

Stand for
Tomorrow

"BE THE CHANGE" NY

Facilitator Guide



Children for Children

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WHAT IS “BE THE CHANGE” NY?

Imagine the power of youth working together to conquer community issues, while learning the value of teamwork, leadership, and community. Children for Children’s **“Be the Change” NY** can make this vision a reality.

“Be the Change” NY is a service-learning curriculum that encourages young people to explore global and local issues, learn and practice life skills and create meaningful community service projects. Students explore the importance of community, leadership, and service, participate in a community mapping activity, and select a project intended to address a community need they have identified. During the planning process, students use CFC’s IGNITE model to *identify* a project that addresses a community need, *gather* the project supplies, *network* with community members and organizations to create partnerships, *inform* other students, parents, community members and the media about their project, use *teamwork* to work together to accomplish the project goal and *encourage* all students to remain positive throughout the planning process. After spending several weeks planning the project, the group executes their project.

“Be the Change” NY groups have chosen projects to address both local and global issues. These projects have focused on feeding the homeless, beautifying parks and schools, raising money for victims of natural disasters, and more. A few examples include:

- Participants at PS/MS 279 held a Breast Cancer Awareness Day in an effort to raise awareness about breast cancer. This event, held in honor of Mother’s Day, featured free mammograms, survival stories, presentations by students, and a cancer awareness walk.
- IS 125/Rainbow for Youth Family Services in the Bronx, students planted community gardens to improve their school environment.
- Beginning with Children Charter School in Brooklyn organized a “Family Fun Night” fundraiser to benefit families devastated by the earthquake in Pakistan.
- PS 58 in the Bronx organized a book and toy drive for children and teenagers in a local hospital and created holiday cards for residents of a local nursing home.

USING THE FACILITATOR GUIDE—CURRICULUM SNAPSHOT

The curriculum guide is designed to explicitly give the youth the skills and lessons they will need to successfully complete their own service project. To help facilitators and youth alike the guides are divided into four sections:

I) Core Values:

The first section, core values, offers students the essentials for thriving as citizens. Students explore core values of community, leadership, service, responsibility and citizenship.

II) Life Skills

The life skills section gives students the tools to deal with challenging situations and prepare them for success as young people and adults. Students explore and practice skills such as money management, time management and workplace readiness.

III) Thematic Lessons:

These lessons and activities enable students to expand their knowledge on various global and local issues, and carry out service projects in a variety of these issue areas. Topics addressed through these lessons include: **good health and nutrition, democracy, immigration, malaria, environmental justice, homelessness, water quality and conservation, and energy.** For issues not covered by our thematic lessons, we encourage students to conduct additional research.

IV) Service Project:

In this section, students will plan and execute their service project.

Students identify existing community assets and unmet community needs. Students should draw on knowledge gained from thematic lessons and supplemental research to identify an authentic need.

Students use CFC's *IGNITE* model to **identify** a project that addresses a chosen community need, **gather** the project supplies, **network** with community members and organizations to create partnerships, **inform** other students, parents, community members and the media about their project, use **teamwork** to work together to accomplish the project goal and **encourage** all students to remain positive throughout the planning process.

Students execute the service project; during the remaining sessions, students reflect on the project, demonstrate project accomplishments and discuss options for project sustainability.

USING THE YOUTH PLANNING GUIDE

The Youth Planning Guide contains all of the materials students need to steer them through the process of planning and implementing a community service project. Our hope is to engage youth with uniquely designed pages that share stories of successful youth-led projects, ideas for how they can get involved, and background information on service and service-learning.

Who says service isn't cool? Quotes from mentors like Oprah Winfrey and Michael Jordan will show youth that it is cool to help others in your community.

The guide also features individual lessons designed to promote life skills such as fiscal management, workplace preparation and time management.

We hope that "Be the Change" NY will inspire youth to find a way to serve their own communities and help them realize that they can do something small to make a big difference.

YOUTH, FACILITATOR AND PARENT ROLES AND RESPONSIBILITIES

Youths' Role

- The students are expected to actively engage their knowledge, civic responsibility, leadership and interpersonal skills to take on real community issues. Students should identify unmet community needs and create a meaningful project to meet these needs. When students are active stakeholders, they become agents of positive change.

Facilitators' Role

- The facilitator's role is to promote learning by encouraging, monitoring and supporting students' progress in creating their own service project. Facilitators should work to generate youth-driven dialogue and create an environment where youth actively contribute to their own education and that of their classmates.

Community's Role

- The community's role is to support the efforts of youths to become committed advocates for change.

WHAT IS SERVICE-LEARNING?

Service-learning is not just volunteering or doing community service. As defined by the National Commission on Service-Learning, it is “a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility and strengthen communities.” In other words, it gives meaning and real-life application to the core subjects, helping to answer the perpetual question, “Why do I need to learn this?”

The value of curriculum-based learning objectives is enhanced through service-learning, compelling students to develop their sense of civic responsibility as they actively engage their knowledge, leadership and interpersonal skills to take on real community issues. Service-learning also includes an emphasis on reflection to help students understand the importance of their actions.

Research demonstrates that young people who participate in quality service-learning activities increase their self-respect, confidence, and civic engagement, show academic improvement, and are far more likely to avoid risky behaviors. In addition, service-learning has been found to foster pro-social behaviors including caring, philanthropy, and ethical conduct.¹

The Power of Volunteering and Service-Learning:

- 94% of U.S. youth ages 8-21 report that they want to be involved in making the world a better place.²
- 4.7 million U.S. K-12 students are currently engaged in service-learning.³
- 83% of U.S. adults ages 18-24 who participated in service-learning reported that their service experiences have positively affected their ability to help others.⁴
- 75% of U.S. service-learning alumni ages 18-24 reported that their service experiences have positively affected their ability to see the world from someone else’s perspective.⁵
- 92% of principals from U.S. schools with service-learning programs reported that service-learning has a positive impact on students’ civic engagement.⁶

“There are many programs geared toward increasing the involvement of youth in community service, thus planting the seeds of service in people when they are young. How does this ethic of service pass from generation to generation...Does youth involvement make a difference? The answer is clear. Americans who begin giving and volunteering as youth are more giving of their time and money as adults. This pattern holds regardless of income or age group. Youth involvement does make a difference—a measurable difference—that persists throughout a lifetime.”

—*From Engaging Youth in Lifelong Service, Independent Sector, 2002*

¹ Billig, Shelley. (2005, March) “The Impacts of Service-Learning on Participating Students.” RMC Research Corporation.

² America’s Promise Alliance. (2006). *Every Child, Every Promise: Turning Failure into Action*. Alexandria, Va.: America’s Promise: The Alliance for Youth.

³ Scales, P., and Roehlkepartain, E. (2004). *Community Service and Service-Learning in Public Schools, 2004: Findings from a National Survey*. St. Paul: National Youth Leadership Council

⁴ Learn and Serve America. (2006). *Learn and Serve Grant Application Review Process Statistics*.

⁵ Learn and Serve America. (2006). *Learn and Serve Grant Application Review Process Statistics*.

⁶ Scales, P., and Roehlkepartain, E. (2004). *Community Service and Service-Learning in Public Schools, 2004: Findings from a National Survey*. St. Paul: National Youth Leadership Council

PROGRAM BENEFITS

“Be the Change” NY provides an authentic, youth-driven approach to addressing a community need by giving students the necessary tools to identify real community needs through a host of methods, including, community mapping, surveys and interviews. Where alternate approaches seek to prescribe a community need—thus taking the ownership and responsibility of the project out of the students’ hands, **“Be the Change” NY** allows youths to *identify* a community need and cultivate a meaningful connection and sense of responsibility to a project that meets this need. By working together to identify community needs and contribute to their communities by designing projects to address those needs, students gain self-confidence, develop a sense of social responsibility, gain leadership and problem-solving skills, and learn to work effectively as members of a team.

Participation in **“Be the Change” NY** yields several benefits for young people and communities alike:

For the Participants:

- Increased ability to identify and address community issues through creative problem solving and action;
- Improved leadership, self-discipline, self-esteem, critical thinking, and problem solving skills;
- Increased interest in school work and improved academic performance;
- Decreased likelihood of truancy, drug use, teenage pregnancy, and gang involvement;
- More positive relationships with peer and adult mentors;
- Development of civic consciousness and societal awareness including an appreciation for socio-economic, cultural, and generational diversity;
- Development of a commitment to lifelong service.

For Community:

- Access to the knowledge, energy and enthusiasm of youth;
- Positive relationships with the schools in their community;
- Valuable youth time, talent and involvement in community projects;
- Opportunity to positively contribute to student learning.

ABOUT CHILDREN FOR CHILDREN®



Children for Children® (CFC) was founded in 1996 by a group of parents concerned that many New York City children grow up in insular environments without a meaningful connection to, or sense of responsibility for, their greater community.

Children for Children mobilizes the energy, ingenuity and compassion of young people, beginning at an early age, to discover their power and potential to solve real world problems through volunteer opportunities and service-learning programs that instill a life-long commitment to service.

To learn more about our programs, visit our website at www.childrenforchildren.org.

CORE VALUES: BUILDING IDENTITY

Learning Goals

Students will be introduced to **“Be the Change” NY** and explore how their identity makes them part of some communities.

- Students will explore their identities.
- Students will explore their responsibilities as members of their classroom community.
- Students will explore their responsibilities as members of their community.

Materials

- **“Be the Change” NY** Youth Planning Guide pages 7 – 9.

Warm Up: *Let’s Engage!*

Facilitator introduces **“Be the Change” NY** as an opportunity for students to work together to improve their communities. To help students understand what personal identity is and what communities they are a part of, have them fill out pages 7, 8 and 9 in the Youth Planning Guide.

In mid to late adolescence, 14 – 19 year olds are preparing for adult roles, developing a sense of behavioral maturity and learning to control impulses. They may struggle with roles and expectations. A central part of identity development is how we define ourselves in regards to gender, race, or ethnicity and sexual orientation. When we define our uniqueness as a person, we reflect on our beliefs, positions, and values in comparison and relation to other people around us. This helps us find and identify with the communities to which we belong.

Have students think about the question “Who am I?” as they review pages 7-9 in the **Be the Change” NY** Youth Planning Guide

Action: *What Can I Do?*

Students fill out page 7 of their **“Be the Change” NY** Youth Planning Guide. After they have filled in the page, ask them to star the eight traits that are most important to them. These starred traits will be used to fill in the personal character components wheel on page 8.

Facilitator may want to engage youth in a discussion about what traits they consider the most important and why. The answers will vary.

Have students fill out page 8 of their **“Be the Change” NY** Youth Planning Guide. Explain that a community is a group of people with shared interests, or a place where people with shared interests come together. Communities are important because they offer support when their members need help.

As students pick the components of their identities that are most important to them, have them share with each other what they chose and why.

Have student respond to the following questions:

- Is there anyone whose wheel looks the same as yours? Anyone whose wheel is different? (Any student who wishes to elaborate may.)
- Are you surprised by what you’ve learned about the other students? Why or why not?
- Can you call the classroom a community? Why or why not?

Have students read and discuss the following questions found on page 9 in small groups.

- The United States has been called a “melting pot.” What does this mean?
- Other than ethnicity, what are other things that people discriminate against?
- What are the benefits of living with people with identities different from your own? What are the difficulties?
- Throughout history, millions of people have been abused or killed based on their unique ethnic identities. If we could all be the same, would things be easier?
- What are some instances in which people have been discriminated against in the past? What lessons can we learn from these instances?
- Are people being discriminated against today? Who? By whom? How is this situation similar to situations in the past?
- Should people be allowed to discriminate against others based on their identities, or should there be laws to prevent it? If so, in what cases?

Students may disagree with each other- make sure everyone has an opportunity to have their opinions heard! You may want students to write their opinions down after they have discussed them. A debate is a great way for students with different opinions to be taken seriously.

Reflection: How Does This Impact Me and Others?

How do you identify others? Have students look at the pictures on page 9 of the “**Be the Change**” NY Youth Planning Guide, and then create a profile on the person based on their looks. Below is the true information about each:

1. Kate; 24 years old, a nonfiction writer living in Lincoln, NE. Musician-plays bass, Irish drum and fiddle in an Irish band.
2. Maria; 19 years old a florist who just opened her own shop in Providence, RI- is an actor in a community theater.
3. Michael; 20 years old, oncology nurse from Hesperia, CA- plays guitar in a rock band as well as trumpet and piano.
4. Nicholas; 28 years old, stay at home Dad from Austin, TX- dropped out of high school in grade 10, got his GED last year.

--After you have revealed the correct information, discuss how close the students’ profiles were to the reality. How can stereotypes sway your opinion?

CORE VALUES: BUILDING A COMMUNITY

Learning Goals

Students will be introduced to “**Be the Change**” NY and explore the meaning of community.

- Students will explore their responsibilities as members of their classroom community.
- Students will develop a classroom community contract.

Materials

- Poster size paper
- Page 10 of “**Be the Change**” NY Youth Planning Guide.

Warm Up: *Let’s Engage!*

During the course of “**Be the Change**” NY, students will work together to identify a need in the community that they would like to address and develop a project to address this need.

Facilitator introduces the theme of the day as **Community**, *a group of people with shared interests*. A **community** can also be a *place where people with shared interests come together*. Read the story about Mama Carol on page 10 of the “**Be the Change**” NY Youth Planning Guide as an example of a community working together to solve a problem. Ask students to brainstorm examples of different communities.

Examples include: neighborhood communities, where people live together, or school communities, where people learn together. “**Be the Change**” NY is a community of youth who come together to improve their neighborhood community. Ask each student to spend three minutes thinking and writing about their community. What is one thing that they would like to change? How will each student take the first step towards changing the community? After students have written their responses, ask them to share them with the group.



Action: *What Can I Do?*

Students will explore the importance of communities and of individuals’ responsibilities as members of communities; in this case, students’ focus will be on creating a classroom community.

- Facilitator asks students why it’s important to follow guidelines like not interrupting when others are speaking. (Examples may include: to ensure everyone is being heard, to allow everyone to learn, etc.). Ask students to relate this to a community. Why is important for a community to have guidelines?

- Divide students into groups of three or four and ask them to work together to brainstorm suggestions for a Community Contract. This contract, or list of guidelines for participation, will serve as an agreement between students to follow rules that they establish determining how they will participate in “Be the Change” NY.
- When each team has generated at least three ideas for group guidelines, ask that each group go to the board and record its suggestions. (If your classroom does not have a blackboard, use a large piece of paper or poster paper.)
- As a large group, discuss each listed suggestion. (Examples may include: demonstrate respect for ourselves and our peers by listening when others speak, or have a positive attitude, etc.)
- As a large group, ask students to determine which rules are most important. Which, if any, can be eliminated? Why? Ask for one volunteer who will record on poster paper the rules that the class generates and agrees upon.
- Display this Community Contract where it will be visible throughout the course of the program.

Reflection: *How Does This Impact Me and Others?*

Word Whips--Students sit in a circle and give one word to describe how they felt about what they learned/worked on today. (Any student who wishes to elaborate may.) Students briefly discuss what they learned about the theme of the day: **Community**.

Lesson Extension (Optional)

Students will invent their own ideal community. In groups of four or five, ask students to work together to create an ideal community:

- Who would be included? Why?
- Where would it be located?
- What type of rules would exist?
- What would it be called?
- What would everyone have to do to maintain this community?

When everyone reconvenes as a class, each group should share their ideal community.

Facilitators should ask each group:

- Did every member of the group participate in the formation of the ideal community? If so, how? If not, why not?
- How did group members reach decisions about what their ideal community would look like?
- Do you think your friends and family would want to live in your ideal community? Why or why not?

CORE VALUES: RESPONSIBILITY AND CITIZENSHIP

Learning Goals

Students will investigate the responsibilities that come with being a citizen of the community.

- Students will discuss their responsibilities as citizens of a community.
- Students will apply their understanding of responsibility and good citizenship through role play.

Materials

- Bandanas/scarves or other materials that can be used for blindfolds
- Pages 11 – 12 of “**Be the Change**” NY Youth Planning Guide.

Warm Up: *Let's Engage!*

Facilitator introduces today's themes, **Responsibility and Citizenship**. Having responsibility means being trusted to do something. Citizenship means the responsibilities that come with being a member of a community.

Leader Walk—Divide the students into pairs. Give each pair a blindfold (or a scarf). Ask one member of each pair to put on the blindfold. The partner without the blindfold will direct the blindfolded partner from one end of the room to another and make sure that the person wearing the blindfold does not run into any objects or people. After the person has completed the task, the partners will switch roles.

Debrief: Why Does This Matter?

- How did it feel to wear a blindfold and rely on your partner to guide you across the room?
- When you were not wearing the blindfold, how did it feel to be responsible for guiding your partner across the room?
- Do you think you were acting like a good citizen by guiding your partner across the room? Why or why not?
- In this activity, the partner was able to see obstacles and dangers that the blindfolded person could not. What experiences have you had helping someone out of harms way? How does this relate to being responsible?
- What do you think would have happened if your partner had to get across the room without your help?
- What do you think it means to be a good citizen in your community?

Action: *What Can I Do?*

Students will explore responsibility and good citizenship and will continue to consider their own responsibility to help their communities as they work in pairs to fill out page 11 in the **“Be the Change” NY Youth Planning Guide**.

- Students discuss what it means to be responsible and famous. Have students discuss the questions on p. 12 of the **“Be the Change” NY Planning Guide**. How do they feel about fame and responsibility? How would they act if they became famous?
- What are students responsible for in their daily lives? Name some examples of students’ broader responsibilities as citizens of their community, world, etc. What do students feel responsible for? Ask students to name ways that they have acted responsibly or as good citizens.
- Ask students to remember one moment when they felt responsible for improving something as a member of a community (home, school, neighborhood, world, etc.) and to spend 15 minutes writing about that experience. What was the spark that got you going? How did you act? What did it feel like to do something? Students’ “moments” may include anything from deciding to tell someone pick up their trash, to campaigning for awareness. If students cannot think of a moment, invite them to write about something that has moved them to want to do something to benefit others and how they will take action. Students may also write about someone who sets an example that inspires them.

Reflection: *How Does This Impact Me and Others?*

Responsible Citizens Circle—Students sit in a circle and fill in the blank in the statement, “I will be a more responsible citizen by...” Students reflect on **Responsibility and Citizenship** by sharing one way that he or she plans to become a more responsible citizen when it comes to improving their communities. (Examples may include recycling, volunteering, etc.)

CORE VALUES: LEADERSHIP AND SERVICE

Learning Goals

Students will explore and demonstrate leadership and service by reflecting on the qualities of a leader and creating and donating a related children's book.

- Students will explore their own capacity to lead and effect change.
- Students will design and donate children's books that educate other young people about their ability to make a difference.

Materials

- Pages 13 – 14 of **“Be the Change”** NY Youth Planning Guide pages.
- Poster paper
- Construction paper
- Markers
- Stapler

Warm Up: *Let's Engage!*

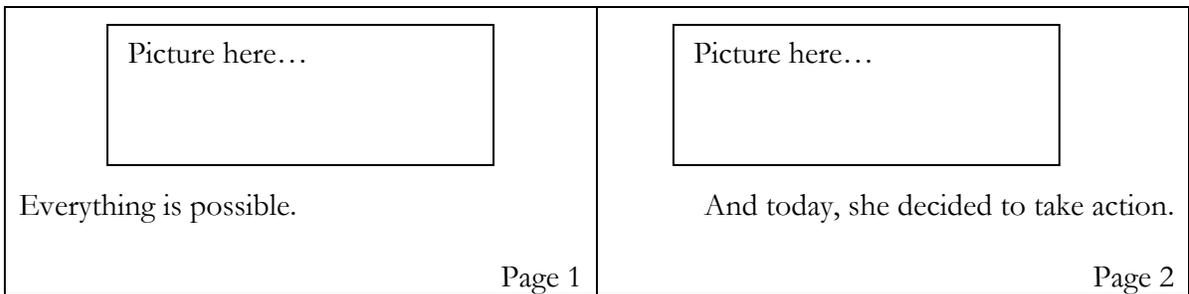
Leaders for Life! Many people turn traumatic, destructive life experiences into a catalyst for inspiration and success. Ask each student to choose a negative experience and to spend five minutes writing independently about how they will find its value or “gift.” Then go around the room and ask each student to tell the group how they will share this gift by acting as a leader throughout this experience.

Action: *What Can I Do?*

- Divide students into small groups of 3-4. Ask each small group to generate a list of leaders. Leaders may include people whose service has impacted many (e.g. Martin Luther King, Jr., Rosa Parks, President John F. Kennedy, Oprah Winfrey, Cesar Chavez, Nelson Mandela, Gandhi, etc.) or few (teachers, coaches, family members, friends, etc.). Leaders may and should include not only those whose work is well-known, but also those who have made a difference in other, less recognized ways. For example:
 - Tiger Woods started a foundation that “promotes the health, welfare, and education of all of America's children” (<http://www.twfound.org>).
 - Shaquille O'Neal is fighting childhood obesity, by working to help families and young people to get healthy (<http://www.shaqsfamilychallenge.com>).
- After small groups have listed leaders, ask each group to brainstorm answers to the question: what do all of these people have in common?
- Ask students from each small group to share with the class what qualities and traits they believe leaders share.

Service Project

- Part of being a good leader is leading by example. Students will demonstrate leadership and service by creating their own Leadership and Service Children’s Book.
- Have students create a “vision” for their books by asking them what they hope a young person will get out of reading it. Do they hope they will improve their reading skills? Do they hope that person will feel inspired by its message?
- Students make a cover with a title (Example: “We Can All Be Leaders”), write a story and illustrate their book.
- They may create books about how to complete a specific service project, such as creating a Campaign for Nonviolence , or write and illustrate a story about someone who does something ordinary or extraordinary to help their community.
- (Optional) Add additional materials to the book to prolong its life and make it more appealing such as adding ribbon to bind the book or using a laminate.
- Students may donate their books to the school library or to a local community center to help educate others about the importance of leadership and service. Students can also set up a time to visit a school or community center to read their books to younger children.



Reflection: How Does This Impact Me and Others?

A Leader Has... Brainstorm with students an exhaustive list of characteristics a leader has. Afterwards, play charades by secretly choosing one characteristic from the board and having a student act it out. They may even impersonate a famous leader to help others guess their trait.

Dr. Martin Luther King Jr. said, “Everybody can be great, because anybody can serve.” Students will reflect on **Leadership and Service** by discussing the big and small ways that they can act as leaders in their community. Ask each student to give one example of how they will take action to become a leader.

Learning Goals

Students will be introduced to the concept of budgeting money to throw a benefit for a cause using a scenario. Students will explore the principals of saving money and budgeting.

- Students will apply the knowledge and thinking skills of mathematics, and business to address real-life scenarios and make informed decisions.
- Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings.

Materials

- Pages 15 – 16 of “**Be the Change**” NY Youth Planning Guide.
- Event Planning Scenario
- Pencil
- Paper
- Calculator
- Computer with internet

Warm Up: *Let's Engage!*

Facilitator introduces the concept of budgeting by explaining to students that they should always have a plan for income before they make decisions about where and how to spend their money. Creating a budget teaches students to think in the long term, rather than the short term when it comes to their spending habits.

Throwing a Bash- How much money might it cost to throw a party? Ask students to think about the last party that they went to and brainstorm a list of items that they'll need to buy, then have students estimate the cost of the party.

Debrief: Why Does This Matter?

Managing money and personal credit history is one of life's most important skills.

- What does being able to afford something mean? Before you buy something, how can you be sure that you can afford it?
- Is spending as much money as you make a wise choice? Is it smart to put money aside for savings?
- If you don't have enough money to cover the expenses, how can you manipulate the budget to help you cover the expense? Are there places that you can save?

Action: *What Can I Do?*

Introduce students to the value of creating budgets and making smart choices with money by taking them through a scenario where they have to raise money and decide how much to spend.

Have students work in pairs to read the scenario and highlight any important information that they'll need to create their budget. They can transfer the information they pull from the scenario to the chart on page 16 of the student guide. Students may add any items not mentioned that they'd like to purchase at the bottom of the chart.

Plan a Poetry Slam Scenario

Last week Bree and Akisha went to a concert. While they were there, they were asked to donate to an animal shelter that keeps homeless animals cared for and well fed until they are adopted. Bree and Akisha were very interested in helping, but didn't have any money.

After discussions with their parents about donating their own money, the girls decided to do something even bigger to raise even more money. So they talked to their teachers and principal about holding a fundraiser at school. They learned about Teachers' Aid Program (or TAP) grants at Children for Children which could help them purchase project supplies. The girls looked online and learned that they could apply for a grant for \$500. It wasn't hard to fill out so they quickly got to work.

The principal, Ms. Bennett agreed to the plan, and offered the school as a venue for the event—with one condition.

"If you decide to hold this event at the school it has to be educational for everyone involved."

So after talking it out with their English teacher, Mr. Zimmerman, the girls decided on holding a poetry slam.

"In class, we are reading the poems of Eduardo Johnson Ramos. Why don't you write a letter asking if he'll come in and read some of his poems that night? Sometimes authors have a speaking fee, so let him know that this is a charity event. Maybe he'll reduce the fee since it's for a good cause."

After a phone call with Mr. Ramos the girls learned that Mr. Ramos would only charge them \$100 for the night!

It was a great start and with the TAP grant the girls wondered if they could hold the event at a restaurant that was nicer than the school. It would only cost them \$350 and would include the cost of food, but not drinks. The restaurant could hold 70 people. If they charged the guests \$5 each they thought they might be able to afford it.

Finally, students will need to research the cost of each item and look at how much money they are able to take in. Is there an opportunity for credit? What would be the best way to use a credit card?

Service Project

Ask students to share what they have learned about creating and managing a budget to other young people. Students can hold a workshop for their peers to share information and strategies.

Reflection: *How Does This Impact Me and Others?*

Encourage students to reflect about today's theme, *Managing Money* by answering the following questions:

- What are the habits of someone who manages a budget well?
- How can creating a budget help you to make smarter choices with your money?

LIFE SKILLS: TIME MANAGEMENT

Learning Goals

- Students will learn the value of time management.
- Students will be able to identify and implement effective time management behaviors.
- Students will practice skills that reflect an appreciation of time and money that will lead to becoming responsible adults.
- Students will demonstrate mutual respect for one another while cooperating and working in learning group activities.

Materials

- Pages 17 – 18 of “**Be the Change**” NY Youth Planning Guide.
- Flipchart

Warm Up: *Let's Engage!*

Facilitator introduces the concept of time management by having students brainstorm ways for them to save time. Explain that time translates into money; budgeting time is as important as budgeting money, and budgeting time well is an important ingredient of business and personal success.

Have students answer the question *Do you feel you manage time well?* with a show of hands. Then have students answer the following questions

- How many hours do you need to study?
- What do you have going on during a typical week?
- How many hours of sleep do you need to be alert during class?
- List the things that distract you the most. Can you come up with a solution to each one?

Debrief: Why Does This Matter?

- What do you think would happen if you were late for work everyday?
- Why does being late for appointments give the impression to the other person that you don't care?
- What the difference between things you need to do and things you want to do?

Action: *What Can I Do?*

Break students into four groups. Give each group a scenario to read (see next page), then have students discuss the problems, solutions, and ways to avoid such a situation. Give the students ten to fifteen minutes to come up with a plan of action.

Scenario 1: On the first day of class you receive an outline of all the assignments for the month. You learn that you have a paper due two weeks. Do you start on it now or do you wait? Would you do it the night before? Why or why not?

Scenario 2: You have a test next Monday and there is a party on Friday night, the game on Saturday, and you have to go home to wash clothes on Sunday. How is the best way to manage your time so that you feel confident about passing the test?

Scenario 3: Your favorite show is on and you have to watch it. You never miss an episode, but you have a chapter to read for social studies due tomorrow. You did not have time before now to get it done and you only have twenty minutes before the show starts. What do you do?

Scenario 4: You want to go and see a movie with your friends- everyone is going. It is Monday and you have a math assignment to do. The plan is to see the 9 o'clock show and you have not started your assignment or even thought about it. What do you do?

Reflection: *How Does This Impact Me and Others?*

Encourage students to reflect about today's theme, *Managing Time* by answering the following question:

What type of organizational tips would you offer other students? Do you have tips that help you? (Example: Do you schedule the easiest task for last? Or the hardest? Why?)

Learning Goals

Students will learn what it means to be “workplace-ready” and how they can prepare themselves to gain employment.

- Students will gain an understanding of the skills and qualities that employers look for in potential employees
- Students will explore strategies that will improve their ability to be workplace ready
- Students will lead workshops on workplace readiness

Materials

- Blackboard/Flip chart
- Pages 19 - 20 “**Be the Change**” NY Youth Planning Guide.

Warm Up: *Let's Engage!*

My Ideal Employee- Ask students to think of a job or career they are interested in pursuing in the future. Next, give students 3-4 minutes to write down a list of five qualities that they want their ideal employee to possess. After students have reconvened as a class, ask the students the following questions:

Debrief: Why Does This Matter?

- Before hiring an employee, why is important for employers to come up with a list of skills and qualities that they are looking for?
- What are some of the qualities of an ideal employee that students came up with? Why did they choose these qualities?

Action: *What Can I Do?*

Introduce the concept of **workplace readiness** to students. Being “workplace-ready” means that you possess the basic skills and qualities that employers look for to succeed in a job. Being workplace ready increases your chances of landing, keeping and moving ahead in a job.

Next, refer students to the following quotes collected from people who hire and interview employees in various job fields (See box below) Each person was asked the following question: *What are the qualities and skills you are looking for when hiring an employee?* Give students a couple of minutes to read each quote. As a class, brainstorm and list some of the qualities and skills that employers look for, based on each quote.

QUOTE A

I usually like to have leaders on my team. I am looking for qualities of a leader, confident, empowering, hands on, initiator, take charge and a person with a heart!

I always believed that it is a key in ones personality since leadership empowers, motivates and organizes people to achieve a common objective and provides moral guidance. It is a service to people and a vision for the future. Effective leadership provides stimulation, inspiration and information!

One of the basic functions of leadership is to unite people; bring people together to achieve common objectives. When leader lacks confidence, the followers lack commitment.

I strongly believe that leadership begins with the heart and not the head! You can love people without leading them but you cannot lead people without loving them!

Eran Sinai, President, CEO, GHI Construction

QUOTE B

The qualities and skills that I look for when hiring will depend on the position, but I would expect that most positions would be looking for someone who can influence others, drive for results, be a team player, and analyze and solve for complex business problems by presenting recommendations or solutions.

Barb Mahnen, Learning and Leadership Development Manager, Bank of America.

QUOTE C

When interviewing for a job, remember to dress, speak, and act like someone who has the position you are interviewing for. When I interview applicants, I look for people who are highly skilled in the area for which they are interviewing and who are:

1. **Articulate.** Use proper grammar and avoid slang or inappropriate language.
2. **Knowledgeable about my company.** Take a little time to research the place you are interviewing at. Most companies have web sites filled with important facts. Think of 2-3 questions about the company related to what you learn. It shows you have a curiosity about where you want to work.
3. **At ease during the interview.** Practice in advance. Think about what questions you might be asked and rehearse your answers. Since you may be nervous during the interview, this practice will help calm you during the discussion.
4. **Real.** Don't be fake. Don't try to be someone you aren't because it will show. Also, make eye contact. The person interviewing you is genuinely curious about what you have to say. They wouldn't have taken the time to meet with you if they didn't have some level of interest in you.
5. **Positive.** Smile. People spend a large portion of their day at work. Therefore, they want to be surrounded by interesting, happy people. The person interviewing you is not only evaluating your job skills, he or she is also considering whether or not you are someone they would want to spend a lot of time with. Happy, upbeat people do far better in interviews than sad, sarcastic, or timid people.

Wiley Blevins, Vice President, Editorial Director

Below is a table of skills and qualities that many employers typically look for when hiring an employee. Review each skill/quality with the student. In the last column of the table, ask students to brainstorm and list examples of what they can do to improve this skill or quality.

SOME WORKPLACE READINESS SKILLS/QUALITIES ARE...	THIS SKILL/QUALITY MEANS...	TO HELP ME IMPROVE THIS SKILL/QUALITY, I CAN...
Oral Communication Skills	clear and accurate expression of spoken information	Example: practice interviewing with others
Written Communication Skills	use of correct grammar, clear presentation of written information	Example: obtain assistance in writing a resume and cover letter
Interpersonal Skills	“team player”, ready to cooperate	Example: practice making eye contact
Personal Qualities	promptness, leadership, positivity, responsibility, honesty, respect, hard worker,	Example: practice meeting friends or getting to appointment 5 minutes early.
Other Basic Skills	use of basic technology, e.g. word processing software, email, and the Internet	Example: take a computer class

Service Project

Ask students to share what they have learned about being ready for the workplace with other young people. Students can hold a workplace readiness workshop for their peers to share information and strategies about how to prepare for getting a job.

Reflection: *How Does This Impact Me and Others?*

Ask students to think back to the warm up exercise where they thought about the qualities of an ideal employee. After completing this lesson, ask students to revise their list. How many of the qualities remained the same? Are there qualities that you removed or added? Why?

THEMATIC LESSON: GOOD HEALTH AND NUTRITION

“Food glorious food!” is the popular refrain sung by the main character Oliver Twist in the musical adaptation of Charles Dickens’ classic literary work *Oliver Twist*. Despite Oliver’s dreams of a sumptuous feast, he is fed only enough gruel to keep him barely alive. Food contains essential nutrients necessary for healthy living. The human body needs seven types of nutrients to fuel life and maintain good health: carbohydrates, proteins, fats, vitamins, minerals, fiber and water. Good nutritional practices include a balanced intake of each of these nutrients while malnutrition, or inadequate nutrition, can stem from the lack of healthy foods or the surplus of unhealthy foods in a diet.

Thinking Globally...

3 out of 10 people in developing countries suffer from a lack of essential vitamins and minerals in their diet.⁷ According to World Bank official, Jean-Louis Sarbib, “Poor nutrition is implicated in more than half of all child deaths worldwide—a proportion unmatched by any infectious disease since the Black Death.” Poor nutrition can also undermine the economic productivity of a nation. When people do not consume adequate nutritional foods, they are more likely to need costly medical care and less likely to work productively due to poor physical health. Therefore, investment in sound nutritional practices is essential to the reducing the rate of poverty around the world.

And Locally...

Malnutrition is not just a problem in developing countries. As noted above, excess consumption of unhealthy foods is the flip side of the malnutrition coin. In the United States, poor nutritional habits have contributed to skyrocketing rates of obesity over the last 30 years⁸. Obesity means weighing much more than your body should, based on your height. Serious obesity-related health problems include diabetes, high blood pressure, heart disease, and cancer. Obesity is the most common, long-lasting health problem among children. Recent research suggests that if this trend continues and obesity rates continue to rise, this generation of young people could be the first to have shorter life spans than their parents.⁹

What will you do to spread awareness about good health and nutrition?



⁷ Repositioning Nutrition as Central to Development: A Strategy for Large-Scale Action. The International Bank for Reconstruction and Development/The World Bank, 2006.

⁸ Data from the National Health and Nutrition Examination Surveys show that among adults aged 20–74 years the prevalence of obesity increased from 15.0% (in the 1976–1980 survey) to 32.9% (in the 2003–2004 survey).

⁹ Jay S. Olshansky, Ph.D., et al., “A Potential Decline in Life Expectancy in the United States in the 21st Century,” *The New England Journal of Medicine* Mar. 2005.

Learning Goals

Students will learn about the importance of healthy behaviors, explore the characteristics of good health, and realize their potential to build healthier lives and communities through good nutrition. Students will work together to educate others by creating flyers and an awareness campaign that promotes good health.

- Students will consider why it is important to be healthy.
- Students discuss their responsibility to educate community members about good health.
- Students will create healthy living flyers to promote good health in their community.

Materials

- Got Health? (see **Resources**)
 - Construction paper
 - Markers
 - Various Nutrition Facts Labels from foods (optional)
 - Pencils (optional)
 - DVD: *Super Size Me*
 - Page 22-25 of the **“Be the Change” NY Youth Planning Guide**
-

Got Health?—Divide the group into two teams. Each team should think of a team name! Then, assign numbers to each student. Each team should have a player #1, #2, #3, and so on, so that everyone is included. Flip a coin to see which team will begin the game. Player #1 from that team will be the first contestant. Use the *Got Health?* Worksheet (See Resources) to complete this activity. Read one question and all four possible answers to the group, but only Player #1 may answer. Teams gain a point with each correct answer, and each player will have one chance to ask their group for help before losing their turn. Each player may continue answering questions until answering incorrectly. When the first contestant misses a question, Player #1 from the second team will have a chance to play, and so on. The team that gains the highest number of points wins!

Debrief: Why Does This Matter?

- Discuss students’ responses to *Got Health?* Which questions seemed easy, and which were more difficult? What might students determine about their personal health habits based on this information? What resources can students use to find out information about nutrition and healthy eating? How can you encourage your friends and family to eat more healthy foods?

Action: *What Can I Do?*

Students will discuss what it means to be healthy, why good health is important for everyone, and how they can educate others about practicing good health.

- As a group, ask students brainstorm what being healthy means to them. Next, ask students to compile a list of behaviors that they define as healthy and unhealthy. This may include listing specific foods, lifestyles, or actions.
- Students should also discuss why it is important to encourage other people to practice good health.
- Students will visit the Centers for Disease Control and Prevention's website to access current facts about the health of young people.
<http://www.cdc.gov/healthyyouth/nutrition/facts.htm>
- Before reading this information, ask students if they were students aware that poor diet can impact our ability to think, or that an unhealthy diet can lead to disease? What information stood out for students? What was surprising? How would students redefine their earlier list of healthy and unhealthy behaviors based on this information?
- If possible, look at various Nutrition Facts labels and have students calculate the number of calories and fat that one person could consume in one meal. Discuss how this could affect the body.
- Divide students into groups of three or four and ask each group to generate at least three reasons why they believe young people may not practice good health. (Answers may include: people don't eat healthy food because they're too busy, don't know how to cook, or don't have enough money to buy healthy food, etc.) Then, ask students to start thinking of strategies that will address these concerns.

Service Project

- Divide students into small groups to brainstorm ideas for a public service announcement about health that targets other young people. Why is it important for your peers to know about health? How can you create a message that will influence other young people? How will you inspire them to take control of their health? Ask each small group to generate one idea for a PSA about health that targets young people. Then, ask each small group to present its idea to the class.
- When each small group has presented its idea, vote so that every student has a voice in choosing the concept for the class PSA.
- As a large group, create a script for the PSA (ideally one that requires the participation of each student).
- As a large group, decide how to present the PSA! (Students may choose to present to a community group, a school during an assembly, and after school group, etc. They may choose to make a video or audiotape of their public service announcement and send the tape to a local radio or TV station! Students may also choose to make and distribute copies of their script to a school community.)

Reflection: *How Does This Impact Me and Others?*

Encourage students to reflect about today's theme, **Good Health and Nutrition**, by discussing the following questions:

- What do you think it means to be healthy?
- What do you think a healthy person eats or does?
- Why is it important for me to be healthy?
- Why is it important for others to be healthy?
- What can I do to promote good health and nutrition in my local or world community?
- Has your perspective on the importance of good health changed or developed?
- How did your team work together to come up with an effective plan to impact others?
- How will your experience working on this project influence how you make choices about health?

Lesson Extension (Optional)

- *Reporters!*—Students will write an article for their local newspaper about the health of their school or home community. Students should focus on creating a compelling piece that will educate and inspire people to take action. Submit articles!
- Undernutrition's most damaging effects—brain trauma, stunting and increased susceptibility to disease—occur during pregnancy and in the first two years of an infant's life. Educating pregnant women and families about the importance of breastfeeding and other important nutrition practices is an important step to reducing infant malnutrition. For further research in this area, students can check out: <http://www.who.int/nutrition/topics/infantfeeding/en/index.html/> Students will create an awareness campaign (flyers, posters, pamphlets, etc) to educate women and families about the importance of good nutrition in preventing early-childhood malnutrition. Materials that students create can be distributed to women in underserved communities who may lack access to this information. For additional places to donate your materials, visit <http://www.lli.org/>

Multimedia Option



Watch the DVD, *Super Size Me*: an Academy Award-nominated documentary film that explores the physical and psychological effects of poor nutrition. After viewing the film, discuss students' reactions. How did the film influence students' thinking? What, if anything, surprised them? How will students' reactions to the film inspire them to act?

THEMATIC LESSON: DEMOCRACY AND CIVIC PARTICIPATION

Government that is “of the people, by the people, and for the people”. These were the famous words used by Abraham Lincoln to define democracy. While no universally accepted definition exists, the main features of a democracy include *government by the people, where every person has the free and equal right to take part in government, whether by serving as a representative of the people or by electing representatives under a free electoral system*. In a democracy, citizens vote.

Thinking Globally...

The word democracy is derived from the Greek *demokratia*, which was coined from *demos* (“people”) and *kratos* (“rule”) in the middle of the 5th century BC¹⁰. During this period, democracy, *rule by the people* was contrasted to alternative systems of governance that included monarchy, *rule by one individual* and oligarchy, *rule by a small group of people*. Today, with the rise of multi-party political systems and universal suffrage, 121 out of 193 countries are classified as electoral democracies¹¹. As more and more people are granted the right to have their say across the world, it is imperative that we become not only more engaged national participants, but also informed and engaged world citizens with the knowledge and agency to tackle global issues such as poverty, human rights and environmental degradation.

And Locally...

How can we empower youth to become engaged stakeholders that contribute, problem-solve, and become agents of positive change in the community? This is a fundamental question of concern as we seek to reverse the trend of youth political disengagement across the nation. Whether students have reached voting age or not, youth voice is a critical component of a flourishing democracy. Youth that remain actively involved in their community can effect powerful and lasting youth-driven change and make more informed decisions as adults. But how can youth actually go about making a difference in their community? There exist multiple avenues for youth voice. Youth may choose to join a civic organization or community group such as the Boys and Girls Clubs, or their local church group. They may choose to attend community board meetings or meet with elected officials to share their views. Youth may use media outlets such as blogs and letters to the editor, or organize public awareness campaigns to bring important attention to an issue. They may also choose to volunteer for a cause in their community. Whichever vehicle students decide to use, it is crucial that young people understand the responsibilities and privileges that come with citizenship, as well as their individual and collective agency to positively shape the society in which they live.

How will you exercise your voice, and in the process, inspire others to do the same?



¹⁰ “democracy.” *Encyclopædia Britannica*. 2008. Encyclopædia Britannica Online. 8 Jan. 2008 <<http://www.britannica.com/eb/article-9029895>>.

¹¹ Paddington, Arch. *Freedom in the World 2007: Freedom Stagnation Amid Pushback Against Democracy*. Freedom House.

Learning Goals

Students will explore the concept of democracy and what it means to vote, why voting is important to our democracy, and how can all people work to be informed and make their voices heard. Students will play a role in ensuring that the opinions of all people make a difference by educating others about active citizenship and encouraging community members to register to vote.

- Students will learn the meaning of suffrage and will review briefly its history in the United States of America.
- Students will consider the process of electoral reform, its origins and impact today.
- Students will devise strategies for encouraging all people to become informed about issues that affect them.
- Students will develop a plan to assist community members in making their voices heard.
- Students will understand how they can effect change by learning to be active members of a democracy.
- Students will consider this election and its potential to impact their lives.

Materials

- Newspapers
- Internet
- DVD: *The Great Debaters*
- Pages 26-27 of the **“Be the Change”** NY Youth Planning Guide

Warm Up: *Let's Engage!*

Make Your Voices Heard: So that students will understand how electoral reform has affected them, ask students to line up as a group. First, move two students to the other side of the classroom and explain to them that they represent white males before the Voting Rights Act and are the only ones allowed to vote. Then, ask students who are black and male to join the white males, as part of the new group of citizens with a voice in government. (Remind students that while the law granted black men the right to vote, often this right was denied based on discriminatory practices designed to exclude black citizens. Organizations like the Ku Klux Klan and other groups prevented the enforcement of the 15th Amendment by using terrorist tactics of violence.) Last, ask all female students to join the males. Remind students that they owe their right to a voice in government to individuals who struggled tremendously to ensure that all citizens would have equal representation and the ability to elect their leaders.

Debrief: Why Does This Matter?

- If you were part of a group that lacked the right to vote for some period of time, how did it feel?
- How does it feel to know that today, all Americans have a free and equal right to participate in government?

Action: *What Can I Do?*

Students will explore their responsibilities as citizens of a democracy and will work to educate others about becoming actively engaged in our government of the people.

- Continue the lesson with a group discussion about democracy. What does it mean to live in a country where citizens are free and are afforded the right to an equal vote?
- What is *suffrage*? (Definition: the right to vote in public elections)
- What is an *amendment*? (Definition: a change, alteration or addition.)
- What are the origins of suffrage in America?

The right of all citizens to vote is the foundation of democracy in this country. Throughout our history, however, many groups have struggled to obtain this basic freedom. In US history, there have been a number of movements for voting rights. When our country was founded, the right to vote was limited to white men who owned property (although freed African-American men were allowed to vote in four states).

 - In 1870, following the Civil War, Congress passed the **Fifteenth Amendment** of the United States Constitution. This Amendment granted voting rights regardless of race.
 - The **Nineteenth Amendment**, passed in 1920, extended voting rights to women.
 - The **Twenty-fourth Amendment** was passed in 1964 and made it illegal for Congress to require that citizens pay taxes in order to vote in federal elections.
 - The **Twenty-sixth Amendment** was passed in 1971 and lowered the voting age from 21 to 18, because Congress believed that citizens who serve in the military should have the right to vote for civilian officials who determine military policy.
 - In 1965, Congress enacted the **Voting Rights Act of 1965**. This law protected the rights guaranteed by the Fifteenth Amendment by ensuring that no one could prevent citizens from exercising their right to vote by requiring literacy or any other tests as a condition for suffrage.
- *Guess Who*: First, ask each student to choose a candidate who is running in an upcoming election. Then, ask students to research their candidate and come up with a list of facts about the candidate and his or her positions. Pass out index cards and ask students to write a fact about their candidate on the card. Collect all of the cards. Without revealing the candidate's identity, read aloud the fact on each card, and ask students to guess which candidate it refers to. Cards should be numbered, and students will write down which candidate's card they think was read on a piece of paper next to the corresponding number. After reading all of the cards, tell students which candidate was referenced on each: students will count their correct answers and whoever has the most points wins! Follow up with a discussion about students' responses. Is there a pattern to their responses? What assumptions did students' make about candidates? Did students find themselves stereotyping candidates and their positions?

Service Project

- Brainstorm with students how to make their voices heard and help others to be active citizens. (Suggestions include: talk to members of their community about issues affecting them, create posters that address issues to be hung on walls of school and other public spaces, organize students to help community members register to vote. (Great resources include www.civiced.org, www.generationengage.org, and www.DeclareYourself.com)
- In groups of three, students will choose an issue that is important to them. Next, using the newspaper or the internet, students will research a candidate in this election who either supports or opposes the issue. Students will choose a means of conveying their viewpoint on this candidate in a way that they believe will influence others to make a difference. In addition, each team will develop and execute a plan to encourage adults and eligible youth in their community to register and vote.
- Get engaged, and have fun!

Reflection: *How Does This Impact Me and Others?*

Civil rights activist Diane Nash said, “Freedom, by definition, is people realizing that they are their own leaders.” Ask students to work in small groups to answer the following questions: How will we take a leadership role in our lives? How did this project help us to become leaders? Why did we feel that the method we chose to convey our point of view would affect this election and by extension, world? Why is helping others to be informed, active citizens an important form of service? Ask each small group to share its responses with the class!

Multimedia Option



Watch the DVD, *The Great Debaters*: a Golden Globe nominated film that chronicles the true story of courageous young people who used their voice to make an impact. After viewing the film, discuss students’ reactions. How did students throughout the film use their voice and inspire others to do the same?

How will students use their voice?

THEMATIC LESSON: IMMIGRATION

From the late 1800s until the mid 1950s, the Statue of Liberty offered millions of arriving immigrants their first glimpse of their new life as they arrived by boat to the United States from Europe. Today, the Statue of Liberty continues to serve as an enduring symbol of welcome to immigrants and American citizens alike. Immigration refers to movement of people from one country to another. There are many factors which can influence an individual or a group of people to leave their country to resettle in another. *Voluntary immigrants*—immigrants who have chosen to leave their country of their own free will, primarily immigrate to improve their economic situation, reunite with family members, and gain access to better education opportunities. In contrast, immigrants that are forced to leave their country due to events beyond their control, e.g., war, slavery, discrimination, etc, are called *involuntary immigrants*.

Thinking Globally...

3% of the world's population, or 192 million people, currently live outside their country of birth. The remaining 97% still live in the country in which they were born¹². In an era where modern forms of transportation allow for easy travel between nations and information can be accessed about living conditions in another country at a click of the mouse, more people are crossing national borders than ever before. The challenge for all countries remains how to effectively manage these large-scale movements.

And Locally...

The United States has been settled by people from all over the world—from the Native Americans who arrived over 10,000 years ago from North Asia, to more recent immigrants who have arrived from countries such as Mexico, China and the Philippines. Everyone's family immigrated to the United States from another part of the world at some point in history. While acts of terrorism and tougher immigration laws have shuttered the open window policy of decades past, the backbone of this country remains built on the sweat and hard work of its immigrant communities.

What will you do to help immigrants feel welcome in your community?



¹² Statistics from the International Organization for Migration. Accessed on Jan 11, 2008 <<http://www.iom.int/jahia/Jahia/pid/3>>

Learning Goals

- Students will learn about some of the important contributions immigrants have made to the United States.
- Students will discuss immigration and separate fact from fiction surrounding the issue.
- Students will develop a resource to make immigrants feel more welcome in their new country by creating a guidebook.

Materials

- Immigrant Match (See **Resources**)
- Handouts of the *Top 10 Immigration Myths and Facts*, found at: <http://immigrationforum.org/documents/TheJourney/MythsandFacts.pdf>
- Internet
- DVD: *In America*
- Pages 28-29 of the “**Be the Change**” NY Youth Planning Guide

Warm Up: *Let's Engage!*

Next students will have the opportunity to learn about some of the United States' most famous immigrants by playing *Immigrant Match* (See **Resources**). In this game, students will work together in pairs to match the famous US immigrant to the correct immigrant description. Students can use the internet to help find the right solutions. The group that correctly matches all of the immigrants to their descriptions in the shortest period of time is declared the winner!

Debrief: Why Does This Matter?

Did any of the answers in this game surprise you? Why or why not? Can you name some other ways immigrants have impacted the community?

Action: What Can I Do?

Fact or Fiction. The topic of immigration is often subject to heated debate among all segments of society. Often, many of the views held are based on myth rather than fact. As a class, ask students to brainstorm some commonly held beliefs about immigrants. Then, list on a blackboard or large piece of paper the following ten commonly held views* about immigrants. In small groups of three or four, ask students to discuss each of these statements and weigh the truth or fiction behind them.

1. Immigrants don't pay taxes
2. Immigrants come here to take welfare
3. Immigrants send all their money back to their home countries
4. Immigrants take jobs and opportunity away from Americans
5. Immigrants are a drain on the U.S. economy
6. Immigrants don't want to learn English or become Americans
7. Today's immigrants are different than those of 100 years ago

8. Most immigrants cross the border illegally
9. Weak U.S. border enforcement has led to high undocumented immigration
10. The war on terrorism can be won through immigration restrictions

**Questions reproduced from the National Immigration Forum, June 2003*

After students have discussed these statements, pass out handouts of the *Top 10 Immigration Myths and Facts*. As a group, ask students to discuss the facts surrounding the myths. Were they surprised by any of the facts? If so, which ones? Do they feel more informed about the issue of immigration? If so, how?

Service Project

- Ask students to imagine what it would feel like to enter a new country (they may not know the language, have any friends, or know how to obtain various resources.) Have students list resources that would be helpful to someone entering into our country for the first time. Such resources may include translation guides, useful phone numbers, and suggestions of locations that offer clothing and food.
- When arriving to a new country, many immigrants rely on the guidance of others to help them adjust to the customs and traditions of their new country. Students will create guidebooks to help new immigrants learn the customs of- and settle into their new country. (Students may choose to create individual guidebooks or one guidebook with contributions from each student.) These books can help immigrant youth navigate through New York City's unfamiliar customs and landscape. Students should include text and illustrations that cover a range of topics that other kids may find useful to know about New York. Suggested topics include: favorite places to go in New York City, interesting facts about New York, favorite places to eat, favorite places to shop, sports teams, how to get around in New York, things to do in the spring/summer/autumn/winter, etc. Be sure to encourage students to use the internet and other resources in order to provide accurate information in the guidebook. Students should complete rough drafts that can be checked for grammar before the final copy is made.
- Students may donate their guidebooks to organizations that help resettle immigrant youth such as the International Rescue Committee (IRC). Visit the IRC at www.theirc.org for an IRC location near you.

Reflection: How Does This Impact Me and Others?

- Ask the students to pretend they have to leave the US to live in another country. What country would each student choose and why? If each student could only take three of his or her belongings along, what would each student bring and why would he or she bring them? What items would he or she leave behind and why?
- In pairs or groups of three, share your answers with your group members. As a class, discuss ways to help immigrants feel more comfortable in your classroom, school and community.

Multimedia Option



Watch the DVD, *In America*: an Academy Award nominated film that tells the story of Irish émigrés who begin again in America. After viewing the film; discuss the students' reactions. How did the family depicted in the film adjust to their new surroundings in New York City? How did this story influence students' understanding of immigration?

THEMATIC LESSON: MALARIA

Every thirty seconds, a child dies of malaria, and worldwide, more children die as a result of this disease than any other. Malaria is caused by the plasmodium parasite and spread by the female *Anopheles* mosquito. This deadly disease is widespread in tropical and subtropical regions, including parts of the Americas, Asia, and Africa. Each year, malaria causes disease in approximately 515 million people and kills between one and three million people, the majority of whom are young children in Sub-Saharan Africa¹³. More than half of the world's population is at risk of acquiring malaria, and the proportion increases each year due, in large part, to growing drug and insecticide resistance, deteriorating health systems, climate change, and armed conflict and natural disasters.

Thinking Globally...

Attempts to control malaria have been made increasingly difficult, as the disease's resistance to existing drugs has grown. Yet, for only a few dollars, an insecticide treated bed net can help prevent the spread of the disease that is killing so many innocent and vulnerable children across South America, Asia, and Sub-Saharan Africa. It is estimated that the widespread distribution of this simple mosquito control could help save the lives of nearly 500,000 children a year in Africa alone. By taking a stand against malaria, youth are empowered to take a global perspective and look at the world as their community at large. As young people reach out to others in the face of this deadly disease, they not only fight malaria, but become global citizens, responding to the needs of people from all nations and backgrounds.

And Locally...

Young people of all ages can take a bite out of this global disease from their own backyard. There are over ten million school-aged children in the United States. If these children were to create a push to educate the public about the urgent need for insecticide treated bed nets to protect the more than 100 million children exposed to malaria each year, significant strides would be made to combat this deadly disease.

How can you help save a child from dying of malaria?



¹³ Snow RW, Guerra CA, Noor AM, Myint HY, Hay SI (2005). "The global distribution of clinical episodes of *Plasmodium falciparum* malaria". *Nature* 434 (7030): 214-7

Learning Goals

Students will explore the global threat of malaria and methods for fighting its spread. Students will also learn how they can take action against malaria through fundraising to purchase insecticide treated bed nets

- Students will discuss the urgency of the fight against malaria in Africa.
- Students will ascertain how people who are exposed to malaria react to its effect on their communities and their country (in this case, Ghana).
- Students will discuss and learn about the connection between poverty and malaria, and the innovative ways that people and organizations are trying to reduce both in Africa.

Materials

- Interview on malaria (See **Resources**) or other first hand account of malaria.
- Access to internet, school library or public library.
- Information on insecticide treated bed nets (http://www.cdc.gov/malaria/control_prevention/vector_control.htm#itn)
- Pages 30-35 of the “**Be the Change**” NY Youth Planning Guide

Warm Up: *Let's Engage!*

Fast Facts—Students will test their knowledge about malaria by answering the following questions in pairs. Each pair should record their answer. After all questions have been completed, the answers will be revealed.

1. Malaria is spread by the male Anopheles mosquito.
 2. Most cases of malaria occur in children under the age of 5.
 3. Malaria is predominantly found in desert regions of the world.
 4. The first signs of malaria are usually fever, aching and headache.
 5. Pregnant women have a higher risk of contracting malaria, which can, in turn, decrease the chance of a baby's survival.
 6. Insecticide-treated bed nets increase the risk of contracting malaria.
 7. Betsy Ross, a British officer in the Indian Medical Service, was the first person to demonstrate that mosquitoes transmit disease from one human being to another.
 8. The average cost for potentially life-saving treatments of malaria cost over \$100.
 9. Four Nobel prizes have been awarded for work associated with malaria.
 10. Malaria can still be found in the United States today.
-
1. *False.* Malaria is spread by the **female** Anopheles mosquito.
 2. *True.* Most cases of malaria occur in children under the age of 5.
 3. *False.* Malaria is predominantly found in **tropical** and **subtropical** regions of the world.
 4. *True.* The first signs of malaria are usually fever, aching and headache.
 5. *True.* Pregnant women have a higher risk of contracting malaria, which can, in turn, decrease the chance of a baby's survival.

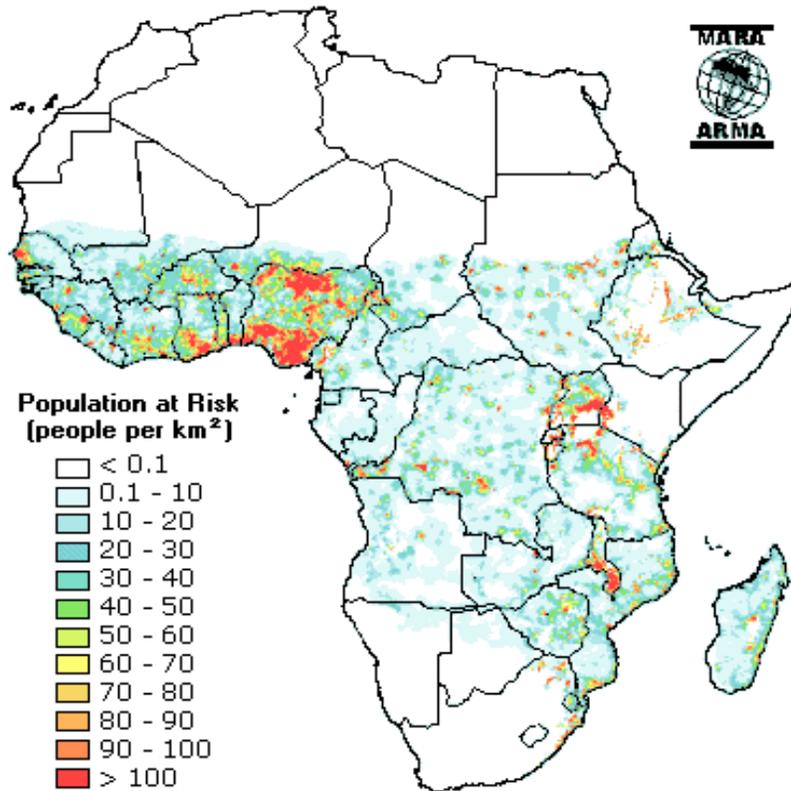
6. *False.* Insecticide-treated bed nets **decrease** the risk of contracting malaria.
7. *False.* **Ronald Ross**, a British officer in the Indian Medical Service, was the first person to demonstrate that mosquitoes transmit disease from one human being to another. Betsy Ross (January 1, 1752 - January 30, 1836) was actually best remembered for having sewn the first American flag which incorporated stars representing the first 13 colonies!
8. *False.* The average costs for potentially life-saving treatments of malaria are estimated to be **US\$0.13 for chloroquine, US\$0.14 for sulfadoxine-pyrimethamine, and US\$2.68 for a 7-day course of quinine.**
9. *True.* Four Nobel prizes have been awarded for work associated with malaria. Sir Ronald Ross (1902), Charles Louis Alphonse Laveran (1907), Julius Wagner-Jauregg (1927) and Paul Hermann Muller (1948).
10. *True.* About 1,200 cases of malaria are diagnosed in the United States each year. Most of these are "imported" by military personnel and travelers to, or immigrants from, countries where malaria is common.
(Information derived principally from <http://www.cdc.gov/malaria/facts.htm>)

Debrief: Why Does This Matter?

Discuss some of the thoughts generated throughout this mini quiz. Was any of this information new or surprising to you?

Action: What Can I Do?

- Begin the lesson by asking all students to read the interview from Ghana (see **Resources**) on the influence of malaria on communities and countries. You may also find stories about the fight against malaria on the World Health Organization website: (www.who.int/features/2005/malaria/en/print.html)
- Discuss these stories with the students. Begin by asking basic questions such as: What is malaria? How is it spread? How do people in sub-Saharan Africa prevent malaria? What treatments are available?
- Focus on the last question; how does malaria affect Ghana? Have students discuss the woman's answer to this question regarding the overall affect of malaria on her country. How is this different than in the U.S.? What methods of medical treatment do we have here that differ from Ghana?
- Use the below map to introduce students to the spread of malaria in Africa. Have them discuss the areas that appear to have the most people at risk (the central region). Where is Ghana on this map?



(<http://www.afro.who.int/malaria/>)

- Student will research malaria and the methods for its control and treatment. (www.cdc.gov/malaria/)
- How is poverty connected with malaria? Ask students to discuss how poverty causes malaria and how malaria causes poverty. Both sides of this debate are important in understanding why malaria is more prevalent in certain areas of the world.
- Each student should come up with a proposal on how best to combat malaria, both short term and long term. Students should also have strong arguments for why they prefer some methods over others, and how they would obtain funding or awareness about the issue of malaria.

Service Project

Children for Children's Sweat for Nets program helps young people from all ages and backgrounds get active in the fight against malaria. Service project examples are listed below.

- Incorporate a malaria awareness presentation, slideshow, or public service announcement into a special Sweat for Nets tennis match, a basketball, soccer, hockey, baseball or lacrosse game. Use the pre-game period or halftime break as an opportunity to talk to the audience about malaria and to present information about the issue to everyone in attendance. If the school or organization is donating the ticket proceeds to Sweat for Nets, let the audience know where the money is going and what it is being used for.

- Organize a school or community-wide Sweat for Nets walk, run, or bike-a-thon and collect pledges for every mile participants go and for the amount of time participants spend doing the activity.
- Create a special Sweat for Nets sports tournament or contest. Invite classmates and young people from the community to participate in a free throw contest, a three-on-three tournament, a bowling tournament, or table tennis tournament.
- Set up a special student/faculty sports game challenge that designed to raise money for insecticide-treated bed nets.
- Create your own fundraising project that will raise funds for insecticide-treated bed nets, such as a neighborhood cleanup campaign or poetry jam.

For more information about how to participate in the Sweat for Nets program, contact Children for Children at info@childrenforchildren.org or call 212-850-4170.

Reflection: *How Does This Impact Me and Others?*

Have students form groups of three or four. Within these groups, ask students to pretend they have been hired by the government of a country with a high incidence of malaria, such as Ghana. The government has asked the group to prepare a report that explains how they can reduce the incidence of malaria in the country. Each group should prepare an oral and visual presentation (e.g., posters and charts) that discusses its recommendations, taking information from the websites they have visited.

THEMATIC LESSON: ENVIRONMENTALISM

“All the triumphs and all the tragedies, all the wars all the famines, all the major advances... it's our only home. And that is what is at stake, our ability to live on planet Earth, to have a future as a civilization.” (*An Inconvenient Truth*, 2006)

Environmentalism spans a diverse array of movements dedicated to the protection, restoration and sustainability of the world's natural environment. Some of these major movements include: reduction of pollution levels, development of renewable energy and decreased consumption of non-renewable fuels, conservation of our natural resources, protection and preservation of endangered species, and the protection of our ecosystem.

Thinking Globally...

The environment is constantly in flux. Every day, humans and natural forces interact to reshape parts of the world and change the natural landscape. Young people can help take a stand for the environment by advocating for international laws, such as the 1997 Kyoto Protocol and the 1992 Convention on Biological Diversity, that seek to preserve the earth for all its inhabitants.

And Locally...

While the environment is a public good shared by all people, everyone has an individual responsibility for ensuring its protection and preservation. Simple actions like picking up garbage from the ground, or more complex undertakings, such as effectively harnessing the power of solar energy, all play a role in maintaining the longevity of our planet. If today's youth do not take action to clean up and preserve the environment now, somewhere down the line, our children and grandchildren may ask us, "What were our parents thinking? Why didn't they wake up when they had a chance?" (*An Inconvenient Truth*, 2006)

What will you do to preserve our planet?



Learning Goals

Students will learn about the importance of environmental responsibility in their local and global community and will promote environmentally responsible practices.

- Students will discuss pollution in their communities and begin to become aware of their impact on the environment.
- Students will discuss how environmental injustice can impact a community.
- Students will explore the benefits of recycling, energy and resource conservation and pollution reduction.
- Students will identify and assess their classroom’s recycling resources.
- Students will participate in the clean-up of their classroom.
- Students will analyze the amount and types of trash found.

Materials

- Recycling Renovation Survey
- Poster paper, or large paper
- Paper garbage bags
- Gloves
- Large pile of old newspapers
- Markers
- Internet (optional)
- Masking Tape
- DVD: *An Inconvenient Truth*
- Pages 36-38 of the **“Be the Change”** NY Youth Planning Guide

Warm Up: *Let’s Engage!*

Hurricane Katrina—Tragedy and Injustice

Ask students to read the following example in their workbook: On August 25, 2005, one of the deadliest and costliest natural disasters to hit the US crashed ashore the Florida coast. One week later, Hurricane Katrina –a category 5 storm – had swept through the Gulf States, causing 1,836 deaths in Florida, Louisiana, Alabama, Mississippi and Ohio. While the tragedy hit the entire nation, it seemed to take a larger toll on urban areas with a largely minority population.

Years before Katrina hit, many environmental activists were already anticipating the effects that climate change and coastal flooding would have on African-Americans in the region. A 2002 fact sheet by the Environmental Justice and Climate Change Initiative stated: “People of color are concentrated in urban centers in the South, coastal regions, and areas with substandard air quality. New Orleans, which is 62 percent African-American and 2 feet below sea level, exemplifies the severe and disproportionate impacts of climate change in the U.S.”

Debrief: Why Does This Matter?

Ask students the following questions: If they were scientists who believed that a city was in danger of a natural disaster, would they come forward with this information? Who would they tell? Is it their responsibility to inform the public? Why or why not?

Action: *What Can I Do?*

Students will explore the importance of their individual and collective responsibility to protect and care for our global community.

What is Environmental (In)Justice?

Environmental Justice is the right of all people to equally share in the benefits and burdens of the environment. Environmental injustice occurs when certain groups carry a greater share of environmental risks and hazards and lack the power to influence decisions about the environment. This includes dumping hazardous waste sites, landfills and incinerators in communities with large minority and poor populations.

Environmental injustice can also exist on an international scale. A major form of injustice occurs when developed countries produce dangerous chemicals and export them to developing countries with relaxed environmental laws.

Ask students to read the examples below (also in their workbooks) and answer the following questions: How is each one an example of environmental injustice? What are possible ways to stop this type of injustice? What are some examples of environmental injustice that you see in your community? What are some steps you can take to combat this injustice?

Example 1: On May 17, 2005, French aircraft carrier *Clemenceau* returned to France after being prohibited from entering a shipyard in India. Earlier in the year, a French shipping agency had signed a deal with the French navy to remove asbestos material from the ship before it could be sold. The shipping company claimed to remove all but 45 tons of asbestos. However, further investigation by various environmental groups found that between 500 and 1000 tons of asbestos remained in the ship. When the Indian government refused to allow the ship to dock, due to a lack of clear documentation about its toxic contents, the French President was forced to recall the ship back to France.

Example 2: The poor, rural, rice-growing community of Guiyu in China has been transformed into a booming electronic waste processing center. Laborers at an electronic waste disposal site regularly burn circuit boards and plastics from old computers. They pour acid on electronic parts to extract silver, gold and other valuable metals. According to reports, nearly 80 percent of children in Guiyu suffer from lead poisoning.

Service Project

Option 1:

- Break the class into two or three teams, and give each team a garbage bag. Make sure that each student has a pair of rubber gloves. Explain that the class will clean up the

classroom, or other appropriate area. Students should pick up trash and place in their respective team's garbage bag. (Students must not pick up glass or sharp objects—the teacher will collect these items. Review the boundaries, and remind students that they have 10 minutes to pick up as much garbage as possible. The team that collects the most garbage wins!

- At the end of the allotted time, instruct students to sort the trash onto old newspapers that should be spread out onto the pavement, floor or table. Record each type of trash, and count trash items in each category. Ask students to record their data; students may create a bar graph that illustrates their findings.
- Optional: Encourage students to walk around their chosen area and note the locations where there are high volumes of trash. Ask students to create posters for these areas reminding people to put trash in its proper place!

Option 2:

- Divide students into pairs or small groups that will walk around their center or community and complete the Recycling Renovation Survey on the following page.
- After students have completed the survey, they will remain in their small groups and brainstorm ideas for projects that promote environmental responsibility among students in their center. (Examples of project ideas include: create recycling signs to place on trashcans and bulletin boards, reminding other students and school administrators how and what to recycle; collect yogurt containers and other non-recyclable containers, and reuse them as cup holders for markers, paintbrushes, pencils, etc.; create scrap paper books for scratch work, using the blank side of discarded paper etc.) Encourage students to be creative in coming up with their own ways to create a more environmentally friendly school community!

Reflection: *How Does This Impact Me and Others?*

Discuss with students why it is important to reduce, reuse and recycle in their community. How did students help to encourage reducing, reusing and/or recycling in the school community? What changes will you make in your behavior to help the environment?

Lesson Extension (Optional)

Keep Recycling!—Do you recycle? If so, how much trash gets recycled instead of thrown away? What if your whole family recycled? Your whole street? Your neighborhood? Your city? How much waste would be recycled, instead of thrown into landfills? Start a recycling campaign in your center and home community!

Multimedia Option



Watch the DVD, *An Inconvenient Truth*: an Academy Award winning documentary film that explores global warming. After viewing the film, discuss the students' reactions. What, if anything, surprised students? How did the film impact students' perspective on the environment, the consequences of pollution and their role as citizens of a shared world?

Recycling Renovation Survey*

1) Does your classroom recycle? _____ Yes _____ No

If so, what products? _____

2) Does your classroom reuse materials that might otherwise be thrown away?

_____ Yes _____ No

If so, please describe:

3) Does your classroom reduce the amount of waste produced?

_____ Yes _____ No

If so, please describe:

4) Does your classroom have a list of the recycling guidelines in your city?

_____ Yes _____ No

5) Based on the answers above, how environmentally friendly is your classroom?
(Circle one)

very environmentally friendly somewhat environmentally friendly not environmentally friendly

6) List some areas where your classroom can improve its environmental friendliness:

****Note: This survey can be printed on recycled paper!***

THEMATIC LESSON: WATER QUALITY AND CONSERVATION

“**W**ater is the most basic of all resources. Civilizations grow or wither depending on its availability.” (*Dr. Nathan W. Snyder, Ralph M. Parsons Engineering*)

Throughout the world, millions of people lack access to clean water. Without this important life resource, people die. This project provides a hands-on opportunity for students to learn about water: how we use it, waste it and conserve it. This project will also provide students with an opportunity to take action and save lives through their efforts to conserve water.

Thinking Globally...

5,000-6,000 children die each day—that’s one child every 15 seconds—because they lack access to clean drinking water. The United Nations has set a goal to reduce the number of people without access to clean drinking water by half: currently, this number hovers around 1 billion. Although the world has the technology and means to meet this goal, success will require significant efforts on the part of governments and individuals.

And Locally...

In the United States, people have access to clean, safe water; however, this is not an unlimited resource—wasted water impacts everyone. Throughout this lesson, students will work together to serve their local and world community by designing a service project to address issues of water quality and conservation.

What will you do to help conserve our water supply?



Learning Goals

- Students will explore water quality and conservation.
- Students will make connections between water quality and conservation locally and water quality and conservation globally.
- Students will serve their local and/or world community by designing a service project to address issues of water quality and conservation.

Materials

- Internet (Non-essential)
- Pages 39-40 of the **“Be the Change”** NY Youth Planning Guide

Warm Up: *Let's Engage!*

Water Quiz—Test students' knowledge of the following water facts. Divide students into pairs and ask them to answer the following questions. Be sure to go over the correct answers to help gauge student knowledge and understanding:

1. Q: What is the wearing down or washing away of soil called?
A: Erosion
2. Q: Where is 97% of the Earth's salt water supply located?
A: Seas and oceans
3. Q: What is the source of energy for the water cycle?
A: The sun
4. Q: What is the chemical symbol for water?
A: H₂O
5. Q: What percentage of the Earth's water is freshwater?
A: 3%
6. Q: What percentage of your body is made of water?
A: 75%
7. Q: How long can a person last without water?
A: 5 to 7 days
8. Q: How many gallons of water does the average person use daily?
A: 140-170
9. Q: How many gallons of water are wasted each day in the US by leaky faucets?
A: 928 million
10. Q: True or False. A person can drink up to 3 gallons of water a day.
A: True
11. Q: True or False. Since soda is made of water, drinking it gives you the same benefits as drinking water.
A: False (Besides having artificial flavors which can be harmful to the body, many sodas have caffeine which can act as a diuretic, preventing water from traveling to necessary locations in the body.)
12. Q: True or False. Water gives your body energy.
A: True

Debrief: Why Does This Matter

- Which answers surprised you?
- Which answers did not surprise you?
- Do you feel that you are wasteful of water? If so, how?
- How do you think we can help conserve water?
- How can improving water quality improve health for people all over the world?
- What would you do now to conserve and improve the quality of water on Earth?

Action: What Can I Do?

Begin by asking students to brainstorm ways they use water each day and record students' responses on the board. Remind them to begin at the beginning with showers, teeth brushing, breakfast, and etc. As they consider how they use water, encourage students to think about *how much* water they use in a given day and then to begin estimating their weekly water consumption. Some questions to take into account include:

- How much water do you use when you brush your teeth? Do you keep the water running while you brush your teeth?
- How many times a day do you flush the toilet?
- How many minutes do you spend in the shower? How much water do you waste by waiting for it to reach the right temperature?

As students estimate their daily and weekly water consumption, ask them to visualize a two-liter bottle, the standard container for soft-drinks. If one two-liter bottle contains about half a gallon of liquid, how many gallons do students estimate they use each day? Ask students to record their name and estimation on a piece of scrap paper.

Over the course of one week, ask students to keep track of their water usage by creating a chart like the one shown below, with columns representing each day of the week and activity requiring water. If creating weekly charts is not practical, ask students to record their water usage for one day.

Weekly Water Consumption Chart

ACTIVITY	MON.	TUES.	WED.	THUR.	FRI.	SAT.	SUN.	TOTAL:
SHOWER								
BRUSH TEETH								
FLUSH THE TOILET								
CLEAN THE DISHES								
WASH CLOTHES								
COOK WITH WATER								

When students have begun to develop an understanding of the amount of water they use, discuss with students the water usage data compiled by the U.S. Geological Survey and the New York City Department of Environmental Protection.

- An average American sink faucet releases 3 gallons of water per minute.
- An average American showerhead releases 5 gallons of water per minute.
- An average American bathtub holds 36 gallons of water.
- An average American toilet uses 5.5 gallons of water per flush.
- An average American washing machine uses 40 gallons of water per load.
- An average American dishwasher uses 15 gallons of water per load.

Note: These statistics represent average household appliances and do not account for water efficient or low-flow appliances. Additional information can be found at www.usgs.gov and www.nyc.gov/html/dep/html/home/home.shtml.

Consider that an average American uses over 100 gallons of water each day. Most people in developing countries use less than 2 gallons daily.

Discuss water quality and conservation: what are the main issues, and how are we responsible for preserving our water supply?

Every living organism needs water. Roughly 70% of the Earth is covered by water; however, less than 1 percent of this water is safe and accessible for human use. And even an abundant quantity of freshwater does not translate into a large supply of drinkable water. In order for freshwater to be safe and usable, it must go through a treatment process where it is cleaned and purified. Discuss with students the following:

- There is the same amount of water on Earth today as millions of years ago. If the Earth's population continues to grow, what does this mean for our supply of usable water? Why is water conservation important?
- How can each of us conserve this important resource?
- How will students help to keep water clean? Remind students that we all have a responsibility to keep water sources free from pollution. This starts by keeping our sidewalks and streets clean so that garbage and other toxins will not clog and contaminate the water.

Divide students into small groups of two or three. Within small groups, ask students to continue thinking about their individual data and to review the records of their group. What have they discovered? What do their findings mean? Which activities are performed more than others? How do results compare between members of small and large households? Ask students to focus on essential versus wasteful water usage; for example, using water to wash dishes is important because it helps to destroy bacteria, but running water for long periods while washing dishes may be wasteful. Encourage students to discuss methods of water conservation for each listed activity. Students may also research water-efficient, low-flow, and other environmentally-friendly appliances to determine methods of conservation.

When students have reviewed and assessed the water usage data generated by members of their class, ask students to think about how their lives would change without free, unrestricted access to clean water. What if simple activities like turning on the kitchen sink to wash a dish or get a cup of water were impossible?

- Consider what we have learned so far about water: our basic, human need for clean water and our shared responsibility for protecting water resources. How will students make a difference in our environment?
- Access to clean water must be a basic right of all people. As a class, students will work together to serve their local and/or world community by designing a service project to address issues of water quality and conservation.

Service Project

Students may decide to plan service projects based on one or more of the following suggestions:

Adopt Sewersheds and Storm Drains

Sewersheds are drainage areas made up of miles of underground pipes and sewers that guide wastewater from a section of the city to the water treatment plants. (Wastewater is water that goes down drains when we flush the toilet or run water from the faucet, etc.) Storm drains are grates on street surfaces that drain rain water and melted snow, guiding water to underground pipes. Sewer systems carry combined water (wastewater and storm water) to treatment plants. Sewersheds can become clogged with polluted water when people flush extraneous or hazardous materials down toilets or drains. When this occurs, the water treatment process can become a longer, more expensive procedure. Like sewersheds, storm drains may also become clogged with garbage in streets. When this occurs, storm water becomes polluted and the water treatment process becomes more difficult and costly.

- We can "adopt" sewersheds and storm drains by working together to protect them from pollution!
- Arrange for students to walk through the community and locate storm drains.
- Create an adoption calendar with space for students to sign up in groups for the responsibility of cleaning up the storm drain and the street.
- Educate others about keeping streets and drains free from pollution!

Begin a Water Conservation Campaign

- Continue to research methods of conserving water. (Students may refer to the New York City Department of Environmental Protection's website (www.nyc.gov/dep) as a good place to start.
- Begin a water conservation campaign by creating posters and flyers with statistics about water consumption and suggestions for conservation.
- Hang posters throughout the center or set up tables where students can distribute information about water conservation.
- Ask for permission to hang posters and distribute flyers throughout the community and in local businesses.
- Create easy-to-use packets detailing methods for conserving water, photographs, and additional resources, and distribute packets throughout the community.

- By increasing community awareness and encouraging donations, students may raise money to purchase water-efficient appliances for their school, or donate resources to a water quality or water conservation organization. Some suggested organizations include the NY/NJ Baykeeper (www.nynjbaykeeper.org), Riverkeeper (www.riverkeeper.org), or the New York City Department of Environmental Protection (www.nyc.gov/dep/).

Participate in World Water Day

- March 22 has been designated by the United Nations General Assembly as World Water Day, an opportunity for people around the world to raise awareness about the international water crisis and take action to provide our global community with clean water. In 2008, New Yorkers will participate in a **Walk for Water** to raise awareness and money for the international water crisis. Find out how your school can participate in NYC's **Walk for Water** by contacting *UNICEF* (www.unicef.org), or visit www.unwater.org to learn more about World Water Day.

Build Rain Collection Barrels

- Rain collection barrels collect rain water from roof gutters that can be reused to water plants and trees.
- Reuse water and care for your environment by building rain collection barrels using recycled containers, such as empty two-liter bottles of soda, milk carton containers, or even trash cans. Place barrels on a sturdy base under roof gutters when it rains, and re-use the water you collect!
- For more information on rain barrels or green initiatives in New York City, please visit New York City Department of City Planning (www.nyc.gov/html/dcp/home.html), TreePeople (www.treepeople.org), or MillionTreesNYC (www.milliontreesnyc.org).

Build Wells to Provide Fresh Water Around the World

- Contribute directly to the construction of wells, and help to bring fresh water to developing communities in need by organizing a “Campaign for Clean Water” event or Awareness Week. Encourage students to work together to raise awareness and the funds necessary to make safe, clean water available to people around the world! For every \$1 that students raise, 40 children are provided with access to clean water for one day.

The following organizations work to build wells and provide clean water worldwide:

African Well Fund
www.africanwellfund.org

Global Water
www.globalwater.org

Play Pumps International
www.playpumps.org

Water 1st
www.water1st.org

Water Aide
www.waterraide.org

World Vision
www.worldvision.org

Reflection: *How Does This Impact Me and Others?*

Ask students to sit in a circle and discuss as a group how this project has impacted their approach to water and their perspective on human rights. If access to clean water is a basic human right that not all people enjoy, what other basic human rights might students benefit from that other young people across the world lack? For example, lack of access to clean water often means lack of access to education: when young people spend hours each day collecting water, they cannot attend school. How will students continue to exercise their rights in ways that impact others? How will they continue to work together? Encourage students to continue raising awareness by creating original art, poetry, or music about water conservation and access.

THEMATIC LESSON: HOMELESSNESS

As defined by the U.S. Department of Housing and Urban Development, “Homeless” or a “homeless individual or homeless person” is:

1. an individual who lacks a fixed, regular, and adequate nighttime residence;
2. an individual who has a primary nighttime residence that is:
 - a supervised, publicly or privately, operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill);
 - an institution that provides a temporary residence for individuals intended to be institutionalized; or
 - a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

Thinking Globally...

The global housing crisis impacts all of us. Throughout the world, millions of people experience homelessness each year, and of these, many are young people. According to the United Nations, 100 million people are homeless and 1.6 billion people live in substandard housing, lacking access to clean water or adequate sanitation. Of these, many live in urban slums, overcrowded areas that typically lack access to electricity, clean water and sanitation. Estimates indicate that 32 percent of the global urban population lives in slums, nearly one out of every three city residents, and the United Nations reports without serious action, this number will near 2 billion within 30 years.

And Locally...

In the United States, roughly 3 million people, including 1.35 million youth (between 5 and 8 percent) experience homelessness each year. And this number continues to increase as young people exit the foster care system, mental health and juvenile justice facilities.

What will you do to help reduce the numbers of homeless people living in your community?



Learning Goals

- Students will discuss homelessness, global and local, and explore the meaning of sharing their resources with others.

Materials

- Internet (Non-essential)
- DVD: *The Pursuit of Happyness*
- Pages 41-42 of the “**Be the Change**” NY Youth Planning Guide

Warm Up: *Let's Engage!*

8 Seconds- Give students 3-4 minutes to write down a list of their 8-10 most prized possessions. Now, ask students to imagine that they are at home when a fire breaks out. Tell them that they will have 8 seconds to choose and write down only one possession from the list to take with them—the possession must be something that they alone can carry. After eight seconds, tell the students to put down their pens and pencils.

Debrief: Why Does This Matter?

- What did you choose to take and what did you choose to leave behind?
- Was your choice difficult? Why or why not?
- How would it feel losing your prized possessions? Is there anything that you own that cannot be replaced?
- Using this example of a simple house fire, could homelessness happen to anyone?

Action: What Can I Do?

Students will begin to examine homelessness and their ability to make a difference in the lives of homeless members of the community.

- Divide students into small groups of three or four, and ask them to think about the population of homeless people in New York. Students should brainstorm about the needs of people without homes. Included are a some figures from the National Alliance to End Homelessness (www.endhomelessness.org)
 - Approximately 3.5 million people are likely to experience homelessness in a year
 - 1.35 million (or 39%) of those people are children
 - 43 % of children living with homeless parents are under the age of 6
 - Homeless children go hungry twice as often as other children
 - The fastest growing segment of the homeless population is families with children
- For a fact sheet about homelessness for students and suggestions for how young people can help homeless members of their communities, visit: www.endhomelessness.org/section/data/data_and_research

Service Project

In order to work toward the elimination of global poverty, people must have access to safe, clean, affordable housing. Each of us can make a difference by: acting as advocates and raising awareness about homelessness, working to increase the global supply of housing, or developing a plan to impact people affected by homelessness. Brainstorm with students about how they will take action.

- Contact a local Habitat for Humanity (www.habitat.org) to find out how to work with community members to build homes for families in need.
- Many homeless children lack blankets and pajamas: start a drive to collect these items, and donate them to a local shelter.
- Organize a food drive for a local food pantry or shelter.
- Volunteer at a local soup kitchen.
- Research the rates of homelessness in your community or state; then write letters to local, state or national representatives asking them about their plans for taking on this serious problem.
- Contact Emergency Communities (www.emergencycommunities.org), a non-profit organization that provides community-based disaster relief.
- Since the homeless population is exposed frequently to extreme cold, make fleece scarves for homeless New Yorkers and donate them to a local shelter or to a non-profit organization like Homes for the Homeless (www.homesforthehomeless.com) for distribution.

Reflection: How Does This Impact Me and Others?

Ask students to reflect as a class or individually on the following question:

How have your views of homelessness changed or not changed as a result of this service project?

Multimedia Option



Watch the DVD, *The Pursuit of Happyness*: an Academy Award-nominated film based on the true story of a family that experiences homelessness and overcomes it. After viewing the film; discuss the students' reactions. How did film the influence students' thinking? What, if anything, surprised them? How will students' reactions to the film inspire them to act?

THEMATIC LESSON: RELIGHT US

Many people don't realize that the average home produces more CO₂ gas than the average car, because the electricity we use comes from burning fossil fuels. When fossil fuels like oil and coal, are burned to produce the electricity we use in our homes, we are adding greenhouse gasses into the air. The environment is filled with carbon dioxide and other gasses that are harmful to the earth.

Thinking Globally...

Incandescent light bulbs produce a lot of heat to create the amount of light we need. And because most of the heat escapes through the glass bulb, 90% of that energy is wasted. In order to heat the filament enough to glow and produce the light we need, a lot of extra electricity has to be generated. That means that incandescent bulbs are a very inefficient way to produce light.

Since a fluorescent bulb produces less heat and just as much light, it is much more efficient than an incandescent bulb. In fact, it is 4 times more efficient, lasts up to 10 times longer, and uses 50 – 80% less energy than an incandescent light bulb. It's a quick and easy way to conserve energy, save money and reduce your carbon footprint.

And Locally...

Students can get involved by getting their parents or guardians to change their light bulbs at home from incandescent to CFLs. They can work together to convince neighbors and friends by creating a team and signing up to make the switch on the RelightUS website. RelightUS is a program that was started to help youth join in the fight against global warming. Switching to CFL bulbs reduces the amount of energy we use and the carbon emissions we produce. And, CFL bulbs last up to 10 times longer than standard light bulbs.

How will you convince others to cut down on greenhouse gas emissions?



Learning Goals

Students will learn about the problems and challenges we face in the fight against global warming. They will learn that small changes can add up to big differences in helping to slow down the emission of CO₂. Students will learn specifically about how and why CFL bulbs are more energy efficient.

Materials

- Computers with internet
- Books and articles about global warming, the earth's environment, and fossil fuels
- Chart paper or chalk board
- Butcher paper- large enough for every student in the school to sign
- Index cards
- Markers
- Tape
- Pages 43-44 of the **"Be the Change"** NY Youth Planning Guide

Warm Up: *Let's Engage!*

Writing an Environmental Pledge Ask students what they know about global warming, its causes and effects on our environment, and what we can do to reduce the amount of carbon emitted into the atmosphere.

Then, students will write a pledge promising to do their best to stop global warming and convincing others to do likewise. Students should think carefully about the words in the pledge. Remind them that they are promising to be true to a cause. They may decide to pledge to switch to CFL bulbs, turn off the lights and remind others to do the same, and unplug unused chargers and other equipment.

You may want students to think about what it means to pledge or promise loyalty and allegiance to a cause they believe in.

After the groups are finished writing, give them time to share out what they have written. As a whole class students, will create a pledge for the entire school using the best parts of each small group's pledge.

Debrief: Why Does This Matter?

Discuss the students' responses to writing the environmental pledge. What parts were easy to write and what parts were more difficult? Did anything about this activity surprise you?

Action: *What Can I Do?*

Ask your students how they feel about the following statement: *conserving electricity doesn't just save money, it also saves the environment.*

Have students who agree with the statement raise their hands to whether they agree or disagree.

Split your class into two groups- pro; the students who agree with the statement and con; those who disagree.

Place students who agree with the statement on one team, and place the students who disagree on the other.

Give both teams the persuasion map to fill out. They may work as a group or in pairs. In the two groups, have students research the following topics: CFLs, carbon emissions, fossil fuels and coal burning to support their position. Use the Relight website (www.relightus.com), the internet and the library as research tools to help you.

Some other good sites are:

- Nrdc.org
- Stopglobalwarming.org
- Adventureecology.org
- Need.org
- Planetfriendly.org

Give students a few days to gather the information they need to support their statements and organize their thoughts using the Persuasive Map.

Setting up a debate in your classroom:

1. Begin the debate with the pro side speaking first. Allow them 3-5 minutes of uninterrupted time to explain their position.
2. Repeat for the con side.
3. Give both sides about three minutes to confer and prepare for their rebuttal.
4. Begin the rebuttals with the con side and give them three minutes to speak. All members must participate equally.
5. Repeat for the pro side.
6. Allow the audience to ask questions of the debating teams.

Reflection: How Does This Impact Me and Others?

Have students sit in a circle, on the floor or at their desks and give one word to describe how they felt about what they learned in this lesson about the environment and global warming. This is called a whip around, and the idea is that it moves quickly.

SERVICE PROJECT: COMMUNITY NEEDS (PART ONE)

Note: Groups that wish to learn more about a specific community need such as immigration, good health and nutrition, environmental awareness, homelessness, democracy, water quality and conservation and malaria, can use the included thematic lessons or conduct additional research on a community need of their choice.

Learning Goals

Students will consider the meaning of community needs and will generate a list that details the needs of their own community.

- Students will differentiate between needs and wants.
- Students will identify, examine and list the specific needs of students' community.

Materials

- Bubble Map worksheet (see **Resources**)
- Poster board
- Markers

Warm Up: *Let's Engage!*

Facilitator introduces the theme for the next two sessions, **Community Needs**.

Community Needs are things that are essential to improving a community. **Needs** can often be confused with 'wants'. While a 'need' is something you can't do without, a 'want' is something that would be nice, but is not *essential*.

Need vs. Want Statements—Write the statements below on the blackboard or on a large piece of paper. Ask students to discuss in small groups or as a class which of the two words, 'want' or 'need', should be added to complete the statement. The correct answer will often depend on the situation.

- | |
|--|
| I _____ food to survive. |
| I _____ my PlayStation. |
| I _____ to take my medicine to help me get well. |
| I _____ to be an NBA superstar. |
| I _____ a new bike. |
| I _____ oxygen. |

Debrief: Why Does This Matter?

Was it always easy to tell which statement was a 'need' versus which statement was a 'want'? Why or why not? Which is more important? What is the difference between something a community needs and something it wants?

Action: *What Can I Do?*

Students will explore the importance of communities' needs generally and begin to examine their own community's needs.

- Using one or more of the methods below, facilitators should work with students to generate a list of community needs. As much as possible, guide students toward making this decision independently in order to facilitate their ownership of the project. Some ways to help students choose a community need include:
 - *Bubble mapping*—Create a bubble map of community needs (see **Resources**)
 - *Community walk*—Students walk around the community to make observations and gather information about community needs. What resources are available? What is missing?
 - *Community needs survey*— Survey community members about their needs
 - *Community meeting*—Hold a forum for community members to discuss what need should be addressed
 - *Interview senior citizens*—Sometimes those who have lived in communities longest have good perspective about important needs. Remember to prepare carefully before any interview by thinking about and discussing what you will ask, and how you plan to pose questions.
 - *Three wishes*—Ask a variety of people to name three wishes for their community, and tally their responses.
- Work with students to create a Bubble Map (see **Resources**)
- Work with students to compile their ideas into one list of community needs.

Reflection: *How Does This Impact Me and Others?*

Letter to the Editor—Gandhi said, “My life is my message.” Ask students to reflect on their own message—what they want to stand for and change—and write a letter to the editor of the local newspaper about how to address a community need.

SERVICE PROJECT: COMMUNITY NEEDS (PART TWO)

Note: Groups that wish to learn more about a specific community need such as immigration, good health and nutrition, environmental awareness, homelessness, democracy, water quality and malaria, can use the included thematic lessons or conduct additional research on a community need of their choice.

Learning Goals

Students will continue to become aware of and explore community needs by engaging directly with members of their community.

- Students will begin to determine community needs by participating in a community walk and conducting a community survey.
- Students will make observations about the nature of community needs by evaluating the results of their research.

Materials

- My Community Survey (see **Resources**)
- Clipboards (optional)
- Additional sharpened pencils (optional)

Warm Up: *Let's Engage!*

Facilitator reviews today's theme, **Community Needs**.

What's Needed?—Facilitator chooses one student to stand in the front of room, and all other students are given 20 seconds to try to memorize what he or she looks like. Next, this student will leave the room briefly, change something about his or her appearance (i.e. one earring taken out, one shoelace untied, etc.), and return. The class must guess what has changed. Facilitator may choose to repeat with different students.



Debrief: Why Does This Matter?

Discuss with students what made this game difficult and whether it may be difficult to determine what people and communities need. What did students learn about being observant that could help? What else might have helped (i.e. would it have helped to have been able to ask questions, etc.)?

Action: *What Can I Do?*

Students will continue to learn about community needs by surveying community members.

- Facilitator explains that it can be difficult to figure out what a community needs without asking directly. Last week, students brainstormed possible community needs. This week, they will ask community members themselves. One way to do this is by conducting a survey. Surveys involve asking different people the same questions about a topic and recording their answers.

- What are some questions that students would like to ask community members to help determine community needs?
- Facilitators plan a community walk around the school or area immediately surrounding it; or, set up a table in a location where students can ask passersby to participate in their survey.
- Lead students on a walk around their school community, or set up a station to conduct a survey about needs using *My Community Survey* (**See Resources**).
- What did students notice about community members' responses? What did they have in common? What was different?

Reflection: *How Does This Impact Me and Others?*

Sequence Stories—Students sit in a circle and describe the day's events, in order, one at a time. Then, discuss with students what seems most important. What did they learn from surveying community members?

Lesson Extension (Optional)

Keep on Surveying!—Students design surveys to gather feedback about other issues such as: school lunch, ways to recycle in school, active games that could be played in gym, assemblies about healthy eating or exercising, etc.

Interviews!—Students contact community members, i.e. teachers, parents, neighbors, senior citizens, business people, local council members, etc.—to conduct interviews with about community needs. Remember to plan carefully before conducting interviews!

SERVICE PROJECT: COMMUNITY ASSETS

Learning Goals

Students will become aware of and explore community assets.

- Students will brainstorm relevant community assets and begin to determine how support from these assets would benefit the community.
- Students will begin to determine how identified community assets might influence their approach to the service project.

Materials

- My Community Assets (see **Resources**)

Warm Up: *Let's Engage!*

Facilitator introduces today's theme, **Community Assets**. A **community asset** is anything that can be used to improve the community. While community needs look at what is missing from a community, community assets look at whom or what is available to help meet these needs. A community asset can be a person—i.e. the local gardener who plants flowers to make the community more beautiful. A community asset can also be a place—i.e. the hospital which helps take care of sick people, or a school, church, library, or park, etc. Anyone has a chance to be a community asset by doing their part to help the community.



My community is unique because..... In this warm up activity, students will stand in a circle and complete the phrase, “My community is unique because...” For example, “My community is unique because there are several churches of various denominations.” This activity is intended to get students thinking about some of the positive things that they like in their community.

Action: *What Can I Do?*

Students will learn more about ways they can use community assets help address community needs.

- As students start planning their upcoming service project, it is important to think about community assets and potential resources that may help them address a community need. Students will use the My Community Assets (see **Resources**) worksheet to brainstorm: a) Who are what are assets in the community? b) How are these people, places or things assets to the community? In addressing these questions, students should think about resources which help improve the community and make the community a better place to live in.

- After completing the worksheet, the facilitator should ask the students the following questions: Do you take advantage of these assets? How could you take better advantage of these assets? How will these thinking about these assets help us plan our service project in the upcoming weeks?

Reflection: *How Does This Impact Me and Others?*

Our Strengths List—Divide students into small groups of three or four. Provide each group with a large piece of paper. Working as a team, have students list five to ten of their individual strengths and talents. Once students have created their personal lists, have each group discuss their member's strengths and list the group's overall strengths. Discuss how students might use these assets/strengths in the upcoming weeks to help them plan the service project. Encourage students to share their lists with the class and then post them for everyone to see.

SERVICE PROJECT: INTRODUCING THE *IGNITE* PLANNING MODEL

Learning Goals

Students will begin preparation for their service project by learning about the steps they will follow to carry out their project and by creating IGNITE books to document and display their progress.

- Students will be introduced to IGNITE, steps for planning a service project.

Materials

- Service Project Task List (see **Resources**)
- Copies of IGNITE worksheets (see **Resources**)
- colored pencils/markers
- Stapler to bind pages

Warm Up: *Let's Engage!*

Facilitator introduces today's theme, **Project Planning**. When we create a plan, we get organized and decide *how* we will accomplish our goal.

What Can I Bring? Individually, ask students to list some of the three things they will bring to this project. For example, students may list, "I'm bringing my creativity, organizational skills and fluent Spanish to this project." Then, go around the room and ask each person to share their list with the group.

Debrief: Why Does This Matter?

- Why is it important in planning the service project for individuals to take on different roles and responsibilities?
- Why do you think it is important to tell everyone what you will bring to planning the service project?

Action: *What Can I Do?*

Students will learn about planning a project and how to take individual and group responsibility for its success!

- Remind students that it takes time and attention to detail in order to plan and carry out a successful service project. Today, students will begin to plan their service project. The steps for planning are called IGNITE! When something ignites, it catches fire and spreads...just like a good idea, or a service project that makes a difference!

I	Identify
G	Gather
N	Network
I	Inform
T	Teamwork
E	Encourage

Step One: **Identify** a service project to meet the specific needs in your community.

Step Two: **Gather** supplies to help you with this project.

Step Three: **Network** with community members and organizations to create partnerships. Possible donations may include supplies, or even volunteer hours. Also, gather volunteers and chaperones to assist you (i.e. parents, other teachers, etc.) in necessary.

Step Four: **Inform** other students, parents, community members and the media about your project. Get their input and get them onboard!

Step Five: **Teamwork!** Work together as classmates to accomplish your goal! Make sure that you contribute to the project by providing input, as well as your skills and talents!

Step Six: **Encourage** all students to remain positive throughout the planning process and keep their eye on the service project goal!

*Remember: Students should be involved in driving the service project at every step of the way!

- As a class, students will brainstorm some of what needs to be planned in order to make their project a success. For example:
 - Project location
 - Partnerships and co-sponsors
 - Necessary supplies
 - Expenses and Fundraising
 - Transportation to and from project
 - Time needed to carry out the project
 - Permission slips from parents or guardian
- Students will assign responsibility for each task using the Service Project Task List (see **Resources**). Facilitator should ensure that task distribution is fair and manageable for each student
- Students will begin making their IGNITE Books (see **Resources**). Pass out copies of the IGNITE book, and staple its pages together. Students should design a cover. When the session is over, leave the books behind for use next week!
- In addition to creating IGNITE Books, students may also consider creating an IGNITE bulletin board, so that members of the school community can keep track of their progress!

Reflection: *How Does This Impact Me and Others?*

Pass the flame!—Students stand in a circle. One at a time, students ask the below questions to different students in the circle. After asking each question, the student says, “Ignite!” and points to a person in the circle to answer one of the following questions:

- Which people could we ask to help us?
- How could we advertise our project?
- What are you going to do to make sure this project is a success?
- How can we keep reminding ourselves to work as a team during the project?
- How are we going to help the community?
- What do you think will be most difficult about planning the service project?
- What can we tell our friends and family about this project?

Lesson Extension (Optional)

Service Project Website!—Design a class website about your process creating a service project. Some websites that may help you include:

<http://classjump.com/>

<http://www.teacherweb.com/>

http://www.esu5.org/german/w_classwebsites.htm

SERVICE PROJECT: IDENTIFY PROJECT

Learning Goals

Students will choose a community need and will begin designing a service project to address it.

- Students will discuss and practice decision making.
- Students will evaluate community feedback in order to determine what community members identify as the most significant need.
- Students will document the service project planning process by continuing to work on IGNITE books.

Materials

- Tally chart (optional)
- Construction paper
- Crayons

Warm Up: *Let's Engage!*

Facilitator says that today's theme is our **Community Project**. Our **Community Project** is our service project to improve our community.

Would You Rather—Facilitator gives each student two choices to various questions; students must make a choice and explain it. Examples of questions may include: *Would you rather...* be really hot or really cold, drive a luxury or a four wheel drive, play basketball with your legs or soccer with your hands, have a pet snake or a pet shark, be a dancer or be a singer, have a lot of money or a lot of friends, have a big house or a nice car, have superhuman powers or be liked by everyone.



Debrief: Why Does This Matter?

Students will discuss decision making. What makes decision making easy or more difficult? Will it be easy or difficult to decide which community need to address with our service project? What will help us to make good decisions?

Action: *What Can I Do?*

Students will discuss community needs, determine which need community members and students identified as most important, and decide on a need to address.

Gather the bubble maps, community surveys, and any community interviews. Choose a student to record information on the board. As a group, go through survey questions and record the feedback that students have received from other students, parents, teachers,

community members, etc. Use a simple tally chart to determine which needs were identified as most important. See below for an example.

Community Need	Tally Count
Fresher produce in grocery stores	I I I
More playgrounds	I I I I

- Based on this and any other information, students will identify the most important community needs. As a class, discuss and/or vote to determine which community need the group is most concerned about and excited to address. There may even be a way to combine two needs into one idea! Students don't necessarily need to know
- Brainstorm with students possible service projects. What kind of project will they conduct in order to address a community need? Examples may include: hosting a health fair to educate people about healthy habits, partnering with a local park to clean up a playground so that kids have a place to exercise, etc.
- Choose a project! Remember to get consensus from students through discussion, debate, and if necessary, by voting.
- Students should complete the **Identify** section of their IGNITE books.
- If time permits, students may create a Service Project Poster illustrating their chosen community need and service project and goals.

Reflection: *How Does This Impact Me and Others?*

Bulletin Board—Make a project bulletin board for all to see, highlighting: students' service project, their feelings about starting the project, examples of what they have learned about service so far, student quotes about what they hope will be their project's outcome, action steps for completing their project, etc.

SERVICE PROJECT: GATHER SUPPLIES

Learning Goals

Students will continue planning the logistics for their service project, focus on gathering supplies, and continue to create IGNITE books that document their planning process.

- Students will continue developing decision making skills by playing Survival Shopping
- Students will continue to document the service project planning process by adding to their IGNITE books.

Materials

- Survival Shopping Worksheet (see **Resources**)
- Copies of IGNITE books (see **Resources**)
- Example of Youth in Action (see **Resources**)



Warm Up: *Let's Engage!*

Facilitator reminds students that we are involved in **Project Planning**. Today, we will focus on gathering necessary supplies. What supplies will we need? How much will they cost? How might we raise money or obtain donations?

Survival Shopping—You and your teammates have been selected to spend one year on a journey to a faraway location. You will be given food, water, and clothing (two sets). Your team will be given \$200 to buy any other supplies. (For younger students, you may decide to simplify this activity by limiting the number of allowed items, rather than dollar amount.) The team must agree on the items and cannot go over the allotted dollar amount. For details, see the Survival Shopping Worksheet (see **Resources**).

Debrief: Why Does This Matter?

Discuss students' decision making process. How did they agree on what items were most important? How did students budget in order to ensure that their primary needs were met?

Action: What Can I Do?

Students will continue to focus on the importance of good planning with an emphasis on gathering resources.

- Pass out students' IGNITE Books (see **Resources**) and copies of the task list worksheets from the last session to add to and use as references.
- First, review worksheets from the last session. What will we need to add in order to continue planning?

- What supplies will we need for the project? Will we need money? How much? How can we raise money, or get donations? Will we need space for the event? If so, where? Who will we need to contact or ask for permission? How much time will it take to plan and carry out?
- Students should complete the **Gather** section of their IGNITE books.
- If you have additional time during this session, or if your group is having trouble getting started, it might be helpful to share the “Example of Youth in Action” with students (see **Resources**).
- When the session is over, leave the IGNITE books behind for use next week!

Reflection: *How Does This Impact Me and Others?*

Service Supplies—Facilitator gathers various supplies that will help students in planning and implementing their service project and puts them in a box or bag (i.e. clipboard, sponge, paint brush, a picture of a smile, etc.) One at a time, students draw the objects out of the bag and describe how those objects/supplies could help with their service project.

Learning Goals

Students will continue to plan the logistics for their service project, focus on networking to engage partners, and continue to create IGNITE books that document their planning process.

- Students will discuss strategies and potential partnerships for networking.
- Students will continue to document the planning process by adding to their IGNITE books.

Materials

- Copies of IGNITE books (see **Resources**)
- Sample “Partnerships” letter (see **Resources**)
- Blown up balloons
- Crayons
- Internet access (optional)
- Phonebook or newspapers (optional)

Warm Up: *Let’s Engage!*

Facilitator introduces today’s theme, **Network**. When we network we build relationships with people who can help us to meet our goals.

Balloon Walk—Give students the option of picking their own partners or random partnering. Once students are in pairs, give each team one balloon. Each pair must work together to carry the balloon from one end of the room to the other by walking with the balloon in between their backs.



Debrief: Why Does This Matter?

- How did students work as partners to achieve their goal?
- What was important about working as a team?
- Was the method of partnering effective? Why or why not?
- What qualities are important to consider when picking partners?
- What is your responsibility in a partnership?
- How will we use what we learned about working with others as we plan our service project?

Action: *What Can I Do?*

Students will focus on the importance of creating partnerships in order to reach goals and will brainstorm to generate ideas about various groups and/or community members who might act as partners in their service project.

- Pass out students' IGNITE Books (see **Resources**)
- Today, students will focus on the **Network** section of their book.
- Discuss with students what it means to network. When we network we build relationships with people who can help us to meet our goals. Brainstorm with students about individuals, organizations, businesses, community or church groups, etc. that might be willing to donate something or provide another kind of assistance, even volunteer hours, that would help to make the service project a success!
- If the group has access to the internet, go to www.childrenforchildren.org and click on *Kids for Community* to search for organizations that might already be doing something similar. Those organizations might be able to help—or maybe, you can help them!
- Use a local phonebook and/or newspaper to search for organizations that are active in the community.
- Fill in the **Network** section of IGNITE books.
- As facilitator, encourage students to take on appropriate individual responsibilities, based on their breakdown of the Project Task List in the last few sessions. For example, some students may be focusing on letter writing. (See **Resources** for a sample letter) while others are busy role playing in preparation to approach a business in person or by phone. Work with your group to determine how to spend group time.

Reflection: *How Does This Impact Me and Others?*

Candid Calling!—Students pair up and have mock phone conversations with people they might plan to ask for help to carry out their project. Possible questions the student may ask the partner are:

- Will this be your first time volunteering?
- What talents or services do you think you could bring to this project?
- What hours will you be able to work?
- What are the next steps we can take to help make this partnership a success?

After playing this game, discuss the following questions as a group. What makes a good partnership? How will you demonstrate qualities of a good partner throughout this project? Going forward, how will you continue to partner with others in order to reach goals?

SERVICE PROJECT: INFORM

Learning Goals

Students will discuss the importance of informing the public about their service project.

- Students will discuss advertisements and what makes messages effective.
- Students will generate creative ideas about how to inform the public about their service project.
- Students will continue to document the planning process by adding to their IGNITE books.

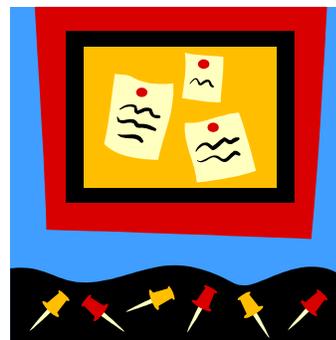
Materials

- Copies of IGNITE books (see **Resources**)
- Flyers or advertisements from magazines, newspapers, etc.

Warm Up: *Let's Engage!*

Facilitator introduces today's theme, **Inform**. Providing informative and creative methods to advertise is important because it informs the public of changes and events going on around them. It can also be used to gather support for a cause.

Advertisement Analysis—Hang flyers or advertisements around the room. Break students into pairs and instruct them to walk around the room and compare the ads. Ask students to focus on color, wording, size, pictures, etc. Are advertisements appealing or not? What makes an advertisement effective?



Debrief: *Why Does This Matter?*

- How did students work as partners to achieve their goal?
- What forms of advertising did students find effective?
- What forms of advertising did students find not effective?
- Is advertising important to a cause? Why or why not?
- What is your responsibility as advertisers?
- What is the message of the service project? How should it be advertised?
- How will we use what we learned about advertising in our service project?

Action: *What Can I Do?*

Students will focus on the importance of informing the public of their service project and design methods of advertisement that are creative and informative.

- Pass out students' IGNITE Books (see **Resources**).
- Today students will focus on the **Inform** section of their book.
- Discuss the importance of the "I" in IGNITE: **Inform**. Brainstorm with students ways that they will inform other students, parents, community members and the media about their project? Fill in the **Inform** section of IGNITE books.
- Design flyers; write letters, etc. to inform other students, parents, community members and the media about your project. When the session is over, leave the IGNITE books behind for use next week!
- As the facilitator, encourage students to take on appropriate individual responsibilities, based on their breakdown of the Project Task List in the last session. For example, some students may be focusing on letter writing. (See **Resources** for a sample letter) while others are busy role-playing in preparation to approach a business in person or by phone. Work with your group to determine how to spend group time.

Reflection: *How Does This Impact Me and Others?*

Commercial Break--Students get into teams of three or four and make a mock thirty second commercial advertising their service project. The message should be clear, appealing, informative and difficult to forget. Ask students to perform their commercials for the rest of the class. After all the groups have performed, ask students to discuss which commercial they were likely to remember most, and why. Ask students how they will continue to inform the public about both their service project and the community's needs.

Lesson Extension (Optional)

Interdisciplinary Unit – Collaborate with the art or audio/visual department in your school to make advertisements about your service project.

SERVICE PROJECT: TEAMWORK

Learning Goals

Students will focus on teamwork as a critical component of a successful service project.

- Students will discuss ways to work together as members of an effective team.
- Students will continue to document the planning process by adding to their IGNITE books.

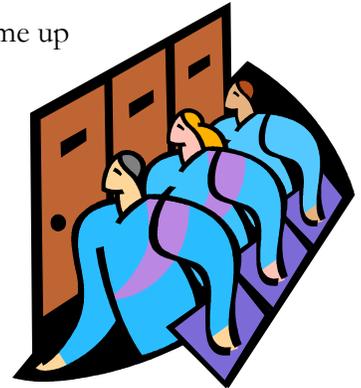
Materials

- Copies of IGNITE books (See **Resources**)

Warm Up: *Let's Engage!*

Facilitator introduces today's themes, **Teamwork**. Teamwork involves supporting each other and working together to help everyone meet their goals.

All the Words in TEAMWORK — Students will divide into teams and come up with as many words as they can using the letters in the word TEAMWORK. Make sure students are aware of their time limit.



Debrief: *Why Does This Matter?*

- Did students accomplish their goal? Why or why not?
- What helped to complete the task?
- What would have helped?
- How did teamwork help you in this activity?
- How important is listening in teamwork?
- How important is trust?
- How do you think we can work together as a team on our service project?

Action: *What Can I Do?*

Students will focus on the importance of teamwork in order to reach their goals. Students will continue to work together to ensure all project tasks are complete before implementing their service project.

- Pass out students' IGNITE Books (see **Resources**).
- Today, students will focus on the **Teamwork** section of their book.
- Discuss with students what it means to work together as a team on their service project and brainstorm ways they can work together to ensure that all their tasks are complete before they execute their project (refer to warm up activity).

- Fill in the **Teamwork** section of IGNITE books.

Reflection: *How Does This Impact Me and Others?*

Three-Legged Steppers—Give each pair a bandana/scarf/cloth strip; then, ask students to stand side-by-side and tie their legs together like they would in a three-legged race. Have students work as a team to create a 30 second-1 minute step routine. After the students have reconvened as a class and performed their step routines for each other, ask the students: How did it feel to work together with your partner? Was it difficult to work together? If so, how did you overcome this difficulty to create a step? How could you work better together next time?

SERVICE PROJECT: ENCOURAGEMENT

Learning Goals

Students will focus on providing encouragement to support each other as they make final preparations for their service project.

- Students will brainstorm methods of encouragement.
- Students will complete the Service Project Checklist.
- Students will finish documenting the service project planning process by completing their IGNITE books.

Materials

- Copies of IGNITE books (see **Resources**)
- Service Project Checklist (see **Resources**)

Warm Up: *Let's Engage!*

Encouragement Cheer—Ask students to create their own cheer or rhyme to get into the spirit of volunteering. For example, students could form a huddle, put their hands in the middle and shout “Whoa Volunteers!”

Debrief: Why Does This Matter?

- Why is encouragement important for people when completing a task?
- How did the cheer make you feel?
- What else can we do to impact someone’s day in a positive way?
- How do you think we can work to encourage one another on our service project?

Facilitator introduces today’s theme, **Encourage**. **Encourage** means supporting each other to help us reach our goal.

Action: What Can I Do?

Students will focus on the importance of providing encouragement to their classmates as they continue to work together to ensure all project tasks are complete before implementing their service project.

- Discuss the importance of the “E” in IGNITE: **Encourage**. As a group, come up with ways to encourage your classmates to do their best while working on the service project and use these suggestions to fill in the **Encourage** section of your IGNITE book.
- As everyone works together to complete the preparations for the service project, be sure to use these ideas to encourage everyone to do their best!

- Students will individually complete the Service Project Checklist (See **Resources**). After the form has been filled out, ask students to discuss their responses as a group. Students should discuss whether or not they believe they completed all items on the checklist. Why or why not?

Reflection: *How Does This Impact Me and Others?*

As students near the end of their service project, students should reflect about the progress they and their peers have made thus far. What do students hope to accomplish through their service project? How has the experience of working on this project impacted them? How would they encourage others to get involved in service to their community?

SERVICE PROJECT: ACTION

Learning Goals

Students will conduct their service project.

Materials

- Materials will vary depending upon project
- Community Response Forms (see **Resources**)

Warm Up: *Let's Engage!*

Encouragement Cheer—Facilitator says that today's theme is **Get Active!** We will **Get Active** by carrying out the service project!

Students will repeat the encouragement cheer that they created at the end of the previous lesson to help them get into the spirit of service. After the cheer, students will gather around in a circle, discuss today's project and go over their individual and group tasks.



Debrief: Why Does This Matter?

Students discuss:

- Why is this event so important?
- What are our goals for the day?
- How will we show others that we are excited about our service project?
- We will know that today was a success when...

Action: *What Can I Do?*

- Students execute their service projects.
- Distribute and collect Community Response Forms (see **Resources**)

Reflection: *How Does This Impact Me and Others?*

Student Roundtable—Students reflect on the service project. Students discuss:

- What did you learn today?
- How did it feel to carry out the service project?
- How do you think that we helped our community?
- Would you do this again?
- What else can we do to help our community?
- How can we keep this project going?

Lesson Extension (Optional)

Picture Collage—Students use the pictures taken during the event to design a collage that can be posted on the school’s bulletin board.

Service Slide Show—Students use the pictures taken during the event to design a PowerPoint slide show.

SERVICE PROJECT: REFLECTION

Learning Goals

Students will reflect on their service project and work throughout “Be the Change” NY.

- Students will think about their service experience by reflecting on their own growth and what they learned.

Materials

- Students may consider inviting guests to participate in today’s reflection, including volunteers, community members, other students, etc.
- Blank chart paper or poster paper

Warm Up: *Let’s Engage!*

Facilitator says that today’s theme is **Reflection**. We reflect by recognizing our achievements and the difficulties that we overcame to make the service project successful!

Fill-in the Blank—Hang posters throughout the classroom that have fill-in the blank statements about the service project on them. Statements could be “My favorite part about the project was...”, “I worked the hardest when I...”, “Something I learned during the project is...”, “Something I didn’t like about the service project is...”, “Next time we should...”, “A service project that I want to do in the future is...”, “I appreciated it when...”. Instruct students to individually walk around the classroom and fill up the posters with their experiences and opinions about the service project.



Debrief: Why Does This Matter?

Read the students’ responses aloud and encourage students to reflect on not just their experience, but also on the experiences of those who benefited as a result of their service project.

Action: *What Can I Do?*

Students will reflect on their experience planning and executing a service project and will celebrate their accomplishment by demonstrating what they have learned.

Divide students and any guests into small groups and ask them to answer the following questions:

- Through this service project, what did you learn about yourself?
- What did you learn about working with others?

- What did you learn about your community and your relationship to the community?
- What went well?
- What didn't go well?
- How did your project contribute to improving the community's health?
- How will you use what you learned through this experience?
- What surprised you most about yourself, others, or the community?

Ask each small group to share three of its responses with the class.

Reflection: *How Does This Impact Me and Others?*

Ask students to spend a few minutes writing about their experience in **“Be the Change” NY**. What is the most important thing that students have learned from participating in **“Be the Change” NY**? How will students continue to use what they have learned from this experience?

SERVICE PROJECT: DEMONSTRATION

Learning Goals

Students will bring the service project to a close by demonstrating their accomplishments and the accomplishments of others.

- Students will thank those who contributed to the service project by participating in the Appreciation Toss and writing thank you letters.

Materials

- Students may consider inviting guests to participate in today's celebration, including volunteers, community members, other students, etc.
- Small ball or beanbag
- Copies of IGNITE worksheets (see **Resources**)
- Sample Thank You letter (see **Resources**)

Warm Up: *Let's Engage!*

Facilitator says that today's theme is **Demonstration**. Demonstration allows project participants to present insights gained to the community-at-large. During demonstration, students also acknowledge the efforts of other students, staff members and community members involved with the project.

Appreciation Toss—Students and any guests stand in a circle with a ball. Take turns throwing the ball to one another and thanking that person for something they did during the service project.

Debrief: Why Does This Matter?

Ask students to expand on how they feel as a result of having carried out a meaningful service project. Refer to previous sessions to discuss how students have grown during the service project.

Action: *What Can I Do?*

Students will reflect on their experiences and write thank you cards to people who contributed to the service project.

- Welcome students and guests and explain that today is a demonstration of our service project!
- Thank those who helped to make the project happen! Send thank you letters to anyone who donated time, money, and/or supplies including local organizations, businesses, parents, teachers, principals, etc. (For a sample “thank you” letter, see **Resources**.)

- Ask students to spend some time revisiting their IGNITE worksheets as a way to measure how they have grown during the service project. This can be done individually or in small groups.

Reflection: *How Does This Impact Me and Others?*

Students may take guests on a tour of the classroom and/or school to show what they have worked on throughout **“Be the Change” NY!** Encourage students to talk about the benefits of their service project and the changes that will occur as a result of their service project.

Lesson Extension (Optional)

Share –Students may visit other classrooms and share their experiences during the service project and encourage other students to take part in service projects. Students could also put together service-learning packets for other classes that illustrate the preparation and execution of their service projects. Visit www.childrenforchildren.org for information on service-learning kits and resources.

Action Steps

Creating sustainability in your group's service project can be what transforms your project from an activity to making a lasting change. Lasting change, however, requires work to sustain! As you near the end of your service project, look at these resources to learn how your project can continue to have an impact that lasts beyond the end of this school year.

Ask volunteers to sign up during the event!

Since the people helping on the day of your service project have demonstrated interest in the cause, create a sign up sheet, or ask directly if volunteers would like to discuss ways to continue the project after today. If you're holding an event, you may suggest that volunteers attempt to hold one like it weekly, monthly, or annually.

Ask a local business to take on the project.

You may consider marketing your project to local businesses by emphasizing not only the difference that their impact might make, but also that their demonstration of civic engagement could boost sales!

Ask students to make a plan to continue projects themselves.

Students may be interested in continuing projects on their own. To assist students with planning, help them to organize the following:

- A sign-up sheet for interested students, with a designated meeting time for students to brainstorm extension projects
- A location for students' meetings
- Delegation of duties, so that everyone knows who's responsible for what
- A list of necessary supplies
- A method for raising money to get necessary supplies
- A list of businesses or organizations that may be interested in helping to fund the project, offer volunteers, or support its goals in another way

Ask local leaders in government to lend a hand!

Since students' service project addressed a need within the community, students may wish to solicit help from local leaders to keep the project and its mission alive. It may start with a simple letter-writing campaign, a petition, or a visit to an elected leader.

Where to Look for Partners

There are many places to look for partners to help keep your project going. Here are some examples of places and people to target for partnership.

Banks

In 1977, Congress enacted legislation to encourage banks and “depository institutions” to reinvest in the communities that they serve. Market your project to local banks!



Foundations

Many foundations will partner with other organizations for a common purpose. Look for foundations that highlight *philanthropy* as their philosophy.

Clubs and Organizations

Some clubs and organizations are already committed to helping others and may be looking for individual projects to assist with or take on. Try some of these clubs and organizations:

- Boy’s and Girl’s Club of America
- American Red Cross
- Universities (particularly clubs within universities such as Greek fraternities and sororities)
- AmeriCorps
- Center for Disease Control
- FDA (Food and Drug Administration)
- United Way
- Local schools
- World Health Organization
- American Cancer Society

Church Groups

Many religious institutions have philanthropic missions as well. Regardless of your personal affiliation, seek out various church groups that will support the continuation of your project.

Branch Out!

Continue to brainstorm other ways to engage! Consider creating a club in school to continue your work this year!

Got Health?

This game, played in game show format, will quiz students on their knowledge about health and fitness. The group will be split into Team A and Team B. One at a time, the players on each team will answer questions and will continue until they give a wrong answer. Each player will have one chance to ask their teammates for help. Once a player is eliminated, a player on the opposing team has a chance to play. The team with the highest number of points wins the game. (Note: answers with an asterisk are the correct answer.)

1. Which of these foods is not a whole grain?
 - a. Brown rice
 - b. Popcorn
 - c. Barley
 - d. None of the above*

2. Why should we eat foods containing iron?
 - a. Iron helps us develop x-ray vision
 - b. Iron helps us develop diseases
 - c. Iron helps our blood carry oxygen*
 - d. Iron helps our blood carry fat

3. According to the USDA, how many cups of fruit should we eat every day?
 - a. 1
 - b. 2*
 - c. 3
 - d. 4

4. According to the USDA, how many ounces of meat and beans should we eat each day?
 - a. 1.5 oz.
 - b. 3.5 oz.
 - c. 5.5 oz.*
 - d. 7.5 oz.

5. According to the USDA, how many cups of milk or milk products should we eat each day?
 - a. 1
 - b. 2
 - c. 3*
 - d. 4

6. To get our 3 ounces of whole grains each day, we could eat...
 - a. 3 slices of whole-grain bread
 - b. 1 slice of whole-grain bread and 2 cups of whole-grain cereal
 - c. ½ cup of brown rice, 1 slice of bread, and 1 cup of whole-grain cereal
 - d. Any of the above*

7. Most days of the week we should do at least _____ minutes of physical activity.
- 5 minutes
 - 10 minutes
 - 20 minutes
 - 30 minutes*
8. How many cups of vegetables should we eat every day?
- 1 cup
 - 1.5 cups
 - 2 cups
 - 2.5 cups*
9. What portion of the grains we eat should be whole-grains?
- At least $\frac{1}{8}$
 - At least $\frac{1}{4}$
 - At least $\frac{1}{2}$ *
 - None
10. Which of the following foods is the LEAST healthy source of fat?
- Nuts
 - Butter*
 - Fish
 - Vegetable oil

*Butter is the least healthy source of fat because it contains saturated fat. Saturated fat increases cholesterol levels, increasing the risk of heart disease.

11. Which type of fats are the most harmful?
- Trans fats*
 - Unsaturated fats
 - Regular fats
 - None of the above

*Trans fats are the most harmful because like saturated fat, it has been shown to increase cholesterol levels, increasing the risk of heart disease. Trans fats can be found in a variety of packaged cookies, cakes and snack foods. "Hydrogenated" or "partially hydrogenated" oils in ingredient lists indicate food containing trans fat.

12. Which of these foods is NOT part of the Vegetable group?
- Broccoli
 - Kidney beans
 - Peas
 - Rice*
13. Which of these foods is part of the Meat & Beans group?
- Low-fat poultry
 - Seeds
 - Nuts
 - All of the above*

14. Which of the following is the LEAST recommended way to add fruit to your diet?
- Fruit juice*
 - Fresh apple
 - Dried apricots
 - Canned peaches

*Most brands of fruit juice contain added sugar and artificial ingredients. When drinking fruit juice, check the label to make sure it's 100% juice, without added sugar!

15. Which colors of vegetables are most recommended?
- White & yellow
 - Yellow & orange
 - Orange & dark green*
 - Light green & white

*Dark green vegetables contain increased levels of vitamins and minerals that help us stay healthy and fight disease!

16. Which of the following will not provide enough physical activity to meet the USDA recommendations for physical activity each day?
- Jumping rope for 15 minutes before and after school
 - Playing on the playground for 30 minutes at lunchtime
 - Playing volleyball in P.E. for 30 minutes
 - Walking 5 minutes to school and back*

17. Which of these foods is the healthiest after-school snack?

- Flavored, buttered popcorn
- Trail mix made with raisins, M&Ms, granola, and cheerios*
- Ice cream sundae
- Chocolate doughnut

*Ingredients in trail mix like granola, nuts, and raisins contain some fats that are good for us—unsaturated fats. “Good” fats help our bodies to absorb nutrients and may even be good for our hearts.

18. If you can't or don't drink milk, what should you add to your diet through other foods?

- Calcium*
- Nitrogen
- Oxygen
- Hydrogen

*Calcium can be found in foods like yogurt, cheese, citrus fruit and leafy, green vegetables.

19. If you are eating dinner at a restaurant, which is the healthiest meal?

- Fried chicken, mashed potatoes, and gravy
- Grilled chicken, brown rice, and green beans*
- Bacon cheeseburger and French fries
- Macaroni and cheese and onion rings

20. Which of the following sources of milk has the least fat?

- Whole milk
- 1% milk

- c. Skim milk*
 - d. 2% milk
21. Which of the following drinks has the least amount of sugar?
- a. A can of coke
 - b. Water*
 - c. Fruit Juice
 - d. Sports Drink
22. Which of the following sources of milk has the most fat?
- a. 1% milk
 - b. 2% milk
 - c. Whole milk*
 - d. Skim milk
23. Which of the following is the best source of vitamin C?
- a. Milk
 - b. Strawberry*
 - c. Orange
 - d. Tomato

*Strawberries contain large quantities of vitamin C, even more than oranges! Vitamin C is extremely important because it helps to strengthen our immune system, improving our bodies' ability to fight disease.

Immigrant Match

Draw a line between the famous U.S. immigrant and the description



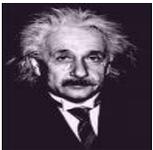
Gloria Estefan



Patrick Ewing



Alexander Graham Bell



Albert Einstein



Sammy Sosa



Yo-Yo Ma



Arnold Schwarzenegger

- Born in the Dominican Republic, this baseball player started his career with the Texas Rangers, and went on to achieve success primarily with the Chicago Cubs. During the 1998 season both he and Mark McGwire passed Roger Maris' single season homerun record of 61.
- This German-born scientist received the 1921 Nobel Prize in Physics. He is best known for his theory of relativity.
- Born in Havana, Cuba, this five-time Grammy Award winning singer and songwriter is known as the "Queen of Latin Pop".
- This French-born musician has won multiple Grammys for playing the cello.
- This Jamaican-born basketball player helped the Georgetown Hoyas win the NCAA basketball in 1984. He later went on to the NBA to play center with the New York Knicks.
- This Austrian-born politician became the 38th governor of California in November 2003. Before becoming a politician he was best known for his playing the "Terminator".
- This Scottish-born inventor was the first to patent the telephone in 1876.

Immigrant Match—Answers

Draw a line between the famous U.S. immigrant and the description



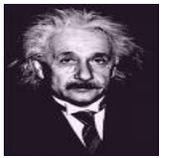
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Interview on Malaria

The interviewed person, 32 years of age, is a mother of two children, who is working as a secretary for an insurance company in Kumasi, second biggest town of the country and one of the major trading centers. The woman, who has completed college in Tamale some years ago, and her family are living in the outskirts of the town in a setting which is typical for the Ghanaian middle-class. The interview took place in a private house in Tamale on the 18th July 1999.

What can you tell me about malaria?

A: Malaria is a sickness caused by mosquitoes or bad surroundings. When the female mosquito bites you, then you get malaria. By getting malaria you are first experiencing weakness, headache, then nausea. Then you realise you have malaria.

Q: So, if you have these symptoms, you know you are suffering from malaria?

A: If you are not sure, you go to hospital for a malaria test. So when they test it and they realize you have malaria plus [*probably malaria positive*], then they have to give you some treatment: Chloroquine.

Q: Do you normally take chloroquine?

A: Chloroquine tablets or injection. When they realize, the malaria parasite it too much, then they give you a higher drug, more than chloroquine. Like halfan or chamoquine.

Q: You said, if you go to hospital, they would test you. How do they do this testing?

A: They pull your blood and test it on a machine. The machine will determine whether you have the parasite or not. So, if they test it, the machine will let you know whether you have it.

Q: Have you seen this machine? Do you know how the machine works?

A: For the machine, if they pull your blood, they just let you out and they test it. It is like a microscope. So, they put the blood under, looking through it.

Q: Is there something else you can tell me about malaria?

A: It is just a deadly disease. So, by avoiding to get malaria, one has to get a better ventilation and try to be closing your doors. Then your area should be neat. Where you live should be neat. No standing waters. And at least, get a mosquito spray to spray your room.

When did you last suffer from malaria?

A: About two month ago.

Q: Did you go to the hospital? Or how did you realize it was malaria?

A: I realized that I was very weak, I had some headache, then I felt like vomiting. So, I realized I was sick. I was not able to eat. So, I went to the hospital. When I went and complained to the doctor, he gave me a lab form for malaria investigation. So, when I went, they said it was malaria. I had malaria plus. So, I took the form back to the doctor and he gave me some chloroquine.

Q: When they told you that you had malaria, did they just tell you that you had malaria or did they tell you, that you had a certain type of malaria?

A: They said I had malaria. You know they have malaria plus and malaria plus plus or what. So, they said I had plus. *[Either she means "malaria positive", or less likely a parasitaemia of 11 - 100 parasites per 100 thick film fields.]*

Q: You had probably chloroquine tablets, how did you take them?

A: I took four, four and two. *[A normal course in Ghana.]*

Q: Afterwards, were you alright?

A: I had itching body, so I went back and they prescribed hydrocortisone for me, injection. *[Itching is a common side effect of chloroquine in dark skinned people.]*

Q: But the treatment was successful?

A: Yes.

How do you treat malaria?

Q: You said, you normally go to the hospital. Do you always go to the hospital or do you sometimes treat yourself?

A: Sometimes I do self-medication, when I realize the suffering is not too much for me. When the sickness is not too much.

Q: Do you use chloroquine in all cases? Not anything else like Halfan?

A: Halfan — when the malaria is so serious. Then, they prescribe me that one once. So I normally use chloroquine. And for the headache, they give paracetamol. *[Paracetamol also lowers the fever, but possibly prolongs some aspects of the disease.]*

How do you prevent malaria?

A: As I told you, by spraying the rooms. Every week I give Maralex *[probably a chloroquine-based drug]* to my children for prophylaxis. So my children don't usually get malaria.

Q: Are you also taking some prophylaxis or is it only for the children?

A: It is only for the children. (laughs)

Q: So do you think the prophylaxis works?

A: Yes.

Q: Do you remember the last time your children had malaria?

A: About six month ago.

Q: If you spray the rooms, how do you do it?

A: I spray the corners.

Q: Do you spray the walls, too, or just the corners?

A: Oh, just the corners.

Q: Can you tell me, why you spray the corners?

A: They say, if you spray the corners it's better. Like it circulates.

Q: Who told you, that it is the best to spray the corners.

A: (laughs) I don't know. I think I learned it from my mother.

Q: Is there anything else apart from spraying and the chemoprophylaxis you do to prevent malaria in you and your children?

A: Apart from that, they have some pomade — when they are sleeping — on their body. So the mosquitoes would not come close to them.

Q: If you put this repellent on your children, do you put it every day?

A: It should be put every day.

Q: So, are you actually putting it every day, or are you saying it should be put every day?

A: OK, I am putting it small, small. I put it on their bodies small, small.

Q: But how often, every day?

A: Not every day, at least two days interval.

Q: If you put the repellent on your children, to which parts of the body do you apply it?

A: Their face, their hands and their legs.

Q: The children, if they are sleeping, are they wearing long-sleeve or short-sleeve dresses?

A: Long-sleeve dresses. If the weather is warm, they wear short-sleeve dresses.

Q: Do you apply the repellent to the feet?

A: Yes, I put the pomade on the feet.

Q: Is there any other thing you do to prevent malaria?

A: That is all. Some people also use mosquito coils.

Q: Now, let me ask you some other questions concerning malaria prevention. Maybe in your house you've got a water tank. If yes, is it covered?

A: Yes, it is covered.

Q: Are there any bodies of water around the house?

A: At least, outside the house. The water is far from the house.

What causes malaria?

Q: You said, if a mosquito bites you...

A: It has to be a female mosquito.

Q: Do you have any idea, why it is actually a female mosquito and not a male mosquito that gives you the malaria?

A: Is it because of the eggs, or what? I've forgotten.

Q: Because of the eggs?

A: Yes, because of the eggs.

Q: Let's say a female mosquito bites you. Do you always get malaria, if one bites you? Is every mosquito dangerous? Or are they maybe some female mosquitoes which are not dangerous?

A: Like, the male mosquito, if they bite you, you won't get malaria. But the female one, you get malaria.

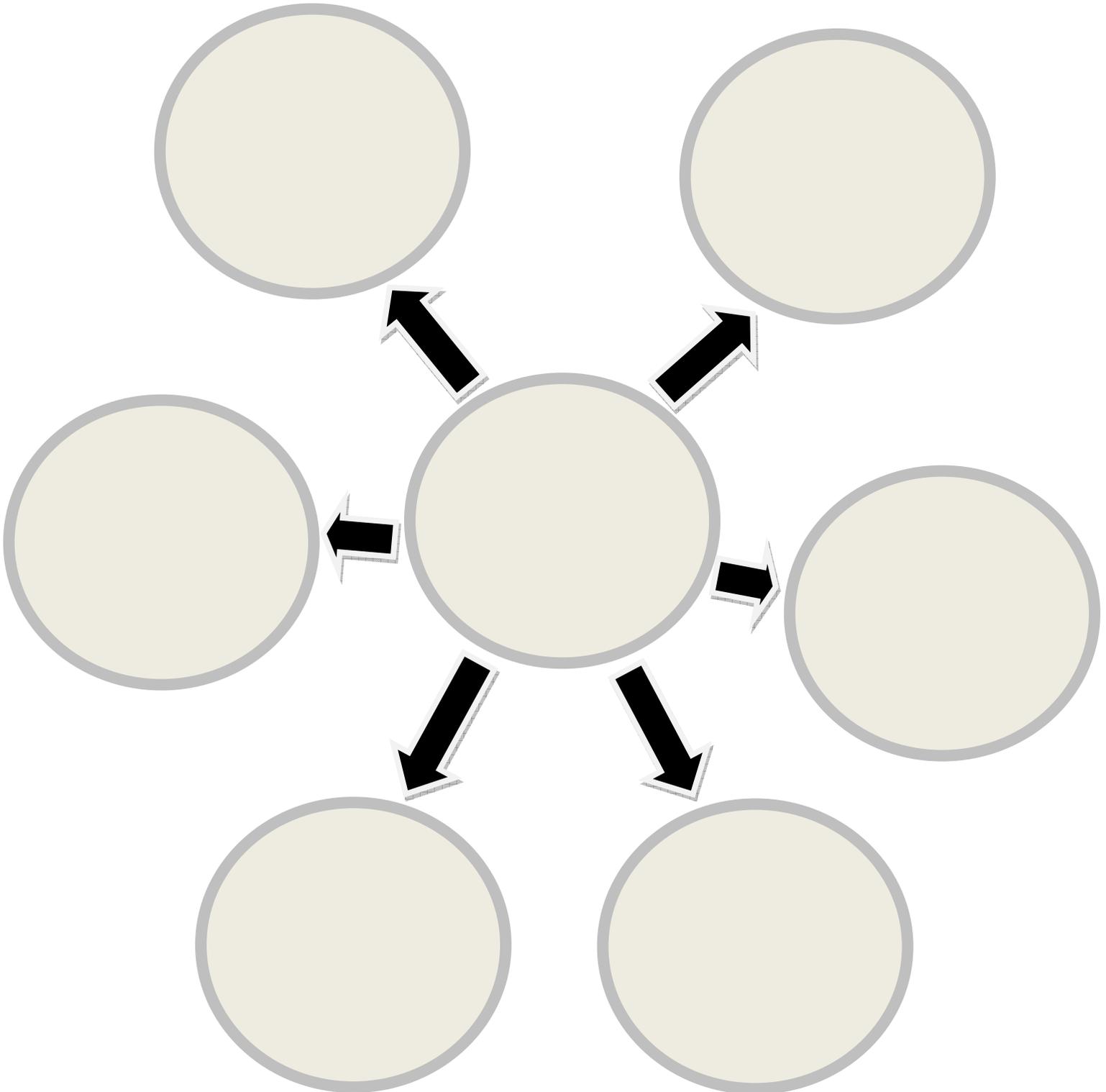
How does malaria affect Ghana?

A: The effect of malaria in Ghana is too much, because there are a lot of mosquitoes around and the government has to spend a lot of money on it, by buying drugs. A lot of drugs, from outside. Then, eventually due to lack of production, because a lot of people fail to go to work. So, eventually production falls. And a lot of deaths in the country. Even when you suffer from a different sickness, finally it is malaria which kills in the country. That's all.

Source: <http://www.gigers.com/matthias/engmala/intviewe.htm#Q16>

Bubble Mapping

Directions: Put the subject in the center bubble (e.g. community need) and add your ideas in the surrounding bubbles.



My name: _____

Date: _____

My Community Survey

Questions About the Community: Ask your community member the questions on the sheet and write their answers.

Question	Answer
1. Do you live/work in this community?	
2. How long have you lived/worked here?	
3. Can you tell us anything that has changed (gotten better or worse) since you lived here?	
4. Do you feel safe in this community? Why or why not?	

Community Concerns: Ask your community member to rank on a scale of 1 to 5 their top five concerns in their community.

_____ Alcohol abused/ drunk driving

_____ Teen Suicide

_____ Graffiti/Littering/vandalism

_____ Drug Abuse

_____ Homelessness

_____ Hunger

_____ Child abuse/domestic violence

_____ Illiteracy

_____ Racial, ethnic, and/or gender discrimination

_____ Lack of health care

_____ Other _____

More on the next page...



Questions About the Community's Needs: Ask your community member the questions on the sheet and fill in their answers.

Question	Answer
Do you think that the concerns you identified should be addressed by the community?	
Do you feel "heard" by this community's political representatives?	
Do you consider the people within the community to be active in helping address community concerns?	
Do you feel that access to education and higher education is a problem in this community?	
Do you feel that this community is relatively clean and litter-free?	
Do you recycle?	
What do you think is the most important issue that this community has?	
If you could change or improve anything in the community, what would it be? Why?	
Is there a park/street/area that you think should be focused on? What do you think would improve it?	
Are there specific organizations in the neighborhood that you think should be collaborate with?	

Additional comments/suggestions: _____

My Community Assets

A community asset is a person, place or thing that improves the community.

Who/What are the assets in your community?	How are they assets to the community?

Survival Shopping

You and your teammates have been selected to spend one year on a journey to a faraway location. You will be given food, water, and clothing (two sets). Your team is given \$200 to buy any other supplies. You must agree on the items and cannot go over the dollar amount.

Items for Sale

10 Candy bars	\$10.00	Art supplies	\$40.00
Hairdryer	\$10.00	Detailed map of planet	\$40.00
2 decks of cards	\$10.00	1 Extra set of clothes	\$40.00
Hairbrush/mirror	\$10.00	50 Candy bars	\$50.00
10 packs chewing gum	\$10.00	Fitness Equipment	\$100.00
Notebooks and pens	\$10.00	Small TV/movies	\$100.00
Laundry detergent	\$10.00	Sony PlayStation/games	\$100.00
Trivial Pursuit Game	\$20.00	20 Novels	\$100.00
Scrabble	\$20.00	CD player/10 CDs	\$100.00
Mask/earplugs for all	\$20.00	Guitar	\$120.00
Crossword puzzles	\$20.00	Digital Camera	\$120.00
Balls (juggling, playing)	\$20.00	Telescope	\$150.00
Chess board	\$20.00	Radio for calling home	\$190.00
Ping Pong Paddles/ball	\$30.00		
Scissors/razors/combs	\$30.00		
Binoculars	\$40.00		
Book about the planet	\$40.00		

Example of Youth in Action

In a 9th grade “Be the Change” NY after-school group, students were challenged to find a way to make a positive difference in the health of their community. They had many ideas and talked about planting a community garden, raising money to support the New York Coalition for Healthy School Lunch, creating a free exercise video to distribute to communities members, and more.

They decided finally to hold a Community Fitness Challenge in order to get community members exercising together and learning about health. They decided they would like to hold their event at the local YMCA.

Q: In planning the project, what do you think students’ first steps should be?

A: First steps might include:

- Find name of person in charge
- Find YMCA’s phone number
- Choose a date and time (with back-up dates)
- Make a list of questions to ask

Q: What questions should the students ask?

A: Possible questions might include:

- How many people will be able to come to the Fitness Challenge?
- Will we be able to borrow equipment from the Y, or will we need to bring our own?
- How long will we be able to stay?
- Are there any other rules I’ve forgotten to ask about?

Joey volunteered to call the director of the Y. He told her about the class and what they wanted to do, and then moved on to their list of questions. The director was excited about the Fitness Challenge! They agreed that May 10 from 3:30-5:30 would be a perfect time for the Challenge, that it could take place in the gymnasium using the equipment from the Y (like jump ropes, kick-balls, etc.), and that about 100 people would be able to attend. Joey thanked her and gave her the phone number of the school in case she needed to reach them. The students in Joey’s class were excited that their project was going to happen! Now they needed to make a list of everything they would need.

Q: What supplies will the students need for their party?

A: Some supplies might include:

- Balloons
- Cups and water
- Fruit and other healthy snacks
- Information about Health for distribution
- Small prizes for kids
- Extra sports equipment, like basketballs, hula hoops, jump-ropes, etc.

The students did some research and shopping around to figure out how much money it would take to buy the supplies they needed. \$275.00!! They needed to figure out where to get all these supplies – either through donations or by raising money to buy them. They were feeling a little nervous since they knew \$275.00 was a lot of money! So, they started doing some research on local businesses and organizations that might be willing to help.

Using the local newspaper and phonebook, the class came up with a long list of possibilities, including:

- The Dollar Store
- Duane Reade
- Help for Kids
- Parent Teacher Association
- Target
- The Corner Store

A few students volunteered to write letters to these businesses, but as a class they decided there just wasn't time to wait for a reply! So, they spent time rehearsing what they would say to each business/organization and divided the list among the students. The kids worked in teams and made phone calls and visited the local businesses (with a leader or parent, of course!). They were able to gather all the supplies they needed. But, they still needed to get the food and small gifts. That meant finding a way to raise \$100.00!

Q: How can the students raise money for their supplies?

A: Students should be able to come up with a list of ideas

The students had another brainstorming session and decided that they would hold a healthy snack sale to raise money. Again the students paired up, and each pair found a way to bring in a healthy treat to sell—some asked their parents to help them make healthy smoothies, and other kids asked local grocery stores for small donations. They got permission to hold the bake sale during a Parent Teacher Association meeting and were able to raise \$97.50. They were able to buy all of their supplies (with a little help from change they found!).

On May 10, the 9th grade **"Be the Change" NY** ran a successful Community Fitness Challenge! Community members exercised together, learned about and enjoyed healthy snacks, and generally had a great time.

After the project, the class talked about their success and the challenges they had faced. Then, the class spent a little time writing and sending thank you letters to EVERYONE who helped, from local businesses to the Y director to parents and teachers who had given time or money to the project.

IGNITE BOOK

Author: _____

I: Identify!

Describe the community need:

Describe the community project you plan to undertake:

G: Gather!

I need these supplies to help me:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Materials

Cost

\$ _____

\$ _____

\$ _____

\$ _____

\$ _____

\$ _____

\$ _____

\$ _____

\$ _____

\$ _____

\$ _____

\$ _____

\$ _____

\$ _____

\$ _____

N: Network!

Our project is going to be: _____

The date(s) of our project is/are _____

Do we need space? If so, where? _____

Who do we need to get permission from? _____

Individuals/groups/organizations we might be able to work with/get help from:

1. _____

Phone number _____ Contact person _____

2. _____

Phone number _____ Contact person _____

3. _____

Phone number _____ Contact person _____

4. _____

Phone number _____ Contact person _____

5. _____

Phone number _____ Contact person _____

6. _____

Phone number _____ Contact person _____

I: Inform!

Inform other students, parents, community members and the media about your project. *Get their input and get them on board! Design your own flyer!*

E: Encouragement

I will encourage my classmates to do their best on the service project by:

Sample Partnerships Letter

Date (i.e. October 10, 2007)

Name

Organization/Business/School

Street Address

City, State Zip Code

Dear (Mr./Ms./Dr./Principal) Last Name:

Introduction paragraph – Introduce yourself, “**Be the Change**” NY, and your project. If you’ve seen or met this person before, let him/her know. Depending on the person to whom you are writing, you may want to mention why you think he/she would be interested in this project.

Request paragraph – This is the paragraph in which you’ll ask for whatever it is you need or would like to see changed. For example, you might be asking for a donation of time, money, or supplies. Or, you may be letting someone know about a problem in the area that they may have the power to change. Be sure to be polite and clear about what you need, when you need it, and why. You may want to leave open the option for them to help in another way, in case your request is something they are not able to do.

Ending paragraph – In this paragraph, it would be a good idea to let this person know that you will be calling to follow-up within a week or so. And you should definitely include information about how he/she can reach you! Also, be sure to thank him/her for his/her time and for considering your request.

Sincerely,

(Students, sign your names here)

Student Name

Program (i.e. “**Be the Change**” NY at P.S. 123)

Service Project Checklist

(Place a check mark (✓) next to each item to indicate that it has been achieved. If a goal has not been achieved, indicate in the space how you plan to achieve it)

	GOAL	GOT IT!
I	<p><i>Identify</i>--This project meets a real community need</p> <hr/> <hr/>	
G	<p><i>Gather</i>--We have all of the supplies for the project</p> <hr/> <hr/>	
N	<p><i>Network</i>--Community members are involved in planning and participating in the project</p> <hr/> <hr/>	
I	<p><i>Inform</i>--We have advertised for the project</p> <hr/> <hr/>	
T	<p><i>Teamwork</i>--We worked together to help our classmates prepare for the service project</p> <hr/> <hr/>	
E	<p><i>Encourage</i>--We all have positive attitudes and are excited about making a difference in our community!</p> <hr/> <hr/>	

Community Response Form

Name (optional): _____

Address (optional): _____

City: _____ State: _____

Phone (optional): _____

Email (optional): _____

Project: _____ Project Date: _____

Project goal: _____

Check the box that answers the below statements.

	Yes	No
I understand the goal of this project.		
I think this project addresses a real community need.		
This need is among the most important in our community.		
I think that the community benefited from this service project.		
I would like to be engaged in future efforts to improve my community.		

Comments or suggestions:

Sample “Thank You” Letter

Date (i.e. October 10, 2007)

Name

Organization/Business/School

Street Address

City, State Zip Code

Dear (Mr./Ms./Dr./Principal) Last Name:

Thank you paragraph – Thank the individual/organization/business for the specific item(s) or amount of money they donated and describe the event. Be specific! For example:

“Thank you for donating 25 seed packets to our community garden. Your donation helped our project become a great success! We were able to get 30 kids from our school involved and planted a community garden for residents to enjoy. Now, community members will be able to grow and eat their own vegetables and will have access to healthy food in their backyard!”

Ending paragraph – In this paragraph, you might describe future plans or ideas. For example:

Organization/School is excited to have completed our first project and we really want to continue helping the community. We know there is a lot more we can do and we hope you’ll be willing to work with us again next semester! Thanks again for everything!

Sincerely,

(Students, sign your names here)

Student Name

Program (i.e. *“Be the Change” NY* at P.S. 123)

Students, Tell us what you think

Evaluation Form

Instructions: Please complete this form to the best of your ability. All of the information you provide is anonymous (we don't ask your name) and confidential (we don't share your individual responses with anybody). Your feedback will be used to help us improve our programs.

I am a: boy or girl (Please circle one)

Age _____

Date _____

School _____

Teacher _____

Borough _____

A. Is this your first project with Children for Children? (Please circle the best option)	Yes		No	
B. <i>Volunteering means doing something nice for someone else without being asked.</i> Have you ever volunteered before? (Please circle the best option)	Never	1 time	2 or 3 times	4 or more times

*Read each sentence and **CIRCLE** if it is "VERY TRUE" for you, "SORT of TRUE" for you, "NOT TRUE" for you or "YOU DON'T KNOW"*

1. Through this project, I learned about issues that affect my community.	Very True	Sort of True	Not True	Don't know
2. Through this project, I did something that helped someone else.	Very True	Sort of True	Not True	Don't know
3. Through this project, I became more interested in helping my community.	Very True	Sort of True	Not True	Don't know
4. Through this project, I learned new skills	Very True	Sort of True	Not True	Don't know
5. I would like to do more volunteer projects like this one.	Very True	Sort of True	Not True	Don't know
6. What was your favorite project? (Please use the space below to write your answer):				
7. What would have made this project better? (Please use this space below to write your answer):				
8. Do you have ideas for any other projects that you would like to do in the future? (Please use the space below to write your answer)				

“Be the Change” NY Staff Evaluation

Children for Children® strives to be an effective and efficient resource for teachers and service-learning coordinators. In order to assess this project and continue improving the kit, we need your help. Please take a few moments to fill out this quick evaluation.

Coordinator Name _____

Date _____

Site _____

Is this the first time that you organized a youth service project? Yes No

What grade level(s) are the students who participated in the “Be the Change” NY? _____

How many students in participated in the “Be the Change” NY during the course of the year? _____

What kind of service project(s) did your class choose?

What did you find most useful from the “Be the Change” NY curriculum?

What changes would you make to the curriculum? _____

Do you plan to continue working with the community? If so, how?

How did your students reflect on their experience? _____

Additional Comments/Suggestions: _____

Please send this evaluation and student handouts in the provided envelope to: Carline Bennett, Children for Children, 6 East 43rd Street, 25th Floor, New York, NY 10017 and we will send certificates of participation.

FACILITATOR CHECKLIST

Questions to Consider When Working with Youth to Plan a Service Project

PREPARATION:

- Has a genuine community need been identified?
- Does the service project meet this need?
- Have the participants gathered the necessary supplies to implement this project?
- Have the participants networked with community members/organizations and established a reciprocal partnership?
- Have the participants informed other students, parents, community members and the media about the project?
- Are participants working collaboratively and encouraging each other to meet their goals?
- Is the project youth-led and adult guided?
- Are the service objectives aligned with learning goals?

ACTION:

- Are participants drawing on their academic skills and knowledge to carry out their service-learning project?
- Are participants developing meaningful interactions with the people and environments they encounter?

REFLECTION:

- Are the participants able to reflect on the project in a meaningful, engaged manner? –i.e. through role plays, open-ended questions, drawing, poetry, music and journals
- Have the participants been able to react, elaborate and contemplate on the nature of their experience?
- Are the participants able to make connections between the service project and the “big picture”?
- Are the participants able to relate how their project has impacted the community?

DEMONSTRATION:

- Are the participants able to “demonstrate” insights gained to the community-at-large? (Remember, demonstration can take place in a number of ways, including, public presentations, performances, murals, class lessons, research papers, letters, websites, etc.)
- Have the efforts of the students, staff and community members involved with the project been acknowledged?

EVALUATION:

- Has the impact of the service-learning project on the youth and the community been measured? (This can occur through surveys, feedback forms, interviews, case notes, etc.)
- Have the participants assessed the effectiveness of the project and identified avenues for improvement?

Service-Learning Resources

Children for Children

Kids for Community® is a free search engine of volunteer opportunities for young people looking to make a difference. It was created to help young people find volunteer opportunities in New York City, and to provide educators with service-learning tools and ideas. Go to www.kidsforcommunity.org for more information.

Service-Learning

Students in Service to America

President George W. Bush has called on all Americans to commit at least 4,000 hours-the equivalent of two years over the course of their lives-to the service of others. By serving something greater than themselves, young people will learn about their rich democratic traditions as Americans, help meet vital community needs, and become responsible and engaged citizens. www.studentsinservicetoamerica.org

National Service-Learning Clearinghouse

The NSLC staff is ready to provide you with information and technical assistance. Please ask us if you need help with term papers, academic research, program startup, assessment and evaluation, downloading online documents, or anything else regarding service-learning. 1.866.245.SERV (7378). www.servicelearning.org

Information on Martin Luther King, Jr.

The King Center is the official living memorial dedicated to the advancement of the legacy of Dr. Martin Luther King, Jr. Visit www.thekingcenter.org for information and links on Dr. Martin Luther King, Jr.



Questions? If you have any questions about service-learning or want to learn more about Children for Children, email us at celebrate@childrenforchildren.org or call 212.850.4170.

Volunteer Opportunities

Team up with local organizations for other projects!

New York City has countless organizations that need your help. Check out some of the organizations below for more information about how you can make a difference in your community!



Children for Children®

Celebrate MLK, Jr. Day.

Join Children for Children in celebrating Martin Luther King, Jr. Day on January 19, 2009. CFC will be planning a special event and will have many different hands-on volunteer projects.

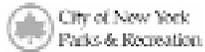
Children for Children, 212.850.4170, www.childrenforchildren.org



Planning a food drive is a great project for schools.

City Harvest delivers food to over 800 emergency food programs in all five boroughs of New York City. You can help - there are still more than 40 emergency food programs on the waiting list receiving no food at all.

City Harvest, 917.351.8700, www.cityharvest.org



Want to work outside? Try cleaning up a local park.

Partnerships for Parks works to increase community support for, and involvement in, parks throughout New York City. Founded in 1995, Partnerships for Parks works to start, strengthen, and support neighborhood park groups and to promote parks in general so people will join in efforts to restore and preserve them.

Partnerships For Parks, 212.360.1310, www.partnershipsforparks.org



Help rescue, and adopt homeless and abandoned animals.

The ASPCA was founded in 1866 with the mission to prevent cruelty to animals throughout the United States. Today, children can play an active role in accomplishing this mission by engaging in numerous service-learning projects that encourage kindness and respect towards animals, such as volunteering at their local shelter, organizing a community educational campaign about spay/neuter, and writing to their legislators encouraging the passage of more humane laws.

ASPCA, 212.876.7700, www.aspca.org



Join in Global Youth Service Day (GYSD).

Global Youth Service Day is the largest service event in the world, mobilizing millions of young Americans to identify and address the needs of their communities through service. Global Youth Service Day is April 25-27, 2008. For more information, or to sign up in New York City, contact Mark at mark@childrenforchildren.org

Youth Service America, 202.296.2992, www.ysa.org



Children's Hope

Make and send get well cards to touch and inspire the hearts of sick children.

Children's Hope Foundation, a volunteer driven organization, improves the quality of life for children, youth and their families affected by HIV and AIDS by meeting their medical and social needs.

Children's Hope Foundation, 212.233.5133, www.childrenshope.org



Sign up for the Penny Harvest.

Common Cents runs programs in New York City schools that give students of all ages a chance to help their communities in real and powerful ways. Give them that pesky jar of unwanted pennies. Encourage your students to contribute some big change.

Common Cents New York, 212.PENNIES, www.commoncents.org



Children for Children®

And don't forget other Children for Children programs!

Children for Children offers many ways for students to Grow Involved. Projects in the past include: book drives, mural paintings, community service projects and much more. Visit our website for information on the Service Projects of the Month, special events, and Kids for Community®, CFC's online database of volunteer opportunities dedicated to NYC youth and families. Teachers: Don't forget to visit our website to find ways to receive school resources through Children for Children's grant programs!

Children for Children, 212.850.4170, www.childrenforchildren.org.



“Everybody can be great,
because everybody can serve.”
-Dr. Martin Luther King, Jr.

“Never doubt that a small, group of thoughtful, committed citizens can change the world. Indeed, it the only thing that ever has.”
-Margaret Mead

