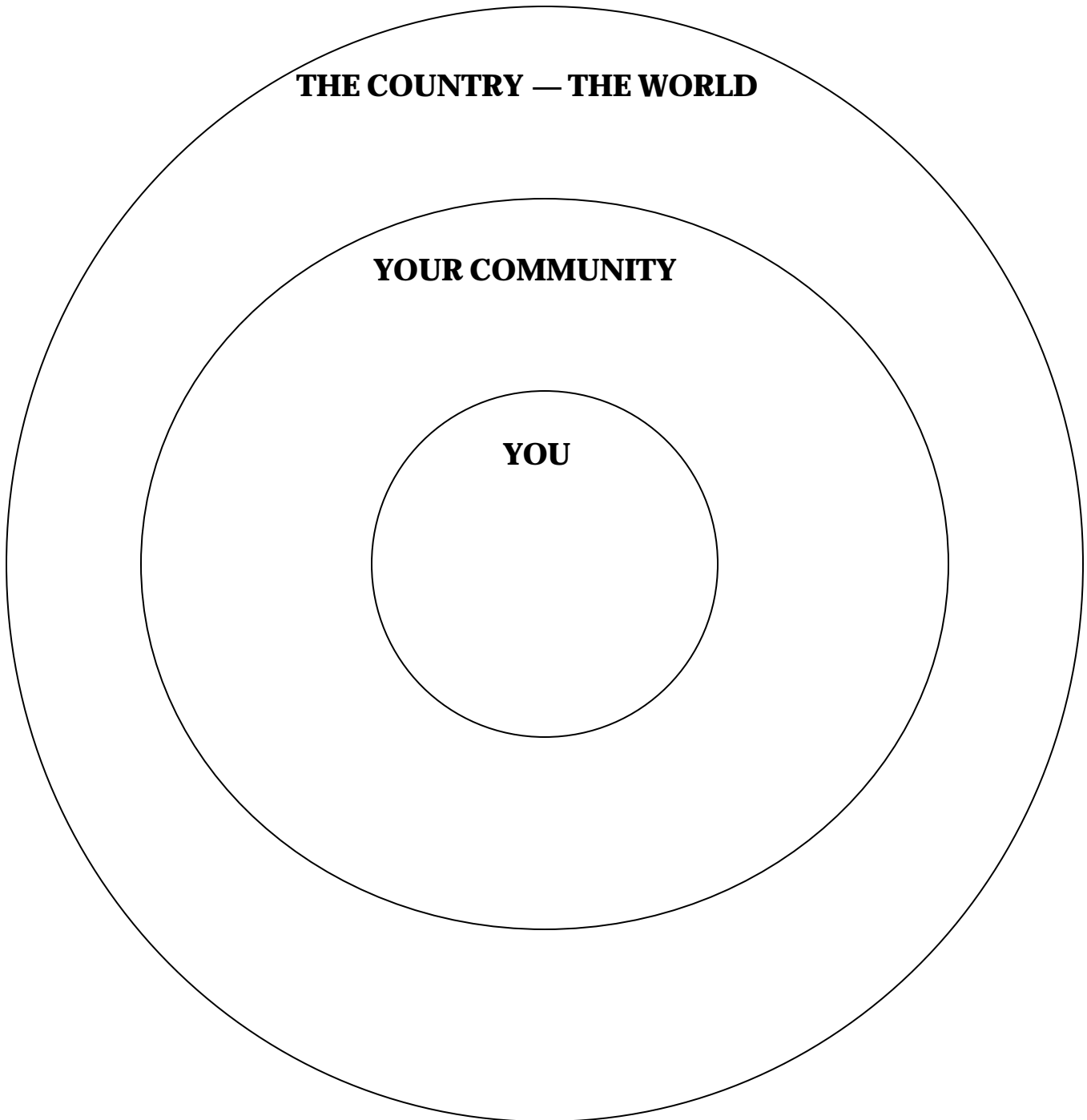


Now that they have an overall vision of community service it is important to look at community service at the individual, local, national and larger levels. Use “Concentric Circles of Service” to help them understand community service from all three perspectives and how their contribution fits into all of these perspectives.

### Exercise and Participant Instructions:

1. Hand out “Concentric Circles of Service” Worksheet.
2. Ask each participant to write down how they define community service, or key terms they would use to describe community service in the inner circle titled “YOU”.
3. Once they have completed this individual task ask participants to share what they wrote.
4. Record definitions/terms on a flipchart. Discuss as you write up.
5. Once everyone has had a chance to share, talk about common words or themes you hear and agree on a final definition you can use as a group.
6. Break into groups of 3-5.
7. Ask each group to discuss who is doing service, where the service is happening, and what kind of service is occurring in their community. Ask them each to record all of the group answers on their individual worksheets in the “YOUR COMMUNITY” circle.
8. After about 10-15 minutes bring the small groups back together.
9. Ask what themes participants see between YOU and YOUR COMMUNITY. Record answers on a flipchart.
10. Draw the handout “Streams of Service” on the flipchart.
11. Share handout with participants and explain, using the “Stream” analogy to talk about how community service is being done by other young people across the country. Explain that these activities are part of a rich American tradition.
12. Share the handout “Service in America: An Overview.” Briefly discuss the development of service and why people have been involved in service in the past and present. You can use the timeline provided as a guide for this discussion.

In addition, share “Examples of Young People in Action,” which highlights success stories of young people doing service for their communities across the country, including past Institute participants. Finally, share “Other Resources and Opportunities to Serve.” Make sure to ask questions and to discuss as you present.





**K-12 Schools**

- ◆ Julie, a junior in high school, tutors newly arrived immigrants in English once a week as part of her Spanish class.

**Community-based Organizations**

- ◆ Pedro helped organize a graffiti paint out program through his local youth center. Once a month he and his friends and other volunteers paint over and clean up graffiti in the neighborhood.

**Higher Education**

- ◆ Gina is a freshman in college and is working with her sorority to raise money for and awareness of AIDs programs in their community.

**Religious Organizations**

- ◆ Tony prepares and serves food once a month with his church youth group at a local homeless shelter.

**Youth Corps**

- ◆ Maria works with her other team members in the youth corps 5 days a week to conduct environmental clean-up projects at the Presidio National Park.

**Senior Corps**

- ◆ Samuel, a member of the Foster Grandparents Program, spends time with his foster grandchild on Saturday afternoons. They activities they engage in are both social, recreational, and educational.



- ◆ The concept of service can be traced back for centuries. In fact, the development of voluntary services was noted as a key component of our new democracy.
- ◆ In the 18<sup>th</sup> century early fraternal organizations in the America resembled English friendly societies. Members of these fraternal organizations came together seeking mutual aid and thus helped each other and themselves.
- ◆ In the 19<sup>th</sup> century many of the key service organizations and youth development organizations started in response to the growing social needs of this country. These organizations which relied on volunteers included YMCA, 4-H, the American Red Cross and the Salvation Army.
- ◆ In the early 20<sup>th</sup> century the first Volunteer Center was established to recruit and place volunteers in response to the war effort. After World War I Volunteer Centers turned their attention to the peace time need for volunteers. Today there are over 500 Volunteer Centers across the country.
- ◆ In the 1930's during the FDR administration, America's first national service bill passed through Congress (it was one page long!) establishing the Civilian Conservation Corps (CCC). The CCC put young men to work in our nation's forests, building roads, clearing trails and developing our nations infrastructure during the Depression.
- ◆ In the 1960's President Kennedy created the Peace Corps to send Americans abroad to assist underdeveloped countries. A few years later under Lyndon B. Johnson, the Domestic Volunteer Service Act was passed establishing as its centerpiece program VISTA, Volunteers in Service to America.
- ◆ Throughout the 1960's a number of organizations committed to serving others were created. Some such organizations are the National Council of La Raza and American Indian Movement.
- ◆ Throughout the 1970's and '80's a number of legislative initiatives to create a federal national service program were introduced in Congress, but none were successful. A few programs such as the Young Adult Conservation Corps, (ages 16-23), and the Youth Conservation Corps (ages 14-18) were created during this time to provide opportunities for young people to serve their communities at a state and local level, but were not sustained for very long.

## **SERVICE IN AMERICA: AN OVERVIEW**



- ◆ In the mid 1980's institutions of higher education became interested in service by students on their campuses. The result was the development of the Campus Compact, a coalition of colleges and universities committed to student service, and Campus Outreach Opportunity League (COOL), a student based network committed to service.
  
- ◆ In the late 1980's several pieces of legislation related to service were introduced both in the House and the Senate by various advocates. Through a series of negotiations and deal cutting, these various proposals were merged to create the National and Community Service Act of 1990—the predecessor of the current law. This law supported national (full-time) service demonstration projects, youth corps and service programs in K-12 schools and colleges and universities. It also provided support for traditional volunteerism through funding for The Points of Light Foundation.
  
- ◆ In response to President Clinton's call in his inaugural address for all Americans to participate in a "season of service," the National and Community Service Trust Act of 1993 was passed. The Act created the Corporation for National and Community Service which merges the work of the two previous existing agencies, the Commission on National and Community Service and ACTION. The law also requires that every state establish a state commission or alternative entity to administer the funding at the state level. A goal of the Act is to provide a continuum of service for Americans to serve throughout their lives. AmeriCorps, the centerpiece of the Act, infuses approximately \$300 million into communities across the country to help support a variety of community service activities.



Young people all around the country are taking action. Below are some examples of how they are tackling issues in their communities!

### **HOMELESSNESS**

- ◆ A group of homeless children ages 3-13 from their local shelter were taken out for a “fun day” to an interactive children’s museum and out for a picnic.
- ◆ Visits were made to local homeless shelters where homeless individuals were interviewed. The stories will be compiled into some sort of publication for the community to educate the public about the issue of homelessness.
- ◆ A mini-Olympics was organized for foster children. The highlight was the reunion of three siblings, ages 2, 4, and 6.

### **HUNGER**

- ◆ A scavenger hunt food drive was conducted for a local soup kitchen and food pantry. Volunteers went door to door asking for specific food donations detailed on a scavenger hunt list.
- ◆ Participants volunteered at their local food network and prepared emergency food boxes, labeled hundreds of cans, and restocked and reorganized the store.

### **TEEN PREGNANCY**

- ◆ A conference was organized at a local high school for teen mothers. Speakers and workshops explored the responsibilities and burdens of teen parenting. Child care was also provided.

### **RAISING MONEY FOR YOUR FAVORITE CHARITY**

- ◆ A car wash was held and the money was donated to the local Ronald McDonald house.

### **CREATING SAFE PLACES**

- ◆ A school beautification project was conducted and participants painted and decorated some of their high school classrooms.
- ◆ A high school sports field was cleaned up as well as a nearby basketball court frequented by high school students.
- ◆ Participants joined the Cardiff Chamber of Commerce in a clean up of Cardiff Creek. The creek had been overgrown and had become a magnet for drug dealers.



**CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS)**

1201 New York Avenue, NW  
Washington, DC 20525  
202/606-5000  
<http://www.cns.gov>

The Corporation seeks to engage Americans of all ages and backgrounds in community-based programs which addresses the nation's educational, human, public safety, and environmental needs. The Corporation supports and administers Learn-And-Serve-America (K-12 service-learning), Innovative Programs in Higher Education, The Civilian Community Corps, VISTA, the National Senior Volunteer Corps and AmeriCorps. AmeriCorps is a national service initiative that enables Americans to serve their communities through organized service efforts, in turn receiving educational benefits for performing a year or more of service.

**THE POINTS OF LIGHT FOUNDATION**

1400 I Street, NW Suite 800  
Washington, DC 20005  
<http://www.pointsoflight.org>

The Points of Light Foundation, a nonpartisan non profit organization, was established in May 1990 to promote effective community service to help solve serious social problems. Working with Volunteer Centers, nonprofit organizations, and businesses, the Foundation's programs encourage and enable business groups, families, youth and individuals to become actively involved in solving serious social problems. The Foundation also increases awareness of community service through public service advertising, media relations, and awards programs that present models for volunteer involvement. To connect with your local Volunteer Center call 1-800-VOLUNTEER.

## **OTHER RESOURCES AND OPPORTUNITIES TO SERVE**



### **YOUTH SERVICE AMERICA**

1500 L Street, NW Suite 200

Washington, DC 20025

(202) 296-2992

<http://www.servenet.org>

Youth Service America supports service as a solution and sees youth service as a way to build healthier communities. YSA works with over 175 affiliates to support policy and programs related to youth service. Programs include National Youth Service Day, The Presidents Student Service Awards, and the Social Entrepreneur program. In addition, YSA operates Servenet, an interactive website that promotes community and national service that can connect people to organizations and opportunities to serve.

### **OTHER RESOURCES AND OPPORTUNITIES TO EXPLORE IN YOUR LOCAL COMMUNITY**

- ◆ School
- ◆ Libraries
- ◆ Boy Scouts and Girl Scouts
- ◆ Campfire Boys and Girls
- ◆ YMCA/YWCA
- ◆ Big Brothers/Big Sisters
- ◆ Boys and Girls Clubs
- ◆ Civic Organizations (Kiwanis, Rotary)
- ◆ 4-H

## **VOLUNTEERISM? OR SERVICE LEARNING? OR....?**

### **Objectives:**

- To become familiar with and learn the difference between various service terminology



30 minutes

### **Materials Needed:**

- Handouts

### **Participants:**

- In pairs

### **Exercise and Participant Instructions:**

1. Divide the participants into pairs.
2. Handout “Volunteerism? Or Service Learning? Or..?”.
3. Ask participants to match the correct term with the correct definition.
4. After 15-20 minutes go around the room and have each group share an answer until all of the correct answers have been read.
5. Ask participants: “What are you doing? Is anyone doing service learning? Experiential education, etc.?” Ask them to share about their experiences and give an example of what they have done.

**VOLUNTEERISM? OR SERVICE LEARNING? OR....? ANSWER KEY**

TERM	DEFINITION
1. Youth Service Answer: C	A. Young people who choose on their own to perform some service for others without pay
2. Service—Learning Answer: H	B. Broader term for various educational approaches that emphasize learning by doing
3. Youth Volunteerism Answer: A	C. Umbrella term for all approaches to involving youth as resources in the community
4. School to Work Answer: G	D. The perspectives and ideas of young people
5. Community Service Answer: F	E. Any learning experience that occurs in the community, including service-learning, field trips and internships
6. Experiential Education Answer: B	F. Broadly defined as work without pay or sometimes as service by young people through court ordered or alternative sentencing programs
7. Youth Voice Answer: D	G. Approach to learning based on proven concept that education is most useful for careers when students apply academic skills and knowledge in real life, real work situations
8. Community—Based Learning Answer: E	H. Youth are involved in helping others, with a particular emphasis placed on the learning that occurs through service



Match the term to the definition.

<b>TERM</b>	<b>DEFINITION</b>
1. Youth Service	A. Young people who choose on their own to perform some service for others without pay
2. Service—Learning	B. Broader term for various educational approaches that emphasize learning by doing
3. Youth Volunteerism	C. Umbrella term for all approaches to involving youth as resources in the community
4. School to Work	D. The perspectives and ideas of young people
5. Community Service	E. Any learning experience that occurs in the community, including service-learning, field trips and internships
6. Experiential Education	F. Broadly defined as work without pay or sometimes as service by young people through court ordered or alternative sentencing programs
7. Youth Voice	G. Approach to learning based on proven concept that education is most useful for careers when students apply academic skills and knowledge in real life, real work situations
8. Community—Based Learning	H. Youth are involved in helping others, with a particular emphasis placed on the learning that occurs through service