

**Our Easy to use  
5 STEP / 10 LESSON  
LEARNING CURRICULUM GUIDE**

**FOR 7<sup>TH</sup>-12<sup>TH</sup> GRADE STUDENTS**

**DREAM YOUR LIFE... MAKE IT HAPPEN...  
REACH YOUR PEAK!**

**A Program of:**

**REACH YOUR PEAK  
MANY HATS INSTITUTE  
YOUTH SERVICE AMERICA**

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Each lesson outlined below includes references to the Reach Your Peak/National Youth Service Day Tool Kit that complements this guide. In the Tool Kit, you will find planning guides, sample projects, additional resources and materials about Reach Your Peak (RYP) and National Youth Service Day (NYSD). All materials are available for download at [www.ReachYourPeak.org](http://www.ReachYourPeak.org).

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## **WHAT IS THE D.R.E.A.M. CURRICULUM and WHY?**

The D.R.E.A.M. Curriculum is an educational program, which clearly lays out the road map for youth to set their own goals and take action on them. It's easy to follow and easy to remember with its 5 Step/10 Lesson curriculum. D.R.E.A.M. uses a two-pronged approach of having the students set both a Community Service goal as well as a Personal goal, in order to show its adaptability to any situation.

This program was created to get youth to think and to D.R.E.A.M. Its first lesson was created to jump start that process before any goals are even thought about or set, by having the students write an essay defining "What Reach Your Peak means to them" in 250 words or less. The top essays from each school will be sent to RYP and winners chosen by our selection committee. Grants of varying monetary value will be awarded to those schools whose student(s) have been not only selected for their essay, but also on how thoroughly they took action on their goals. These grants will be used to further attain the needs of their school or communities.

*"If we can teach youth from an early age to go after their dreams and give back to their communities, they will have a greater sense of self-confidence and responsibility, and a chance at continuing on that process for generations to come, as well as live more truthful and fulfilling lives."*

- Michael Davis & Fabian Koss  
Co-Founders, Reach Your Peak

## About Reach Your Peak & Our Sponsors

### **Reach Your Peak (RYP):**

#### Our mission:

Reach Your Peak works to give youth ages 12-18, the resources to help them awaken and realize their personal potential and community goals. RYP provides youth the courage, training, and tools to achieve their goals through activities related to goal-setting, education, fundraising, and volunteer service to turn their dreams into action.

#### Our approach:

Reach Your Peak strives to bring its D.R.E.A.M. curriculum and RYP events to classrooms and communities across America

Each school will have access to the Reach Your Peak curriculum and planning guide, a series of mapped out lessons and sample projects that will get youth started on their journey's to becoming part of the community, as well as online tools to guide them on each journey to reaching their peaks.

Reach Your Peak also aims to educate students about how other youth of our nation and around the world are reaching their own peaks and potential, by advancing the development of their communities.

#### Our events:

Each year we choose an ordinary individual(s) attempting an extraordinary venture. The Life Quest will be long in term and serve as motivation and inspiration for youth to follow as they take action on their own peaks. Using the D.R.E.A.M. curriculum RYP events will show students how they are accomplishing their own goals, as well as teaching them about the worlds they are involved in.

For more information visit [www.ReachYourPeak.org](http://www.ReachYourPeak.org)

### **Our Sponsors:**

#### **Many Hats Institute (MHI):**

The Many Hats Institute is a nonprofit network of professionals from various backgrounds who raise funds and provide technical assistance to promote community development and engage youth as resources to their communities worldwide.

For more information visit [www.theManyHats.org](http://www.theManyHats.org).

### **Youth Service America (YSA):**

YSA is a resource center and the premier alliance of 200 + organizations committed to increasing the quantity and quality of volunteer opportunities for young Americans to service locally, nationally, and globally. Founded in 1986, YSA's mission is to strengthen the effectiveness, sustainability and scale of the youth service and service-learning field. A strong youth service movement will create healthy communities, and foster citizenship, knowledge, and the personal development of young people. YSA envisions a powerful network of organizations committed to making service the common expectation of all young people. YSA's programs include: National/Global Youth Service Day (April 26-28, 2002); the President's Student Service Awards, a White House initiative to recognize all youth volunteers who do ongoing service; [www.SERVE.net.org](http://www.SERVE.net.org), the premier web site on service and volunteering; the National Youth Service Member Network; the National Service-Learning Conference; and the Youth Civic Action Network. For more information visit: [www.YSA.org](http://www.YSA.org)

"Youth Service America (YSA) is excited to be part of Reach Youth Peak. YSA has long promoted the concept of youth as resources and has helped build the capacity of youth to meet personal and community goals through volunteer service. Reach Your Peak provides the tools to help millions more youth set and achieve their goals, and to build healthy youth and healthy communities."

- Steve Culbertson,  
President & CEO, Youth Service America

### **AOL@SCHOOL**

Making the Internet More Powerful for Educators and Students

*A Safe, School-Focused Online Learning Tool*

While virtually all schools in the U.S. are now wired for the Internet, studies clearly indicate that educators are not certain how best to make use of the medium's vast educational resources. [AOL@SCHOOL](http://AOL@SCHOOL) applies America Online's hallmark focus on convenience and ease-of-use to this dilemma, providing a variety of free age-appropriate educational content, state-of-the-art communications features and special safety tools to make the Internet more powerful for teachers and students.

For more information: <http://school.aol.com/>

*"The incredible interest in Reach Your Peak, from both educators, community service organizations and the online education community, demonstrates the need for this type of resource to help youth set and achieve goals. AOL@SCHOOL is designed to make it easy for schools to use great Internet resources -- like those of Reach Your Peak -- to make the online medium a more effective teaching tool."*

- Tatiana Gau,  
Sr. Vice President AOL, Integrity Assurance

## **iEARN**

iEARN ([www.iearn.org](http://www.iearn.org)) connects “Youth Making a Difference.” Since 1988, iEARN has connected schools to enable teachers and students to engage in collaborative Project-Based Learning. Teachers throughout the 95-country network provide content through projects that they propose and facilitate and which meet specific curriculum needs. iEARN enables them to find partners in its on-line educational community, relieving teachers of the need to surf the Internet to find suitable project partners. Projects, including many which involve creative and expository writing and peer editing through WWW-based interactive forums, involve over 500,000 young people each day, working together and demonstrating the power of collaborative learning. With the completion of each project, students undertake an action component, in which students share the learning gained through on-line interaction with their communities through service projects, publications and other action initiatives. Based on this experience, iEARN has been asked by the U.S. Department of Education and the President to bring together organizations which can assist U.S. teachers to link with schools internationally, particularly with those in predominantly Muslim countries. Toward this end, iEARN-USA has launched the “Friendship Through Education.” ([www.FriendshipThroughEducation.org](http://www.FriendshipThroughEducation.org))

“iEARN-USA is pleased to be a partner in Reach Your Peak. Since 1988, iEARN has used telecommunications technologies to empower young people to engage in collaborative international projects, which enable them to express their commitment to improve the quality of life on the planet. Reach Your Peak is a powerful means by which they can express their hopes and act on their dreams. Nothing can create a quality planet more than this.”

- Edwin Gragert,  
Director, iEARN

## **Exit1**

Exit1, Inc. provides expert Internet technology services for a wide variety of clients including corporate, nonprofit and governmental organizations. Specializing in custom Web site design and production, the development of security and electronic commerce solutions, product development and strategic consulting, Exit1 clients include AOL Time Warner, VeriSign, the MCI Center, National Wildlife Federation, the American Arbitration Association, the Department of Health and Human Services, the Case Foundation and Power UP.

To learn more about Exit1, visit <http://www.exit1.com/>.

*"Today's youth have opportunities that past generations never had like having access to some of the most accomplished individuals in the world where they can learn their secrets of success. Reach Your Peak encourages teenagers to use the Internet to set, reach and achieve specific goals...no matter how high. We're proud to be a partner of Reach Your Peak."*

- David Baker,  
President & CEO, Exit1

## An Introduction to Service Learning

**Service learning** is a methodology that is transforming education across America. According to the National and Community Service Trust Act of 1993, service learning is a method whereby students learn and develop through active participation in thoughtfully organized service that is conducted in response to community needs. Service learning is coordinated with an elementary school, secondary school, institution of higher education, or community based organization and the community. It helps foster civic responsibility, is integrated into and enhances the academic curriculum of students or the education components of the community service program and provides structured time for students or participants to reflect on the service experience. This curriculum guide offers practical service-learning lessons that you can use with your students to prepare National Youth Service Day or any other day of service.

Educators often feel they have inadequate class time to teach all the material that academic standards demand. Consequently, teachers already pressed for time can be reluctant to introduce a new project, but that need not be the case.

Service learning is increasingly recognized by educators as a valuable component of the rigorous academic curriculum. **The Appendix of this guide offers Curriculum Connections for each lesson in this manual, to which teachers and facilitators may add additional skills depending on the particular project chosen by students.**

*Additional service learning information can be obtained through the Corporation for National Service, Department of Service Learning. ([www.nationalservice.org](http://www.nationalservice.org)). The Appendix outlines other programs and contacts.*

### INCORPORATING “YOUTH VOICE”

This guide helps educators incorporate “youth voice” in their lessons and shape their students into leaders and catalysts of positive change in their communities. Youth voice recognizes young people as a meaningful part of the creation and implementation of service opportunities and allows organizations to better work with a youth audience. Youth voice has a tremendous impact on program participation, community involvement, and civic engagement.

Chapter 4 of the NYSD Tool Kit includes a section on “Training Team Leaders” to run NYSD events that can easily be applied to train young people to facilitate group activities. The sections entitled “Advice for Adults Working with Young People” and “Advice for Young People Working with Adults” in Chapter 2 of the Tool Kit gives further guidance on sharing the facilitator role. Download the RYP/NYSD Tool Kit at [www.ReachYourPeak.org](http://www.ReachYourPeak.org) or email [nysd@ysa.org](mailto:nysd@ysa.org) for a free copy.

The Appendix contains a list of suggested resources about incorporating youth voice into NYSD and other service-learning initiatives.

### START FROM WHERE YOU ARE

This guide can assist you and your young participants achieve the goals of Reach Your Peak and NYSD from scratch. It can also help classes with existing service projects reshape them for Reach Your Peak and National Youth Service Day. “Start from where you are” and adapt this guide to meet your students’ needs. Use the activities and ideas found here to enhance your own outline for project planning and implementation.

Lesson 1**DREAM: What does REACH YOUR PEAK mean to you?**

**About this Lesson:** This is the beginning process. This lesson is designed purposely to not have the students think about or create any specific goals, which they will do in Lesson 2, but to inspire an overall thought process creatively and honestly, about what it is to them to be the best person they can be. This is also the basis for our Essay contest, which will issue grants to the winning student's schools and communities, based on their execution of the D.R.E.A.M. program and the evaluation of their essays. Each school will submit their best candidates and Essays to RYP for their committee to chose the recipients.

*"It is not the critic who counts:  
not the man who points out how the strong man stumbles  
or where the doer of deeds could have done better.  
The credit belongs to the man who is actually in the arena,  
whose face is marred by dust and sweat and blood,  
who strives valiantly, who errs and comes up short again and again,  
because there is no effort without error or shortcoming,  
but who knows the great enthusiasms, the great devotions,  
who spends himself for a worthy cause;  
who, at the best, knows, in the end, the triumph of high achievement,  
and who, at the worst, if he fails, at least he fails while daring greatly,  
so that his place shall never be with those cold and timid souls  
who knew neither victory nor defeat."*

- Theodore Roosevelt, 26<sup>th</sup> President of the United States

*Our Deepest Fear is not that we are inadequate.  
Our deepest fear is that we are powerful beyond measure.  
It is our light not our darkness, that most frightens us.  
We ask ourselves, who am I to be brilliant, gorgeous, talented and fabulous?  
Actually, who are you not to be?  
You are a child of God.  
Your playing small doesn't serve the world.  
There's nothing enlightened about shrinking so that  
other people won't feel insecure around you.  
We were born to make manifest the glory that is within us.  
It's not just in some of us; it's in everyone.  
And as we let our own light shine, we unconsciously  
give other people permission to do the same.  
As we are liberated from our fear,  
Our presence automatically liberates others.*

- Nelson Mandela, 1994



## WHAT IS IT TO REACH YOUR PEAK?

### Materials Needed:

- none

**Facilitating the Lesson:** Generate a conversation about the importance of reaching your own personal heights, and the importance of that for each of our own lives. Use examples of how other people reach their peaks in different ways, some intellectually (Albert Einstein), Physically (Lance Armstrong), Some helping those in need (Sargent Shriver), Artistically (any musician, artist, etc), and others.

### DIRECTIONS:

1. This should be a pure discussion, using examples and asking the students thought provoking questions, and to define it orally.
  - What does Reach Your Peak mean to you immediately?
  - What does it mean to be the best version of yourself you can be?
  - Do you have a responsibility to yourself strive to find your peaks?
  - Do you have a responsibility to your community to reach your peaks?
  - How does it make you feel when you are working towards something?
  - Is it the end result that matters or the process? Why?
2. Use examples of those who've done their best, some successful, some not.
3. Assign the students the task of writing a no more than 250 word essay on "What Reach Your Peak means to them"
  - Explain to the students how, this essay is created to get them to think, about meaning.
  - Explain how the Essay contest will work, and how they can help be responsible for their schools or communities receiving a monetary grant. And how they will also be responsible for its use. This will help them learn about responsibility. It will of course be administered by the school.

- 

### WRITING

\*Go to [www.ReachYourPeak.org](http://www.ReachYourPeak.org) and read about Michael Davis and others who have told us "What Reach Your Peak means to them"

### READING

- Read an article about somebody who is a good example of someone who reached their peak, and bring it in, and tell the class why.

## Lesson 2

### **DREAM: Introduction to Service and Identifying Your Goals**

**About this Lesson:** This lesson examines the basic concepts of goal-setting and service-learning and the key roles that young people can play in the creation and implementation of individual and community goals. It also reviews the goals of Reach Your Peak and National Youth Service Day to set the foundation for the planning process. Students will identify what Reach Your Peak and service means to them and what roles do youth play in shaping a major community event. Young people who recognize the benefits of giving and receiving help, identify the reasons they serve and then discuss ways they can help others in their community will come to understand the concept of service. For more information about the topics addressed in this lesson, please refer to Chapters 1-2 of the RYP/National Youth Service Day Tool Kit. The Appendix also provides Curriculum Connections for this lesson.

#### **Learning Objective:**

Students will: Understand the concept of service and goal-setting;  
Have a working definition of service-learning.

Related Books – My Father and the Lima Beans by Paula Underwood

#### **Curricular Connections:**

*English/LA:* Reading, Writing, and Communications

*Social Studies:* Understanding of culture, analyze conditions to develop understanding, apply geographic skills and knowledge, understand mechanisms used to meet the needs of citizens

*Visual Arts:* Understand and apply art media

*“Everyone can be great because everyone can serve.”*

-Martin Luther King, Jr., Civil Rights Leader

Michael Davis was a successful talent agent for celebrities such as Jewel and Mike Myers. However, inside he felt that there were a number of personal and community goals that he wanted to achieve to bring more meaning to his life. Michael decided that he would train to climb the “Seven Summits”, the highest mountain on each of the seven continents. Less than 30 American’s have ever successfully climbed all of the Seven Summits. But he also wanted to make his own personal goal help meet a community goal of supporting youth who are trying to strengthen their communities through service. Michael decided to mobilize old friends and new friends to create Reach Your Peak, a year-round initiative to empower youth to set and achieve personal and community goals as a means of improving the world. Michael has now climbed six of the seven peaks, and will attempt to climb Mount Everest from March through May 2002. He has also mobilized thousands of teachers and youth to set and achieve their personal and community goals.

#### **“WE ARE RESPONSIBLE”**

##### **Materials Needed:**

- Blackboard or overhead
- Blank sheets of paper
- Pens or pencils

**Facilitating the Lesson:** Generate a conversation about the importance of goal-setting and service and what the concepts mean to them. Encourage youth to consider the personal goals they have and acts of service they perform daily. Extend their view and actions beyond their immediate environment and establish the foundation for planning and implementing service-learning projects for Reach Your Peak on National Youth Service Day and year-round.

**DIRECTIONS:**

1. Instruct young people to fold a piece of paper into four sections labeled “Myself, Family, School, and Friends
2. Explain that they will have four minutes to record their responsibilities to members of each category.
3. After four minutes, ask for several volunteers to share their responsibilities with the group.
4. Discuss the importance and excitement of making a noted contribution to society. The following questions can be used as a starting point:
  - a. Do we have a responsibility to our community?
  - b. If we add a fifth column to our list labeled “Community”, what responsibilities would we write underneath it?
5. Discuss the main goals of Reach Your Peak and National Youth Service Day and how participation can help youth and others improve their communities. The goal of **Reach Your Peak** is to:
  - Help youth set and achieve, personal and community goals. It also aims to educate society about how the youth of our nation and of the world are reaching their own peaks and potential, by advancing the development of their communities through **goal-setting, volunteering, fund-raising, and online educational experiences.**

The Reach Your Peak website provides youth and teachers, tools and a venue to help them share lessons, activities, stories, information, and resources on how youth can Reach Their Peaks. Our Goal is to bring the Reach Your Peak D.R.E.A.M. curriculum and long-term events to classrooms across the country, and to every community nationwide. Reach Your Peak aims to inspire youth to believe in themselves and their dreams, and turn them into action.

The goals of **National Youth Service Day** is to:

- to **HIGHLIGHT** the ways in which young people serve their communities 365 days a year;
- to **RECRUIT** the next generation of volunteers; and
- to **PROMOTE** the benefits of youth service to the American public.

## Reflection

This activity asks young people to consider their responsibilities and how they might set personal and community goals accordingly. Select several of the following suggested reflection activities to accommodate multiple learning styles.

## WRITING

\* Respond to the following questions in a journal:

- What are my personal and community goals?
- What happens when you don’t follow through with your responsibilities?
- What is your most challenging responsibility?
- What responsibilities do you enjoy the most?
- Who is responsible for community change?

\*Go to [www.ReachYourPeak.org](http://www.ReachYourPeak.org) and read about Michael Davis and his climb up Mt. Everest. Read about other persons who have set personal and community goals and learn how they met these goals. Write a short essay about what you learned.

\*Write a brief biography of somebody who has a great responsibility in your community and has set or reached an important goal.

### **READING**

- Read an article about somebody with important responsibilities in your community that has met one of their goals.
- Read an article or story about an issue you consider to be everybody's responsibility.

### **TELLING**

- Turn to a partner and talk about your most challenging goal.
- Share information about National Youth Service Day with somebody in your family.

### **DOING**

- Create a picture illustrating your favorite responsibility and your goals.
- Role-play different scenarios about responsibility and goal-setting.

### **Lesson 3:**

## **RESEARCH: Researching Your Goal**

**About the Lesson:** Every person and community has unique social needs and assets. Mapping defines “community” and evaluates where service can be most useful. It helps students guide their research and determine whether their project will focus on one key personal or community issue or several similar topics. For more information about the topics addressed in this lesson, please refer to Chapter 3 of the RYP/National Youth Service Day Tool Kit. The Appendix also provides Curriculum Connections for this lesson.

### **LEARNING OBJECTIVE:**

Students will: Identify community and individual assets  
Identify community needs  
Identify the NYSD Project they will be conducting

Related Books – Kids With Courage: True Stories about Young People Making a Difference  
By Barbara Lewis

### **CURRICULAR CONNECTION:**

*English/Language Arts:* Reading, writing, communication, critical thinking skills

*Social Studies:* Understanding of culture, analyze conditions to develop understanding, apply geographic skills and knowledge; understand mechanisms to meet needs of citizens; problem solving

*Visual Arts:* Understand and apply art media

“If you don’t have a clear idea of where you are going, you will probably end up somewhere else.”

-Lewis Carroll, Author, Alice in Wonderland

Aubyn Burnside, 15, from Hickory, North Carolina set a goal of starting "Suitcases for Kids" in response to her discovery that most foster care children move frequently and often carry their belongings in garbage bags. She determined the need for her program through conversations with her sister, a social worker, who told her about the problems foster care children face. "When I started out I thought it was just my county that needed suitcases, but I learned that there was a need in other counties as well," she explains.

Aubyn tapped into her community’s assets by "involving church groups, 4-H club members, scouts, youth groups, Kiwanis Clubs and more." Aubyn says, "I found out about these groups by asking my parents, friends and other community members." Aubyn’s project gave greater visibility to the plight of foster children and agencies and individuals donated clothes, shoes and supplies in response.

Now in its seventh year, Suitcases for Kids has representatives in all 50 states and nine foreign countries. Aubyn has personally collected, cleaned and distributed over 25,000 suitcases. The project, which initially involved just Aubyn and her friends, now has a formal relationship with the local Department of Social Services.

## **“MAPPING ONESELF AND ONE’S COMMUNITY”**

### **Materials Needed:**

- Blackboard or overhead projector with the words “MY COMMUNITY” and “MYSELF” as the headers
- Large sheets of construction paper

- Paper, markers, crayons, and supplies for drawing

### Facilitating the Lesson:

A goal-setting project begins with defining the needs and resources of oneself and one's community. Students will then be able to identify the potential for change within that area.

### DIRECTIONS:

#### Directions:

1. Break the class into small groups of 3-4 students.
  - a. Remind students of the definition of community and which community they are focusing on.
2. Pass out a large piece of chart paper to each group. (You can give a different color paper to each group.) Have each group put a line down the middle of their chart paper. At the top of the paper, on one side students should write "Assets" and "Needs" on the other side.
3. Define community "assets".
  - a. Define assets as the things that are good or positive in your community.
  - b. Have students come up with a list of assets in their small groups. Have them **draw** those assets on one side of the sheet (they cannot write them down).
4. Define community "needs."
  - a. Define "needs" as things that NEED to be improved, NEED to be made better, or NEED to change.
  - b. Have students come up with a list of needs and **draw** them on the other side of the sheet.
5. After the allotted time, reconvene students and ask each group to present their community lists to the class. (To help stimulate students, provide local newspapers for "needs" ideas.)
6. Generate a discussion by asking students to consider the following question: What were some common things that showed up in everyone's drawing?
7. Broaden the discussion to include additional questions – have students discuss in small groups:
  - What kinds of things would you like to see on the asset side of your community list that are not there now? (More flowers, cleaner streets, etc.)
  - Would you be able to make some of these other things happen within the community? How?
8. Give each group a piece of paper and have them individually draw or write how they could provide a service to the community to make one of the missing positive assets happen.
9. Report out. **Keep the charts for the next lesson.**

### Reflection

To accommodate multiple learning styles, select several of the following suggested reflection activities.

### WRITING

\* Go to [www.ReachYourPeak.org](http://www.ReachYourPeak.org) and research some issues of interest to you as well as learn about challenges faced by youth in other countries. Write a short analysis of what you learn.

\*Respond to some of the following questions in a journal:

- How did you choose to define community?
- How did you choose to define yourself?
- How did your community definition compare to the others?
- What community need do you feel is most important?
- How can you set a goal to address your community's needs?

\*Write a poem about one community asset, one community need, and one goal.

**READING**

\*Read articles about how to address the personal and community needs you identified. Go to the [www.ReachYourPeak.org](http://www.ReachYourPeak.org) web site and other sites and books to research more about your topic.

**TELLING**

\*Create a three-minute presentation about the community goal and personal goal you feel is most important.

\*With a partner, choose two community needs and goals and debate which one is most important.

**DOING**

\*Create a picture of your ideal community.

\*Make a collage that illustrates your community's greatest assets.

## Lesson 4

### **EVALUATE:** Evaluating what you need to Achieve your Goals

**About the Lesson:** Goal planning and project planning require structure that helps organizers define their mission, vision, goals, and strategies. It is equally important to then outline a clear idea of leadership roles in each step of the process. This lesson guides students through a goal planning process that enables them to See it, Believe it, Build it, and Do Something. For more information about topics addressed in this lesson, please refer to Chapters 2-4 of the RYP/National Youth Service Day Tool Kit. The Appendix also provides Curriculum Connections for this lesson.

**Learning Objective:** Students will identify a project to complete for National Youth Service Day and will work together to identify the steps necessary to plan and carry out the project.

Related Books – A Kids guide to Service Projects and Kids with Courage: True Stories About Young People Making a Difference by Barbara Lewis

#### **Curricular Connection:**

*English/Language Arts:* Reading, writing, communication, critical thinking skills

*Social Studies:* Understanding of culture, analyze conditions to develop understanding, understand mechanisms to meet needs of citizens; manage conflict

*Visual Arts:* Understand and apply art media

*Health:* Practice behaviors to support a safe environment in schools and communities.

*Mathematics:* Problem solving

“Whenever you are asked if you can do a job, say, ‘Certainly I can!’ Then get busy and find out how to do it.”

-Theodore Roosevelt, 26<sup>th</sup> President of the United States

Dave Theis of Warrington, Pennsylvania, developed Fresh Start, a service orientation for first-year students, during his junior year at Penn State University. “The goal of this program was to introduce new students to service opportunities in the community and required careful strategic planning to put each component in place. I identified the necessary steps by taking advice from a council of student service leaders. Together, we combined efforts to create volunteer projects in the community by developing a committee of Public Relations and Sponsorship, Orientation, Training, Service Activities and Recruitment,” Dave said. “Our goal was to have 150 volunteers and 40 team leaders out changing the community, and we succeeded.”

Speaking about the strategic planning process, Dave advises others who want to run a program “to sit down and determine the mission, vision and goals for the project. Then you should have a road map for a successful project that will hopefully last for years to come.” Dave continues to be an active volunteer and leader in his college community. He serves as Director of the “Into the Streets Program” at Penn State University and a member of the Board of Directors for the Centre County United Way.



“Path to Change” is Do Something’s strategic goal planning form that young people use to turn their ideas into concrete action. It has four core components:

**See It!**

Have a concrete personal and community goal.

How do you want your school or neighborhood to be different?

What would you like to learn and accomplish for yourself?

**Believe It!**

Understand the importance of change.

How will achieving your goals make you and your community a better place?

**Build It!**

Make a plan,

How will you start?

What steps will you take?

**Do Something!**

Take Action!

Follow your plan, do not be afraid to change it as you learn lessons and believe you will make it happen.

## “PATH TO CHANGE”

### Materials Needed:

- Two large sheet of construction paper or poster board for each group with the “Path to Change” layout copied on it. (See the sample at the end of this lesson)
- Paper and markers or crayons

### Facilitating the Lesson:

Students will brainstorm and develop several possible community service projects during this activity. Use ‘Path to Change’ posters throughout the remaining lessons to helps shape their ideas and steps in the planning process. Then repeat brainstorming about Personal Goals.

### DIRECTIONS:

1. Post student pictures from the previous lesson.
2. Have students identify common themes from the pictures and group similar ideas together.
3. Refer to the “Path to Change” poster hanging in the front of the room. Explain its purpose and components (as described in “Facilitating the Lesson”). Have students “walk through” the four steps using the classroom as their community in the following activity. Walk students through the process of carrying out the task using the “Path to Change” process. An example might be (*Sample in Appendix A*):

#### See it!

Our long-term goal is to keep the paperback resource area of the classroom organized.

#### Believe it!

We want to achieve this goal because we would like to use the space more effectively, and the mess of the resources makes it harder to find information for research papers.

#### Build it!

We will break up into teams of 4 and at the end of each day one team will reorganize the resource materials area. Each day will be a different team and the responsibility will be rotated amongst the teams.

#### Do Something!

Students reorganize the resource materials area.

4. Divide students into groups. Each group will now receive a “Path to Change” poster board and students should complete each section for one of themes that the class has identified from the pictures. Facilitate the assignment with the following statement: “Now we need to think about what steps we might take in order to determine which project we want to do.”
5. Ask students to complete the “Path to Change” for their selected theme. (Note: The “Resource/Source” table should be left blank, as it will be completed later.)
6. Have groups present their paths to the class and post them around the room.
7. Hand out a sticker to each student. Ask them to come to the board and place their sticker next to the project they would like to participate in. A student facilitator can tally the results and announce the top project(s).
8. Based on the results of the voting, have class agree on a project or projects.
9. Once agreement has been reached, have students identify the learning objectives associated with the project utilizing a “web” format with the project topic in the center and different curricular areas outside of the circle in their own circle with the objectives identified. (See Appendix C) This is what makes the service service-learning.

## Reflection

To accommodate multiple learning styles, select several of the following suggested reflection activities.

## **WRITING**

\* Go to the [www.ReachYourPeak.org](http://www.ReachYourPeak.org) web site and use the Project Plan-It! Tool to create your plan.

\*Respond to some of the following questions in a journal:

- What skills will you be able to bring to meeting this goal?
- What are your fears or concerns about meeting your goal?
- Who in the community will be affected by your goal or project?
- How can you personally prepare to meet the community goal your project will address?

\*Write a letter to yourself addressing your hopes and fears about the goal.

## **READING**

\*Read articles about similar service projects other groups are doing around the world.

\*Read about the goals of RYP and National Youth Service Day and the benefits of participating in them.

## **TELLING**

\*Create a presentation about service project ideas and share it with other students.

\*Talk to different people in your neighborhood and find out how they feel about your goals and project ideas.

## **DOING**

\*Role-play possible reactions to your goal or service project by different community members.

**Path to Change: SAMPLE**

PROJECT TITLE: Local Park Clean Up Project

SEE IT! [MISSION]

**Our long-term goal is...**

**To convene a group of young people to promote awareness about litter in the local park and to organize a clean-up day to remove the litter.**

My long-term personal goal is...

BELIEVE IT! [VISION]

**We want to achieve this goal because...**

**The youth in our community believe that a local park should be a clean, safe place for all neighborhood residents.**

I want to achieve this personal goal because...

BUILD IT! [GOALS]

**One-sentence description of your project:**

**We will break into teams and clean up the local park, using posters and trash barrels to promote long-term community awareness.**

One-sentence description of your personal goal:

DO SOMETHING! [FOLLOW-THROUGH]

**One-sentence description of your completed project:**

**We cleaned the park on our event day and used our posters and additional trash barrels to make sure that the park remains clean.**

One-sentence description of your completed personal goal:

**STEP 1:**

**Set your short-term objectives:**

**OBJECTIVE 1:**

**Recruit at least 50 young people and the appropriate local leaders to attend.**

**OBJECTIVE 2:**

**Educate youth and adults about park clean up issues before the event.**

**OBJECTIVE 3:**

**Create clear roles that youth and adults will play in organizing and running the event.**

**STEP 2:**

**Brainstorm strategies (repeat for each objective)**

**To achieve our first objective we need to...**

**OBJECTIVE 1:**

**Make posters to recruit young people**

**Advertise the clean up event through the local media**

**Send letters to local leaders**

**OBJECTIVE 2:**

**Invite guest speakers from non-profits, businesses and religious institutions to educate about park issues**

**OBJECTIVE 3:**

**Divide roles among youth and adults.**

STEP 3:  
Roles and Responsibilities (Repeat for each objective)

Task	Who's Responsible?	Due Date
<b>OBJECTIVE 1:</b>		
<b>Make posters to recruit young people</b>	<b>Mark</b>	<b>March 19</b>
<b>Advertise the park clean-up in our center's news bulletin</b>	<b>Paul</b>	<b>March 19</b>
<b>Send letters to local leaders</b>	<b>Sue</b>	<b>March 21</b>

## STEP 4:

Resource/Source Table

What Do We Need?	Who Can We Ask?	How Will We Get It?
<b>Posters for advertising (paper, markers, tape and glue)</b>	<b>Local art supply stores and businesses for paper and printing</b>	<b>Ask Mr. Jones to drive to the locations to pick up supplies</b>
<b>Food and beverages for the event</b>	<b>Local restaurants, parents and other adults for food</b>	<b>Delivery company</b>
<b>A space to hold the event</b>	<b>The school can provide the space</b>	
	<b>Parents at the PTA meetings</b>	
	<b>The owner of the pizza parlor in town</b>	

## STEP 5:

Measurement [Evaluation]  
We will know our plan is successful when...

**We have a team of young people and adults at our meeting who are informed and interested in park clean up and who participate in the event. In addition, we have a plan to keep the park clean on an ongoing basis.**

## STEP 6:

Reflection/Troubleshooting

**We will reflect on our plan by considering the following questions...**

**What could go wrong in our project?**

**What difficulties, pitfalls, or challenging people might we encounter? How will we deal with them?**

## Path to Change

### Strategic Planning Form

**PROJECT TITLE:**

**SEE IT! [MISSION]**

Our long-term goal is...

**BELIEVE IT! [VISION]**

We want to achieve this goal because..

**BUILD IT! [GOALS]**

**One-sentence description of your project:**

**DO SOMETHING! [FOLLOW-THROUGH]**

**One-sentence description of the outcome of your completed project:**

**STEP 1:**

**Set your short-term objectives:**

**STEP 2:**

**Brainstorm strategies (repeat for each objective)**

**To achieve our first objective we need to...**

**STEP 3:**  
Roles and Responsibilities (Repeat for each objective)

Task	Who's Responsible	By When

**STEP 4:**  
Resource/Source Table

What Do We Need?	Who Can We Ask?	How Will We Get It?

**STEP 5:**  
Measurement [Evaluation]  
**We will know our plan is successful when:**

**STEP 6:**  
Reflection/Troubleshooting  
**We will reflect on our plan by considering the following questions...**  
**What could go wrong in our project?**  
**What difficulties, pitfalls, or challenges might we encounter? How will we deal with them?**

## Lesson 5

### **EVALUATE: Mobilizing the Community – Strategic Planning Part 2**

**About this Lesson:** Community action requires educating the public about your goals and project (s) and inviting the whole community to help. This lesson explores several aspects of community mobilization: the use of vision, leadership, creativity, decision-making and presentation in a team setting. Recognizing and using the skills of those around us and learning from others as they do the same is a crucial part of planning and implementing a service project. For more information about the topics addressed in this lesson, please refer to Chapter 5 of the RYP/National Youth Service Day Tool Kit. The Appendix also provides Curriculum Connections for this lesson.

**Learning Objective:** Students will develop an understanding of the benefits of working together. Students will identify community partners that can assist with their NYSD project.

Related Books – The Ant and The Elephant by B. Peet  
Seedfolks by Paul Fleishman

### **Curricular Connections:**

*English/Language Arts:* Reading, writing, communication, critical thinking skills

*Social Studies:* Understanding of culture, analyze conditions to develop understanding, understand mechanisms to meet needs of citizens; manage conflict

*Visual Arts:* Understand and apply art media

*Health:* Promoting healthy living.

*Mathematics:* Problem solving

“A community is like a ship; everyone ought to be prepared to take the helm.”

-Henrik Ibsen, Playwright

Amber Coffman, 18, from Glenn Burnie, Maryland, first became involved in community service when she was 8 years old. “I realized community service was important to me when my mom took me to a shelter for the first time,” she recalls. “Through getting to know the homeless, I wanted to do as much as possible to help. Running a shelter was not realistic for me. I thought the next best goal would to be to run a lunch program for the homeless.”

Amber started Happy Helpers for the Homeless when she was 10. She and a few friends set a goal to make and distribute 50 bag lunches on the weekends -- a time when soup kitchens were closed. From these humble beginnings, the program has blossomed into a full-scale operation with 15 to 20 other young people distributing 600 lunches, clothing and toiletries, every week. “It was exciting to see [young people] get hooked on service the way I was hooked on it the first time,” she said. “I think it’s so exciting to have a national day rewarding young people who serve their communities. It’s also great for young people to be recognized on a national level. It really is motivating to go out and do something.”

People from 48 states seeking to start similar programs contacted Amber for advice. Today, she is an Ambassador for America's Promise, Heart of America Foundation and Youth Service America.

### **“Build It!”**

*Note: This activity will take 30-60 minutes to complete.*

### **TOWER ACTIVITY**

**Materials needed for each small group:**

- 2 plates and 5 cups
- 1 roll of masking tape



- 2 5x7 cards and one sheet of flipchart paper
- 2 long toothpicks and 5 regular toothpicks
- Copies of the Tower activity handout for groups (Appendix B)
- A “Task List” written on the blackboard or overhead as follows:
 

1. Committee discussion and planning	5. Committee presentation
2. Construction of sculpture	6. Naming
3. Sculpture inspection period	7. Reflection
4. Committee planning	

**Facilitating the Lesson:**

The skills used in this team activity transfer well to the service project planning process and encourage leadership among participants. As each group presents its tower to the class, use the opportunity to discuss public speaking skills needed to mobilize the community.

**DIRECTIONS:**

1. Announce the activity and go over the “Task List” written on the board. Older students can manage their own time (perhaps designate a student ‘time keeper’). With younger students, you may choose to call out the steps outlined below.
2. Break students into three or more small partner groups to design their sculpture as a committee.
3. Committees construct towers within a specified time by following these simple instructions:
  - **Your Task:** Build the highest, free standing tower you can that will withstand a person blowing on it (it won’t fall over).
  - **Time Limit:** You will have 10 minutes for this task.
  - **Cautions:** You may NOT use the tape roll as part of the tower.
  - You may NOT attach your tower to the floor, ceiling, wall, chair or table.
  - **Final NOTE:** Remember, this is a team effort AND if at first you don’t succeed, please try again.
  - After the allotted time, ask committees to stop building and name their sculptures.
  - Remove left over supplies while students walk around the room and look at other committees’ towers.
4. Reconvene partner committees to plan presentations to convince the class of the durability, stability, and creativity of their tower.
5. After the class has seen the presentations, split them up into their committees again and vote on which is the highest quality sculpture, then have each committee discuss these questions:
  - Did you consider your committee “successful”? Did you consider some committees more “successful” than others?
  - What about the process went well? What attributes made some committees more successful than others?
  - What would we do differently if we repeated the exercise?
6. After a few minutes, reconvene the groups and ask each group to share a little about the process. Ask the groups:
  - How did your group work together as a team and as partners?
  - When did cooperation start and how did it feel?
  - What lessons can we learn from this exercise to help us be successful in our service project?
7. The ability to look beyond individual success and create “win-win” situations for everyone involved is an important part of NYSD and service learning. Discuss the following ideas with students (you may prefer to draw conclusions from the group dynamic):
  - What did we learn about cooperation, partnering, and teamwork?
  - How can this exercise help us be successful in our NYSD project?
  - What kind of connections can you make from your behavior during the tower building exercise to your behavior when you start working on NYSD projects?
8. Identifying potential community partners for your NYSD project is crucial to its success. Partners can:

- Teach students information or skills necessary to complete the project ( *a Child Psychologist can teach students about child development to prepare them for their work at a local head start*).
- Provide materials for a project (*the owner of a local nursery may donate plants for a community garden*).
- Provide a venue for completing the project (*the director of a Senior Center may allow students to conduct activities there with residents*)
- Assist in completing the project (*a carpenter can help the students build a ramp for local community center*)

9. Focusing on the specific project you selected, allow students to brainstorm potential partners that might be valuable to your efforts. (You might want to give your students the Yellow Pages for looking up resources as well as lists of local community agencies and what they do. Be sure to think about local agencies, businesses, community groups, local colleges, civic groups, etc.) Keep this list for the next lesson.

## Reflection

To accommodate multiple learning styles, select several of the following suggested reflection activities.

### WRITING

\* Revisit [www.ReachYourPeak.org](http://www.ReachYourPeak.org) and update or fill out your personal or community goal plan.

\*Respond to some of the following questions in a journal:

- What lessons from this activity will help you be successful in your goal or service-learning project?
- How did you feel about talking about your project in front of the class?
- What different roles can you take in presenting your project to the city?
- What strengths do you bring to different teams with whom you work?

\*Write a radio announcement advertising your project.

### READING

\*Read about community stakeholders. Why might they become involved in your efforts?

\*Read about service projects that involved collaboration from community partners.

### TELLING

\*Talk to a partner about the best ways to get community members involved in your project.

\*Share a goal or volunteer experience with the class.

### DOING

\*Role-play project presentations to different community partners.

\*Record or videotape yourself pitching the project to the community. Review the tape and assess your own presentation skills.

## **Lesson 6**

### **EVALUATE: Building Community Partnerships**

About the Lesson: This lesson explores strategies for building partnerships to meet community goals and carry out service projects. Three key steps for successful recruitment are highlighted: 1) Providing details about the event; 2) Encouraging positive “gossip”; and 3) Ensuring that there are tasks for each volunteer to do throughout project planning and implementation. For more information about the topics addressed in this lesson, please refer Chapters 5-6 of the RYP/National Youth Service Day Tool Kit. The Appendix also provides Curriculum Connections for this lesson.

**Learning Objectives:** Students will understand the concept of teamwork and the full utilization of all available resources in the classroom and the community.

**Curriculum Connections:**

*English/Language Arts:* Reading, writing, communication, critical thinking skills

*Social Studies:* Understanding of culture, analyze conditions to develop understanding, understand mechanisms to meet needs of citizens; manage conflict

*Visual Arts:* Understand and apply art media

*Health:* Supporting those and reassuring them of a safe environment.

*Mathematics:* Problem solving

“For a community to be whole and healthy, it must be based on people’s love and concern for each other.”

-Millard Fuller, Founder, Habitat for Humanity

Rebecca Jarvis, 19, from St. Paul, Minnesota joined the Minnesota Youth Advisory Council when she was in ninth grade and lobbied to put teens on state boards regulating issues like the environment and education. "If you're trying to build a partnership between schools, nonprofits and government agencies, it is important to bring them all to the table from the start," she says. "All players need to start with the vision together in order to proceed with that vision."

Rebecca believes that "putting teens on state boards should have happened a long time ago. It is important to involve individuals who are affected by the policies that are determined by boards." Later, Rebecca joined the National Youth Leadership Council and launched a campaign to urge schools nationwide to make community service a graduation requirement. In April 1997, she attended the President's Summit on America's Future. When she returned home, she founded the Minnesota Alliance with Youth.

### **“PUZZLING PUZZLE”**

**Materials Needed:**

- Four small, simple puzzles of equal size and theme (for example, all cat pictures, or cartoon puzzles). Mix the pieces from each so no box contains only its own puzzle pieces.

**Facilitating the Lesson:**

1. Break the class into three or four small groups, with one puzzle for each group.
2. Explain that teams will be putting together a puzzle, and the following rules apply:
  - The groups have ten minutes to complete their puzzles.
  - Talking is prohibited between groups during the activity.

- If groups need to meet with one another, they may send one representative at a time to the middle of the classroom. Representatives can only bring three puzzle pieces per trip.
- The same student may not return to the center of the room twice in a row. All members of the group must have a turn before a repeat visit.

3. Begin the activity and observe as students complete the task. Initially, group members may go back and forth from the center of the room to trade, which is a slow process. At some point, someone might realize that they can bring all of the pieces to the center of the room three at a time until all puzzle pieces are there. The representatives in the center of the room can then complete the puzzles.

4. End the game and reconvene the class for the reflection.
- What happened?
  - How did you respond to solve the problem?
  - How does this connect to what we are going to do?

While students share their experiences, make connections to the importance of teamwork, open communication and how the strengths and ideas of others often lend themselves to a group's success. Teamwork, sensitivity to the needs of others and inclusion of all members of the community are key to a successful and enjoyable service-learning experience.

5. Now is a good time to review the plan and have students assign specific roles to groups with due dates.

The following should be taken into account when doing this:

- What do we still need to plan for our project?
- What do we have to know to make this project work?
- Based on the skills of the students in this class, who is going to participate in which steps of this project? (Not everyone is going to make posters, not everyone is going to speak, who is coordinating the community partners, etc.)

6. Use the following questions to mobilize students and get the project rolling:

- What action must we take to get our service project started?
- Who do we need to mobilize in our community for our project and how will we do it? On the path to change poster list the actions you are going to take to start the project. In addition, list the community groups you will ask to participate, how you will contact them, and who will be responsible.
- Start the project!!

## Reflection

To accommodate multiple learning styles select several of the following suggested reflection activities.

## WRITING

\*Respond to some of the following questions in a journal:

- Describe a community partnership you formed in the past.
- What are the best ways to spread the word about your project in the community?
- List three potential community partners and how they can help your project.
- What are some benefits of teamwork?
- How does teamwork apply to community partnerships?

\*Write a letter to a local agency that might be interested in your project

\*Go to [www.ReachYourPeak.org](http://www.ReachYourPeak.org) and update your Goals Plan and print out the Committee Responsibilities Plan.

**READING**

\*Browse through the yellow pages of your local phone book for individuals and organizations who might be interested in your project.

\*Read about past service projects that mobilized the entire community.

**TELLING**

\*Talk to at least three people in your neighborhood and find out if they are people they know would be interested in helping to meet the community need.

**DOING**

\*Create a directory of local individuals and agencies that might be able to help with your project. Include their telephone numbers and a brief description of the services they provide.

## Lesson 7

### **EVALUATE: Fundraising**

**About this Lesson:** This lesson explores various aspects of fundraising, including identification and acquisition of necessary resources to meet your goals. For more information about the topics addressed in this lesson, please refer to Chapter 6 of the RYP/National Youth Service Day Tool Kit. The Appendix also provides Curriculum Connections for this lesson.

**Learning Objective:** Students will identify the materials and resources necessary to carry out their NYSD project. Students will determine the best possible sources for obtaining needed resources. If necessary, students will identify ways to generate funds for the project. In addition, students will finalize their project plan.

Related Books – A Kids guide to Social Action by Barbara Lewis

#### **Curricular Connection:**

*English/Language Arts:* reading, writing, communication, critical thinking skills

*Social Studies:* understanding of culture, analyze conditions to develop understanding, understand mechanisms to meet needs of citizens; manage conflict

*Visual Arts:* understand and apply art media

*Health:* Supporting those and reassuring them of a safe environment.

“If you have built castles in the air, your work need not be lost; that is where they should be. Now put the foundation under them.”

-Henry David Thoreau, Author/Philosopher

In Bethesda, Maryland, Hillary Critchley-Plioplys and Elizabeth Schroth, both 18 years old, founded People for Peace. This organization mobilizes volunteers to participate in service and raise funds for local and global issues. Last year, People for Peace raised over \$15,000 for children in Kosovo. The girls explain, “We raised money by having awareness raising announcements at our school and other local schools and by holding a benefit concert. We also had posters around many schools and sent letters to family members. School announcements were the most successful fundraising techniques plus we were able to have guest speakers talk about service opportunities to help Kosovo.” Other People for Peace efforts included raising money for local and international youth programs, hosting a community volunteer fair and holding a city-wide recognition ceremony for young volunteers. “A fund drive with a free dress-down day at school was a great success because we go to a private school with a dress code,” they added.

Hillary and Elizabeth agree that fundraising can be challenging. “It was difficult at first going through our school administration and faculty, but it became much easier as time went on.” They offer this advice to other youth: “Make sure if you are interested in fundraising that you find a cause that you believe in and are willing to dedicate your time toward developing. Also, invite local speakers that can teach you, your friends and family more about the cause you plan to help. The most important thing is not to be afraid to ask others for help!”

#### **“RESOURCE/SOURCE”**

##### **Materials Needed:**

- The “Path to Change” poster (s) with the “Resource/Source” table drawn on the back (see the example from Lesson 3)
- Large sheets of poster board or construction paper
- Markers, pens, or crayons

**Facilitating the Lesson:**

Today's lesson focuses on understanding the importance of finding resources and thinking about and practicing fund raising skills. The recap sections are ideal for youth-facilitation.

**Directions:**

1. Look at the Path to Change planning poster and finalize any part of the project plan that is necessary which will include publicizing the event, project preparation (having students learn necessary skills, etc.), timeline for implementation, and identifying adult helpers.
2. Looking at the project plan on the poster, have students answer the following questions:
  - What things, materials, and resources do we need?
  - Where will we get the things we need?
  - Who might give us these resources, and why?

(Older students should complete the Resource Table by themselves in their original small groups.)

3. In student groups, starting with the left column (What Do We Need?), have the group(s) brainstorm things they will need to complete each step of the project(s). Some of their ideas may come directly from the "Task" section of the "Path to Change."
4. Now, have each group complete the next column, "Who can we ask" for their part of the project. (for example, if you need art supplies, perhaps a local business will donate it.) Use list from Lesson 4.
5. Finally, have the groups complete the final column, "How will we get it" – remembering that there will be a need for transportation and possibly storing the materials.
6. Bring the class back together and ask each group to report out on their needs. Record their responses on the poster board.

**Reflection**

To accommodate multiple learning styles, select several of the following suggested reflection activities.

**WRITING**

\*Go to [www.ReachYourPeak.org](http://www.ReachYourPeak.org) and fill out your fundraising plan on for your project with Project Plan-It! Print out the fundraising letter or proposal the the tool helps you create.

\*Respond to some of the following questions in a journal:

- How might we approach community members to ask for the resources we need?
- Other than money, what resources might help our project?
- How important is fundraising for service-learning projects?

\*Write a project wish-list.

\*Write a business letter requesting a product donation for your project.

**READING**

\*Read announcements for local fundraising events.

\*read the local newspaper to identify businesses who might be bale to help with your project.

**TELLING**

\*Turn to a partner and practice pitching your plea for resources.

\*talk to a local business owner about your fundraising efforts.

**DOING**

\*Role-play parts in a telethon to raise funds for your project.

## **Lesson 8**

### **EVALUATE: Media and Publicity and Check Progress Towards Goals**

**About this Lesson:** Publicizing your community goal or project will draw attention to groups' efforts and success. Local newspapers, television and radio should be contacted, but most importantly, students should advertise their project (s) to their peers, family and community. The RYP/NYSD Tool Kit's appendix contains sample media releases to photocopy and use as a template. Another great "Publicity" venue is the loudspeaker or intercom at the program site, over which students can make announcements to raise awareness about their RYP or NYSD project and to recruit participation from their peers. For more information about the topics addressed in this lesson, please refer to Chapter 7 and the Appendix of the RYP/National Youth Service Day Tool Kit. The Appendix also provides Curriculum Connections.

Since all students personal goals will be varied and have different needs, and since these are goals that are 'personal' in nature, its time to for the teacher to moderate and have a discussion with the students. This can also be done on a one-one basis (student-teacher)

**Learning Objective:** Students will identify various media sources to advertise their project. Students will identify key elements of their NYSD project to include in written and oral advertisements. They will also check progress towards their goals.

#### **Curricular Connection:**

*English/Language Arts:* reading, writing, communication, critical thinking skills

*Social Studies:* Understanding of culture, analyze conditions to develop understanding, understand mechanisms to meet needs of citizens

*Visual Arts:* Understand and apply art media

*Mathematics:* Understanding and utilizing technology and other technological mediums; problem solving

"Publicity, publicity, PUBLICITY is the greatest moral factor and force in our public life."

-John Pullitzer, Publisher

"Media has been great in getting the word out to talk to other people," says Jason Crowe, 14, from Newburgh, Indiana, who has spent the last three years working locally, nationally and internationally bringing attention to the condition of the Bosnian people. At the age of 12, he created "Operation Yellow Bow for Kosovo," a campaign to raise money for Kosovo, to show concern for the troops and make known the atrocities of ethnic cleansing and war.

Jason publishes his own newspaper, The Informer, that discusses issues affecting youth and shows kids how they can make a difference. "My newspaper interconnects kids around the world to get them involved in service," he explains. "I have several sections on how to make a difference in your community wherever that may be. I also provide information on what is going on nationally or globally and provide contact information for youth to become involved."

During the "Operation Yellow Bow for Kosovo" program, Jason mobilized plans to send a peace statue to be sent to Bosnia from the kids of the world to demonstrate their desire to live in a world free from war and genocide. Last June, he began organizing an international youth group to meet with a delegation of Bosnian young people representing the various ethnic groups of the Balkans. The group will meet to promote peace, conflict resolution, cultural diversity and develop a plan to help the youth of Bosnia rebuild their communities.



## **“AD CAMPAIGN”**

### **Materials Needed:**

- Large sheets of poster board or construction paper
- Markers, pens, crayon and other art supplies such as glue, fabric, paints, etc.
- Old magazines to cut up
- Copies of the sample letters, press releases and other written materials for media found in the Appendix of the NYSD Tool Kit

### **Facilitating the Lesson:**

As NYSD approaches, students will want to “advertise” their projects. Advertising can also be used to encourage funders and to recruit volunteers

### **DIRECTIONS:**

1. Recap NYSD event plans, asking students to share what is most important about the project. Write their responses on the board. Ask the following questions:
  - How will we let others know about what we are doing?
  - What types of things might we want to include in an announcement or poster? (Description of event, contact telephone numbers, date and time, etc.)
  - List various types of media –Newspapers Ads and articles, Radio Ads, TV Commercials etc
2. Ask students to break themselves into small groups.
3. Students should select a way for their group to publicize the project including; designing ads, writing letters (using the templates in the NYSD Tool Kit), writing a radio announcement, or other mediums to advertise their project.
4. After the allotted time, reconvene the students and ask groups to share their work with the class, and decide which mediums the class will use to advertise their project.
5. Determine who will be responsible for advertising and make sure they have all the supplies they need in order to send out press releases, etc.

## **Reflection**

To accommodate multiple learning styles, select several of the following suggested reflection activities.

### **WRITING**

\*Go to [www.ReachYourPeak.org](http://www.ReachYourPeak.org) and fill in your Media Plan on Project Plan-It!. Also check out how RYP utilizes various media to promote its goals. Send out the Press Release that you develop there.

\*Respond to some of the following questions in a journal:

- Describe your favorite television commercial.
- What about this commercial makes it memorable?
- Name seven different places where you can find advertisements.
- What are the best places to advertise? Why?
- How can you get radio or television coverage of the project?

\*Write a newspaper or magazine advertisement for your service-learning project.

### **READING**

\* Read different announcements and advertisements for community events.

\*Read articles about successful marketing strategies in business magazines or on the internet.

**TELLING**

- \*Present a 30-second radio announcement for your project in your best newscaster voice.
- \*Talk to someone involved with your school or local newspaper about the project.

**DOING**

- \*Role-play a television news interview about the project with a partner.
- \*Hang posters advertising your project throughout the community.
- \***Post your project on [www.ReachYourPeak.org](http://www.ReachYourPeak.org)**

## Lesson 9

### **ACTION:** Motivation and Final Preparations for your RYP project or National Youth Service Day-April 26-28, 2002

**About this Lesson:** After all the hard work and planning, students will be eager to carry out their service project (s) or goals smoothly and successfully. Pay attention to details and develop an agenda. Final preparations for your project should include a related discussion about “responsible volunteering”. Train team leaders to ensure that everyone contributes to the best of their ability. For more information about the topics addressed in this lesson, please refer to Chapter 2 and Chapter 4 of the RYP/National Youth Service Day Tool Kit. The Appendix also provides Curriculum Connections for this lesson. This lesson is devoted to community, but can be split into two separate lessons. Some students personal goals will be accomplished over a period of time, and not be centered around a particular event. So a larger discussion about the completion of their personal goals of which some may be an ongoing process should take place, and the attention to the long-term accomplishments should be noted. Its often just as simple as I want to learn how to play piano, and the fact they started and continue with it is what’ important.

**Learning Objective:** Students will identify the tasks that still need to be done for their project. Students will understand what is expected of them at their event. Students will create an agenda for their project

#### **Curricular Connection:**

*English/Language Arts:* reading, writing, communication, critical thinking skills

*Social Studies:* understanding of culture, analyze conditions to develop understanding, understand mechanisms to meet needs of citizens; manage conflict

*Visual Arts:* understand and apply art media

*Health:* Reassurance of a safe environment.

*Mathematics:* Problem solving

“Our service project transformed the way our students and faculty connected and the way our school and community connected.”

-Bob Baines, Principal, Manchester, NH

“I became involved with Youth Service Day when I was a member of City Year, San Antonio’s City Heroes program,” says Whitney Thompson, from Universal City, Texas. In 1998, she founded the Jessica Landry Wellisch Heroes Legend Team, in honor of a friend and schoolmate who died tragically in a car accident. “That experience helped establish my continuing interest in service, and it also helped me feel as though I was a part of a national level of service.”

The Heroes Legend Team is a service corps of teenagers. The first year, 150 corps members completed 2-3 service projects a month. When Whitney saw what the team could accomplish, she wanted to share the experience with other young people. In 1998 she helped establish another local high school’s City Heroes Team -- the Carpe Diem Team. Whitney’s Legend Team has become the model for City Heroes Teams across the country. Whitney now works with City Year, a national service corps for 18-24 year olds in 13 cities across the country. She serves on their City Heroes Advisory Council and helps them initiate youth corps in cities throughout the country.

Whitney offers this advice to other participants in NYSD: “I would recommend to others that the little things that you do are what makes a difference. Also, remember what you’re there to do.” She believes that, “after National Youth Service Day young people should continue to be involved because they have made a difference and will continue to make a difference.”

## **“ A SIMPLE TASK”**

**The following is a quick introduction to the lesson that can be omitted based on how much work still needs to be done to prepare for the day of the project:**

### **[Materials Needed:**

- A loaf of sandwich bread
- A jar of peanut butter and a jar of jelly
- A sandwich knife
- Paper towels or napkins

### **Facilitating the Lesson:**

Ask students to carefully review their project plans, brainstorm key agenda items for the day, and create an agenda to ensure NYSD is a success. Before they do, however, a simple and fun activity in giving directions will reinforce the importance of articulating clear and concise steps.

### **Directions:**

1. Seat yourself in front of the class and ask students: “Who here has made a peanut butter and jelly sandwich?”
2. Ask students to direct you in making a sandwich. You will do exactly and only what they tell you to do.
3. Begin the exercise. Students will probably call out a number of directions. “Open the bag!” “Unscrew the jar!” Follow their directions to the letter. If their direction is to open the bag, but they did not explain how, then begin to rip open the bag at the seams. If they shout to open the jar, you may choose to just sit there looking confused because they did not tell you to pick it up first. Essentially, your moves should be overly dramatic to emphasize the point that their directions are not clear. Although students will be shouting all at once, avoid asking them to talk one at a time, as this will become a key issue for the lesson in making sure that everyone has a chance to speak and can be heard.
4. After 5 minutes, draw the activity to a close and discuss what occurred:
  - What just happened?
  - How successful were you at directions?
  - What worked? What did not work? Why?
  - What might you have done differently?
  - Could you hear one another’s directions? Why not?
  - What were the consequences of not being able to hear one another? How might you change your actions to address this problem?
5. Tell students – On NYSD it will be very important for all of us to know what to do, who should do what, and when. We need to have a clear picture in our minds of what the day will look like and what is expected from each of us. We don’t want everyone trying to give directions at once or someone not knowing what to do at all./

### **“Time Line Agenda”**

#### **Materials Needed:**

- “Path to Change” poster(s)
- One long sheet of butcherblock paper with the title of your project on the top and a breakdown of the time frame for the day (i.e. “8:00am, 10:00am,” etc.) with space in

between each marker for students to draw or write. (This should look like a timeline layout.) You will need one timeline for each project being done.

- Markers, pens or crayons

### **Facilitating the Lesson:**

Today, students will carefully review their project plans, brainstorm key agenda items for the day, create a timeline to illustrate the day's events to ensure it is a success, and make sure to tie up any loose ends for the project to be a success.

### **Directions:**

1. Draw students' attention to the "Path to Change" poster(s) outlining their service project(s).
2. Let them know that the key to a successful project requires good advanced planning!
3. Ask students to list the key events of their event. Be sure to include volunteer check-in, materials distribution and collection, clean up, lunch break, and any other important parts of the day. Write these events on the board.
4. Ask students to put the events in order. Write them accordingly on the board.
5. Next, tell students to consider where in the day these events will fall. Is registration at 8:00 a.m., lunch at noon?
6. Once times are established, ask students to transfer the information to their timeline poster(s) and complete a large-scale, illustrative agenda that can be hung up during the event.
7. Generate a discussion about "How we will know if we are successful on this day?" Review each event on the timeline and ask students (for younger students you may want to list the answers to the questions below on the board or chart paper). You can list the "what does it look like" items under a large eye and the "what does it sound like" under a large ear.
  - What will it look like if you are participating in this event? What will you be doing? (if it's a clean up day...students should be picking up trash not standing around talking)
  - What will it sound like if you are participating in this event? What kinds of things will we hear you saying? (Be sure to stress appropriate ways to interact with others participating in the event)
8. Discuss where the project will be taking place, any special considerations for the service recipients or the service site (i.e., if you are going off-site, students should be aware of the rules at the site), prepare students for what they might encounter at the site (have students go through the project to think of all the things that might happen and discuss appropriate expectations and responses), and encourage everyone to enjoy the day.

**Reflection** occurs before, during, and after the service-learning activity. In order to accommodate multiple learning styles, the following activities are suggested for you to choose from to insert into the lesson.

### **WRITING**

\*Respond to some of the following question in a journal:

- Why is it important to plan for your project in advance?
- What are some problems that you are experiencing as you finalize plans for the project?
- What new skills have you acquired while planning for the project?
- Brainstorm and record a checklist project tasks which you are personally responsible.

### **READING**

\* Read about National Youth Service Day projects from past years. ([www.SERVEnet.org](http://www.SERVEnet.org))

\* Read about the America's Promise campaign. ([www.americaspromise.org](http://www.americaspromise.org))

**TELLING**

- \* Give a three-minute class presentation about the skills you acquired through the service-learning project.
- \* Turn to a partner and talk about what you think is the most exciting part of the project.

**DOING**

- \* Create a poster-size plan of your project.
  - Share your feelings about the project in the form of a skit.

## Lesson 10

### **MOTIVATION:** Reflection and Celebration

**About this Lesson:** Reflecting upon the Reach Your Peak and NYSD experience lends depth and ceremony to the event. Sharing stories and recognizing a participant is fun and can pave the way for continued participation in service by young people and community volunteers. It is also important to recognize young people for their local and national contributions and showcase youth as positive assets to their communities. Organizations can recognize youth who qualify through the President’s Student Service Award at [www.student-service-awards.org](http://www.student-service-awards.org). You can also enter the Reach Your Peak Essay contest. For more information about the topics addressed in this lesson, please refer to Chapter 3 of the RYP/National Youth Service Day Tool Kit. The Appendix also provides Curriculum Connections for this lesson.

**Learning Objective:** Students will recognize the contributions of everyone involved in their project. Students will identify skills and knowledge they have gained through participation in their event. Students will reflect on their project to identify areas of personal growth.

### **Curricular Connection:**

*English/LA* – Write in a variety of forms and for a variety of purposes Communicating, Speaking, Listening, and use of critical thinking skills

*Social Studies:* Understanding of culture, analyze conditions to develop understanding, understand mechanisms to meet needs of citizens; analyze events

*Fine arts* – Understand and apply art media

*Health* – Understand emotional & intellectual dimensions of human growth and development

*Mathematics* - Understanding and utilizing technology; problem solving

“The best effect of fine persons is felt after we have left their presence.”

-Ralph Waldo Emerson, Author

SERVE HOUSTON, a program linking AmeriCorps members and young volunteers in after school activities, held a citywide celebration of youth service on National Youth Service Day 1999. Over 200 students received the President’s Student Service Award, and 43 students received the President’s Student Service Scholarship. This celebration brought together young volunteers and community leaders, including the Lieutenant Governor and the media, to highlight and honor the contributions of young people in the Houston area. Organizers of the SERVE HOUSTON stressed. “take the time to thank the youth individually through an award ceremony or it’s even as simple as a personal thank you.” Visit [www.ReachYourPeak.org](http://www.ReachYourPeak.org) to read about other recognition events.

### **“WRAP UP”**

#### **Materials Needed:**

- Sheets of colored construction paper, blank lined paper and other materials you would want to use for thank you notes
- Markers, pens, crayon and other art supplies

**Facilitating the Lesson:** There are a variety of ways in which you can wrap up the event. It is important to celebrate the students’ work and encourage continued participation in community

service and goal setting. Brainstorm potential celebration options such as a party or public awards ceremony. The following activities can be completed in class.

1. Place the desks in a circle so students are facing each other. Ask them each to stand up and complete the following three sentences (you may want to write them on the board or repeat them as each student takes their turn):
  - “I expected...”
  - “I got...”
  - “I learned...”

An example may be “I expected to meet a lot of new people during the event. I got to help out in ways I never had before. I learned that it takes a lot of work to clean up a playground!”

2. **Research on the web:** Check out all the tools and resources to get involved in an ongoing basis at [www.ReachYourPeak.org](http://www.ReachYourPeak.org). Students can post their service-learning project and read about other RYP and NYSD activities across the country. Discuss the other projects you discover. [www.SERVE.net.org](http://www.SERVE.net.org) and [www.Helping.org](http://www.Helping.org) also has a wide array of volunteer opportunities to check out.
3. **Create “Thank You” cards and letters** for those who were involved, including community volunteers, site coordinators, funders and others who contributed to the event. A sample letter can be found at the end of this lesson.
4. **Develop a list of “awards”** you would like to present to students and community members who were involved in your project. Make the awards with art supplies and present them at an awards ceremony.
5. **Keep track of your volunteer hours:** You may be able to apply for the President’s Service Award.
6. Apply for the Reach Your Peak Essay Contest at [www.ReachYourPeak.org](http://www.ReachYourPeak.org)

Students should reflect with pride and constructive commentary on their service project. Recognizing community members and others involved is a key factor in wrapping up the event, so be sure to arrange the opportunity to do so.

## Reflection

To accommodate multiple learning styles, select several of the following suggested reflection activities.

### WRITING

\* Write an Essay about What Reach Your Peak meant to you and how you achieved your goal. Submit it at [www.ReachYourPeak.org](http://www.ReachYourPeak.org)

\*Respond to some of the following questions in a journal:

- Describe how you felt about taking on these projects and what you thought you might be able to accomplish
- Describe how the community reacted to your project.
- Do you think that your project made a difference in how you feel about helping others?
- Do you think your project made a difference to your community?
- Do you think your project made difference to your life
- What have you learned from participating in these projects?
- What obstacles did you overcome?



**READING**

\*Read about other projects that took place on National Youth Service Day at [www.reachyourpeak.org](http://www.reachyourpeak.org) or [www.SERVE.net](http://www.SERVE.net). Go to Do Something's website (for your young people: [www.dosomething.org](http://www.dosomething.org); for educators: <http://coach.dosomething.org>) for more ideas, resources and interactive tools that can help you learn more about service learning and community building.

\*Read articles about other service-learning projects or community service being done in the community.

**TELLING**

\*Tell your classmates the one thing you would do differently next time

\*Talk to local organizations about future service opportunities

**DOING**

\*Create a poster-seize plan of other activities you can do to help your community's need after your project is finished.

\*Make a scrapbook about your project to share with others

## Sample "Thank You" Letter

April 30, 2002

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 National Youth Service Day on April 26, 2002.

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 school newsletter, The Daily. 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 12<sup>th</sup> at 10:00 a.m. in the auditorium at P.S. 189 on Main Street. We hope to see you there!

Again, thank you for helping our class REACH OUR PEAK!

Sincerely,

Mrs. Brown's 10th Grade Class

# Additional Service-Learning Resources

**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 organization staffs and corporate and foundation officers. Learn more online at: <http://www.nylc.org/conference2001/index.cfm>

**Learn and Serve America Grants Program:** Through service-learning programs supported by Learn and Serve America, over 1.5 million students 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 students 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.nationalservice.org/learn/resources/index.html](http://www.nationalservice.org/learn/resources/index.html).

**President's Student Service Challenge:** Launched in 1999, the President's Student Service Challenge is an opportunity for community organizations, schools and colleges to recognize young people for their outstanding community service and encourage more youth to serve. The Challenge offers dual components: scholarships and awards:

**President's Student Service Award:** Students who contribute at least 100 hours of eligible service to the community in a 12-month period are eligible for this award. Students may be certified by community organizations, schools, or colleges and receive the President's Student Service Award gold pin and a presidential certificate and a letter from the President of the United States. Youth ages 5 to 14 who perform 50 hours of community service within a 12-month period receive a silver pin with the presidential seal, a presidential certificate and letter from the President of the United States. For more information, go to [www.student-service-awards.org](http://www.student-service-awards.org).

**President's Student Service Scholarship:** Each high school in the country may select two juniors or seniors to receive a \$1,000 scholarship for outstanding service to the community. The Corporation for National Service provides \$500 for each of these scholarships, matched by \$500 from the community. Scholarship recipients must have served at least 100 hours within a 12-month period. In addition to this scholarship, students receive the President's Student Service Award gold pin, a presidential certificate and a letter from the President of the United States. For more information, go to [www.student-service-awards.org](http://www.student-service-awards.org).

**National Service Learning Leader Schools:** Learn and Serve America also sponsors a Presidential Initiative to recognize the top service-learning programs in schools across the country. For more information, visit [www.nationalservice.org/learn/leaderschools/index.html](http://www.nationalservice.org/learn/leaderschools/index.html).  
Training and Technical Assistance: Please call or visit the National Learn and Serve America Service-Learning Clearinghouse at 800-808-7378, or [www.umn.edu/~serve](http://www.umn.edu/~serve).

**Learn and Serve America Training and Technical Assistance Exchange:** Call toll-free for more information: 877-LSA-EXCH (877-572-3924) or visit [www.lsaexchange.org](http://www.lsaexchange.org).

## **Service-Learning**

Service-learning is a teaching strategy that enriches learning by engaging students in meaningful service to their schools or communities through careful integration with established curricula. The components of this teaching practice include youth voice, curricular connection, addressing a genuine community need, reflection, project design/implementation/evaluation, and celebration.

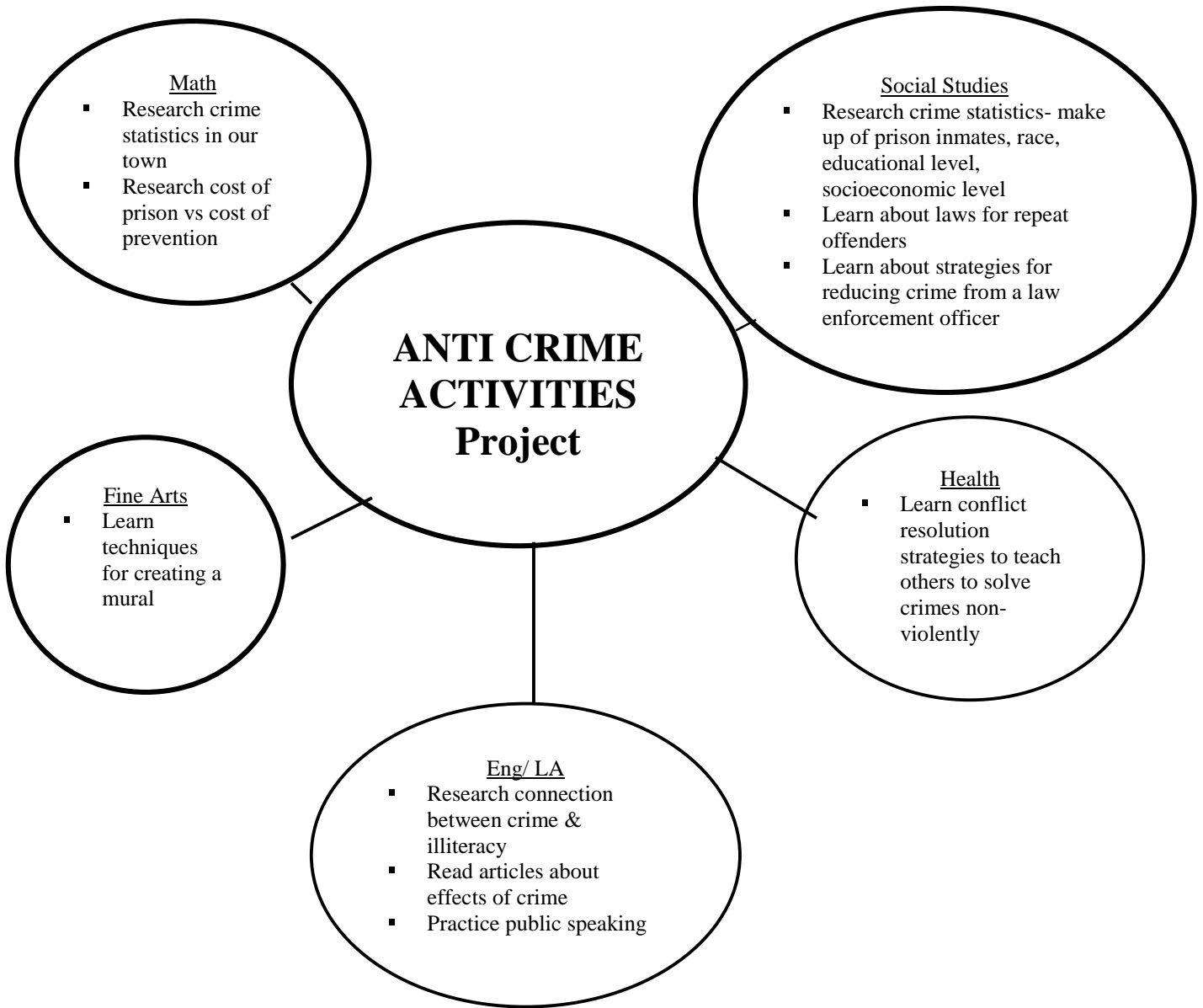
### **Essential Elements**

Practitioners, supported by the Corporation for National Service Office for Service-Learning, have developed a list of “essential elements” for effective service-learning, which is excerpted below.

1. Clear educational goals that require the application of concepts, content, and skills from the academic disciplines and involve students in the construction of their own knowledge
2. Students engaged in challenging cognitive and developmental tasks
3. Assessment used to enhance student learning and to document and evaluate how well they have met standards
4. Service tasks have clear goals, meet genuine community needs, and have significant consequences
5. Formative and summative evaluation are used
6. Student voice in selecting, designing, implementing, and evaluating service projects
7. Diversity is valued
8. Communication, interaction, partnerships with the community
9. Students are prepared for all aspects of their work.
10. Student reflection takes place before, during, and after service, encourages critical thinking, and is a central force in the design and fulfillment of curricular objectives
11. Acknowledge, celebrate, and validate students’ service work

Source: National Service-Learning Cooperative, *Essential Elements of Service-Learning*, St. Paul, MN: National youth Leadership Council, April 1998.

**Learning Web**



# Additional Resources

## NATIONAL DAYS OF SERVICE

Martin Luther King, Jr. Day of Service, January, 2002  
[www.mlkday.org](http://www.mlkday.org)

The Kindness and Justice Challenge, January 16-30, 2002 [www.dosomething.org](http://www.dosomething.org)

National Volunteer Week/Big Help Week, April 22-28, 2002  
[www.pointsoflight.org](http://www.pointsoflight.org) or [www.nick.com](http://www.nick.com)

National/National Youth Service Day, April 26-28, 2002 [www.ysa.org](http://www.ysa.org)

Join Hands Day, June 2002  
[www.nfcenet.org](http://www.nfcenet.org)

Make A Difference Day, October 2002  
[www.usaweekend.com/diffday](http://www.usaweekend.com/diffday)

Random Acts of Kindness Week, November 2002  
[www.actsofkindness.org](http://www.actsofkindness.org)

Family Volunteer Day, November 2002  
[www.pointsoflight.org](http://www.pointsoflight.org)

## Resources on Incorporating “Youth Voice”

The following is a suggested list of resources where you can go to learn more about incorporating youth voice into this or other service-learning initiatives.

Alliance for Justice (1998). *Co/Motion: Civic Responsibility Training Manual*.  
Washington, DC: Alliance for Justice.

Coleman Advocates for Children and Youth, *Stand Up, Speak Out: Building a Children’s Movement*. (video) San Francisco, CA: Coleman Advocates for Children and Youth.

Do Something, Inc. (1998). *Community Connections Campaign: Do Something’s How-To Guide*. New York, NY: Do Something, Inc.

Innovation Center for Community and Youth Development (ICCYD) and National 4-H Council. *At the Table: Youth Voice in Decision-Making.*” (video) Chevy Chase, MD: ICCYD.

National Association of Partners in Education. *Involving Youth in the Community*.  
Alexandria, VA: National Association of Partners in Education.

Lesko, Wendy S. (1992). *No Kidding Around! America’s Young Activists are Changing Our World and You Can Too*. Kensington, MD: Information, USA, Inc.

Lesko, Wendy S. and Tsourounis II, Emanuel (1998). *Youth! The 26% Solution*.  
Kensington, MD: Information, USA, Inc.

Youth Organizing Funders’ Collaborative (1998, December 11-12). *Youth Organizing: Notes from the Field and Strategies for Building Power and Youth Leadership*. Paper presented at the Youth Organizers/Funder’s Briefing at the Open Society Institute, New York, NY.

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

Activism 2000  
[www.youthactivism.com](http://www.youthactivism.com)  
800-KID-POWER

Close-Up Foundation  
[www.closeup.org](http://www.closeup.org)  
800-CLOSE-UP

Grand Junction High School  
Email: [servlern@gjhs.mesa.k12.co.us](mailto:servlern@gjhs.mesa.k12.co.us)  
970-242-7496

Michigan Community Foundations Youth Project  
[www.mcfyp.org](http://www.mcfyp.org)  
616-842-7080

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Amber Coffman: Happy Helpers for the Homeless  
Hillary Critchley-Plioplys: People for Peace:  
[www.stoneridge.org/students/ddavey/peopleforpeace.html](http://www.stoneridge.org/students/ddavey/peopleforpeace.html)  
Jason Crowe: <http://members.sigecom.net/jdc>  
Rebecca Jarvis: Minnesota Youth Advisory Council  
Amy Sanaman: Groundswell Community Murals Project: <http://home.earthlink.net/~asananman/>  
Dave Theis: Fresh Start  
Elizabeth Schroth: People for Peace: [www.stoneridge.org/students/ddavey/peopleforpeace.html](http://www.stoneridge.org/students/ddavey/peopleforpeace.html)  
Whitney Thompson: Jessica Landry Wellisch Heroes Legend Team, City Heroes Team

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[AOL@School](#)  
iEARN

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